Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 7th December, 2021

Virtual Meeting - via Microsoft Teams

This is a public meeting and members of the public are welcome to watch the webcast live 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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.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

9. Motions

9.1   Motion by Councillor Mary Campbell – Working Group Vacancies

"Committee agrees to replace Councillor Gavin Corbett with Councillor Mary Campbell on the Wester Hailes Working Group and the Corporate Parenting Member Officer Group"

9.2   Motion by Councillor Mary Campbell - Supporting School Staff

"Committee recognises the extreme pressures on school staff caused by the pandemic, particularly in relation to staff absence, and the mental health impacts of the pandemic on staff and pupils.

Committee feels the resumption of school inspections is not appropriate when schools are under such pressure and agrees to write to the Cabinet Secretary for Education and Skills sharing the concerns of committee and of EiS, and to request consideration of delaying inspection visits for this academic year.

Committee also understands that the pressures of the pandemic has shown the need for the Council to do more to support our Pupil Support Assistants. Committee requests a report to come to Education, Children and Families in one cycle, to analyse what could be done in terms of recruitment, training, pay and career structures.

Committee expresses thanks to all school staff working so hard in these difficult times and acknowledges the difficulties they are facing. Committee requests that Council officers look to see if any part of the workload of schools can be reduced without impacting learning and teaching."

9.3 Motion by Councillor Ian Perry - Support for Teachers and School Staff

"Committee acknowledges the challenges outlined in the EIS email that was sent to committee members recently. We recognise this as one of the toughest times in educational history for our teachers and school staff due to pandemic related issues.

Committee expresses its deep gratitude for the sheer workload that all school staff have undertaken to keep our schools open and to ensure that there is no further educational impact on our children and young people.

Consequently, Committee agrees:

1.   To write to the Scottish Government and Education Scotland and ask them to suspend school inspections during such challenging times.

2.   To ask officials to report back early in the new year on the work being undertaken to improve Pupil Support Assistants' terms and conditions.

3.   To communicate to parents the challenges facing schools in this recovery phase and the efforts teachers and school staff are making to keep schools open."

Nick Smith

Service Director, Legal and Assurance

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, Monsignor Anthony Duffy and Rabbi David Rose.
Parent Representative (Non-Voting)
Alexander Ramage

Information about the Education, Children and Families Committee

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

This meeting of the Education, Children and Families Committee is being held virtually by Microsoft Teams.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell or Matthew Brass, 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/matthew.brass@edinburgh.gov.uk .

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Minutes

Education, Children and Families Committee

10am, Tuesday 12 October 2021

Present:

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

Religious Representatives
Fiona Beveridge and Rabbi David Rose.

Parent Representative
Alexander Ramage

1. Deputation – Holy Corner Community Playgroup

The Committee agreed to hear a deputation from Holy Corner Community Playgroup. The deputation made the following key points:

- The deputation raised a 'red flag' that baby and toddler voluntary community groups had not emerged from Covid. This had created a gap of provision for children around 2 years old and children who were due to start nursery.

- The deputation cited that it took a community to raise a child, but as a result of the lack of availability and access to community groups, young children were missing out on key development.

- Concerns were raised on the model of hours the playgroups used and how this did not coincide with the Council's preferred model. The 1140 funded hours model was not suitable for the playgroups, who offered a 600-hour model. The 1140 model was not achievable as the playgroups were often used by parents for only 2-3 hours per day on occasions. The deputation called for more support and action to support this model.

Decision

1) To thank the deputation for their presentation.

2) To request officers to report to the December Committee meeting with an update on the pilot scheme with private and voluntary sector childcare providers; the report to also include an overview of the strategic planning, preparation and response strategy in place to address the pandemic recovery

programme for the provision of childcare in early years settings across the City.

3) To acknowledge the offer from officers to meet with Holy Corner Community Playgroup representatives to discuss their specific issues.

2. School Sports & Extra Curricular Activities/School Lets: Progress Update

2.1 Deputation – Buckstone Youth Dance

The Committee agreed to hear a deputation from Buckstone Youth Dance.

The deputation made the following key points:

- The impact of not allowing use of the local primary school for the group was highlighted and questions arose as to how other venues – such as the community hall – were an option but not the school.

- The deputation questioned why other after school activities have been allowed to resume but not their group, especially given that group members attended school together anyway.

- Although the deputation recognised that outdoor groups were more readily able to return, the confirmation from in-school facilities management that they could manage after school lets, and the possibility for adequate ventilation and social distancing were cited as controls that should allow the resumption of the group.

- The impact on dancers was requested not to be underestimated, with young people losing out on valuable social development as a result of suspending the group.

2.2 Report by the Interim Executive Director of Education and Children's Services

An update on the progress of the re-implementation of school sports and extracurricular activities was presented.

Decision

1) To note that Edinburgh's Active Schools programme had traditionally utilised more charged coaching than other local authorities, recognising the greater number of sports clubs and professional coaching available in Scotland's capital city, and the associated value this had brought to children and young people wanting to enter professional competitive sport and associated careers. This has entailed low-level charging of some participants, on a means-tested basis (e.g., excluding those on free meals) and at a considerably lower cost than private clubs.

2) To recognise that the new Scottish Government policy on the delivery of Active Schools would prevent these charged activities being run by Active Schools Coordinators, with a view to increasing equity, but to acknowledge

that this may have an impact on the breadth and quality of sports offered when relying on volunteer coaches.

3) To note that some schools would choose to continue to work with and/or take on organisations that charged for coaching and woudl either charge pupils, request support from Parent Councils or find other sources of funding to pay for this provision.

4) To note that Active Schools were responsible for ensuring as many opportunities in physical activity and sport were offered to pupils and school led demand may require the Active Schools Coordinators to source clubs/organisations that could deliver activities and would do so for a charge, with the agreement that free places would be offered to those who needed it. Such sessions may still be organised by Active Schools but not run by them. It would be the responsibility of the club/organisation to take bookings, produce registers, collate medical information and collect payment, however Active Schools Coordinators would help.

5) To agree to provide specific communications to Active Schools Coordinators, schools, clubs and parent organisations to specify how this could be organised using resources such as ParentPay.

6) To recognise that this was a transition period to a changed operating model and that it was important that the impact was assessed.

7) To recognise the concerns expressed by some schools in areas of multiple deprivation that the Active School model changes could affect them disproportionately due to their issues recruiting volunteer coaches. As they had stretched staff capacity, who were already working to ensure the highest standard of learning and pastoral care, and that their families faced multiple barriers to volunteering, including zero hours contracts, poor mental and physical health, caring responsibilities, language barriers, substance misuse issues and more.

8) To note that as school lets were a vital resource for delivering health and well-being and that given working hours this was often only possible to be delivered by parental volunteers after 6pm.

9) Therefore, to agree to support the expected increase in volunteer delivery by allocating one evening, per school, per week, where the period 6-9pm was offered for volunteer delivered sport free-of-charge in three one-hour slots.

10) Following a discussion at the Consultative Committee with Parents on 7 October 2021, Committee sought to address the concerns raised and to further agree that Council officers report to the December Committee meeting with the following information:

- To explore options for how the Council and Active Schools Coordinators could support extra-curricular activities, including the potential for training

of volunteers, linking to recognised qualification schemes, covering the costs of PVG checks, sourcing equipment, and any additional measures to ensure that schools who needed support to run a full programme of extra-curricular activities could do so.

- To provide a list of all the extra curriculum activities and sports that were offered before the pandemic (for each CEC school) and how they were delivered

- What sports were now offered under the free of charge Active Schools programme (for each CEC school)

- What sports previously offered under Active Schools were now organised independently to include:

  - What was being offered and provider

  - Costs to pupils

  - Costs being met by PTAs and other parental donations

  - If ParentPay was being used

- progress to re-establishing the programme to pre-Covid levels.

- To establish if this had resulted in additional charges being levied on parents that were not charged pre-Covid.

- To report back the Equalities Impact Assessment of the new offer.

- To detail the outcomes that would be delivered as part of the extra curriculum programme and how these would be monitored.

(References – Education, Children and Families Committee 24 August 2021 (item 15); report by the Interim Executive Director of Education and Children's Services, submitted)

3. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 24 August 2021 as a correct record.

4. Work Programme

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

Decision

To note the Work Programme.

(Reference – Work Programme, 24 August 2021, submitted)

5. Rolling Actions Log

The Rolling Actions Log updated to October 2021 was presented.

Decision

1) To agree to close the following actions:

- Action 1A – Sport and Outdoor Learning Community Asset Transfer of Sports Facilities

- Action 16 (1) (2) – Business Bulletin – Outdoor Learning, Homelessness Prevention Group and Response to Incident Survey

2) To set the expected completion date for Action 1B – Funding for Excursions for Educational Purposes for December 2021.

3) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 12 October 2021, submitted)

6. Business Bulletin

The Business Bulletin for October 2021 was presented.

Decision

1) To note the updates in the Business Bulletin.

2) To include in the Strategic Overview of Early Years Childcare Provision report scheduled to be presented to the December Committee meeting a focus on:

- A more comprehensive option for families utilising the Play Scheme that includes more than two half days throughout the holiday;

- A focus on specific considerations and implications for families with children attending special schools.

(Reference – Business Bulletin, submitted)

7. Learning Estates Strategy

The key aspects of 'Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles' were presented. The report highlighted the significant investment in the learning estate included in the Council's 10-year Capital Investment Programme and it was noted that this was essential in achieving the priorities of the Council's Business Plan.

Decision

To approve the Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles as set out in appendix 1 of the report.

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

8. Promoting Equality

A summary of progress made in the Equality, Diversity and Inclusion Action Plan was presented. The report outlined a number of new initiatives that had been undertaken in the Plan as well as an update on the work undertaken to raise awareness of discrimination, inequality, sexual harassment and gender-based violence.

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 agree the next steps set out at Section 5.1 and 5.2 of the report.

3) To agree that updates on the work detailed in this report and the Action Plan would be reported to every Committee until further notice.

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

9. New Primary School Name

An update on the process undertaken to establish a name for the new primary school currently under construction in Canaan Lane was presented. The report provided a further update on specific areas raised at the August Committee meeting and set out options for taking forward the process.

Decision

1) To note the updated report and the efforts made to consult with ward councillors on a consultation process.

2) To proceed with the consultation before the school opens to ensure a permanent identity was in place for the children attending, and that the consultation should:

- be open to parents of proposed new P1 intake, parents of neighbouring primary schools, parents of childcare and early learning settings in the proposed catchment of the new school and local residents living in the proposed catchment of the new school

- be hosted online and to follow the model used for the Braid Road consultation, requiring full address details and 'reason for responding' (i.e. nursery parent) to ensure respondents were eligible

- include the 3 names on the final shortlist in the report

- ask respondents to rank the names in order of preference (to provide additional detail for committee on overall popularity of each option)

- start as soon as possible but allow additional time if it crossed over with the mid-term break

- be communicated to ward councillors, schools/nurseries for sharing with parents and the community council.

3) The outcome of the consultation, including a breakdown of results by type of respondent, to be reported back to members in one cycle at the December meeting.

(References – Education, Children and Families Committee 24 August 2021 (item 11); Report by the Interim Executive Director of Education and Children's Services, submitted)

10. West Edinburgh High School

In response to a motion by Councillor Louise Young approved by Committee on 24 August 2021, an update was provided on the current position with the delivery of a new West Edinburgh High School following the recent approval of the Council's City Plan 2030 by the Planning Committee.

Decision

To note the update and that a further report was scheduled to be submitted to Committee in December 2021 focussing on the outcome of the detailed work on options with a view to an informal consultation process beginning early in 2022.

(References – Education, Children and Families Committee 24 August 2021 (item 17); Planning Committee 29 September 2021 (item 2); Report by the Interim Executive Director of Education and Children's Services, submitted)

Declaration of Interest

Councillor Louise Young declared a non-financial interest in the above item as the parent of children attending one of the feeder primary schools affected by the proposals.

11. Attainment in the Broad General Education

A summary was provided of the analysis of attainment in Broad General Education (BGE) for City of Edinburgh's primary schools for the year 2020-21. Members noted the decline in attainment attributable to the impact of the Covid-19 pandemic and the contributing factors over the year as well as the next steps proposed to target this decline and monitor its progress.

Decision

1) To note the update regarding this position in educational attainment in Edinburgh primary schools within the Broad General Education for session 2020-21.

2) To agree the next steps as outlined in section 5 of the report.

3)   To agree to receive further annual reports on attainment/improvements in performance.

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

12.   Education Standards and Quality Report 20-21 (Part 2) Learning, Teaching and Assessment

A summary was provided of the progress and impact within Teaching, Learning and Assessment. The report followed on from Part 1 presented at the August Committee meeting and as well as an overview of progress, the report detailed the planned actions that would be undertaken to provide support and challenge schools to drive continuous improvement.

Decision

1)   To note the progress and impact, within Teaching, Learning & Assessment, reported in this section (part 2) of the S&Q report.

2)   To agree the next steps set out in Sections 5.1 to 5.3 of the report.

3)   To agree that updates on the work detailed in this report be reported to Committee as required.

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

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

An interim update on the implementation of the 'Language and Literacy Collaboration' in Dalry Primary School was presented. The report noted the ongoing work on the capacity-building approach to provision of English as an Additional Language to learners across all schools in Edinburgh, and updated members on how support was being delivered specifically in Dalry Primary School to adjust and engage with this approach.

Decision

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

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

3)   To note progress with the next steps previously agreed by Committee on 18 May 2021.

4)   To submit an update report in December 2021 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.

(References – Education, Children and Families Committee 18 May 2021 (item 6); Report by the Interim Executive Director of Education and Children's Services, submitted)

14.   Award of Contract for Young Carer Services

Members were advised that three local authority schools in Edinburgh (James Gillespie's High, Niddrie Mill Primary and Tollcross Primary) had been granted the "We Care, Schools for Young Carers Award" demonstrating their success in identifying and supporting young carers and recognising the contribution to improving outcomes for young carers.

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 the positive recognition of progress with implementing young carer supports indicated in three schools receiving the "We Care, Schools for Young Carers Award".

(Reference – Report by the Interim Executive Director of Education and Children's Services, submitted)

15.   *Discover!* In Partnership with Edinburgh Community Food

Information was provided on the *Discover!* programme which had been established to reduce child poverty, address food and financial security and learning loss during the school holidays. The city-wide programme was led by a Planning Group incorporating the Strategic Creativity, Health and Wellbeing Team, locality officers, the transport team in partnership with Edinburgh Community Food.

Decision

1)   To note the report.

2)   To agree that officers continue to work in partnership with Edinburgh Community Food to deliver the *Discover!* programme.

3)   To award Edinburgh Community Food a grant of £111,000 each year for the continued provision of Discover in a Box and other aspects of a strong and evolving partnership.

4)   To note that *Discover!* contributed to the End Poverty Edinburgh Delivery Plan.

5)   To receive a further update report on progress in October 2022.

(References – Education, Children and Families Committee 15 December 2020 (item 9) and 18 May 2021 (item 10); report by the Interim Executive Director of Education and Children's Services, submitted)

16. Distribution of Scottish Government Asylum, Migration and Integration Funds

Information was provided on how the Council proposed to distribute the Scottish Government Asylum, Migration and Integration funding to improve the mental health of young refugees and separated children in Edinburgh.

Decision

To note the action taken by the Interim Executive Director of Education and Children's Services, in consultation with the Convener, to award the Scottish Government Asylum, Migration and Integration funding of £76,981 to the Mental Health Foundation under the urgency procedure set out in paragraph 4.1 of the Committee Terms of Reference and Delegated Functions.

(Reference – report by the Interim Executive Director of Education and Children's Services, submitted)

17. End Poverty in Edinburgh Annual Report – Referral from the Policy and Sustainability Committee

The Policy and Sustainability Committee had referred the End Poverty in Edinburgh Annual Report to this Committee for further scrutiny on specific actions relating to child poverty.

Members discussed the report particularly in relation to Appendix 1, section 4.5 relating to progress achieved during 2021 and key priority areas agreed for 2022 to address inequalities and availability of opportunities to progress in life.

Decision

To note the report

(References – Policy and Sustainability Committee 5 October 2021 (item 7); report by the Executive Director of Corporate Services, submitted)

18. Internal Audit: Overdue Findings and Key Performance Indicators as at 11 August 2021

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

Decision

To note the report.

(References – Governance, Risk and Best Value Committee 21 September 2021 (item 4); Report by the Executive Director of Corporate Services, submitted)

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Work Programme

Education, Children and Families Committee
7 December 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	March 2022 August 2022 December 2022
2	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Education and Children's Services	Every cycle	March 2022 (written) June 2022 (verbal) August 2022 (written)
3	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Education and Children's Services	Annual	March 2022
4	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Six Monthly & Annual	March 2022

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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	March 2022
6	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	March 2022
7	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	March 2022
8	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	March 2022
9	Lifelong Learning Plan	Annual Report	Linda Lees	Education and Children's Services	Annual	June 2022
10	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
11	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
13	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
14	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
15	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Lorna French Crawford McGhie	Education and Children's Services	Six Monthly	August 2022
16	Education Improvement Plan 2021-2024	Annual Report	Jackie Reid	Education and Children's Services	Annual Report	August 2022
17	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children's Services	Annual	December 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
18	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Education and Children's Services	Annual	December 2022

Rolling Actions Log

Education, Children and Families Committee

7 December 2021

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1A	14-08-18	**Sport and Outdoor Learning Community Asset Transfer of sports facilities**	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	**Closed 26.10.21** **August 2021** Information on this was incorporated in the School Excursions report on the agenda for the meeting on 24 August 2021.
1B		**Funding for excursions for educational purposes**		Executive Director of Education and Children's Services	December 2021		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
2		**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.	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.** **December 2021** All club bookings have been moved to core hours therefore no additional payments being applied. An additional non-core hours charge can be applied but this is unusual and tends to be for commercial users looking to use a school at non-core times for their business. **12 October 2021** Committee asked officers to confirm if a report had been circulated.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	11-12-18	**Edinburgh Learns: Learning Together Framework for Parental Engagement and Involvement**	Ensure impact of Edinburgh Learns Framework: Learning Together by requesting an annual update report from the Edinburgh Learns Strategic Group for 'Learning Together'.	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting.**
4	21-05-19	**Edinburgh Learns: Framework for Digital Learning**	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required as identified by the officer working group including cluster technicians, school	Executive Director of Education and Children's Services	March 2022		**December 2021** The report on empowered learning will be submitted to Committee in March 2022. **October 2020** An update was included in the Return to Schools Report on 13

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			budgets and the affordability of hardware, and Wi-Fi access at home.				October 2020 and a report on Empowered Learning will be submitted to the December Committee
5	16-08-19	**Reducing Child Poverty**	To agree to receive six monthly report to Committee from the Child Poverty Action Unit to effectively scrutinise progress and actions to mitigate/reduce child poverty.	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.** (Item will be added to the Committee's Work Programme) **October 2021** Referral report from Policy and Sustainability Committee is on the agenda for this meeting. **August 2021** Update in the Business Bulletin for this meeting. **December 2020**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Committee on 15 December agreed 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.
6	03-03-20	**Children and Young People's Participation**	Request a further report in March 2021.	Executive Director of Education and	March 2022		**December 2021** This report has been deferred to March 2022.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
				Children's Services			**March 2021** This report has been deferred to December 2021.
7	10-12-19	**Update on Trinity Academy Wave 4 Project**	To note that an update report would be submitted at the end of the feasibility stage.	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting (included in the report on Learning Estate Infrastructure)** An update report will be submitted to Committee on 7 December 2021.
8	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	Executive Director of Education and Children's Services	December 2021		**An update is included in the report on the response to Ken Muir Consultation Education Scotland Reform on the agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 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				**<u>December 2020</u>** The Scottish Government have paused the independent review.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 members consideration before submission to the Scottish Government.				
9	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.	Executive Director of Education and Children's Services	Ongoing		**October 2021 Update** Thistle Foundation have delivered excellent work to mainstream school leavers with a disability in Edinburgh and

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Midlothian. Pre-Covid-19 they had started work in two Edinburgh primary schools on pupils' emotions. They were set to roll out this work to three further schools but Covid-19 caused this work to pause. Officers are in discussions with Thistle and other Community Mental Health and Wellbeing organisations in the Craigmillar area on an ongoing basis.
10	13-10-20	**Standards and Quality Report**	1) To note the improvements in progress towards actions across every Edinburgh Learns themed Board.	Executive Director of Education and	May 2021 (Part 1) October 2021 (Part 2)	May 2021 October 2021 (Part 2)	**Recommended for closure.** **October 2021**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) To commend the flexibility and responsiveness of all staff in delivering services within the context of risk management. 3) To provide an update to committee once full information on predicted pupil subject grades were available.	Children's Services			Part 2 of the report is on the agenda for this meeting. **<u>August 2021</u>** Part 1 of the Standards and Quality Report was submitted to Committee on 18 May 2021.
11	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.	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.**
12	15-12-20	**Edinburgh Learns for Life – Inclusion Annual Report**	1) Noted. 2) To circulate to Committee members school exclusion figures	Executive Director of Education and	March 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			as well as the number of appeals to these exclusions.	Children's Services			
13A	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 (Nat5, Higher, Advanced Higher) sports. • the position of CEC and their delivery of school	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.** **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
			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. 4) To confirm if the above response had been sent to the Edinburgh Parent Council Network via Headteachers.				
13B	24.08.21	**Motion by Councillor Laidlaw – School Sports and Extra**	1) Motion approved 2) To include information on in-school school lets in the report.	Executive Director of Education and	October 2021	October 2021	**Recommended for closure.** Superseded by composite motion agreed at October

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Curricular Activities	3) To include any outstanding or new requests from groups that have not been actioned at the time of the report coming to Committee.	Children's Services			Committee meeting.
14	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 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.	Executive Director of Education and Children's Services	Ongoing		**October 2021** Updates were included within the Promoting Equality Report on the agenda for the October Committee meeting.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 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				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
			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,				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 Specialist for enabling and supporting the investigation process.				
15	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	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting.** **October 2021** An update was provided in the business bulletin

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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. 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				for the October Committee meeting on the summer 2021 holiday playscheme and included an update on engagement with SQA.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 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				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
16	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	Executive Director of Education and Children's Services	August 2021	August 2021	**Decisions 1) and 2) closed by Committee on 12 October 2021.** 1. An update on decision 1) was included in the School Excursions report on 24 August 2021.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			statement from the Homelessness Prevention Group.				2. A briefing note was circulated to members on 17 June 2021.
			3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the 24 August 2021 Committee.		March 2022		**December 2021** An update will be included in the Inclusion Report scheduled to be submitted to Committee in March 2022.
17	28-05-21	**Gaelic Medium Education in Edinburgh – Statutory Consultation**	1) Committee noted the report 2) Next Steps agreed: Once a response has been received from the Cabinet Secretary a further update report will be submitted to Committee for consideration.	Executive Director of Education and Children's Services	Ongoing		**Update report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18A	24-08-21	**New Primary School Name**	1) To provide a report to the October 2021 Committee that includes further details on the consultation/engagement methods used to gather views of local interest groups on options for names of the new Primary School. 2) To confirm with Headteachers what information has been sent to parents regarding the list of options for the new school name 3) To circulate the correspondence sent to parents from the Council on the naming option of Canaan Lane Primary School. 4) To agree to include North Morningside Primary School on the list of options for school names.	Executive Director of Education and Children's Services	October 2021	October 2021	**October 2021** Update report considered by Committee at its October meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			5) To engage with ward councillors and community councils on the options for names of the new primary school and the options for conducting the consultation. 6) To approach the groups and individuals responsible for the suggested suitable names to allow them the opportunity to create a briefing/leaflet on the context surrounding their name option.				
18B	12-10-21	**New Primary School Name**	1) To note the updated report and the efforts made to consult with ward councillors on a consultation process. 2) To proceed with the consultation before the school opens to ensure a permanent identity was	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			in place for the children attending, and that the consultation should: • be open to parents of proposed new P1 intake, parents of neighbouring primary schools, parents of childcare and early learning settings in the proposed catchment of the new school and local residents living in the proposed catchment of the new school • be hosted online and to follow the model used for the Braid Road consultation, requiring full address details and 'reason for responding' (i.e. nursery parent) to				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			ensure respondents were eligible • include the 3 names on the final shortlist in the report • ask respondents to rank the names in order of preference (to provide additional detail for committee on overall popularity of each option) • start as soon as possible but allow additional time if it crossed over with the mid-term break • be communicated to ward councillors, schools/nurseries				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			for sharing with parents and the community council. 3) The outcome of the consultation, including a breakdown of results by type of respondent, to be reported back to members in one cycle at the December meeting.				
19	24-08-21	**Motion by Rabbi David Rose – Promoting Equality in Schools**	1) Motion approved. 2) To share the motion with Headteachers.	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.** Motion shared with Head Teachers.
20A	24-08-21	**Motion by Councillor Louise Young – West Edinburgh High School**	To present a report to the first Education, Children and Families Committee following the Planning Committee's first review of the draft LDP, which should outline the next steps for	Executive Director of Education and Children's Services	October 2021	October 2021	**Recommended for closure.** Report submitted to Committee on 12 October 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
20B	12-10-21	**West Edinburgh High School**	To note the update and that a further report was scheduled to be submitted to Committee in December 2021 focussing on the outcome of the detailed work on options with a view to an informal consultation process beginning early in 2022.	Executive Director of Education and Children's Services	December 2021		**Update is included in the Learning Estate Infrastructure Report on the agenda for this meeting.**
21	12-10-21	**Pilot Scheme with Private and Voluntary Sector Childcare Providers**	To request officers to report to the December Committee meeting with an update on the pilot scheme with private and voluntary sector childcare providers; the report to also include an overview of the strategic	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			planning, preparation and response strategy in place to address the pandemic recovery programme for the provision of childcare in early years settings across the City.				
22	12-10-21	**Business Bulletin – Strategic Overview of Early Years Childcare Provision**	To include in the Strategic Overview of Early Years Childcare Provision report coming to the December Committee meeting a focus on: • a more comprehensive option for families utilising the Play Scheme that includes more than two half days throughout the holiday; • a focus on specific considerations and implications for families with children attending special schools.	Executive Director of Education and Children's Services	December 2021		**Report on agenda for this meeting.**

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	12-10-21	**Review Cuts to English as an Additional Language for Dalry Primary School**	1) To note the ongoing work to develop a sustainable, equitable and capacity building approach to provision for English as an Additional Language to learners across all schools. 2) To note the ongoing work to support Dalry Primary School to adjust and engage with this approach. 3) To note progress with the next steps previously agreed by Committee on 18 May 2021. 4) To submit an update report in December 2021 on the recommendations and actions detailed in the Integrated	Executive Director of Education and Children's Services	March 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Impact Assessment and the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.				

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 7 December 2021

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Ian Perry	Councillor Ian Perry (Convener)	Nickey Boyle, Executive Support 0131 469 5725
	Councillor Alison Dickie (Vice-Convener)	
	Councillor Eleanor Bird	Gillian Kennedy Service and Policy Adviser to the Convener and Vice-Convener Tel: 0131 529 4319
	Councillor Steve Burgess	
	Councillor Mary Campbell	
	Councillor Joan Griffiths	
	Councillor David Key	
	Councillor Callum Laidlaw	
	Councillor Jason Rust	
	Councillor Scott Douglas	
	Councillor Louise Young	
Vice Convener: Councillor Alison Dickie	**Added Members for Education Matters**	
	Religious Representatives	
	Margaret Therese Laing	
	Mrs Fiona Beveridge	
	Rabbi David Rose	
	Parent Representative	
	Alexander Ramage	

Arts & Creative Learning Team

Professional Learning Opportunities

The Arts & Creative Learning team have continued to deliver a suite of Creative Learning focussed career-long professional learning (CLPL) to embed creativity in learning and teaching. These sessions have been developed for educators, including classroom practitioners at any stage of their career, Senior Leadership Teams, Early Years practitioners, support staff and probationer/early-phase teachers. Bespoke training has also recently been delivered to the CEC Quality-Improvement (QI) Team, to focus on how strategic leaders can embed creativity in their own work at authority and school level. With its success, other South East Improvement Collaborative (SEIC) QIO Teams are also engaging in bespoke training, relevant to their Local Authority priorities.
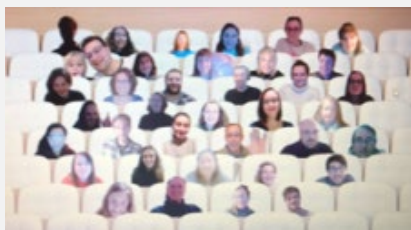
Since December 2020, over 850 practitioners have engaged in the professional learning across the SEIC, including Foundation Apprentices, whole-school improvement training and as a part of the core CEC probationer programme, for this year and last year's NQTs.

To develop sustainability, as well as offering a leadership opportunity, Train-the-Trainer for this suite of professional learning is being developed, where trainers will deliver sessions to schools and clusters.

The feedback continues to be very positive, demonstrating the importance, relevance and need for these sessions. For more information, contact charlotte.bennett@edinburgh.gov.uk or creative.learning@edinburgh.gov.uk

Creative Learning and South East Improvement Collaborative (SEIC) 2021-2022 Plan

The South East Improvement Collaborative (SEIC) Education Support Officer (ESO) for Creative Learning, Charlotte Bennett, has been working closely with the SEIC and Education Scotland's South East Improvement Team (SEIT) to deliver the outcomes from the SEIC Regional Improvement Strategic Plan 21-22. The plan continues to

Education, Children and Families Committee –7 December 2021

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.

The ESO post has recently been successful in its bid from Education Scotland and Creative Learning Networks for a further year of funding, as a part of a SEIC consortium bid to strategically lead on SEIC-wide creative learning.

Creative Learning is embedded in the first of the strategic goals: *to drive high-quality learning, teaching and assessment.* This is being achieved by developing leaders and practitioners' knowledge, skills and confidence in taking forward creative learning, creative teaching and innovative pedagogies, to improve learner outcomes. With creativity being so applicable across many different areas and networks, this work spans across the other two goals and supported networks to deliver the plan's strategic priorities. The ESO is working closely with the SEIC Statistician to ensure data is meaningful and relevant for achieving the goals.

The recent Curriculum for Excellent (CfE) refresh as well as OECD report on CfE highlights the need to develop learners' skills and creative approaches to teaching and learning, such as IDL and project/interest-based learning. Learners need to be able to talk about creativity and how to apply these skills in different or unknown contexts. Furthermore, feedback from practitioners demonstrates interest in learning more about creative teaching and learning. There is an identified need for more resources and support to build greater confidence in teaching for creativity. There is a clear need to build pathways from a play-based pedagogy in early years, through to creative learning in the BGE and Senior Phase and the world of work beyond.

The SEIC Creative Learning Network, which is now one of the supported networks contributing to the plan, has a QIO and/or senior officer from each of the five authorities, as well as a SEIC QIO. The group also benefits from members of the SEIT team and external partners, including education consultant David Cameron. The network continues to drive actions to improve learner outcomes and teacher professional development. Each of the Local Authorities are developing its plans with Creative Learning or Creativity either emerging or implied through creative approaches to learning and teaching and curriculum design. This development over last 12 months, resulting in the network becoming a formally supported SEIC network, is a major achievement and one which is likely to drive further strategic actions, increased collaboration and practical support.

The Phase 3 Regional Improvement Strategic Plan 21-22 can be found on the SEIC website. To discuss any of the plan in more detail, please contact Charlotte Bennett, SEIC ESO for Creativity charlotte.bennett@edinburgh.gov.uk

Creative conversations celebrate their 60th event &

YouTube channel launch

Creative Conversations have been established for over 10 years, bringing school leaders, practitioners and partners together to discuss important ideas in and about education. This month celebrates its 60th event, as well as the launch of its own YouTube channel. This can be used to catch-up on favourite recordings as a part of self-led professional learning, with past conversations including guests Ollie Bray, Hywel Roberts and Mark Priestly.

A Creative Conversation with Ollie Bray and Suzanne…
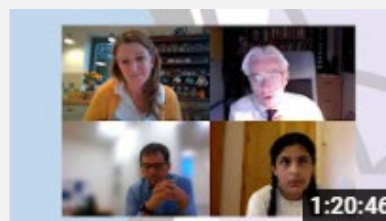
A Creative Conversation with Mary Michel, Matt Robinson…

David Cameron, who has been facilitating the conversations since they began, says:

"Being involved in the Creative Conversations is one of things of which I am most proud. They consistently excite, inform, challenge and inspire and that is why they have had such longevity. They work!"

The conversations are considered sector-leading and have had just under 1000 SEIC participants attend since running virtually last November. It is hoped that in the not too near future these events will run as a blended approach of online, live-recorded and face-to-face events, to maintain the levels of engagement the events have.

You can click on any of the images to access the recordings and keep up-to-date with the latest news and events by **signing up to the Creative Conversations mailing list** as well as by following us on Twitter**, @CreateLearnEdin.**

Creative Conversation with Daydream Believers

Our Youth Music Initiative

Every year, as part of the national Youth Music Initiative (YMI) programme, funded by the Scottish Government and administered by Creative Scotland, our YMI team delivers musical input to over 22,000 young people in schools across Edinburgh.

Our YMI sessions are designed to enhance literacy, numeracy, health & wellbeing and creativity through music, and our supporting resources cover important issues such as Global Citizenship, Enterprise and Creativity, and STEAM subjects.

With that said, we are thrilled to have delivery of many of our 2021-22 YMI projects underway already. Our partners Drake Music Scotland are providing bespoke musical workshops in our special schools, and the National Youth Choir of Scotland (NYCoS) are now working with primary 3 classes across all Edinburgh primary schools.

Primary 3 pupils enjoying their NYCoS music sessions

We look forward to our remaining projects starting up at the end of the month, with our specialist YMI tutors delivering sessions from ukulele to Scottish culture, language and dialect through song. All of our sessions have moved from Microsoft Teams back to in-person delivery this year, adding yet further to pupils' musical experiences.

My class thoroughly enjoyed the classes and really looked forward to each session. The content was pitched perfectly for the age group and I heard some of them singing the songs outside at playtime which just shows how much they enjoyed and learned from the sessions. Thank you for the opportunity to be involved with YMI and I hope we can take part again in the future.
– Class teacher, Longstone Primary School

Thank you for all your hard work to provide these lessons to us during such a challenging time. It is so appreciated!

– Class teacher, Pentland Primary School

Screen Education Edinburgh (SEE)

Climate Challenge film programme

As part of a Film Access Scotland's nationwide wide programme 'Climate Challenge: 1.5-degree films' funded by Screen Scotland, SEE's skills & qualifications officer Sean Young designed a virtual filmmaking learning programme and developed film tutors at 10 partner film access orgs across the country who ran online programmes developing young people, adult learners, schools, youth and community orgs to produce films centred on climate change.

With over 100 films made so far, as part of the online delivery aspect SEE's film tutor Sharon Sorensen has run three six-week online programmes developing workers at youth and community orgs who put their weekly filmmaking learning into practice to develop learners at their respective orgs to produce films.

Selected films from the challenge are currently screening via BBC The Social, screened at the New York Times climate hub at COP26, and will be screened at special events in conjunction with EIFF Youth and during Film Access Scotland's Youth Access Film Festival in the New Year.

Film Access Scotland is a national consortium of organisations dedicated to access to film for all in the nation, prioritising equalities, diversity, and inclusion, with Screen Education Edinburgh a founding member from its inception in 2013.

British Film Institute Film Academy Edinburgh

SEE's latest BFI Film Academy programme, at Queen Margaret University's campus in September - early February led by Sean Young. Funded by the BFI and Screen Scotland, the programme develops young people aged 16 to 19 in Edinburgh and Southeast Scotland in all aspects of filmmaking, alongside industry masterclasses and the studying of the BFI/Screen Skills Preparing to Work in the Film Industry qualification moderated by NCFE.

15 young people from Edinburgh, 2 from Falkirk, 2 from Midlothian and 1 from East Lothian are taking part, with key targets met for gender, disability, free school meals and ethnic diversity being met ensuring the programme develops and supports young people towards further and higher education film study, or into the film and tv industries, no matter their previous experience, background, or economic circumstances.

In the Frame

Funded by the Scottish Government's Creative Communities programme managed by Inspiring Scotland, In the Frame is a 28-week documentary learning programme developing groups of adult learners and young people living in North Edinburgh, including Granton, Muirhouse and West Pilton.

Led by film tutors Paul Sng and Jenny Souter, learners are given the confidence, skills, and knowledge to produce short documentaries focused on their lives and community.

Since September, it has made a marked contribution to mental health, wellbeing, and helped to reduce isolation for adult learners. Dawn reported "I have really improved mentally and thinking more creative and motivated and productive' whilst learner Carol commented "having been in hospital with Covid and pneumonia recently, it has very much cheered me up and made me feel more like my old self to be with this creative group of folk and the tutors'.

Made In Britain

The Guardian's Made in Britain series focuses on communities affected by poverty and inequality, with the least access to journalism and an ability to shape the narrative that represents their lives, funded by Joseph Rowntree and Paul Hamlyn Foundations.

Scotland's representative in the programme, SEE is developing an all-female filmmaking team who face barriers to progressing in film and tv due to mental health and physical disabilities, to produce a film focused on the community of North Edinburgh.

The main focus of the film being the stories of local women engaged with charity 'LIFT: Low Income Families Together' the film's first-time director Jenny Souter, formerly a Community Jobs Scotland trainee at SEE and now a tutor at SEE, has been supported by SEE's development officer Graham Fitzpatrick, SEE tutor and recent BAFTA Scotland best feature film nominee Paul Sng, and the Guardian's documentary producer John Domokos, to research, devise and plan a film centred on the lives of families in Muirhouse and West Pilton, with shooting starting mid-November.

Moving Image Arts

Moving Image Arts Scotland is a national programme managed by SEE which develops young people aged 16 to 25 in all aspects of film over an academic year through the Moving Image Arts AS level course moderated by the Council for the Curriculum, Examinations & Assessment. Funded by Screen Scotland.

Starting early October, learners have been supported by SEE's Brian Robinson to develop their knowledge of film, whilst developing their skills in the filmmaking crafts towards realising their own films in the spring.

Learner Zara commented 'I'd say MIA is a comprehensive filmmaking course that teaches basic filming principles with an in-depth look into film techniques, film history, lighting, editing and sound production. The lessons are engaging and informative, with one of the best aspects of this course being the chance to plan, create and edit your own short film, with the freedom to express your own creativity and demonstrate what you have learnt.'

Set the Scene

Set the Scene: Filmmaking for Educators is a programme developing teachers across primary, secondary, and special schools in filmmaking. Funded by Screen Scotland, the programme aims to increase film participation and learning in the classroom.

One strand has seen virtual CLPL courses that have developed 45 teachers across 31 schools across the Southeast Improvement Collaborative of Edinburgh to date, whilst a suite of learning resources in filmmaking for use in the classroom at each curriculum level have been developed and rolled out as pilot with teacher and pupil evaluation informing a final rollout in the new year.

A final strand will see schools serving Edinburgh's SIMD 1 & 2 communities, a number of special schools, and the City's secure unit, developed through a supported pathway of in class development of teachers and pupils over the next few months, benefitting from the specialist knowledge and expertise of SEE's team in supporting young people facing additional barriers to learning.

Teacher's taking part in the programme so far have commented 'each session has covered more content than I thought would be possible, and has been fairly interactive despite being delivered remotely' as well as 'I found this course really helpful in showing me how to structure a series of film making lessons through the 5 steps unique to SEE's approach' and 'I'm now more confident with the app and use of it, and also feel more able to manage a class on a whole project'.

Canal View wins National Award

Canal View Primary School, in partnership with Active Schools and the Active Travel team, are delighted to have been announced as national winners of the inaugural Bikeability Scotland Awards 2021. The school's commitment to Bikeability and the dedication from the teachers made Bikeability a highlight for pupils during the pandemic. All pupils in P6 and P7 gained certificates in levels 1 & 2. All pupils in P5 gained their level 1 award. This was challenging to organise and the whole school had to play their part, dedicating teacher time to deliver session. The impact and feel good factor along with the pride of wearing their badges was a joy to be part of. Pupil learning was more positive, behaviour more settled and children would shine brighter with their achievements, during a very difficult time.

Lorraine Dickson

Active Schools Co-ordinator

Outdoor Learning support for schools

Monday after the October school holidays was an in-service day for schools and as usual members of the Sport and Outdoor Learning Unit (SOLU) were busy supporting school staff training.

Andrew Bagnall was at East Craigs Primary in the morning for a hybrid training session; an online introduction and plenary either side of outdoor workshops delivered in the grounds. Staff split into four groups and rotated around Andrew's sessions and three workshops showcasing the excellent outdoor learning already established at East Craigs.

In the afternoon Andrew Bradshaw and Andrew Bagnall co-delivered an online visioning workshop for staff at Buckstone Primary, trialling a new framework for discussion. Feedback from both sessions was very positive and the discussion framework has now been adapted as a resource for all schools.

Key contact: Andrew Bagnall Andrew.Bagnall@edinburgh.gov.uk

Pic caption: One of the enclosed outdoor courtyards at East Craigs that has been turned into a jungle-like outdoor classroom for P2s.

Incremental restart of school residential visits

The Council has devised an incremental restart to school residentials. This includes the Autumn reopening of the City's Benmore and Lagganlia Outdoor Centres; operated by the Sport and Outdoor Learning Unit (SOLU). SOLU, particularly the staff at Benmore and Lagganlia, have developed significant resources/support in partnership with the Schools Team and Health Protection Lothian. These include a checklist; process for monitoring Covid contexts prior to departure and post residential; online information evenings; risk assessment templates and scenario planning toolkit. Graeme Adams (Operations Manager – Benmore) and Nick March (Operations Manager – Lagganlia) have led this work and continue to support schools with great skill and enthusiasm. This has built confidence linked to the pandemic and maximised attendance.

The Council owning its centres is as important as ever; allowing Council Officers to directly support and manage safe and effective school residentials via inspirational settings through a highly skilled and enthusiastic workforce.

Council Officers have been invited to co-lead on the development of resources to support Local Authorities across Scotland. A significant part of this will be based on Edinburgh's proactive work and learning over the last 6 months. The next stage of the Council's incremental reopening of school residentials is being reviewed shortly.

SOLU wishes to express its thanks to schools who continue to undertake excellent work in maximising attendance and outcomes. Well done to all.

'*The range of activities was excellent and all of our pupils commented on the experiences. It has opened up a whole new world for some of our pupils. The activities were highly engaging, well-organised, exciting and of an appropriate challenge.*'

Twitter – Clovenstone PS (visit to Benmore Outdoor Centre)

Twitter – St Andrew's Fox Covert RC (visit to Lagganlia Outdoor Centre)

Key contact: Andrew Bradshaw Andrew.Bradshaw@edinburgh.gov.uk

Scottish Cycle Repair Scheme

The Sport and Outdoor Learning Unit (SOLU) is delighted to announce it has received renewed funding from Cycling UK (Scottish Cycle Repair Scheme) via the Council's Bangholm Outdoor Centre team.

This will allow SOLU and partners to service bikes up to a maximum of £50 per cycle (standard bikes). Staff/partners can do any repairs that are necessary to make the cycle safe and roadworthy, including repairing or replacing tyres, tubes, wheels, fixing brakes or gears.

SOLU will continue to work with locality colleagues and partner organisations to make sure these repairs are offered to those most in need. This will allow more families to use bikes and to explore Edinburgh and beyond!

Key contact: Cliff Smith cliff.smith@edinburgh.gov.uk.
https://www.cyclinguk.org/ScotCycleRepair

Duke of Edinburgh's Award – Pandemic Recovery (coordinated by the Sport and Outdoor Learning Unit)

In the months following the lifting of the last lockdown, the Duke of Edinburgh's Award in the City has seen a dramatic rise in the number of young people starting a level of the Award. In the first seven months of this reporting period, the figures show significant progress in supporting young people to engage with the Award; there has also been an increase in the number of young people from disadvantaged backgrounds starting the DofE programme. This remains a strategic priority and many projects are underway or will start shortly.

With many groups in each locality still to enrol participants this year, the Council is on course to get DofE activity back to the levels we were reaching before.

Trinity Academy Gold Expedition participants, summer 2021.

Defer entry to P1

Children in Scotland usually start school between the ages of 4 years 6 months and 5 years 6 months old.   All children who are four years old at the start of the school year can defer and start primary one the following year. Applications for children with a January or February birthday have automatically been approved. Applications for children with a birthday between August and December have not been funded by the Scottish Government and approval by the council has been discretionary.

From August 2023, all families will be able to access a further year of funded quality early learning and childcare (ELC) if they want their child to defer entry to primary school. This will ensure that all children who defer have an equal right to funded ELC if their parent or carer feels it is in their best interests.

The Scottish Government has been piloting the implementation of the changes to deferral entitlement to better understand the likely uptake of the extra year of funded childcare and help local authorities plan accordingly. Although Edinburgh was unsuccessful in our request to pilot the delivery of the new guidance before August 2023, the council has agreed to fully fund all requests from August 2022 for children born between 18 August and 31 December.

<u>SideStep</u>

SideStep is a partnership between Action for Children, City of Edinburgh Council and Police Scotland to support children and young people aged 11- 18 who may be at risk of or coerced into involvement with serious offending and criminal activity. The aim is to identifying children and young people at the earliest opportunity to divert them away from exploitation or criminal pathways that could lead to career criminality.   This 3 year pilot project is funded via the UK Lottery and is just past the halfway stage. Evaluation has been built into the pilot and a full report will be prepared to support future planning.

To date the service has supported 37 young people who have been identified as being at risk of criminal exploitation. Intensive support is available to support young people to make positive choices, engage in education, training or employment, improve engagement in pro social activities and build positive relationships. The service is delivered by a programme team leader, practitioners and peer(s) mentors.   Two staff received a Special Commendation Award at the Action for Children Scotland Awards in October 2021, both started as peer mentors and recently progressed to lived experienced practitioners. Lived experienced practitioners play a crucial role in building trusting relationships with young people who are often hard to reach. SideStep deliver support on a one to one and groupwork basis. They encourage engagement in pro social activities and in the last year have created opportunities for young people to get involved in mountain biking at Glentress, climbing at Alien Rock, Bridge8 and Foxlake Adventures. In collaboration with education there is a targeted groupwork programme currently being delivered to young people in Leith who have been identified as being at risk of criminal exploitation, early feedback from this group is encouraging. For further details on SideStep please contact fiona.bradford@actionforchildren.org.uk or janine.mcgowan@edinburgh.gov.uk.

EH1

The EH1 Action for Children Service is commissioned by City of Edinburgh Council to support children and young people at risk of escalating into the care system to remain safely with their families, reducing the need for them to be accommodated or avoiding placement breakdown. EH1 provides an enhanced level of support to children, young people and families, including evening and weekends. Where required intensive support is provided as an alternative to secure or to support positive transitions back to the community. As part of the commissioning process(es) the service is closely monitored, recent findings indicate that between March 2020 and 2021 84% of young people were supported to maintain their placement and 60% reduced their involvement in offending behaviour. Some quotes from practitioners and a young person:

"EH1 continuing to have face to face contact with young people throughout the pandemic has been fantastic. They built a good relationship with the young person despite them finding it difficult building relationships due to his ASD."

"EH1 have a good understanding of the issues that impact on the young people they work with. They are empathic, supportive, and non-judgemental."

"I think I am nicer now. I don't runaway anymore I look after myself."

For further details on EH1 please contact marnie.coull@actionforchildren.org.uk.

Learning Places Scotland 2021 awards Buckstone Primary School

Buckstone Primary School 'Learning Orchard' was 'Highly Commended' at the Learning Spaces Scotland Awards on 23 November 2021.
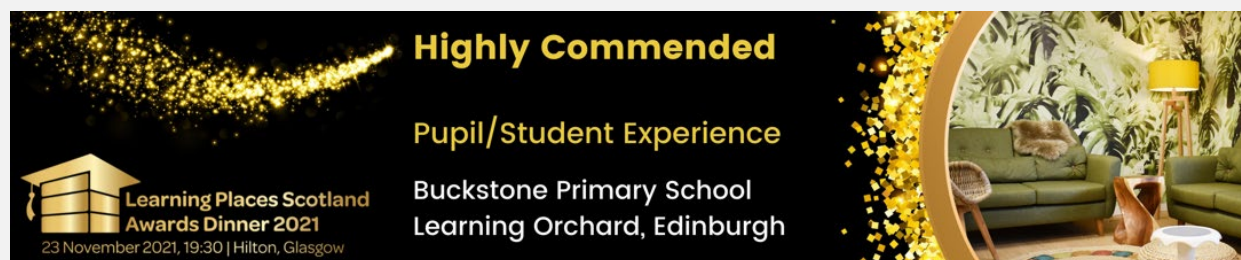
The 'Learning Orchard' is the result of participatory interior design collaboration between pupils, teachers and designers transforming existing classrooms and break out space into an agile and nurturing learning space, with sustainable and wellbeing considerations. Features include a 'Secret Garden' and 'James & The Giant Peach' Library 'nook' and tree.

Lesley McMillan, Interior Designer for Property & Facilities Management said " This was both a fun and rewarding co-design project to work on. The school put a tremendous amount of effort into this, forming a 'mini design team' researching learning spaces and professions into the built environment, even attending the Learning Spaces Conference in 2018. Not to mention they were a challenging client too, testing my design skills by requesting a giant peach library that they could sit inside, and instructing that I make the tree 'uglier' in keeping with Roald Dahl's book!"

Susan Imrie, Head Teacher, Buckstone Primary School said "The staff and children loved working with Lesley and the team to transform the look and feel of our learning space. Lesley ensured the children were included in all aspects of the design including decision making, testing the furniture, choosing the carpets as well as creating the peach and the tree! Our thanks also go to the Parent Council for working in partnership with us and funding part of the project"

Edinburgh Community Learning and Development Plan 2021 - 2024

A review of the previous plan 2018 – 2021 is on pages 3 – 6 of CLD Plan 2 (link below)

The Council has a duty to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013 and to produce with partners a three-year CLD plan for the city.

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

The new plan identifies key themes across adult learning, youth work and capacity building. It touches upon the impact of Covid 19, how this influences the actions and outcomes featured in the plan and recognises that planning needs to be agile to respond to new and emerging needs over the next year and beyond.

The Education Scotland HMI has provided useful feedback on the draft plan and CLDP is addressing some of these identified areas for further development. The Plan is iterative and will require the CLDP to review regularly, not least because we are emerging from a pandemic, the impact of which is not yet fully known.

For ease of reading the plan itself is written in 3 separate but related documents:

- **CLD Plan One** provides a context for the plan, brief details of other related plans and strategies, governance structure, origin of the plan themes, detail of the new plan.

- **CLD Plan Two** provides a **review of the previous CLD Plan 2018 – 2021**, further detail on related plans and strategies, impact of Covid on wellbeing, public health and inequality, an example of how needs are identified, more detail on governance including the CLD Partnership Terms of Reference.

- **CLD Plan Three** provides an Integrated Impact Assessment which considers equality, human rights, sustainability and the environment.

The CLDP is accountable to the Edinburgh Partnership (EP) for the actions and outcomes.

The plan itself is published on the EP website.
https://www.edinburghpartnership.scot/downloads/download/3/plans?downloadID=3

Next steps for the CLDP are:

- to further define measures of success

- to address how the plan can be best communicated to learners, Council and partners staff and volunteers, relevant national and local organisations.

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Education, Children and Families Committee

10am, Tuesday, 7 December 2021

Early Years Report – COVID 19 Pandemic recovery for providers in Edinburgh – Holy Corner Playgroup

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

   1.1.1   Note the information in this report.

Amanda Hatton: Executive Director of Education.

Contact: Lynn Paterson, Senior Education Manager

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Contact: Donna Murray, Senior Education Officer

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Report

Early Years Report – COVID 19 Pandemic recovery for providers in Edinburgh – Holy Corner Playgroup

2.   Executive Summary

2.1   Edinburgh now provides 1,140 hours of early learning and childcare to eligible two year olds and all three and four year olds. Families have the option to take their full entitlement or fewer hours where these are available.

2.2   Parents/carers can choose to use the hours over more than one setting. This is called a blended model. Examples of blended models are:
2.2.1   Local Authority and Partner Provider e.g. private or voluntary sector
2.2.2   Partner Provider and Childminder
2.2.3   Local Authority and Childminder
2.2.4   Local Authority and Forest Kindergarten

2.3   All non-local authority providers of day care of children and early learning and childcare were able to apply for a COVID recovery grant from the Scottish Government. Edinburgh's partner providers delivering early learning and childcare received a total of £647,700.00

2.4   Holy Corner Playgroup experienced a change of management committee and registered manager in the summer of 2021. The new management team were not fully apprised of the range of council support available to the service. This has now been shared with the playgroup.

3.   Background

3.1   The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 increases the responsibility of the Local Authority to provide 1,140 hours of Early learning and childcare for all four year olds, three year olds in the term following their third birthday and two year olds who meet particular criteria.

3.2   Holy Corner Playgroup representatives shared a deputation at the Education Children and Families Committee on 12 October 2021.

3.3   Committee agreed:
   3.3.1   To request officers to report to the December Committee meeting with an update on the pilot scheme with private and voluntary sector providers: the report should include an overview of the strategic planning, preparation and response strategy in place to address the pandemic recovery programme for the provision of childcare settings across the city.
   3.3.2   To acknowledge the offer from officers to meet with Holy Corner Playgroup representatives to discuss their specific issues.

4.   Main report

Update on the pilot scheme with private and voluntary sector providers:

4.1   The deputation suggested the early years' service puts in place a pilot to gather information on the number of places partner settings have and their waiting lists.

4.2   Since planning for the expansion started in 2016, the early years' service has collected annual and now termly data on the following for all local authority and partner providers:

   4.2.1   Number of Care Inspectorate Registered Places
   4.2.2   Number of funded places provided
   4.2.3   Waiting list data for funded places

4.3   Since August 2021, partner providers update the number of places they have available for funded and non-funded children.

4.4.   This data is gathered monthly and used direct parent/carers and health visitors who contact the early years' service, to available places in their area.

The strategic planning, preparation and response strategy in place to address the pandemic recovery programme for the provision of childcare settings across the city.

4.5   All providers in partnership with the local authority continued to receive payment for funded placements when their children were unable to attend the setting during lockdown. They also received support from the council regarding the Implementation of the Scottish Government frequently revised Guidance for Early Learning and Childcare Settings and the management of positive COVID 19 cases in their setting.

4.6   The Scottish Government set up a COVID Recovery Grant for all private and voluntary sector providers of the day care of children. This included out of school care providers as well as early learning and childcare providers and providers were not required to be in partnership with the local authority to access the grant.

4.7   One hundred and two providers in partnership to deliver early learning and childcare applied for the grant and received £647,700.00. Of these, nine voluntary sector playgroups received £41,500.00

Officers meeting with Holy Corner Playgroup representatives.

4.8   Council officers met with representatives of Holy Corner Playgroup on 1 November 2021. The officers were informed that the management committee and the registered manager for the playgroup had changed over the summer of 2021. Unfortunately, the new members of the committee and the manager were not fully aware of the range of support that was available to them from the council.

4.10   An early years officer has a remit for supporting voluntary sector playgroups in the city and this includes non -partner as well as partner providers. Support includes**:**

   4.10.1 **Playgroup grant:** up to £3,000 to improve the quality of the Learning environment and/or for non-mandatory staff training to improve knowledge and skills.
   4.10.2 **Cooperative grant:** up to £400 to support cooperative working between playgroups.
   4.10.3 **Cooperative meetings:** Termly locality meetings to share good practice.
   4.10.4 **Management Committee training:** Annual training available mornings or weekends to enable working volunteer parents to attend.
   4.10.5 **Support to management committees, managers and staff:** Support visits with Quality Improvement officers and support via email, phone or face to face meetings/meetings via Microsoft Teams.

4.11   The representatives of Holy Corner Playgroup requested more financial support from the council and support to encourage more parents to use the service. The playgroup details are available on the council website and officers suggested how the representatives could promote their service within the community e.g. stay and play sessions and leaflets at coffee shops and health visitor settings.

5.   Next Steps

5.1   Representatives of Holy Corner Playgroup will be provided with dates for Management Committee training and sector meetings arranged by the council officer.

5.2   The council officer with a remit for voluntary sector playgroups will resume support visits in line with COVID guidance.

6.   Financial impact

6.1   Council Officer salary Grade 7 (April 2021- March 2022 £31,484 - £37,589).

7.   Stakeholder/Community Impact

7.1   The biennial survey of parents was carried out at the end of October 2021. Findings from the survey will support the review of delivery options available for parents accessing early learning and childcare.

8.   Background reading/external references

8.1   "Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020", Education, Children and Families Committee, 14 August 2018

8.2   "A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland"

9.   Appendices

N/A

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Education, Children and Families Committee

10am, Tuesday, 7 December 2021

Early Years Update

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the achievement of the council in meeting the requirement to provide all eligible children with their full funded entitlement of 1,140 hours should their parents/carers choose to use this.

1.1.2   Agree the recommendation to explore the cost of an increased hourly rate paid to partner providers for the provision of funded places for eligible two year olds.

1.1.3   Note the early years support for Primary 1 settings to provide play based learning.

1.1.4   Note the intention to return to committee in May 2022 with the findings of the session 2021-22 parent survey.

1.1.5   Note the intention to return to Committee in March 2022 advising on the progress of tender processes for new nurseries and identifying any capital funding shortfalls and the measures to be put in place to address these.

Amanda Hatton,

Executive Director of Education and Children's Services

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Contact: Donna Murray, Senior Education Officer

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

Report

Early Years Update

2.   Executive Summary

2.1   The duty on local authorities to secure 1140 hours funded ELC for all eligible children has been in effect since 1st August 2021 and Edinburgh is now fully delivering this statutory requirement.

2.2   However, delay's to the capital programme and significant cost increases in the construction sector present a risk to the Council's ability to provide sufficient places to offer flexibility in how those 1140 hours are accessed.

2.3   Consultation with parents and carers regarding the delivery of funded early learning and childcare and key aspects of the early years' service was carried out in November 2021.

2.4   Increasing the hourly rate paid to partner providers for eligible two year old places may increase uptake and support the ability of parents/carers to work, train or study.

3.   Background

3.1   'A Blueprint for 2020: The Expansion of Early learning and childcare in Scotland – Early Learning and Childcare Expansion Planning Guidance for Local Authorities' issued in March 2017 by the Scottish Government set out local authorities' responsibility for the implementation and delivery of an expanded entitlement of 1140 hours of free Early Learning and Childcare in their area. The vision for expansion is underpinned by the principles of Quality, Flexibility, Accessibility and Affordability.

3.2   Unfortunately, the impact of COVID 19 delayed implementation of the expansion by the Scottish Government and the delivery of 1140 hours became an entitlement from August 2021.

3.3   The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019 increases the responsibility of the Local Authority to provide 1,140

hours of Early learning and childcare for all four year olds, three year olds in the term following their third birthday and two year olds who meet particular criteria

4.   Main report

Delivering the funded entitlement to 1140 hours.

4.1   Delivering the entitlement to 1,140 hours of early learning and childcare to all eligible children became a statutory duty for local authorities in Scotland from August 2021.

4.2   All parents/carers wishing to take up their full entitlement to the funded hours have access to a place for their child and approximately 7919 children have a funded place (429 two year olds and 7490 three and four year olds).

4.3   Places are available through the following provision:

4.3.1   99 local authority settings
4.3.2   8 local authority forest kindergartens
4.3.3   105 partner providers
4.4.4   43 childminders

Models of delivery

4.4   Parents can now access their funded hours through a variety of delivery models term time or full year. The table below provides details of the availability of term time and full year settings.

Type of provision	Term time settings	Full year settings
Local authority	71	28
Forest Kindergarten	8	
Partner Provider	15	90

Workforce

4.5   Our initial plan for the expansion of the early years` service estimated 1496 FTE staff would be required in local authority early years settings for session 2021-22. At the time of writing this report approximately 980 FTE staff are in post. Whilst this is short of our original estimate, we do not have a shortage of staff and all settings are able to meet the required adult to child ratios.

4.6   Our learning from phasing in the increased hours from August 2017 revealed the need for fewer local authority settings to provide full year provision and this enabled us to adjust our staffing models. Recruitment for our new builds settings is continuing and we expect to have approximately 1200 FTE staff for session 2022-23.

Capital

New Nurseries at Craigentinny, Granton, Nether Currie, St John Vianney RC and St Mark's RC Primary Schools.

4.7   The delivery of five new nursery buildings at Craigentinny, Granton, Nether Currie, St John Vianney RC and St Mark's RC Primary Schools has been further delayed. The most recent completion estimates from the contractor are now mainly in late March 2022 with the latest being Craigentinny in early April 2022. These latest delays are a disappointing setback for these projects which were already significantly delayed and over budget following the collapse of the original contractor during the first Covid lockdown and the subsequent appointment of a new contractor.

4.8   As is the case in most capital projects, market conditions have played a significant part in these new delays. However, this has been further compounded by the difficulties associated with a new contractor inheriting the work left incomplete by a now defunct contractor including faults and quality issues the previous contractor left unresolved.

4.9   Analysis of the number of Early Learning and Childcare places available in the areas around these new nurseries shows that the Council will be able to offer every entitled child 1,140 hours. However, there will be little or no choice in what that offering will be which is contrary to the principles of the 1,140 programme and the Council's commitment to providing flexibility in childcare provision.

4.10   The greatest concern now is the reliability of the completion dates the contractor has provided. The third and final intake of new children into nursery takes place after the Easter holidays (25 April 2022). Any further delay may mean that the only places available to the children these new nurseries should serve are in other areas of the city. Accordingly, contingency plans are being developed which include considering the installation of temporary accommodation where it is possible to so. It is hoped that this contingency is not required, however, the volatility within the construction sector means that, with the best of intentions, no delivery date can be guaranteed.

New Nursery in Pennywell

4.11   There is significant demand now and projected in the future for Early Learning and Childcare places in the Muirhouse and Pilton areas of the city. A new Early Learning and Childcare Centre (ELCC) is planned as part of the development of a community hub incorporating library, skills centre, housing and North Edinburgh Arts (NEA) at the head of the new MacMillan Square. The new ELCC will be the largest in Edinburgh with capacity for 185 children from 0-5 years old and will be an innovative design featuring a large rooftop play area and benefit from a shared entrance, cafe and joint working with both the new library and NEA.

4.12   The new hub on MacMillan Square will be an example of how the Council's 20 minute city approach can be realised through the creation of a multi-service, partnership led, intergenerational arts and learning space under a single roof.

4.13 Planning approval for the new hub is in place and a report to the Finance and Resources Committee on Thursday 9 December 2022 will seek approval to award the contract for the construction of the new hub to Robertson Construction through the SCAPE framework. The value of this contract is £15.9m of which £6.2m is attributable to the new Early Learning and Childcare Centre. This will be funded through the Early Years 1140 grant.

4.14 The report to the Finance and Resources Committee also sets out the risks associated with the funding strategy for the rest of the scheme which have the potential to delay the delivery of the hub and consequently the ELCC. Any delay would have an impact on the ability of people in this area to access early learning and childcare places that meet their needs presenting potential barriers to employment and/or skills development.

4.15 These risks arise as North Edinburgh Arts contribution to the project is reliant on as yet unsecured external capital grant funding including, most significantly, the RCGF (Regeneration Capital Grant Funding). A contingency plan agreed with NEA in the event that the RCGF application is unsuccessful is to dramatically scale back the scope of works attributable to NEA's building and deliver these as further works as funding becomes available at a later date.

Rising Costs
4.16 Delays in the delivery of capital projects are coupled with rising costs caused by shortages in raw materials, supplies and people. The cost for delivery of materials to site, ground works and mechanical installations have all seen significant increases in recent months.

4.17 The impact of these cost increases on the Early Years infrastructure programme is already evident in the cost plans being returned by our cost advisors on individual projects. While the estimated cost of the priority programme currently remains within the available capital funding secured as part of the EY1140 grant from the Scottish Government, it is reliant on utilising contingency set aside within the overall budget. This means that any further cost increases are likely to result in a shortfall in funding. With projects at Ratho, Carrick Knowe, Gilmerton and Kirkliston to be put out to tender in January 2022 a more accurate measure of the appetite in the market for these projects and the accuracy of cost plans produced during this turbulent period will become available ahead of the next Education, Children and Families Committee in March 2022. Accordingly, an update will be provided to that Committee in March 2022 identifying any funding shortfalls and the measures to be put in place to address these.

Consultation with parents
4.18 Section 50 (1) of the 2014 Act outlines the requirement for local authorities to consult with parents and carers regarding early learning and childcare.

4.19 Recent consultation with parents/carers through a survey, which closed on 2 November 2021 covered the following themes

4.19.1 Delivery of 1140 hours

4.19.2 The application process for a funded place

4.19.3 The admissions criteria for allocating places

4.19.4 Parent/carer satisfaction with the quality of provision

4.19.5 Support for children with additional support needs

4.19.6 Parental engagement and involvement.

4.19.7 Deferring entry to primary 1

4.20 786 parents/carers responded to the survey and a summary of the findings is available in appendix 1. The findings of the survey will help inform how we develop the provision of early years services in Edinburgh to take account of and reflect on local needs of children and their families.

4.21 An update on the findings of the survey will be brought to committee in May 2022.

Eligible two year olds

4.22 Funded early learning and childcare has been available for eligible two year olds since August 2014 and the criteria for qualifying for a place is detailed in Appendix 2. The Scottish Government estimates approximately 21% of two year old children in Edinburgh meet the criteria for a funded place. In Edinburgh, this equates to approximately 950 children, however uptake across the city has been considerably lower than this and although numbers have increased almost year on year since 2014, when fewer than 300 places were taken up , a significant number of families are not accessing their entitlement.

4.23 Session 2019-20 recorded the highest number of children accessing their funded entitlement in Edinburgh with 660 eligible two year olds. Uptake during session 2020-21 dropped to 506 and so far this session 429 children are using their entitlement. This should increase by the end of session 2021-22 but would still be lower than the estimated number of eligible children in the city.

4.24 Reasons for the low uptake in places vary and not all parents choose to use their funded entitlement until their child is three years old. Access to funded places was initially delivered through local authority in either stand-alone early years centres or purpose-built provision allocated to eligible two year olds. Local promotion of these places has been successful and uptake is generally high. However, we do recognise that some parents choose not to access their entitlement to a funded place for their two year old due to a perceived stigma.

4.25 Currently, not all areas of the city have local authority provision for eligible two years olds and the models of delivery within existing local authority settings are currently unable to offer some parents the level of flexibility they require to access work or training.

4.26 Availability of provision for children under three years old is predominantly within private providers settings in partnership with the local authority to deliver funded early learning and childcare for three and four year olds. Although several

providers offer places for eligible two year olds, only thirty four children have a funded place with a partner provider.

4.27 It is acknowledged that the cost of providing places for two year olds is higher than for three and four year olds due to the lower child to adult ratio, 5:1 rather than 8:1 and this is a reason cited by partners for not providing funded places for eligible two year olds.

4.28 Currently Edinburgh pays partner providers the same rate for two, three and four year olds. We note that 17 other local authorities across Scotland pay their partners a higher rate for two year old funded places to encourage them to provide eligible two year old places and we believe that if Edinburgh also took this approach, it would enable us to provide greater access to funded places and help to reduce the barriers some parents/carers feel regarding access to a place e.g. location and flexibility.

Deferring entry to Primary School

4.29 Edinburgh was unsuccessful in its bid to participate in the second round of the Scottish Government pilot project on P1 deferrals. The council, at full committee in May 2021, agreed that all families wishing to defer their child`s Primary 1 placement for August 2022 should be offered a funded place.

4.30 The scope of this work will include costing the financial impact on the Early Years budget, dependent on the number of requests for deferral which will be open to parents from January-March 31st 2022. The Scottish Government has confirmed all deferral requests for placements for August 2023 will become an entitlement for parents, should they wish to take up this offer to defer their child`s Primary 1 place.

4.31 The Early Years team will continue to support play-based learning in Primary 1 and support the transition of children from early years settings with the provision of Early Years Practitioners in Primary 1 classes.

5.   Next Steps

5.1   Analyse the results of the parent survey and consider key message to report back to committee in May 2022.

5.2   Undertake a review the 1140 placement models of delivery for session 2022-23 to increase flexibility and choice for parents.

5.3   Implement new deferral process for P1s for August 2022.

5.4   Review the cost of placements for Eligible two year olds attending partner providers.

6.   Financial impact

Capital

6.1   The Council received £39.48m of capital funding from the Scottish Government in 2018 to allow the delivery of its proposed infrastructure programme. However, rising costs have required that the scope of this programme be reduced and that a further £16.245m of revenue funding from the 1140 grant be realigned to capital. This brings the available capital budget to £55.725m.

6.2   Based on agreed contract sums for completed projects, cost plans produced for in-flight projects and cost estimates for projects in early phases, the overall capital cost of the Early Years infrastructure programme is currently estimated to be £54.394m. While individual projects will already include an element of contingency in their estimated costs, it means that the contingency for the overall programme is only £1.331m (2.5%).

6.3   In light of the volatility of costs within the construction sector and the continuing potential for delays (and therefore further cost implications) there remains a risk to the delivery of the programme in its current form. Greater clarity on this should be available ahead of Education, Children and Families Committee in March 2022.

Revenue

6.4   Financial Year 2021/22 is the final year of a multi-year Early Learning & Childcare Expansion Funding settlement. The Revenue funding distribution methodology for 2022/23 has yet to be agreed and there is a risk that City of Edinburgh's allocation may reduce in real terms.

7.   Stakeholder/Community Impact

7.1   This report sets out the delivery of Edinburgh's Early Years 1140 expansion plan and the impact of the delayed capital programme.

7.2   Whilst all eligible children are receiving their funded hours, parents may not be able to access their preferred model of delivery in their first choice setting. The changes to the capital build programme as outlined in this report has reduced the level of accessible and flexible childcare available to families during session 2021-22.

8.   Background reading/external references

8.1   "Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020", Education, Children and Families Committee, 14 August 2018

8.2   "A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland"

8.3   https://www.gov.scot/binaries/content/documents/govscot/publications/research-and-analysis/2017/03/drivers-barriers-uptake-early-learning-childcare-amongst-2-

year-olds/documents/00512948-pdf/00512948-pdf/govscot%3Adocument/00512948.pdf

9.   Appendices

9.1   Appendix 1   Early Learning and Childcare Parent and Carer Survey 2021

9.2   Appendix 2   Nursery places for 2 year olds

Q1 How do you currently access your funded hours of early learning and childcare?

Answered: 786   Skipped: 7
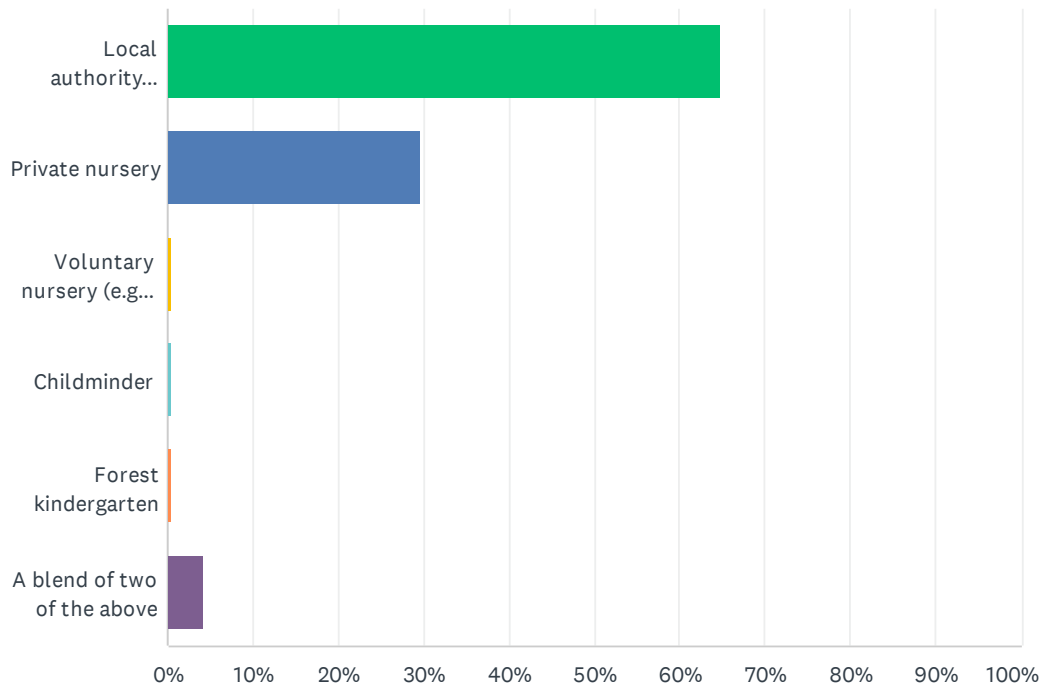
ANSWER CHOICES	RESPONSES	
Local authority nursery	64.89%	510
Private nursery	29.64%	233
Voluntary nursery (e.g. playgroup)	0.51%	4
Childminder	0.38%	3
Forest kindergarten	0.38%	3
A blend of two of the above	4.20%	33
TOTAL		786

Q2 Did you get a place at your first choice setting?

Answered: 786　　　Skipped: 7
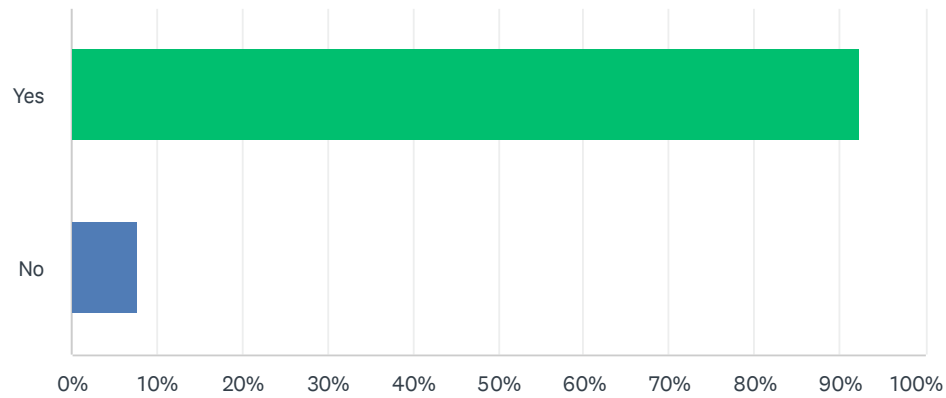
ANSWER CHOICES	RESPONSES	
Yes	92.37%	726
No	7.63%	60
TOTAL		786

Q3 If you answered NO, is your current place at your second or third choice nursery?

Answered: 115　　Skipped: 678
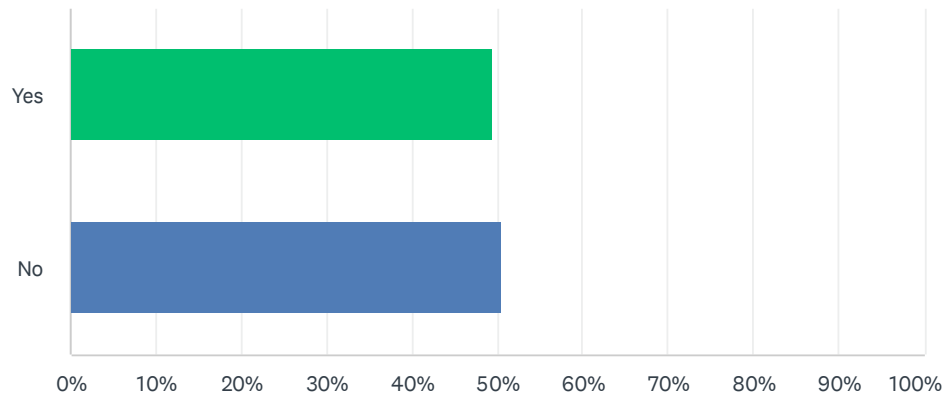
ANSWER CHOICES	RESPONSES	
Yes	49.57%	57
No	50.43%	58
TOTAL		115

Q4 How did you find out you had a place at your second or third choice nursery?

Answered: 626　　Skipped: 167
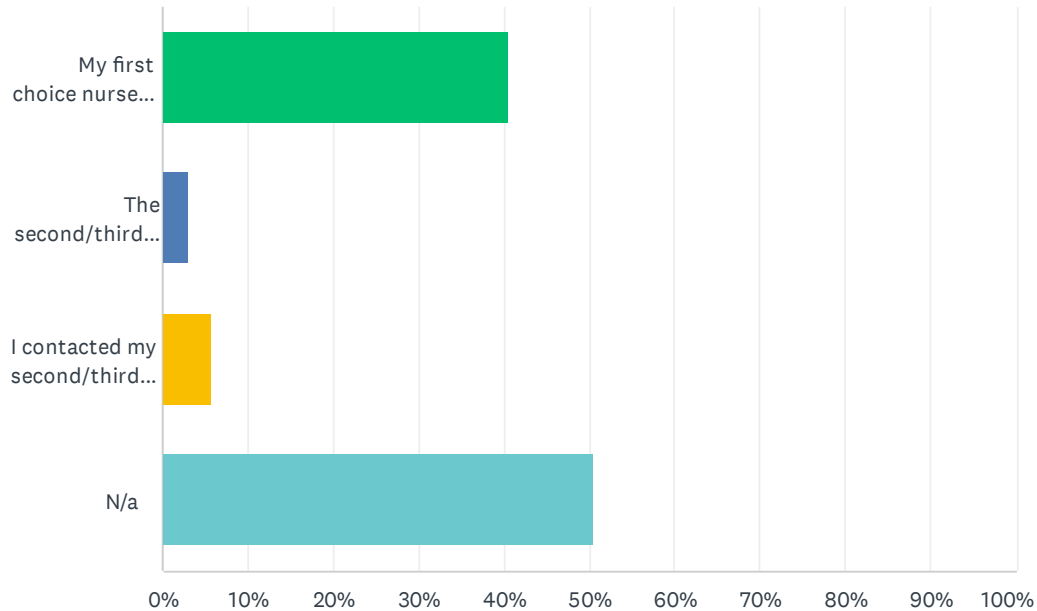
ANSWER CHOICES	RESPONSES	
My first choice nursery let me know	40.58%	254
The second/third choice nursery contacted me	3.04%	19
I contacted my second/third choice nursery	5.75%	36
N/a	50.64%	317
TOTAL		626

Q5 Could anything be done to improve the process of accessing a place at your first, second or third choice nursery?

Answered: 229   Skipped: 564

#	RESPONSES	DATE
1	I wanted the local authority nursery but they took in no new children this year at all. Was really disappointing. Also made difficult with very little warning and communication.	10/29/2021 5:04 PM
2	Feel the process could be more transparent and centralised, including knowing how many children are on waiting list, and being able to fill in digital, not paper forms. Nearly impossibly to find out anything about out local primary school nursery prior to application, website clunky and outdated, I still don't know much about eg behaviour policies, basically picked it because it's the catchment school one and we thought continuity better, and other parents said it was good, but that doesn't necessarily mean much as parents also say a private nursery near us is good that I wouldn't touch with a barge pole!	10/28/2021 10:22 AM
3	No	10/27/2021 2:17 PM
4	Looks good to us	10/26/2021 4:41 PM
5	N/A	10/26/2021 12:23 PM
6	N/A	10/25/2021 9:43 PM
7	Applied mid-year (Easter) so I wasn't surprised there wasn't space. It was a bit complicated to understand the process though (i.e. that I had to chase up the different nurseries and try to juggle possible spaces).	10/25/2021 4:29 PM
8	Dynamic communication	10/25/2021 3:08 PM
9	Not for us but we were maybe lucky.	10/25/2021 10:09 AM
10	There was just not enough places in our area, with waiting lists over a year long.	10/23/2021 4:16 PM
11	No	10/21/2021 2:03 PM
12	no	10/20/2021 10:08 PM
13	N-/a	10/20/2021 9:10 PM
14	N/A	10/20/2021 9:14 AM
15	For Nether Currie to be completed on time (January 2022)	10/19/2021 2:15 PM
16	Hours offered at school nursery were completely unsuitable for working parents. Went with private nursery which offered more flexibility around hours	10/19/2021 1:38 PM
17	The Edinburgh council website isn't clear with the nurseries available.	10/18/2021 5:56 AM
18	VERY long wait times (about 10 months!) - I needed to book a spot before our baby was born.	10/17/2021 1:13 PM
19	How long you have been on the waitlist and having siblings in school should count for more - we have been on the waitlist for a year and likely won't get in for another year, which is the pre school year. Extremely disappointing.	10/17/2021 11:44 AM
20	All has been fine on this occasion. Communication was severely lacking when my eldest went through the system.	10/16/2021 2:27 PM
21	I only applied for one nursery and the access process was excellent. A central database with all funded places available in the area would be helpful through.	10/16/2021 9:05 AM
22	No	10/15/2021 8:07 PM
23	More communication	10/15/2021 4:03 PM

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24	Yes. By catchment area specifically. He's in an early years setting just now but come January I can't even get him into a full time nursery it's beyond a joke	10/15/2021 3:20 PM
25	No.. Covid s fault	10/14/2021 6:45 PM
26	I really do not know the process. The response I got from the first place of choice was quite vague; "stating that there is a long waiting list with no definitive timeframe on when my daughter would be enrolled.	10/14/2021 6:35 PM
27	More information and updates also it would of been nice to have a tour of the nursery I know covid stopped visits but a virtual tour would of been nice as I still don't know what Harper's nursery looks like	10/14/2021 5:01 PM
28	Nothing was happy with service	10/14/2021 4:20 PM
29	To help everyone to get place at their first, second or third choice nursey, more seats could be added with improvised infra structure	10/14/2021 11:35 AM
30	My first choice didn't receive the application. My second choice did and I had to call several times to ensure my LO got a place. There was no contact from the nursery to me and my first choice had to contact my second choice to gain access to the application.	10/14/2021 11:26 AM
31	All the spaces for every nursery in a 2 mile radius are full. I can't access my full hours.	10/14/2021 8:00 AM
32	Yes - doubling the hours was always going to halve the capacity. This should have been foreseen and additional steps taken e.g. increasing staffing, introducing forest school so part of the group can be outside etc.	10/14/2021 6:10 AM
33	No	10/13/2021 9:47 PM
34	Daughter was already at the nursery so didn't have any choices to make.	10/13/2021 8:46 PM
35	We had a great experience accessing our first choice so nothing urgent springs to mind to improve the service.	10/13/2021 3:07 PM
36	Information on the practicalities of the application process, the offering from local nurseries, admission criteria (that there even was one) contact details for any queries, timelines for what needed to be done when (e.g earliest application) was sparse. At a new parent meeting the system for the first time it was frustrating and I think those administrating it at council and nursery school level assume parents either already know or have already been told what they need to do and by what timescale - which is not the case.	10/13/2021 10:04 AM
37	No	10/12/2021 11:05 PM
38	More information about the hours on offer. I appreciate that Covid had an impact this year but even before you're often applying with no information.	10/12/2021 10:54 PM
39	We actually deferred our son's P1 place until August 2022. He was placed at his catchment primary school (Murrayburn) but we deferred his place and sought an out of catchment placement at his current Nursery (Broomhouse) where he receives excellent support and is very happy and settled.	10/12/2021 8:48 PM
40	The process of accessing the nursery was very easy and the staff was very helpful with the forms.	10/12/2021 7:18 PM
41	The Nursery has small capacity and covid also complicate the issue, due to the small number of the pupil is allowed.	10/12/2021 4:34 PM
42	Explanation of application process and place allocation in advance from setting itself	10/12/2021 4:23 PM
43	I sent separate applications to each nursery as my original application did not appear to get shared with the 2nd and 3rd choices.	10/12/2021 3:56 PM
44	n/a	10/12/2021 1:52 PM
45	No	10/12/2021 1:51 PM
46	Not Applicable.	10/12/2021 12:49 PM
47	No	10/12/2021 11:35 AM
48	Definitely would be made easier if there was catchment areas. As we live directly opposite	10/12/2021 10:30 AM

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nursery / school and fought to get a place.

49	More cleanliness	10/12/2021 9:32 AM
50	It should be considered that if a child has a sibling in the setting already they should be a priority My daughter got a space this year but last year she didnt which made things difficult for us and only because I work in school I was able to get her elsewhere (still had to drop my hours at work as it wasnt a full time space)	10/11/2021 10:17 PM
51	I think more places are needed; the capacity of nurseries need to be increased/more nurseries are required for areas with new developments, e.g North Edinburgh	10/11/2021 9:28 PM
52	No	10/11/2021 9:20 PM
53	Offer part time places for those families who want them so more children can attend.	10/11/2021 9:07 PM
54	Those who do not wish to make use of the extended hours should be able to share a place.	10/11/2021 9:02 PM
55	More consideration when siblings are at the school of the choice of nursery, double drop off makes more stress for parent's and to get to work	10/11/2021 8:38 PM
56	More information on the nurseries available on the council website	10/11/2021 8:13 PM
57	Na	10/11/2021 7:50 PM
58	No.	10/11/2021 7:29 PM
59	No	10/11/2021 7:00 PM
60	I prayed children going full week rather than 2 ays week. It's difficult for children under 3 for setting up.	10/11/2021 6:24 PM
61	Yes, clear, understandable information on the whole process was difficult to access. The website could provide more info and perhaps a leaflet given to parents.	10/11/2021 6:07 PM
62	The information comes out very late in the year, we felt we had to make inquiries and secure a place at a private nursery too as we weren't confident we would definitely get a place.	10/11/2021 4:42 PM
63	Lack of Information or knowledge of when to apply how to apply. Then application sent and a long wait to find out about places etc.	10/11/2021 3:55 PM
64	NA	10/11/2021 3:40 PM
65	Clearer information from council preemptively on how to apply (ie when your child is 2, standard info sheet sent out with details of application process etc).	10/11/2021 3:01 PM
66	For me everything was easy and straight forward.	10/11/2021 3:01 PM
67	greater transparency as regards options; our nursery took a long time to decide on admissions and we were notified at very short notice	10/11/2021 2:39 PM
68	If it's possible to have a centralised database that shows availability so that parents/carers do not have to wait for response.	10/11/2021 2:25 PM
69	Not applicable as my son was all ready in this nursery when I applied for hours	10/11/2021 2:22 PM
70	Emil confirmation as well as a hard copy letter. I only received a hard copy letter.	10/11/2021 1:24 PM
71	It wasn't entirely clear to us whom we had to submit the application to, so this could be made a little clearer.	10/10/2021 11:07 PM
72	Yes there was literally no physical space at Kirkliston for my child. Very upsetting and not good enough.	10/9/2021 10:35 PM
73	All nurseries should be offering a blended module	10/9/2021 1:59 PM
74	More places in each nursery to ensure kids get their first choice nursery	10/8/2021 9:15 PM
75	-	10/8/2021 7:51 PM
76	I am not aware of the process of how to choose another nursery as she was already in a private nursery. If I knew I could apply for funded hours in another one, I would have done it. However, the process was done through the nursery.	10/8/2021 6:15 PM

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77	N/A	10/8/2021 5:49 PM
78	No I was very impressed with the communication from my first choice nursery and with the process for applying for a place.	10/8/2021 5:35 PM
79	Time line from applying to gain it takes too long	10/8/2021 4:54 PM
80	Application process should be online so parents can track progress.	10/8/2021 12:42 PM
81	Inform earlier. Only knowing less than a term ahead doesn't leave much time to change plans. This also relates to how hours are received. Private nursery is so inaccessible these days due to fees and waiting lists.	10/8/2021 11:22 AM
82	I wasn't even aware of the process. Child was already in a provate nursery. So more awareness that there is actally a process to be followed!	10/8/2021 11:18 AM
83	No	10/8/2021 10:00 AM
84	No	10/7/2021 7:40 PM
85	Yes improved communication and spaces	10/7/2021 7:26 PM
86	We had no idea where or when we should apply. It required a lot research on our part and a lot of confusion.	10/7/2021 6:59 PM
87	Nurseries should refer parents to providers in the local area who have spaces available, rather than simply placing them on an indefinite waiting list. It should be possible to have a central system showing place availability, and to require council funded settings to provide parents with this information as a condition of their funding. This would save parents a huge amount of time and effort searching and ensure funded capacity is fully utilised - i. e. That all children are getting the care they are entitled to receive.	10/7/2021 5:16 PM
88	While I got my 1st choice of nursery this year - my little boy didn't get his place last year so he lost a year of nursery. I was previously told he'd get a place no problem by the school. Last year I wasn't offered my 2nd or 3rd place and was told it was up to me to call round by which point all places were taken. seems like a waste of time putting these choices on the form as schools don't appear to Talk each other, I then had to pay for my sons space at playgroup with no funding as no one updated us from the school until I called them and it was too late - extremely disappointing	10/7/2021 3:48 PM
89	Clearer information about when you should expect to hear, more detail about school nursery timings (and more flexibility please!). More information about how the process works. It seems to be a secretive process with little feedback to parents on the process.	10/7/2021 2:26 PM
90	More local authority provision required	10/7/2021 1:29 PM
91	Create more spaces, system is farcical	10/7/2021 11:34 AM
92	I am actually happier with my second choice nursery than I would have been with my first so I'm very glad my first choice nursery gave me and my child this amazing opportunity	10/7/2021 10:44 AM
93	Maybe more communication with how long waiting lists are, I know friends that struggled.	10/6/2021 9:21 PM
94	N/a	10/6/2021 6:39 PM
95	I am on the list for public nursery and have been contacted, however the full time hours are 0830-3.12 and Friday until 1130 which isn't helpful	10/6/2021 5:59 PM
96	Better communication	10/6/2021 4:10 PM
97	I feel the system is flawed as we only found out Daniel didn't have a spot at our first choice nursery very late in the game and on the letter informing us it said the application would then be passed onto our 2nd choice nursery which then subsequently contacted us unsurprisingly with no space.	10/6/2021 3:43 PM
98	Let parents know sooner if they have a place	10/6/2021 11:39 AM
99	The options seemed quite opaque at first. Like, we chose echline nursery as that's the school we'll be using, but later found out Queensferry offered extended hours. Our pattern works for us now, with some juggling, but I feel a menu of local options would really have helped make informed choice.	10/6/2021 10:52 AM

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100	More information, clearer process	10/6/2021 10:44 AM
101	Increase the number of nurseries. There are not enough in my local area	10/6/2021 9:49 AM
102	.	10/6/2021 9:01 AM
103	I only got a place after someone else dropped out, by which point I had accepted a place elsewhere that I had to give up - a central system with places allocated at the same time would be much easier. I had also been on multiple waiting lists from before my child turned 3 in April I was told there would be no spaces anywhere until the August after she turned 3 (even though I was willing to pay). This delayed my starting work after moving to Edinburgh in January.	10/6/2021 8:29 AM
104	N/A	10/6/2021 8:28 AM
105	No it was fairly straight forward and quick.	10/6/2021 6:00 AM
106	It is very difficult finding local authority nurseries and the hours they are able to offer in advance of the school year. For working parents this makes local authority nurseries inaccessible	10/5/2021 10:58 PM
107	N/A - we researched and contacted the private nursery we believed best suited our child to see if they had places. Thankfully they did and informed us straight away. There is not a local authority nursery attached to our catchment primary school, hence the need to go private.	10/5/2021 10:20 PM
108	I found it difficult to find out about pre school nursery places and didn't want to go down that route anyway but if I had I would have missed the time lines for it	10/5/2021 9:55 PM
109	No	10/5/2021 9:12 PM
110	Availability of space!	10/5/2021 6:19 PM
111	Not applicable as went to private nursery	10/5/2021 4:39 PM
112	Very easy and straightforward	10/5/2021 4:15 PM
113	No	10/5/2021 4:12 PM
114	It should be based on people who live in the area. parents should be sent a letter of when to enroll based on the age of the child etc.	10/5/2021 3:22 PM
115	The process is not well laid out for parents. A clear outline of how and when to apply would be helpful.	10/5/2021 3:01 PM
116	Yes. The first choice nursery should write to parents regardless of whether child received placement or not. They should also automatically forward the application to second choice nursery. This did not happen in my case.	10/5/2021 2:18 PM
117	N/A	10/5/2021 2:12 PM
118	N/A	10/5/2021 12:13 PM
119	Na	10/5/2021 7:59 AM
120	More information available online about local authority nurseries	10/5/2021 6:40 AM
121	Places are limited to the demand in the area	10/4/2021 9:36 PM
122	More outdoor/ forest school nurseries, and ones offering full day places throughout the year for 3 days/ week.	10/4/2021 8:56 PM
123	When COVID rules are relaxed, it would be great to see the inside of the nursery. Due to COVID rules, it hasn't been possible. Also, I feel the school is currently accommodating of my needs as I am currently single parenting.	10/4/2021 8:56 PM
124	Communication between nurseries and more spaces	10/4/2021 7:42 PM
125	No	10/4/2021 7:34 PM
126	More recent care inspectorate reports (last 2018).	10/4/2021 7:33 PM
127	No	10/4/2021 4:55 PM

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128	No	10/4/2021 3:29 PM
129	No	10/4/2021 2:46 PM
130	A website to provide some basic introduction and the facilities provided by each nursery	10/4/2021 2:29 PM
131	No	10/4/2021 2:08 PM
132	Yes . They can offer place to the children who live in the area	10/4/2021 1:41 PM
133	Ideally advance notice up to a term before the start date so can make other arrangements if necessary	10/4/2021 1:00 PM
134	None	10/4/2021 12:47 PM
135	No	10/4/2021 11:41 AM
136	I wasn't informed by them, I had to chase it up myself. A letter in the post in advance would be better.	10/4/2021 11:24 AM
137	No	10/4/2021 11:13 AM
138	It was pretty straight forward for us and the nursery were very helpful in ensuring that we filled in the correct paperwork etc.	10/4/2021 10:22 AM
139	The requirement from our local council nursery for our child to use the full allocation of hours prevented us from choosing this. It's a real shame that there appears to be no flexibility with this but as a part-time working mum, I do not want my child to attend nursery all day every day - I want to be able to spend some time with her myself.	10/3/2021 9:00 PM
140	No improvements necessary	10/3/2021 8:36 PM
141	No.	10/3/2021 7:41 PM
142	No	10/3/2021 6:15 PM
143	Na	10/3/2021 3:12 PM
144	------	10/3/2021 9:28 AM
145	No	10/2/2021 10:00 PM
146	Was happy with the process	10/2/2021 5:38 PM
147	The 3 year olds don't stand a chance of getting into our local authority nursery because the spaces are taken up by the 4 year olds. More staff and more facilities are needed to accommodate those entitled to a place. You'd have to accommodate a child of school age, why is this not happening with nursery children? Places shouldn't be allocated in a local authority nursery simply based on age then forcing people to look for a private one. If private nurseries are part of the offer then parents should just apply for a nursery space, submitting details of working hours etc. The most suitable nursery place could then be offered. E.g. I need full time hours, term time but that's not an option for me just now so my child is in 2 days a week all year round. My child doesn't need to be in nursery when I'm off work and I then need to find childcare for the other 2 days. A space in my local nursery that offers this is being taken up by how many children of patents who have different work commitments and probably need childcare during the holidays too.	10/2/2021 8:41 AM
148	Earlier would be good if this is possible	10/1/2021 9:36 PM
149	My daughter was initially rejected from our first choice due to lack of spaces. But the nursery was given approval to increase	10/1/2021 9:30 PM
150	It would be nice if you could know a bit earlier if you got a place. I gave my registration form in situ and waited around 10 months for a reply.	10/1/2021 5:33 PM
151	More staff so more kids could be offered a place.	10/1/2021 2:54 PM
152	Greater and clearer communication from the nursery. We were notified of our place at very short notice.	10/1/2021 2:17 PM
153	No	10/1/2021 1:46 PM

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154	N/a	10/1/2021 12:44 PM
155	No	10/1/2021 12:23 PM
156	I would rather send my daughter to the school nursery but the hours do not work well for working parents or the lack of holiday provision (holiday clubs will generally only take children who are 4).	10/1/2021 12:09 PM
157	No	10/1/2021 11:29 AM
158	N/a	10/1/2021 10:54 AM
159	No,the process is straight forward	10/1/2021 10:31 AM
160	To help parents make contingency arrangements, the selection process could be carried out sooner and more advance information given on how the decision-making is carried out. The impact on imperfect childcare arrangements on parents' jobs can be enormous and the sooner arrangements can be fixed the better.	10/1/2021 10:15 AM
161	N/A	10/1/2021 9:57 AM
162	Eligibility criteria should change so children from local area have a priority access to their pre school nursery. At present children whose siblings are already in their local primary school have priority to get place at their local pre school nursery. This discriminates families with one child only	10/1/2021 9:16 AM
163	Nil	9/30/2021 11:12 PM
164	No	9/30/2021 10:33 PM
165	No, I went and asked, do you have spaces. They asked me to bring the papers and it was simple.	9/30/2021 10:06 PM
166	No	9/30/2021 8:45 PM
167	No it was easy.	9/30/2021 7:52 PM
168	The time can be more longer until 3.30 or 4.00pm	9/30/2021 7:44 PM
169	Yes, I was waiting for so long for answer. My frieds which applied for a space more then a month after me they received a letter quicker and I was not sure what is going on.	9/30/2021 7:38 PM
170	No	9/30/2021 6:36 PM
171	The process of this was disrupted by covid but was dealt with thoughtfully. I didn't even know of I got a place at the second choice but I did get offered a place at Greendykes early years where my daughter was before covid hit	9/30/2021 6:26 PM
172	No	9/30/2021 6:14 PM
173	No	9/30/2021 5:58 PM
174	No	9/30/2021 5:48 PM
175	Facilitate more nurseries around the household areas instead of letting out to shops and eateries.	9/30/2021 5:43 PM
176	I written formal letter from the nursery. I did not get any. It was just a phone call a day earlier that my toddler could start her nursery from tomorrow. This is not ideal as anyone can miss a call, so a formal written letter would be great at least a week before	9/30/2021 5:05 PM
177	N/A	9/30/2021 4:59 PM
178	No it was excellent	9/30/2021 4:33 PM
179	the places at the local authority nurseries are full to capacity. Children are kept on waiting list and nit sure when a place is going to become available	9/30/2021 4:31 PM
180	Nothing to improve, I got the 1140 hours at the nursery I wanted.	9/30/2021 4:01 PM
181	My child was already enrolled at our private nursery	9/30/2021 3:58 PM
182	Receiving acceptance sooner…the wait is long!	9/30/2021 3:24 PM

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183	Get every school nursery to offer 1140 hours, not to the selected few	9/30/2021 3:20 PM
184	Information on when to apply for a space	9/30/2021 3:15 PM
185	No	9/30/2021 2:58 PM
186	As a first time parents we didnt know when to apply to education. Health visitor gave us wrong information	9/30/2021 2:56 PM
187	N/A	9/30/2021 2:31 PM
188	No.	9/30/2021 2:28 PM
189	No	9/30/2021 2:15 PM
190	It would be helpful if we could have a choice which part of the nursery class we get a place in. MEYC is divided into three classes (children's house, Skye and Harris) all of which are on different streets.	9/30/2021 2:10 PM
191	No	9/30/2021 1:40 PM
192	No	9/30/2021 1:31 PM
193	No	9/30/2021 1:30 PM
194	No	9/30/2021 1:18 PM
195	I applied to two nurseries (local authority) but the first had hours which were not suitable.	9/30/2021 1:18 PM
196	Make the hours offered across the city clearer. We were a bit bamboozled by the different combinations. Also, make the process for childminders to become 'partnered carers' easier - we had to leave 2 brilliant childminders to be able to use our hours.	9/30/2021 12:55 PM
197	N/a	9/30/2021 12:46 PM
198	If you are a first time parent it's not always known what to do, some guidance should be issued when child turns 2 as to what they need to do to register with a nursery	9/30/2021 12:45 PM
199	I didn't get a place last year when my child turned 3 years of age so has to seek out a private nursery myself. Fortunately she has got a place at school nursery now aged 4. Actually she did receive a letter with a place at school nursery when she was 3 but it was retracted leaving me in the lurch.I don't think this should be able to happen once you offer a place.	9/30/2021 12:18 PM
200	My daughter currently attends north Edinburgh childcare but was offered a full time place at forthview. Due to limited options for childminders I was unable to move her. I feel that if council nurseries could open at 8am or even 8.15am this would be more helpful to working parents. And then only need top up childcare at the other end.	9/30/2021 12:17 PM
201	I wouldn't know, as I got a place for my child in my first choice nursery and we're really happy and grateful for that.	9/30/2021 12:15 PM
202	Eligible 2s should be offered to everyone. Ie working families aswell as seems unfair to only be offered to unemployed or low income as all families can struggle with finding childcare and could do with help.	9/30/2021 12:10 PM
203	no	9/30/2021 12:04 PM
204	I don't see how I could do anything as it is internally decided by the council.	9/30/2021 12:03 PM
205	No	9/30/2021 11:33 AM
206	We did get first choice but only for 2 days. 2nd choice only had 2 days too.	9/30/2021 11:08 AM
207	Take peoples situation into account.	9/30/2021 11:07 AM
208	A more transparent process for how local authority nursery allocate spaces.	9/30/2021 11:05 AM
209	My son initially attended Hillwood nursery from april 2021 for his ante natal year - this was an inconvenience for us that our son couldn't attend ratho nursery from the april as this has meant he has been unsettled and caused confusion for him. There should be more places for 3 year olds to attend the nursery that is 150m round the corner from the child to avoid unsettling them down the line.	9/30/2021 10:33 AM

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210	Catchment areas are not always practical, especially in rural areas. This needs to be reviewed.	9/30/2021 10:03 AM
211	My experience was fine so no changes	9/30/2021 9:32 AM
212	No, it was very straightforward	9/30/2021 9:21 AM
213	Nope	9/30/2021 9:05 AM
214	Increased provision in populous areas.	9/30/2021 7:51 AM
215	I dont think we realised we really had no option of getting a place at our school Nursery due to being sooo over subscribed (Wardie). We applied when daughter turned 3 as was advised it's not in date of application, but date of birth and siblings in school. She's 4 in 2 weeks and starts school next Aug and still hasn't managed to get a place despite being one of the older children even now. We're desperately disappointed.	9/30/2021 12:50 AM
216	N/A	9/29/2021 9:32 PM
217	we have always used a private nursery so didn't to apply for a funded place	9/29/2021 8:57 PM
218	no	9/29/2021 8:50 PM
219	More clarity of process and fees upfront, e.g. webpage with info specific to Edinburgh and what might be different for each nursery, when you can apply and who deals with application etc.	9/29/2021 8:37 PM
220	N/a	9/29/2021 8:05 PM
221	Seemed a stressful process, not enough spaces! Some signing up for nurseries when babies weeks old/not yet born to get places	9/29/2021 7:36 PM
222	No	9/29/2021 7:29 PM
223	Have more nurseries in South Queensferry	9/29/2021 7:23 PM
224	No was made easy for me to apply. Accepted an email application due to lockdown restrictions and school closures.	9/29/2021 7:19 PM
225	The wait list is ridiculously long. I feel like there should be some kind of prioritisation for local children	9/29/2021 6:17 PM
226	N/A	9/29/2021 5:25 PM
227	My child attends private nursery, so we were not involved in the process of accessing place. He went to the same nursery as his brother.	9/29/2021 5:07 PM
228	n/a	9/29/2021 4:49 PM
229	No	9/29/2021 3:52 PM

Q6 How do you receive your funded hours?

Answered: 780	Skipped: 13
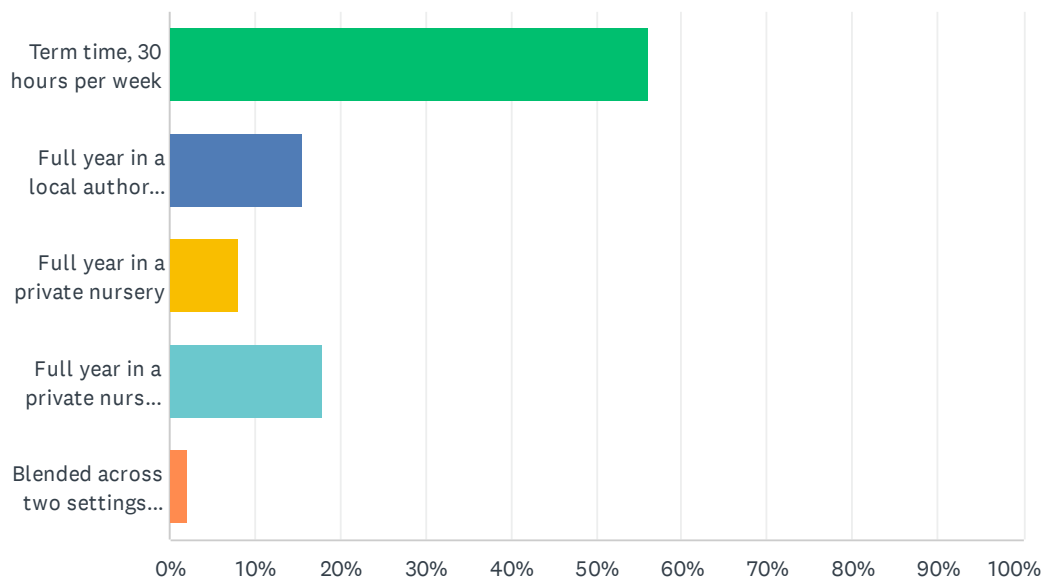
ANSWER CHOICES	RESPONSES	
Term time, 30 hours per week	56.15%	438
Full year in a local authority nursery, two full days and flexi Friday	15.64%	122
Full year in a private nursery	8.21%	64
Full year in a private nursery with the option to purchase more hours	17.82%	139
Blended across two settings (e.g. local authority nursery and partner childminder)	2.18%	17
TOTAL		780

Q7 Does this option meet your needs?

Answered: 785　　Skipped: 8
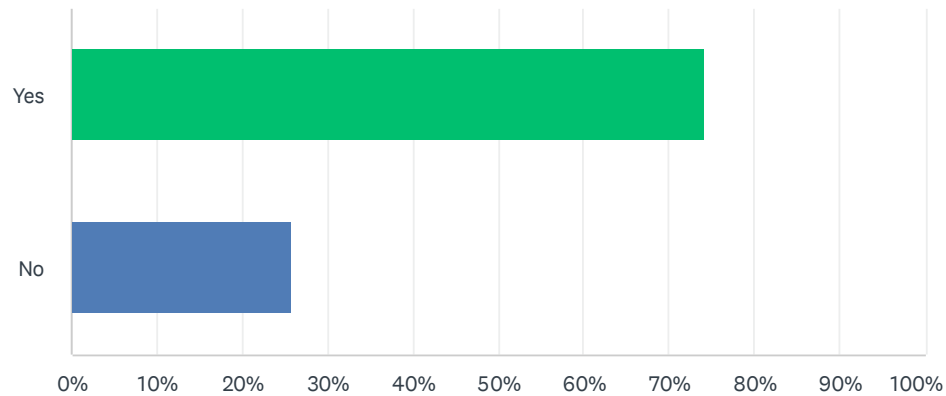
ANSWER CHOICES	RESPONSES	
Yes	74.14%	582
No	25.86%	203
TOTAL		785

Q8 If NO, which of the following options would you prefer?

Answered: 211　　Skipped: 582
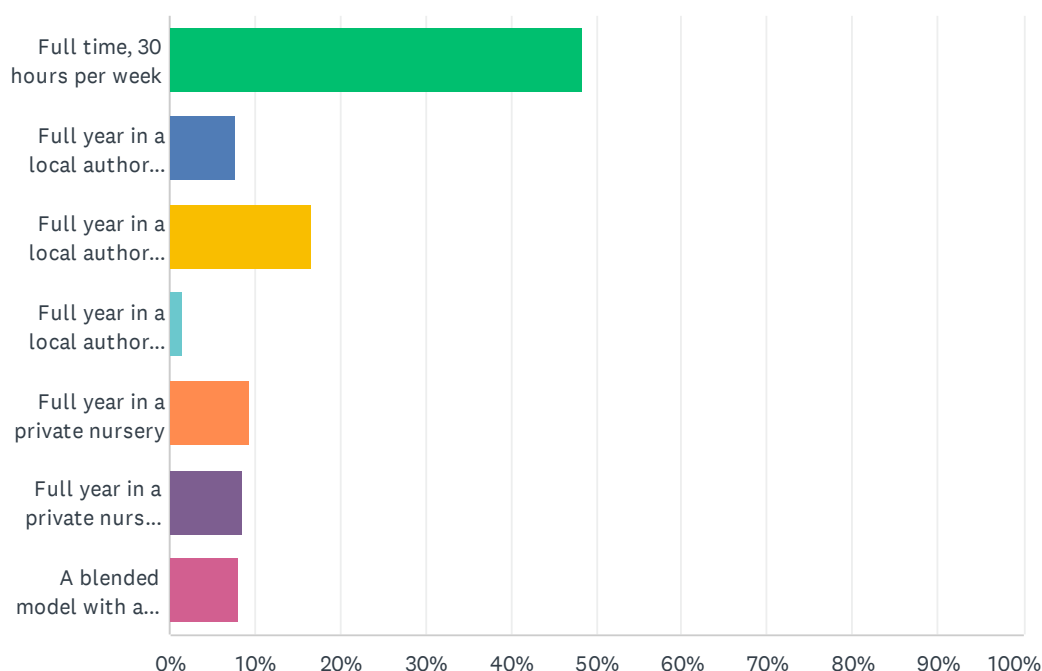
ANSWER CHOICES	RESPONSES	
Full time, 30 hours per week	48.34%	102
Full year in a local authority nursery, two full days and a flexi Friday	7.58%	16
Full year in a local authority nursery, AM only sessions	16.59%	35
Full year in a local authority nursery, PM only sessions	1.42%	3
Full year in a private nursery	9.48%	20
Full year in a private nursery with the option to purchase more hours	8.53%	18
A blended model with a partner childminder	8.06%	17
TOTAL		211

#	OTHER, PLEASE STATE	DATE
1	I would like school term and hours to match my school age child	10/29/2021 5:04 PM
2	Flexible approach if the full 30 hours are not needed at age 3.	10/25/2021 8:27 PM
3	Term time with option to pay for extra to make up to a 6pm latest finish	10/25/2021 7:46 PM
4	Full time in local authority nursery.	10/17/2021 11:44 AM
5	We would have preferred mornings Monday to Friday but that doesn't seem an option.	10/16/2021 4:00 PM
6	Anything would be better than two 10 hour days the break in between is too much and not beneficial to a pre school child	10/15/2021 4:03 PM
7	Local authority - all year,with option to purchase more hours	10/15/2021 10:47 AM

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8	Full year with a local authority nursery with the option to purchase more hours	10/14/2021 6:35 PM
9	I can't access the full 30 hours a week as there is no availability near me.	10/14/2021 6:10 AM
10	I	10/13/2021 8:46 PM
11	Needs mostly met really well, but school holiday options would be great	10/12/2021 4:23 PM
12	Full time 40 hours per week	10/12/2021 4:15 PM
13	I think having a couple of different options available to suit different people's needs would be useful	10/12/2021 4:13 PM
14	Not applicable	10/12/2021 12:49 PM
15	I work 9-5 so struggle getting to work on time and rely on others picking my child up for 3:15	10/12/2021 10:41 AM
16	The traditional mornings during term time	10/11/2021 9:20 PM
17	I'd rather have part time hours offered at term time. 5 mornings a week would be ideal.	10/11/2021 9:07 PM
18	Longer opening hours in Council nurseries. Closing at 2.30 or 3.30 useless if working full time	10/11/2021 8:13 PM
19	We do term time funded hours, and pay for the training to make it full time full year.	10/11/2021 3:40 PM
20	30 h per week every week of the year. Does not really matter where.	10/11/2021 2:50 PM
21	Having the option to use less hours in the local authority nursery. A mix of full days and half days.	10/11/2021 2:36 PM
22	Morning or afternoons only	10/11/2021 2:22 PM
23	Term time, 30 hours per week (5 days 8.30-3 pm to mirror school!!!!!)	10/9/2021 11:13 AM
24	Term time AM or PM only. Appreciate this wont add up to 30 hours but not all families need or want their children to be in nursery for 30 hours per week	10/8/2021 7:51 PM
25	Options available for nursery during school holidays (e.g holiday club a couple of days a week)	10/8/2021 12:42 PM
26	Full year, full time	10/8/2021 9:57 AM
27	The flex Friday makes things too complex to blend with private nursery, end up not using it.	10/8/2021 8:22 AM
28	The flexi Friday is a waste of time. I still need to provide and pay for childcare every friday, even though my child gets one Friday every 4 to 5 weeks. There are no children there in the afternoon on a flexi Friday. Prefernce would be same model as private nurseries - 2.5 days per week	10/7/2021 7:33 PM
29	8 hours per day, 3 days per week, 48 weeks/year	10/7/2021 5:16 PM
30	A blended model where timings can be chosen to fit the child. Often the school nursery is the number 1 choice but we have found it highly inflexible in what it will offer in terms of hours/days. The nursery is inflexible in letting the children leave after a half session and threatens parents with losing their space. If it doesn't suit the parent to have a child in nursery for more hours than a P1 day, the child should not lose their space because the parent doesn't want them to attend full time. How about offering part time nursery shares? And being more flexible to the child's/family's needs please.	10/7/2021 2:26 PM
31	We need more than 1140 hours	10/7/2021 1:29 PM
32	Funded hours should be extended to suit working hours (eg full time 9-5)	10/6/2021 9:32 PM
33	Would prefer school hours at LA nursery.	10/6/2021 9:03 PM
34	Full time provision for working parents (8am-6pm)	10/6/2021 4:10 PM
35	We've made it works, but see above re point in flexible hours /extended days/52 weeks would be helpful to understand up front	10/6/2021 10:52 AM
36	9 to 13 h 5 days a week	10/6/2021 10:47 AM
37	Full time, 40 hours per week	10/6/2021 9:49 AM
38	I work part time but 3 full 8 hour days so would like to use my 30 hours to cover 3 full days of	10/6/2021 8:29 AM

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care, full year. At the moment I get free care on Thurs & Fri (which I don't need) and have to pay for after school club Mon-Wed which is also disruptive as it means my 3 year old attending 2 different providers.

39	Full year funding with choice of split	10/6/2021 8:28 AM
40	Blended model, private nursery with option to have am or pm local authority nursery sessions in all catchments	10/5/2021 10:20 PM
41	The full days are good but flexible Fridays are complicated to organise cover for full time working parents	10/5/2021 3:01 PM
42	Term time - 30 hours a week or option or 3/4 school hour days full time	10/5/2021 2:52 PM
43	full year in local authority nursery with option to purchase more hours to reflect realities of my work rather than having to split childcare	10/5/2021 12:22 PM
44	Full year in a L.A nursery with option to purchase more hours would be ideal. Impossible to organise when working a normal job without family nearby otherwise.	10/4/2021 8:56 PM
45	Option of childminder pick up drop off	10/4/2021 3:29 PM
46	Full time, with flexibility to add more hours	10/4/2021 2:29 PM
47	I can't find childcare for a Friday from 11.40 for a few hours	10/4/2021 1:25 PM
48	Ability to use school wrap around care would be highly beneficial	10/4/2021 9:24 AM
49	The way the change to the 30 hour model has been implemented means that it is difficult or impossible to find a nursery in which you can only send your child for mornings only (15 hours per week). For many children and families including ours this shorter period is preferable. In addition the funding has not been doubled so the quality of provision is worse. In short, the change to 30 hours has made nursery provision worse for many children. Nurseries should not be financially penalised for offering mornings only to children.	10/3/2021 9:10 PM
50	Term time, 15 hours per week	10/3/2021 9:00 PM
51	Term time but all nurseries in Edinburgh should be doing to the same hours across the council. I work in a term time nursery that operates Monday-Friday whereas my child's nursery only offers Monday-Thursday for term time	10/3/2021 6:15 PM
52	At least three full days and flexi Friday	10/1/2021 8:15 PM
53	The prblem is that we work 40 hours and it´s impossible to find a childminder to look after your child on Fridays after 12:30 and After School Clubs are only for 5+ in my area	10/1/2021 5:33 PM
54	Until recently, with 2 children under 5 in full time nursery it really was unaffordable. The hours should be extended to include 2 year olds or else additional hours offered.	10/1/2021 2:34 PM
55	I wouldn't mind 2 full days plus Fridays but I think 2 full days from 8am til 6pm is way too long for children,which can affect them negatively or if I take my child earlier she's loosing out hrs	10/1/2021 2:17 PM
56	Full year of around 46 weeks less public holidays in local authority nursery with slightly fewer hours. The 50 week year in private settings is a commercial creation and not necessary in a local authority setting.	10/1/2021 10:15 AM
57	It would be useful if there was an option for extra 15-30mins in the morning so could drop off at nursery 8-8.15am and make it to work on time…	10/1/2021 9:40 AM
58	30h per week including non term time	9/30/2021 10:33 PM
59	Also pm works for me, 2 days a weeks it's not great for our son	9/30/2021 8:52 PM
60	Term time only in private nursery. This isn't an option so pay for term time which I don't really need	9/30/2021 5:46 PM
61	Holidays are a real struggle with working full time. Private nursery cost are unrealistic especially with multiple children.	9/30/2021 4:54 PM
62	Less hours. I think 30 hours per week is far too much for a 3 year old and more should be done to encourage parents to care at home in the early years.	9/30/2021 3:21 PM

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63	I feel 8.15 to 4.15 Monday to Thursday is a long day for my child. I'd like the days to slightly be shorter and a half day Friday given.	9/30/2021 2:54 PM
64	Would like my child to be able to have access to at least 4 days (preferably Mon to Fri 9-3) instead of only 2 days a week which doesn't benefit him or meet his needs at all. 8am-6pm is simply too long a day for a 3 year old. How is he meant to go to school 5 days a week next year when he has already lost out on so much because of covid, starting nursery got delayed and he has only ever been 2 days a week. The restrictions set for nurseries are wrong and make no sense. Kids are at minimum risk and most adults are now vaccinated. Nurseries should be able to have more children in for a full week rather than 2 days and 1 Friday a month. These restrictions aren't at primary or high schools so unsure why pre schoolers are the ones being published here.I am in the process of looking to move my child which I don't want to do but I am seriously worried when he starts school he won't be used to being in an education setting full time.	9/30/2021 2:43 PM
65	School hours - week days 8.45-3 and 8.45-12 friday	9/30/2021 1:38 PM
66	To pick the two days that suit me with the flexi Friday.	9/30/2021 12:46 PM
67	Hours that match school times	9/30/2021 11:42 AM
68	5 half days (either AM or PM) or 3 full days	9/30/2021 11:08 AM
69	Option to add childcare during school holidays	9/30/2021 10:21 AM
70	30 hours does not cover my work hours. I need additional care from 3pm to 5pm.	9/30/2021 10:11 AM
71	30 hours term time plus the option to purchase breakfast club/after school care	9/30/2021 10:10 AM
72	Term Time, 30 hours with flexibility eg 8am drop off, earlier collection	9/30/2021 9:52 AM
73	Feel that 30 hours per week over x4 days for 3 year old is alot	9/29/2021 7:19 PM
74	Full week at nursery including Friday morning	9/29/2021 6:59 PM

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Q9 All of the factors below are important in ensuring our services provide high quality early learning and childcare. Using 1-9 where 1 is the most important, please rate the following in order of importance to you

Answered: 781   Skipped: 12

Factor	Value
Setting's inspection...	4.1
Qualifications of staff	4.6
How much my child is...	6.0
How staff interact wit...	7.5
How much individual c...	6.1
How well the provider kee...	4.6
Local reputation	2.8
Facilities of the setting	4.3
Range of different...	5.3
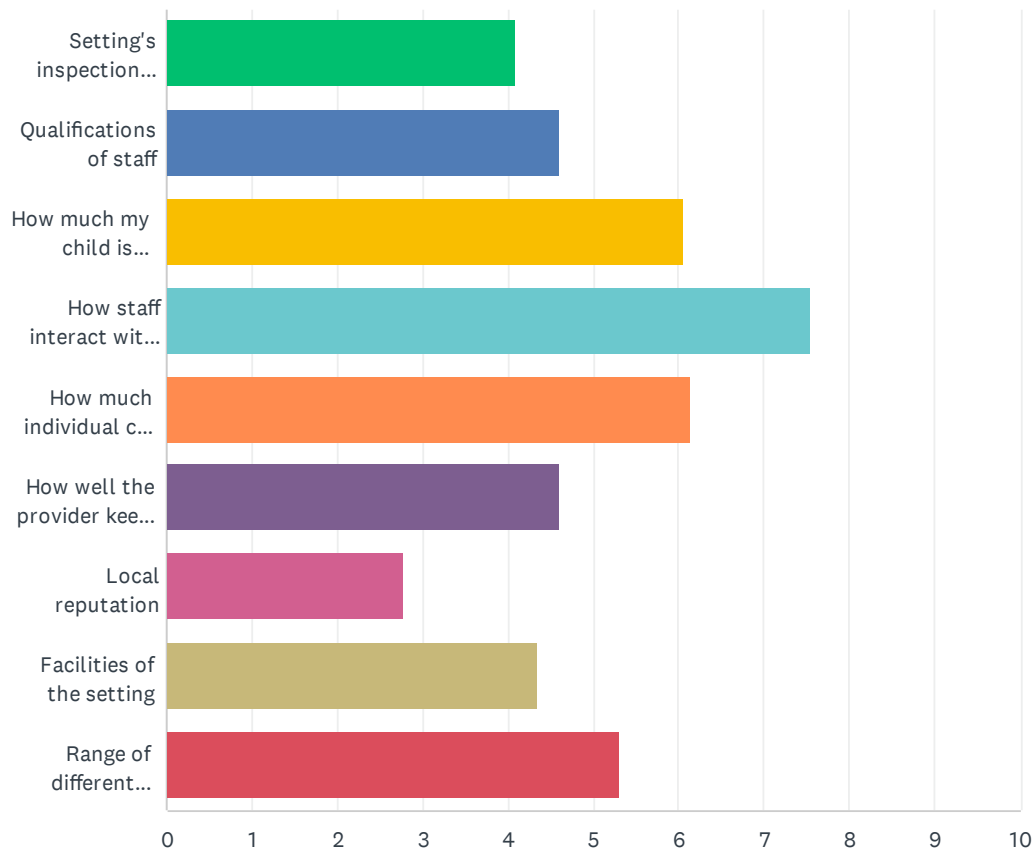
	1	2	3	4	5	6	7	8	9	TOTAL	SCORE
Setting's inspection reports	10.71% 78	5.63% 41	6.18% 45	7.69% 56	7.14% 52	11.13% 81	12.91% 94	20.47% 149	18.13% 132	728	4.09
Qualifications of staff	7.40% 54	9.59% 70	9.59% 70	9.73% 71	12.05% 88	10.96% 80	17.12% 125	13.56% 99	10.00% 73	730	4.61
How much my child is learning	14.56% 106	15.38% 112	17.86% 130	16.07% 117	12.23% 89	8.79% 64	6.59% 48	5.77% 42	2.75% 20	728	6.06
How staff interact with my child	41.79% 303	22.90% 166	14.34% 104	7.31% 53	5.79% 42	3.86% 28	1.24% 9	0.97% 7	1.79% 13	725	7.55
How much individual care and attention my child gets	14.31% 104	19.81% 144	15.82% 115	14.58% 106	11.83% 86	9.49% 69	6.19% 45	5.09% 37	2.89% 21	727	6.14
How well the provider keeps me informed and engaged.	1.62% 12	6.89% 51	9.59% 71	13.92% 103	18.38% 136	19.32% 143	15.00% 111	10.54% 78	4.73% 35	740	4.60
Local reputation	3.64% 27	3.78% 28	2.02% 15	3.24% 24	5.67% 42	7.02% 52	15.52% 115	19.30% 143	39.81% 295	741	2.78
Facilities of the setting	2.71% 20	6.78% 50	10.04% 74	12.35% 91	12.35% 91	15.88% 117	15.06% 111	15.74% 116	9.09% 67	737	4.34
Range of different experiences my child gets.	8.07% 62	12.11% 93	15.76% 121	14.97% 115	13.41% 103	11.46% 88	8.20% 63	7.03% 54	8.98% 69	768	5.30

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Q10 How satisfied are you with your child's current setting in relation to each of the following?

Answered: 787   Skipped: 6

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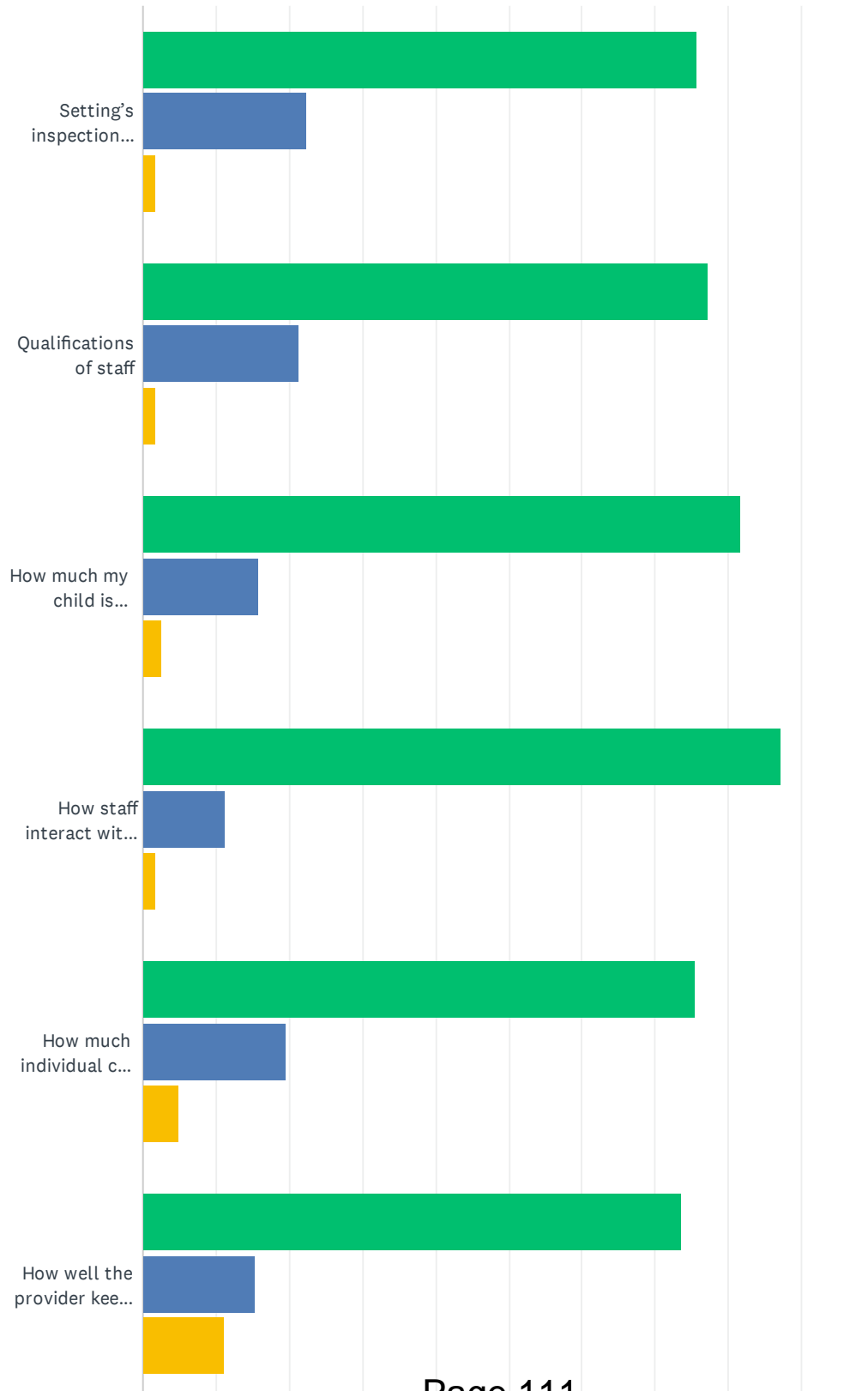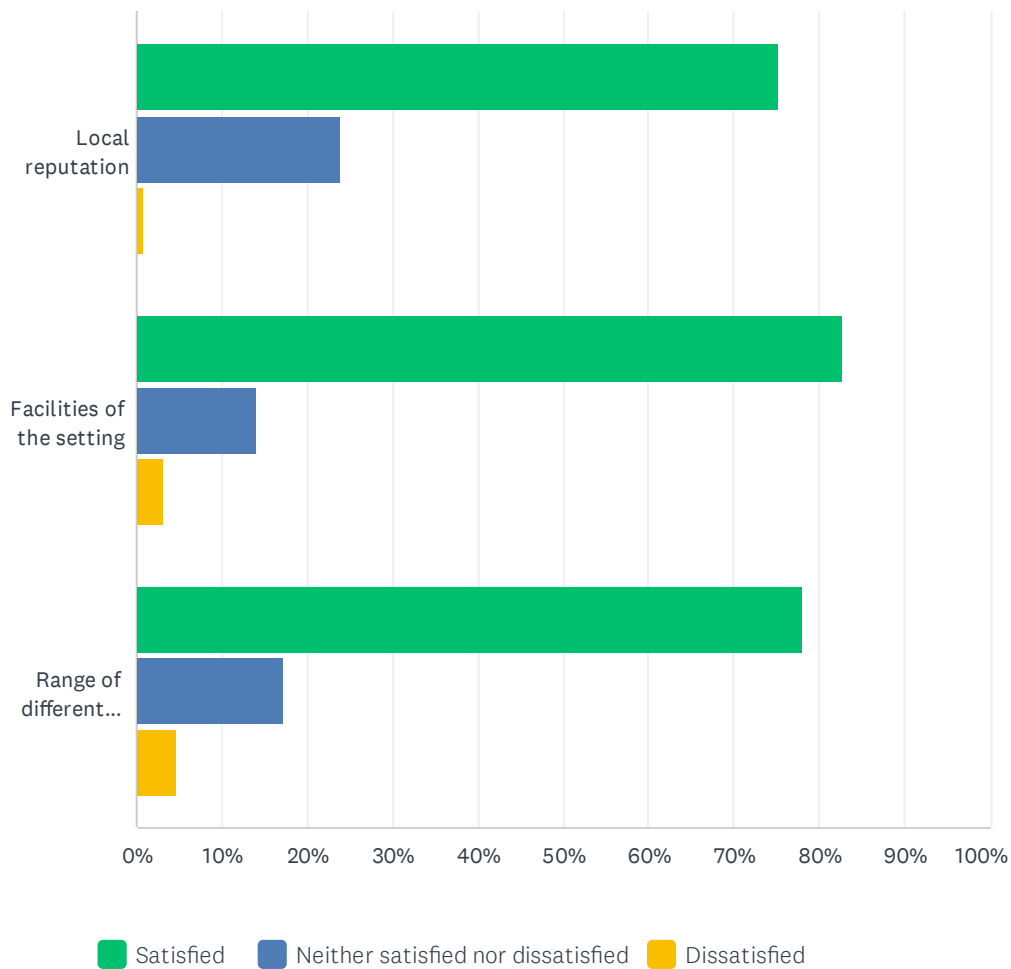
	SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED	TOTAL
Setting's inspection reports	75.73% 593	22.48% 176	1.79% 14	783
Qualifications of staff	77.11% 603	21.23% 166	1.66% 13	782
How much my child is learning	81.66% 641	15.80% 124	2.55% 20	785
How staff interact with my child	87.13% 684	11.21% 88	1.66% 13	785
How much individual care and attention my child gets	75.48% 594	19.57% 154	4.96% 39	787
How well the provider keeps me informed and engaged	73.66% 579	15.27% 120	11.07% 87	786
Local reputation	75.19% 591	23.92% 188	0.89% 7	786
Facilities of the setting	82.82% 651	13.99% 110	3.18% 25	786
Range of different experiences my child gets	78.02% 614	17.28% 136	4.70% 37	787

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Q11 Do you agree with the criteria for admissions?

Answered: 775   Skipped: 18
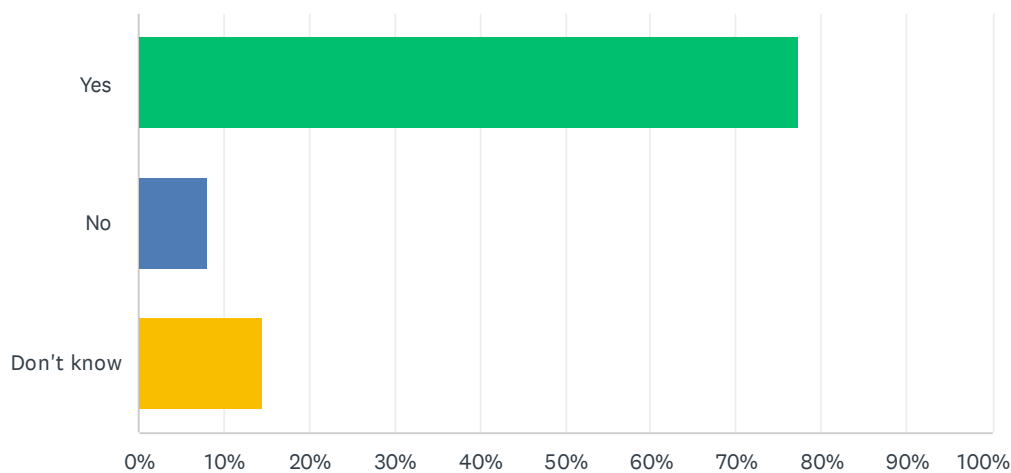
ANSWER CHOICES	RESPONSES	
Yes	77.42%	600
No	8.13%	63
Don't know	14.45%	112
TOTAL		775

#	IF YOU ANSWERED NO (OR DON'T KNOW), WHAT DO YOU THINK SHOULD BE ADDED, CHANGED OR REMOVED?	DATE
1	Deferred entry should be less of a priority as that is parents' choice.	10/28/2021 4:25 PM
2	What about children whose parents are disabled? Never sure how this fits in. There may be cases where a parents disability or access needs need to be taken into account.	10/28/2021 10:22 AM
3	You need to tell us more info about how things work here either on phone or one to one sending loads of information via email doesn't help because many things are unclear which needs clarification	10/28/2021 9:19 AM
4	The dates don't work because my daughter is 3 in September yet come January there are no places in nursery because the school intake is august it doesn't make sense	10/25/2021 9:06 PM
5	4. Or a sibling attending attached school	10/25/2021 7:46 PM
6	Priority 5. Children resident in Edinburgh in their pre-school year in order of their birth date, oldest first. - younger children in this bracket will still be starting school at the same time so should not be disadvantaged by older peers obtaining a place first. Younger pupils in this group should have priority to enable them a chance to catch up with older peers prior to primary school commencing.	10/19/2021 2:15 PM
7	Children who have reached their 3rd birthday and have a sibling at the school where the school nursery is located should have greater weighting than they currently do. It is very disappointing they may only get their pre school year at the school nursery - and that is currently only if they are lucky! The system needs sorted, it's broken.	10/17/2021 11:44 AM
8	Not sure that children deferred should be so much more entitled as those who are assessed to be requiring input. Many deferred kids could be given extra opportunities by the family's own means.	10/16/2021 2:27 PM

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9	Feel it's unfair you have to be 3 to start nursery. Unfair for children that are younger starting school, have less time in nursery before going to school. Also people using local authority nursery who are outwith catchment area.	10/15/2021 4:24 PM
10	Catchment area should be added. It's a joke how they need to attend that school but can't attend the nursery. On top of that says they are entitled when they are 3, but you can't even make that criteria as children are missing half a year or year of their education.	10/15/2021 3:20 PM
11	I think priority 4 & 5 are in the wrong order. It is unfair that children in their pre-school year are not getting a space ahead of a child who has newly turned three, just because they have a sibling in the school.	10/15/2021 1:47 PM
12	Catchment most important	10/14/2021 4:08 PM
13	As someone on a low income and with support from UC nobody seemed to know if I was eligible for a place. It was up in the air for a long while. Seems very clear on tax credits.	10/14/2021 11:26 AM
14	The criteria sound sensible, but the sheer number of children deferring entry to P1 means there are no places at my local school nursery.	10/14/2021 6:10 AM
15	More up front information that these criteria apply and what they are so that parents are better able to make alternative arrangements/decisions about second or third places in advance. Where a child is placed has many consequences on work patterns/commuting that need planned.	10/13/2021 10:04 AM
16	School catchment eligibility should be weighted in with other factors	10/12/2021 10:54 PM
17	Pre school children should have a 5 day a week placement	10/12/2021 2:13 PM
18	I can't get a space in local nursery because we moved after the start of the academic year	10/12/2021 10:44 AM
19	Definitely catchment and priority If other siblings are there already.	10/12/2021 10:30 AM
20	I believe all eligible children in Edinburgh need to have places in nurseries. The population is increasing with many new housing developments around the city, however, nursery places don't seem to increase at the same rate.	10/11/2021 9:28 PM
21	I don't feel that priority 8 should be there as it just allows people to use the nursery when they have no intention of transitioning to the school after nursery.	10/11/2021 8:26 PM
22	Priorities 1 and 2 given lower status.	10/11/2021 6:36 PM
23	I think children should get priority if they live in a catchment for the nursery over children who do not	10/11/2021 4:24 PM
24	I don't like how the term children who wouldn't reach their full potential are a higher priority. This is generally based on families who receive benefits (disability or low income) I feel due to us not falling into a financial bracket where we don't we not only had to wait till he was 3 as many children can be accepted from 2 if they fall into this category but he struggled and still does with his speech which nursery would have helped with - ie not reaching his full potential.	10/11/2021 3:55 PM
25	Children who's parents can not work without access to childcare.	10/11/2021 3:40 PM
26	I think there should be sufficient capacity that access did not have to be so tightly prioritised.	10/11/2021 3:22 PM
27	Priority 3 should come after priority 7, if child doesnt meet criteria for having a need to stay on in nursery and its parents choice, that shouldnt be prioritised over other eligible children. Especially since there is a minimum 6 month grace period between turning school age and starting school.	10/11/2021 1:22 PM
28	I think working parents are always penalised and people who are not working on benefits for whatever reason get more assistance and childcare, making it very hard for this working to make ends meet. Fully appreciate vulnerable children need support but I think it needs to be evened out a little bit more.	10/11/2021 10:47 AM
29	Should be local admissions first based on which primary school they will attend	10/8/2021 4:54 PM
30	Believe that all children should be able to access local authority early learning from the age of 2.	10/8/2021 11:22 AM
31	Age should always come before a sibling in the school. It's discrimination to people with one	10/7/2021 7:33 PM

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child, who can't have children. My son is bottom of the list and in his preschool year, and lots of children a school year younger (with 2 years ahead at nursery) have better hours. I am disabled and could only have one child, therefore I am being discriminated against as I will never have siblings at the school. Also I am in the Nether Currie catchment which doesn't have a nursery, so those children are being discriminated against, as younger children will get in before them

32	Jan birth 3 years old April start	10/7/2021 7:26 PM
33	Remove deferral year from priority as this is mainly parent choice rather than need	10/7/2021 4:22 PM
34	Catchment	10/7/2021 3:48 PM
35	Children turning 3 should take precedence over those deferring	10/7/2021 1:29 PM
36	We live a mile from the border with edinburgh but are in wewest lothian. We are possibly closer than some edinburgh residents to the nursery but as location radius isnt taken into account just local authority we would be last on the priority list, could distnace to prefered nursery also be considered?	10/7/2021 1:05 PM
37	It is nearly impossible to financially afford for me as a Mum to go back to work full time. Suggesting: if you are a soletrader or have a full time job, you can apply to receive more funded hours.	10/7/2021 11:50 AM
38	Children who live out of catchment but who's parents are reliant on childcare in that area e.g. grandparents for pick up	10/7/2021 9:05 AM
39	Think you should get a place based on the school year. So my daughters turn/turned 3 in October and December but have to wait until the January for a space whereas with school they will start in the August before they turn 5 so should LA nursery not operate the same.	10/6/2021 9:03 PM
40	Children entitled to the funded hours come their age should be priority	10/6/2021 3:27 PM
41	Priority for siblings attending attached primary school	10/6/2021 10:44 AM
42	I think some priority should be given to working parents.	10/6/2021 8:29 AM
43	It's not really for me to say. Best left to those who know what they're talking about.	10/5/2021 9:24 PM
44	I don't feel I'm qualified or know enough abut the system to make an informed comment/assessment on this. I simply think any child who meets the criteria living within Edinburgh city should have access to funding, and not have it withdrawn or withheld because there are other children who are prioritised (eg DOB, month of birth, additional needs etc.)	10/5/2021 3:51 PM
45	My child is a February birthday and was offered a space at LA nursery at 3.5yrs, why should he be disadvantaged and be offered 6 months less of time at nursery due to his birthday. I feel this is discrimination.	10/5/2021 2:52 PM
46	Three years old often do not get a chance to get a space.	10/5/2021 2:18 PM
47	I don't have a good feeling about these priorities	10/5/2021 2:12 PM
48	Where possible, an individual approach to each application and the reasons for it.	10/5/2021 12:55 PM
49	it should relate to parental need and flexibility as well. As a single parent I really need to access hours that allow me to work in a setting close by and it's frustrating if individual family circumstances not taken into account	10/5/2021 12:22 PM
50	All children should be treated equally, especially on the residents and no residents.	10/4/2021 10:22 PM
51	I think all children should be eligible to start early learning at age 2 after there second birthday.	10/4/2021 9:34 PM
52	I would keep 1 and 2 but others should be equal opportunities no matter the circumstances. Don't agree with siblings and older first. In my opinion should be first come first get	10/4/2021 11:04 AM
53	I feel that children who have deferred should not be prioritised over children in their preschool year who have not deferred	10/3/2021 9:00 PM
54	My child will be leaving nursery in the summer so this doesn't affect me anymore.	10/3/2021 11:34 AM
55	I agree with them to a degree, but I think you need to look at the amount of 3 year olds who cannot get a place in a local authority nursery because of the changes to hours. Full time	10/2/2021 8:41 AM

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hours are needed by many parents which they are unable to access just now because 3 year olds are losing out to 4 years l olds. I also think parents' work commitments should be taken into consideration. As a teacher who works Monday- Thursday, full time hours at a local authority nursery would be far more beneficial to me than 2 days in a private nursery. Should parents who work lose out to parents who don't simply because one child is older than the other?

56	Children whose parents are not on benefits and struggling with childcare.	10/1/2021 2:54 PM
57	Children who are eligible to go to school but who are deferred should not automatically get a place	10/1/2021 12:09 PM
58	More priority should be given to kids who's got both parents in full time employment.	10/1/2021 11:32 AM
59	It is not clear whether all of the priorities are subject to age criteria (eg oldest first). Also, residential proximity to the nursery/childcare setting should be taken into account to minimise disruption to families and enable greener commutes.	10/1/2021 10:15 AM
60	Priority 4 should be removed. This criteria really discriminates small families with one child only and makes it really difficult to them to access their local authority local nursery even when child is in his pre school year	10/1/2021 9:16 AM
61	Not really qualified to answer	9/30/2021 8:53 PM
62	I have a child with additional needs and he was let down by the nursery as they didn't have the staff. So I had to continue to pay a private nursery when he should have been in local authority	9/30/2021 6:26 PM
63	Priority for working parents	9/30/2021 4:54 PM
64	Children should be free to go to school irrespective of these criterias.	9/30/2021 4:31 PM
65	It seems a shame that there are 4 priority groups before a child who becomes of nursery eligibility age gets considered for a place. I never knew it operated like this at all. I have concerns with my daughter's application now for January 2022.	9/30/2021 3:44 PM
66	i dont necessarily think that it should be oldest first first for allocation of term time school hours places. whether they have sibling at the setting should be priority over DOB for school hours places.	9/30/2021 1:38 PM
67	Some children who have deferred school may get extra time at nursery and deny a newly turned 3 year old a place	9/30/2021 12:45 PM
68	Children who have been granted deferred entry to Primary School should have the same priority as children in their pre-school year.	9/30/2021 12:41 PM
69	Eligible 2s should be offered to everyone	9/30/2021 12:10 PM
70	I don't necessarily think a child should if deferred (3) or retained (2) should attend the same centre. Sometimes a new setting and new staff can be more beneficial.	9/30/2021 12:03 PM
71	I'm unclear why children with deferred entry to primary school get higher priority - as they could be in school I'm not sure why they need a nursery place. I also think it's unfair that children whose birthdays are later in the year (especially Jan and Feb) potentially get less time in nursery e.g. children who turn three in March have the potential to get two full funded years before they start school, whereas those born in Jan or Feb potentially only get one year (if no spaces become available until the start of the next school year in August).	9/30/2021 11:05 AM
72	I do not disagree with the order of priority however I do feel that parents who are working and are relying on the nursery place to support childcare should be given priority on the days/hours that would suit them best.	9/30/2021 9:52 AM
73	More clear communication around admissions. To be let known sooner whether your child has a place. You can have your name down but not know whether they will actually get the days you need until quite close to the time	9/30/2021 9:08 AM
74	I think like primary school there should be a priority given to children living within the catchmemt area of the local authority nursery.	9/30/2021 8:58 AM
75	I don't think this has been followed in our case sadly	9/30/2021 12:50 AM
76	Not interested	9/29/2021 8:05 PM

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77	Age should be the 1st factor.	9/29/2021 6:59 PM
78	Don't understand the question.	9/29/2021 6:11 PM
79	I think it is important to consider parents work (e.g key workers)	9/29/2021 5:17 PM
80	Should be based on location as it so for primary school	9/29/2021 4:26 PM

Q12 Does your child have a January/February birthday?

Answered: 777　　Skipped: 16
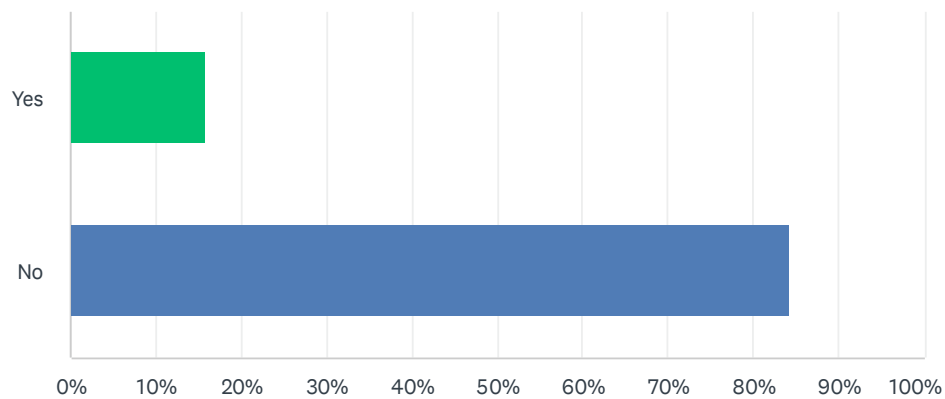
ANSWER CHOICES	RESPONSES	
Yes	15.83%	123
No	84.17%	654
TOTAL		777

Q13 Does your child have an August - December birthday?

Answered: 748   Skipped: 45
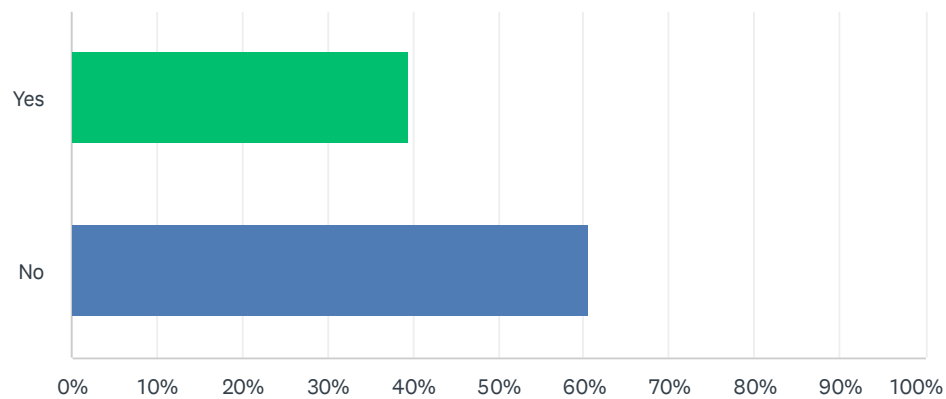
ANSWER CHOICES	RESPONSES	
Yes	39.44%	295
No	60.56%	453
TOTAL		748

Q14 When is your child eligible to start primary school?

Answered: 775   Skipped: 18
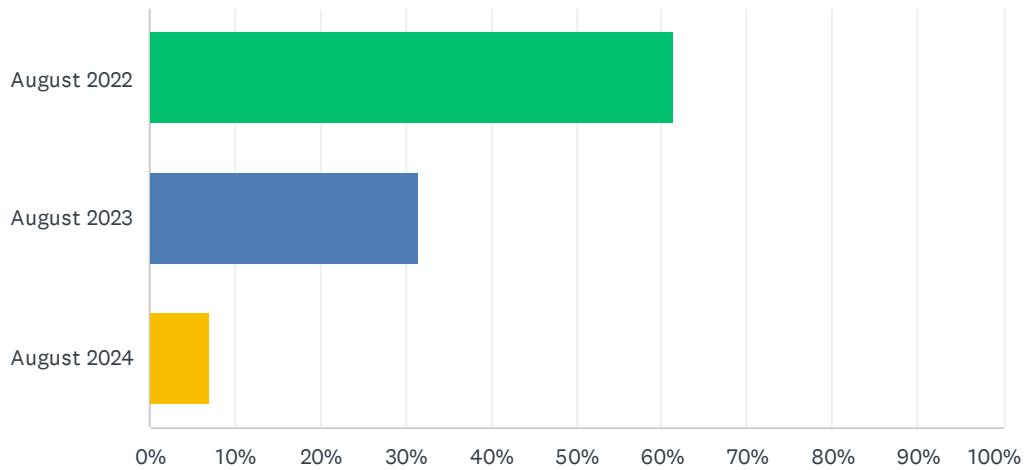
ANSWER CHOICES	RESPONSES	
August 2022	61.42%	476
August 2023	31.48%	244
August 2024	7.10%	55
TOTAL		775

Q15 Do you plan to apply for a deferred year i.e. an additional year at nursery?

Answered: 766   Skipped: 27
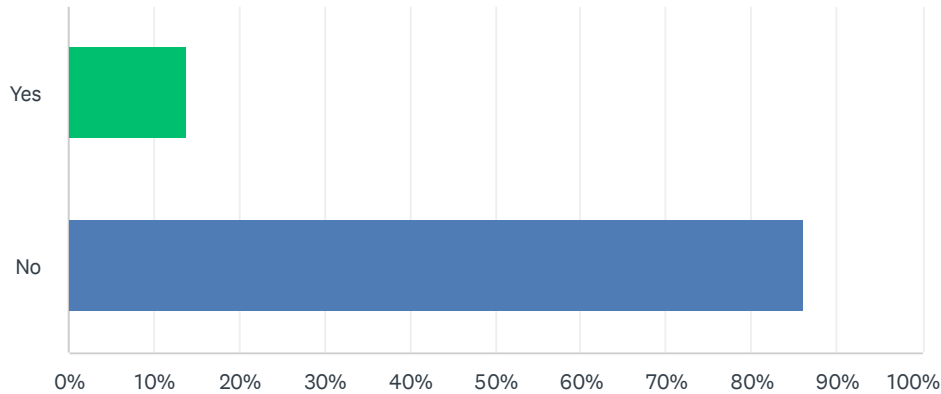
ANSWER CHOICES	RESPONSES	
Yes	13.84%	106
No	86.16%	660
TOTAL		766

#	PLEASE SAY YOUR REASON FOR YOUR ANSWER.	DATE
1	We think he will be too young to stay school in August 2023 when he is only 4	11/1/2021 7:23 PM
2	Developmental delays	10/29/2021 5:04 PM
3	At the moment no, may change mind. I grew up in England so she would already start a year later here than there which I think is great. If she may need to start a year later still, we can look at that then.	10/28/2021 10:22 AM
4	She already spent 2 years in nursery she needs to go in P1 in august 2022,	10/28/2021 9:19 AM
5	We are not sure yet, but in general believe in a later start of primary would suit our twins better	10/27/2021 12:48 PM
6	Happy with the progress child is doing and grooming done by staff	10/26/2021 4:41 PM
7	Studies show this ensures a better learning experience	10/25/2021 9:45 PM
8	I feel it would hold him back if I kept him deferred.	10/25/2021 9:43 PM
9	Because, if anything, I'd like her to be able to start earlier. Why is there never any provision for kids who find academic work easy and would benefit from being challenged and work to their potential? It's a massive shame that they're just kept treading water, going over things they already know. I feel totally lost and unsupported with this.	10/25/2021 4:29 PM
10	Adaptation to school approach	10/25/2021 3:08 PM
11	She has a March birthday so I think will already be one of the older ones	10/25/2021 10:09 AM
12	My child is doing her school year of nursery with her childminder	10/21/2021 2:03 PM
13	I feel my child is ready for school. I personally don't feel the need to defer. Someone has to be the youngest.	10/20/2021 9:10 PM
14	I don't believe Nursery would be enough for him at this stage.	10/19/2021 2:15 PM

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15	Not required	10/18/2021 12:25 PM
16	Children do better when they are not the youngest in their class.	10/17/2021 1:13 PM
17	It's better for all children to have longer in nursery settings. School at 4/5 years is too young for most kids. It is moving in the right direction by allowing deferrals as standard.	10/17/2021 11:44 AM
18	He will be ready to start school	10/16/2021 2:27 PM
19	She needs to go to school 5 days a week to build a regular routine. My child goes two days a week that makes it difficult for my child , two days are hardest for my child	10/15/2021 11:38 PM
20	My child is ready for school and wants to start in August	10/15/2021 8:07 PM
21	I am undecided on this, but I am considering applying for a deferred year as not sure he is ready.	10/15/2021 4:24 PM
22	My daughter is not five until December 2022 and we don't feel she will be emotionally ready to start school next year.	10/15/2021 1:47 PM
23	I am hopeful that my daughter will be qualified to start primary school once she clocks 5 years in 2023	10/14/2021 6:35 PM
24	Harper is a bright girl and I don't feel she needs to be deferred	10/14/2021 5:01 PM
25	Child's Birthday is in October and will be completing 5 years only in October 2022	10/14/2021 11:35 AM
26	I don't really understand why I would do this	10/14/2021 11:26 AM
27	I think she will be ready to move on	10/14/2021 6:10 AM
28	I am satisfied with my child development and I think that she is ready to start her school in August	10/13/2021 6:52 PM
29	I'm not sure yet.	10/13/2021 9:17 AM
30	She has a March birthday, I have no doubt she'll be ready for school at 5	10/12/2021 10:54 PM
31	My daughter was meant to start primary 1 in 2021 but we deferred and were accepted.	10/12/2021 9:57 PM
32	Our son was due to start Primary 1 in August 2021 but we deferred his placement due to additional support for learnin requirements. We also had to apply for an additional year of funded early years learning which was a daunting process and wait. This being automatic will make such a difference to parents already navigating difficult times regarding their childs future.	10/12/2021 8:48 PM
33	The reason for applying for an additional year at the nursery is because he needs to learn better English language,get used to socialise with group and accommodate with the new home.	10/12/2021 7:18 PM
34	Ready for school	10/12/2021 4:23 PM
35	Child's education level is ready for school	10/12/2021 4:04 PM
36	Unless my child needs the additional year	10/12/2021 1:59 PM
37	Ready for school	10/12/2021 1:52 PM
38	Won't need another year!	10/12/2021 1:48 PM
39	developmental delay in speech and language skills	10/12/2021 1:36 PM
40	Child is bright and emotionally mature enough for school. Did defer her brother and can see the difference	10/12/2021 1:18 PM
41	He has been already given an additional year to repeat his nursery.	10/12/2021 12:49 PM
42	Possible yes depending on how she goes this year. 4 years is awfully early to be sitting in a class environment so we will make it dependent on her development	10/12/2021 12:32 PM
43	2 days is no good	10/12/2021 12:30 PM
44	My daughter is autistic and is a bit behind her peers. We feel that she will benefit from an extra year.	10/12/2021 11:35 AM

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45	I would only if the nursery advised it was best.	10/12/2021 10:30 AM
46	Our son deferred this year, so will start in August 2022.	10/11/2021 10:43 PM
47	All ready had extra year	10/11/2021 9:47 PM
48	I wish to apply for my child to start primary school early, in 2022 rather than 2023.	10/11/2021 9:28 PM
49	I feel that my son at 4 and a half will not be fully mentally or emotionally ready for school i feel him being at nursery an extra year will be beneficial to him on a developmental level for learning	10/11/2021 9:18 PM
50	Because of covid but also because of my working hours/ my daughters needs	10/11/2021 9:17 PM
51	Not sure	10/11/2021 7:50 PM
52	She already had an extra year.	10/11/2021 7:29 PM
53	He is confident and keen to go to school	10/11/2021 7:24 PM
54	I prefer to get my daughter to school at her right age.	10/11/2021 6:24 PM
55	Already in a deferred year	10/11/2021 6:23 PM
56	I think my child will be ready for primary by August.	10/11/2021 6:07 PM
57	Emily is very clever she will not need an extra year in Nursey	10/11/2021 5:53 PM
58	Ready to start school	10/11/2021 5:30 PM
59	He is a June birthday so hopefully will be ready for school	10/11/2021 5:05 PM
60	I think that the spread of ages in a year group is getting quite extreme as parents try to get their child an advantage to their peers by starting them att school at a later age. I appreciate that their must be a broad range of abilities and readyness for school especially after the pandemic but this must make it difficult for teachers. Someone has to be the youngest in class and it seems crazy that it isn't just a rare exception that the age difference could be 18months.	10/11/2021 4:56 PM
61	She has already been in nursery for longer than I would have liked.	10/11/2021 4:42 PM
62	Not applicable for her birthday	10/11/2021 3:12 PM
63	Covid has taken so much from them socialising etc. They had never been to any kind of nursery until they were 3.5 years. But also all the evidence - both from friends and academic - suggests to me it is the best thing for my twins.	10/11/2021 3:01 PM
64	Would rather child started school as soon as eligible	10/11/2021 2:54 PM
65	I feel my son is confident and ready to attend primary school.	10/11/2021 2:42 PM
66	Defered last year as February birth so will go to school at 5	10/11/2021 2:40 PM
67	I don't know yet, I will be guided by her nursery teachers	10/11/2021 1:57 PM
68	My child will be 5 years 1 month which I feel is an adequate age to start school and is 1 year later than in England.	10/11/2021 1:22 PM
69	Hs already deferred from eligible start of 2021	10/11/2021 12:44 PM
70	I don't know that I have to	10/11/2021 11:01 AM
71	No reason too, she's doing well so unless the nursery feel she is not ready for school there is no reason to keep her behind.	10/11/2021 10:47 AM
72	Seems appropriate for his size	10/10/2021 6:26 PM
73	Child awaiting Additional Support for Learning services due to global developmental delays	10/10/2021 12:10 PM
74	Too young to start next summer	10/9/2021 12:44 PM
75	My son has autism and an additional year would benefit him massively	10/8/2021 9:15 PM
76	Im actualky undecided but will discuss with nursery staff	10/8/2021 8:54 PM

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77	Already deferred start from 2021	10/8/2021 7:51 PM
78	We feel she is more than ready to start primary school and it would be detrimental to her to hold her back another year.	10/8/2021 5:35 PM
79	4 is too young emotionally	10/8/2021 4:54 PM
80	Would like her to start in 2023 I feel 4 is to young and an extra year at nursery will be for the best.	10/8/2021 3:03 PM
81	We feel our child will be ready for school.	10/8/2021 12:42 PM
82	Son is ready for school	10/8/2021 11:51 AM
83	I believe my child will be ready to start primary school when he is five. I know he would like to move up with the group of children he sees as his friends and peers. Personally I believe that the longer children can spend in nursery is better for their all round development.	10/8/2021 11:38 AM
84	Not required	10/8/2021 11:22 AM
85	Because I went forward my child.	10/8/2021 10:00 AM
86	Don't know how it works. I'll speak with the teacher about it	10/8/2021 9:57 AM
87	I'm not sure if I will/not apply for a deferred year at nursery	10/8/2021 9:33 AM
88	She thinks nursery is boring and wants to start school	10/8/2021 8:10 AM
89	We applied for a deferred place already and it was approved for 2022 entry to P1.	10/8/2021 12:42 AM
90	He is ready to go to primary school in 2022 and is meeting the right milestones	10/7/2021 8:31 PM
91	NA	10/7/2021 8:19 PM
92	My son has an autism	10/7/2021 8:14 PM
93	Think she will be ready	10/7/2021 7:40 PM
94	I want him to be in school with people born the same year, there will be too big an age gap otherwise	10/7/2021 7:33 PM
95	Missed 8 months of nursery due to COVID	10/7/2021 7:26 PM
96	We believe he is ready to start school. He is very interested in what his brother is learning (2 years older) so I think he'll be ready in 2023	10/7/2021 6:59 PM
97	He is unlikely to be ready, at 4-and-a-half, to start school next year	10/7/2021 5:16 PM
98	Birthday April - he will be 5.	10/7/2021 5:16 PM
99	Currently my child has just started nursery and is quite mature and I have no current concerns he won't be ready	10/7/2021 3:48 PM
100	Won't need it	10/7/2021 1:27 PM
101	Don't feel it is appropriate.	10/7/2021 1:25 PM
102	child seems developmentally ready for school next Aug	10/7/2021 1:05 PM
103	He will be 5.5 already upon starting school	10/7/2021 12:44 PM
104	I have 3 children. 1 started school this year, she has a Jan Birthday and we deferred her. The other 2 are May and September, therefore we will not have to make these choices.	10/7/2021 11:50 AM
105	I feel my child is quite advanced and would not benefit from being held back	10/7/2021 10:44 AM
106	Not ready	10/7/2021 10:39 AM
107	I will speak with teachers to advace me about it	10/7/2021 4:38 AM
108	No reason to defer at the moment	10/6/2021 10:06 PM
109	currently my boy has only been in nursery for a month and is 3 so it is hard to tell. He is a Spring birthday so hopefully will feel ready by the time he is 5.	10/6/2021 9:21 PM

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110	I believe you should go to school in line with the year you are born. My older at daughter was born December 2017 and will start school August 2022. Should she have been born January 2018 I would have deferred to August 2023.	10/6/2021 9:03 PM
111	Our child is in a multilingual house and as a result is quite a bit behind her local peers in most aspects. We feel that deferring for a year would be of great benefit to her	10/6/2021 7:10 PM
112	I think 4.5 is too early for school especially a boy	10/6/2021 5:59 PM
113	My son is ready for school	10/6/2021 5:40 PM
114	Not eligible	10/6/2021 4:10 PM
115	I want him to be emotionally & socially ready, he missed a year of playgroup so would rather defer him to make up for lost time.	10/6/2021 2:56 PM
116	Will be 5 at school start	10/6/2021 11:25 AM
117	I feel my child would be ready for school	10/6/2021 10:44 AM
118	He will be 5	10/6/2021 10:38 AM
119	He will be 5	10/6/2021 9:01 AM
120	We have deferred it our boy already, he could start school in August 21	10/5/2021 11:18 PM
121	Don't think they would be eligible due to birthday and don't think it's necessary	10/5/2021 9:21 PM
122	Because of the very poor socialisation and need to improve it. She just started nursery in this year when she was already 4 years old and 3 months old.	10/5/2021 9:12 PM
123	Play is very important at this age. I think my daughter would cope academically with primary 1, but not emotionally. She is also physically small. Thinking ahead, I think she may find it difficult starting secondary school aged 11.5 as she may still be small for her age, and possibly not emotionally ready.	10/5/2021 8:50 PM
124	My daughter will be 5 and half in August 2022	10/5/2021 8:24 PM
125	Premature twins	10/5/2021 6:32 PM
126	January birthday	10/5/2021 5:13 PM
127	She was eligible to start this year but we applied for a deferred year so she can start in 2022	10/5/2021 4:59 PM
128	Too early for school for my child	10/5/2021 4:51 PM
129	Attending Steiner School and personal belief from watching younger child start at 4.5 that this was too young	10/5/2021 4:39 PM
130	Better for child to start later	10/5/2021 4:31 PM
131	Because I believe that my child needs more time for free play, outdoor activity and socialisation rather than formal learning. The starting school age is too young in this country. We held our older children back until the summer after their 5th birthdays and it has done them all good. We would have kept them out of formal school for another year if it had been an option.	10/5/2021 4:28 PM
132	Not 100% on this - but my child is showing some learning difficulties	10/5/2021 4:15 PM
133	We already deferred our child, from Aug 2021, to Aug 2022.	10/5/2021 3:51 PM
134	My child is very confident and I know he'll be ready to start school at at just 4.5	10/5/2021 3:33 PM
135	Feel she is old enough and will be fine at school as she will be nearly 5	10/5/2021 3:14 PM
136	Would like our child to have more than 12 months at nursery	10/5/2021 2:52 PM
137	I do not know yet. My daughter only started preschool it's a short time until August'22. Will have to see if she's ready nearer the time.	10/5/2021 2:18 PM
138	I'd rather have our child start earlier than later	10/5/2021 2:12 PM
139	Not required	10/5/2021 12:55 PM

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140	Prefer school hours instead just 2 days a week	10/5/2021 12:47 PM
141	I feel they are ready to start school	10/5/2021 12:46 PM
142	Because he was already deferred without my agreement!! As he is an April month!	10/5/2021 12:21 PM
143	Children seem to be doing well anyway and private nursery is expensive	10/4/2021 10:43 PM
144	we think them is ready for the primary school	10/4/2021 10:22 PM
145	Child will be 5 1/2 by August 2023	10/4/2021 9:53 PM
146	My child is already deferred in nursery	10/4/2021 9:36 PM
147	Child will be 5.5 years so too old for nursery	10/4/2021 8:56 PM
148	He is progressing well and moreover having two kids in two different school is a strain. I cannot wait for him to join his sibling in the primary	10/4/2021 8:56 PM
149	Think she will be academically ready for school despite December birthday. Will review with nursery whether she is ready in terms of social skills but don't anticipate an issue. I am more concerned that allowing automatic deferral will mean there are children over a year older than her and it's this rather than how ready she is as an individual that concerns me about starting school at 4.5yrs old.	10/4/2021 7:59 PM
150	Not needed	10/4/2021 7:42 PM
151	I don't think it will be necessary at this stage	10/4/2021 7:35 PM
152	Unnecessary	10/4/2021 6:45 PM
153	4 years old is too young to start formal education, 17 years old is too young to leave formal education for university	10/4/2021 6:05 PM
154	Will be ready to start school	10/4/2021 5:47 PM
155	We have moved here from England. My daughter has a March birthday and would start school in England in August 2022 so we worry that she is starting late and would not want to defer further	10/4/2021 4:55 PM
156	Did not realise this was an option	10/4/2021 4:54 PM
157	A combination of the impact of Covid and giving him extra time to develop his confidence	10/4/2021 4:16 PM
158	She is currently attending her deferred year. She could have started school in august this year if she had been ready to.	10/4/2021 2:46 PM
159	Not required	10/4/2021 2:15 PM
160	I have already deferred a year	10/4/2021 2:14 PM
161	Because she don't need it	10/4/2021 1:41 PM
162	I didn't know it was an option and their birthday is in august so I'm guessing she'll be ready for school. I wouldn't want her to be bored at nursery for a year.	10/4/2021 1:25 PM
163	I want my child to proceed to primary school when due as I do not have any reason to defer	10/4/2021 1:16 PM
164	I think an additional year at nursery will be a benefit to my child	10/4/2021 1:12 PM
165	She will be 5 and barring no more lockdowns she will have a full nursery experience	10/4/2021 1:00 PM
166	She is already age of 4 by November 7th 2021	10/4/2021 12:47 PM
167	His birthday is in April	10/4/2021 12:32 PM
168	Child very intelligent will need to move on for her own benefit	10/4/2021 12:17 PM
169	Speech and language delay	10/4/2021 11:52 AM
170	My daughter is progressing well and nursery and will be ready to start school next year.	10/4/2021 11:42 AM
171	I dont think he will need that	10/4/2021 11:04 AM

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172	I applied for a deferred year for this year she now starts school next August	10/4/2021 10:59 AM
173	Currently unsure but basing it on current feeling of child's capabilities.	10/4/2021 10:27 AM
174	Happy with progress, I believe my child will be ready for school	10/4/2021 8:23 AM
175	We have already deferred.	10/3/2021 7:41 PM
176	My child seems emotionally and intellectually ready in my view.	10/3/2021 7:25 PM
177	My child is quite mature for her age and will be emotionally ready for P1	10/3/2021 6:15 PM
178	My child is ready to start school.	10/2/2021 10:00 PM
179	We have already deferred them (which was an extremely stressful experience)	10/2/2021 7:15 PM
180	We have already and she is in her deferral year	10/2/2021 5:38 PM
181	My child automatically deferred for the year 2021-2022	10/2/2021 4:56 PM
182	Early jan birthday & meeting development goals but would consider opinion of nursery on readiness closer to the time	10/2/2021 3:55 PM
183	I feel he would benefit from being older when he starts school, rather than being one of the youngest in his peer group	10/2/2021 1:16 PM
184	Wish for her to be more emotionally mature before school	10/2/2021 6:33 AM
185	We feel he will be ready for school	10/1/2021 11:41 PM
186	We are satisfied our daughter will be ready for school. We deferred our older daughter as she is a Feb birthday.	10/1/2021 10:11 PM
187	I believe that he has missed out due to covid restrictions and needs more time to play and socialise in nursery environment	10/1/2021 9:36 PM
188	My child was born Feb 2017 so could have started school in Aug 2021 but we chose to defer her	10/1/2021 9:18 PM
189	I feel confident that my child will grow and learn in the 2 years of nursery that he will be ready to start primary school when he should.	10/1/2021 8:43 PM
190	She is not eligible and do not think will be required	10/1/2021 8:35 PM
191	I'm not sure yet	10/1/2021 8:21 PM
192	Born in February - will be too little to keep up with classes	10/1/2021 8:15 PM
193	She will be 5 and I think ready by then	10/1/2021 7:58 PM
194	I believe that an additional pre school year will enable my children to be better prepared to start school. More importantly, I would prefer for him to be a little older when he makes important decisions in High school regarding exams and life choices.	10/1/2021 6:55 PM
195	She will be 5 when starting and more than ready for school	10/1/2021 6:33 PM
196	The extra year may benefit her gross motor skill development	10/1/2021 5:49 PM
197	I haven't make a decision yet	10/1/2021 5:33 PM
198	I think he'll be ready for school	10/1/2021 3:53 PM
199	We already deferred our son (dob 31/12/2016) last year	10/1/2021 3:49 PM
200	She has advanced communication and social skills and will start school at 5 years old	10/1/2021 2:25 PM
201	Daughter will be more than ready to start school.	10/1/2021 1:46 PM
202	She will get bored doing an extra year in pre school	10/1/2021 12:53 PM
203	I haven't decided yet.	10/1/2021 12:44 PM
204	Additional year for my child to gain social confidence skills, before starting school	10/1/2021 12:23 PM
205	My child does not need deferral	10/1/2021 12:09 PM

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| 206	Too early to say	10/1/2021 11:30 AM
207	My child has a April birthday so this doesn't apply	10/1/2021 10:44 AM
208	Not sure at the moment	10/1/2021 10:31 AM
209	Children, boys in particular, are demonstrably served better by an extra year in early childcare.	10/1/2021 10:15 AM
210	I would rather she was the oldest in her year than the youngest	10/1/2021 9:53 AM
211	I would potentially apply for a deferred year for my daughter to start in August 2023 instead of August 2022 due to the disruption caused by the pandemic. However, as her birthday is the 28th July, I expect the council will not allow this with the cut off being an August to December birthday. There should be greater flexibility with the cut off date - it's unfair if my daughter were to miss out on the choice of another whole year of nursery due to her birthday being just a few days before the cut off for being eligible to defer (and for funding). As you have already allowed funded deferrals this year for children with August-December birthdays, who should normally have started P1 in August 2021, if my daughter does have to go to school in August 2022, then she will potentially be starting P1 with a cohort of children who are significantly older than her (i.e should effectively be in P2) which could be a huge disadvantage for her	10/1/2021 9:32 AM
212	I would like my child to be in school as his sibling	9/30/2021 11:12 PM
213	He is keen to learn and I feel will be ready for school next year	9/30/2021 11:02 PM
214	He will turn 5 and start school the same month which I think is the correct age	9/30/2021 10:33 PM
215	Well actually I have to ask nursery teachers, what she thinks. Is my child ready or not for school.	9/30/2021 10:06 PM
216	I think he will be ready for Primary by then.	9/30/2021 10:04 PM
217	Feb birthday - will be very young for school	9/30/2021 9:41 PM
218	Because my son will be at the right age for primary	9/30/2021 9:29 PM
219	No need	9/30/2021 8:53 PM
220	Feel my son is very bright socially and academically to be able to move age 4	9/30/2021 8:49 PM
221	My child will be ready to attend school.	9/30/2021 8:42 PM
222	Already receiving additional year at nursery due to deferral was due to start august 2021	9/30/2021 8:15 PM
223	Will be ready we think	9/30/2021 8:03 PM
224	March birthday so not eligible but would if I could. School age should be 7	9/30/2021 7:52 PM
225	No needed	9/30/2021 7:38 PM
226	With the high school leaving exams being taken so young in Scotland compared to other countries including England I would like my child to have an extra year to mature before undertaking such important exams. I would be unlikely to defer primary 1 entry if the high school exams were taken at a later age like in England	9/30/2021 7:29 PM
227	unsure	9/30/2021 7:28 PM
228	Not too sure	9/30/2021 6:14 PM
229	Already deferred my son for 2021	9/30/2021 5:58 PM
230	I have already deferred my child starting school.	9/30/2021 5:55 PM
231	2nd child-will most likely be ready	9/30/2021 5:54 PM
232	Possibly, Scandinavian schools support formal education later and we would like our children to enjoy her Early Years Experience and not be hurried into formal, even though play-based education.	9/30/2021 5:48 PM
233	I think she'll be socially, emotionally and physically ready for Primary School. Hopefully ready to learn (in a Primary setting) also.	9/30/2021 5:06 PM
234	I would like my child to start her primary school as soon as	9/30/2021 5:05 PM

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235	My child has been in a school setting since she was 2 years old. She is ready to star school	9/30/2021 4:31 PM
236	Ready for primary school	9/30/2021 3:58 PM
237	Unsure at present	9/30/2021 3:48 PM
238	I think my child wont have any problems starting primary 1, so far it seems like shes learning and developing well.	9/30/2021 3:47 PM
239	Possibly for twin that has down syndrome	9/30/2021 3:44 PM
240	I don't think I will defer his start, unless we feel it necessary at the time	9/30/2021 3:24 PM
241	At the moment we plan to encourage Sophie to start primary school next year as she is progressing well at nursery and think she will be ready	9/30/2021 3:24 PM
242	I'm open to it depending on my child's social skills and if I feel they are ready for school or not.	9/30/2021 3:21 PM
243	Unsure at the moment if yes or no	9/30/2021 3:15 PM
244	Speech n Language delay	9/30/2021 3:04 PM
245	unsure	9/30/2021 2:56 PM
246	He has already missed out on so much due to covid, he is very sociable and intelligent and I believe going to school will benefit him. Especially seeing that nursery can't provide him with a full time place. All he wants is to be around other kids his age, having fun and to learn new things.	9/30/2021 2:43 PM
247	I want her to start school as soon as possible	9/30/2021 2:41 PM
248	Not necessary	9/30/2021 2:28 PM
249	Deferred already	9/30/2021 2:26 PM
250	She seems ok with progress as is	9/30/2021 2:17 PM
251	I don't want him feeling uncomfortable as he will be one of the oldest in his class	9/30/2021 2:15 PM
252	No I wish my child to attend P1 with the peers he currently has.	9/30/2021 2:10 PM
253	Lots of evidence that being older in a class is better for children do better than being youngest; 4 is too young to start going to school and learn in a formalised setting; my son isn't ready	9/30/2021 2:09 PM
254	I feel my child will be ready to start school.	9/30/2021 1:40 PM
255	He is very keen to start school.	9/30/2021 1:36 PM
256	Child has additional needs	9/30/2021 1:34 PM
257	He is ready to be at school.	9/30/2021 1:31 PM
258	Child not ready to begin school.	9/30/2021 1:22 PM
259	He's June birthday and I think he will be ready for school	9/30/2021 1:18 PM
260	Yes due to Additional Support Needs and development delays (social and communication)	9/30/2021 1:02 PM
261	I am not sure. My son is currently being tested for autism, is still in nappies and I think he may struggle at school at this time. But things may change before hand	9/30/2021 12:58 PM
262	Nice age for school as birthday is in June.	9/30/2021 12:46 PM
263	My child will be 5 when p1 starts and based on her currently I do not believe a deferment will be needed,	9/30/2021 12:45 PM
264	Due to her age she will be five and a half which gives her a longer period in nursery for starting school.	9/30/2021 12:17 PM
265	already having a deferred year	9/30/2021 12:04 PM
266	Covid, emotional immaturity, has not had much socialisation and we all know boys develop socially at a slower rate than girls.	9/30/2021 12:03 PM

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267	I also have twins who will be November babies, due to start Aug 2026 and I will consider deferral.	9/30/2021 11:42 AM
268	Because my child isn't at the age for school yet	9/30/2021 11:37 AM
269	I don't feel it will be nessessary	9/30/2021 11:29 AM
270	My child will be ready for school	9/30/2021 11:08 AM
271	I feel my child is capable of going into school and ready	9/30/2021 11:07 AM
272	I feel that my Daughter will be ready for school	9/30/2021 10:53 AM
273	I think so as he has an April birthday.	9/30/2021 10:47 AM
274	No as I feel he will be ready for school	9/30/2021 10:41 AM
275	I feel my daughter will be ready for school.	9/30/2021 10:25 AM
276	Her birthday is in March and she will already be 5.5 when starting	9/30/2021 10:21 AM
277	unsure	9/30/2021 10:11 AM
278	this question does not ask which child. I have one child who can be deferred, another that cannot.	9/30/2021 10:11 AM
279	Have deferred this year due to Covid and because we can. I feel we won't regret an extra year at nursery but may if we didn't.	9/30/2021 10:10 AM
280	Although this may changed if the teachers feel it is needed	9/30/2021 10:03 AM
281	I want my child to learn more	9/30/2021 9:54 AM
282	I think he will be academically ready to start school, especially if a play based/kindergarten approach is being followed in the school. The only concern will be going from a 2 day nursery place to a 5 day school place.	9/30/2021 9:52 AM
283	Delayed speech	9/30/2021 9:45 AM
284	I want him to start school with his friends	9/30/2021 9:38 AM
285	I'm not sure at this time. I would need guidance from nursery on whether this is appropriate for my child	9/30/2021 9:34 AM
286	My son was eligible to start In 2021 and I did defer him for 1 year so he will be 5.5 when starts school	9/30/2021 9:32 AM
287	Will be ready for school	9/30/2021 9:32 AM
288	It's not necessary to defer	9/30/2021 9:21 AM
289	I would like to as he's a December birthday	9/30/2021 9:19 AM
290	My child is on the ASD diagnosis pathway, has sensory processing disorder and social communication challenges	9/30/2021 9:08 AM
291	Myself and my partner were educated in England and went to school at 4 and see no issues with this.	9/30/2021 8:54 AM
292	Don't know.	9/30/2021 7:51 AM
293	I've said no but I am undecided and will discuss further with nursery. I am concerned my daughter will be in a year group with children that will be turning 6 and she will only be 4.	9/30/2021 6:28 AM
294	Possibly due to not having had enough time in a nursery setting as we had a delayed start and unable to get into catchment nursery	9/30/2021 12:50 AM
295	He was eligible for 2021 and has deferred to 2022	9/29/2021 10:57 PM
296	July birthday so not required	9/29/2021 9:32 PM
297	Not eligible and don't think my child needs to	9/29/2021 9:03 PM
298	Feel 4 is very young to start school	9/29/2021 8:37 PM

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299	Already deferred from last year (could have started in 2021)	9/29/2021 8:34 PM
300	Unsure, will depend on development over next year	9/29/2021 8:09 PM
301	He will be 5 in July and I think will be ready. I'd consider deferring if he had a birthday later in year, depending on his needs.	9/29/2021 7:40 PM
302	Feel confident my child will be developmentally ready to start school	9/29/2021 7:19 PM
303	No need to defer	9/29/2021 6:59 PM
304	My child has already started her deferred entry as she was supposed to go to school August 2021 but kept back a year cause of toileting problems and also cause of covid not had much learning.	9/29/2021 6:11 PM
305	Older to start school in hope that this will help his learning in a school environment	9/29/2021 5:39 PM
306	At this moment in time my child is meeting her milestones.	9/29/2021 5:25 PM
307	Longer for him to learn through play and build confidence	9/29/2021 5:17 PM
308	He will be almost 5 when starting school	9/29/2021 5:07 PM
309	June birthday, my child will be 5 when starting school	9/29/2021 4:49 PM
310	Depends on development, will only defer if there are any development problems	9/29/2021 4:39 PM
311	My child will not be 4 and a half	9/29/2021 3:52 PM

Q16 If you have a child with additional support needs:

Answered: 215   Skipped: 578
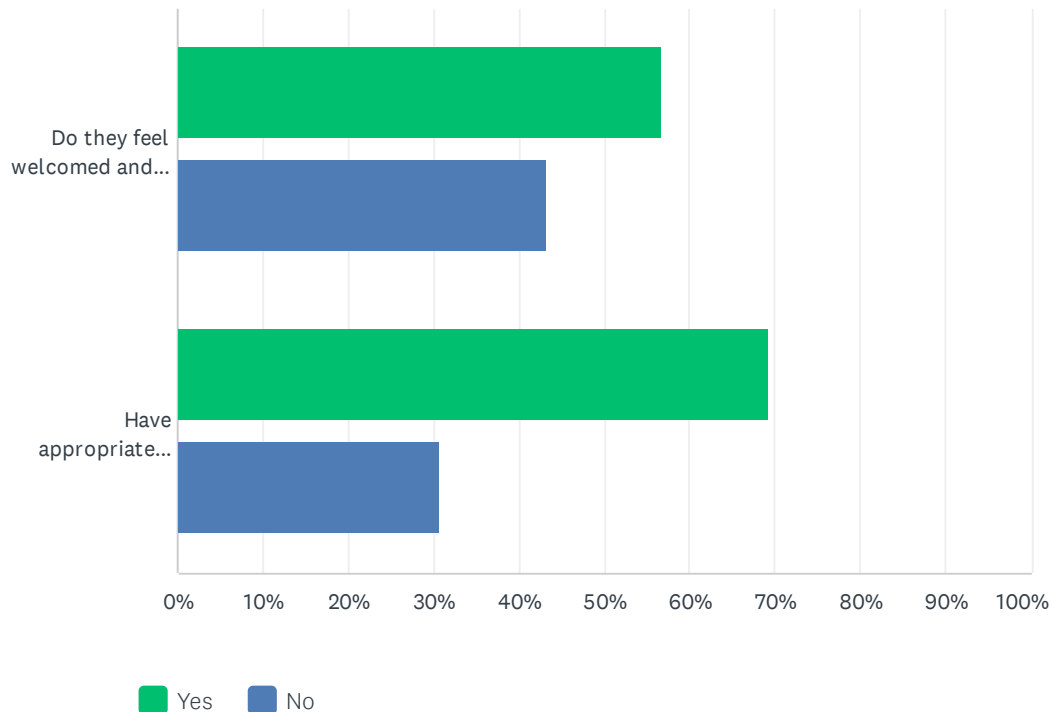
	YES	NO	TOTAL
Do they feel welcomed and included in the Early Learning and Childcare setting?	56.67% 119	43.33% 91	210
Have appropriate supports been put in place for your child?	69.28% 115	30.72% 51	166

| #	PLEASE ADD ANY COMMENTS:	DATE
1	N/A	10/26/2021 4:41 PM
2	No	10/14/2021 6:45 PM
3	It is quite difficult to ascertain this second part as parents are not allowed entrance into the nursery so the supports available are not known	10/14/2021 6:35 PM
4	N/A	10/14/2021 11:26 AM
5	N/A	10/12/2021 9:57 PM
6	We have a wonderfully supportive team working with our son in the Nursery daily and regular meetings with input from Early Years Team within the Nursery and school, Speech and Langauge and Additional Support for Learning (Early Years)	10/12/2021 8:48 PM
7	Nivin needs an adult support, i dont know how far he has been supported	10/12/2021 12:49 PM
8	We haven't had any information about her progress or about what care or support she receives, so I can't honestly answer this.	10/12/2021 11:35 AM
9	Will need 1to1 for school	10/11/2021 9:47 PM
10	Speech delay Khadija is very helpful with my daughter	10/11/2021 7:50 PM

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11	The nursery have gone above and beyond. They are so supportive and have provided excellent help, support and advice.	10/11/2021 4:49 PM
12	N/A	10/11/2021 3:01 PM
13	N/A	10/11/2021 2:42 PM
14	Awaiting outcome of assessment/application	10/10/2021 12:10 PM
15	Because my child is active.	10/8/2021 10:00 AM
16	No additional support needs	10/7/2021 8:31 PM
17	Diets allergy's and skin care	10/7/2021 4:52 PM
18	Ignore answer, No button above clicked accidentally.	10/7/2021 1:25 PM
19	The staff have gone above and beyond to help my son	10/7/2021 12:54 PM
20	We do not have any additional support needs, but I know families who do, and have heard of their extra struggles in confirming assistance in Nursery or School.	10/7/2021 11:50 AM
21	Diabetes management	10/6/2021 3:43 PM
22	Sorry I marked this answer incorrectly and it would not let me unmark it	10/6/2021 2:27 PM
23	The nursery have been really engaged in helping our child develop his speech and language.	10/5/2021 9:24 PM
24	Na	10/5/2021 4:51 PM
25	Teachers have communicated well with myself to figure what works best for my child	10/5/2021 4:15 PM
26	To say the entire experience has been stressful is a massive understatement.	10/5/2021 3:51 PM
27	City nursery have went above and beyond to support our son With autism	10/5/2021 12:49 PM
28	N/A	10/4/2021 7:59 PM
29	Dairy allergy	10/4/2021 4:55 PM
30	N/a	10/4/2021 12:17 PM
31	Na	10/3/2021 3:12 PM
32	Not applicable	10/3/2021 11:34 AM
33	Very little feedback from nursery team so hard to know.	10/2/2021 11:19 AM
34	Brilliant excellent setting. My 5 year old has moved onto p1 after being in this nursery for 2 years! Love it	9/30/2021 8:53 PM
35	Can't comment as little engagement	9/30/2021 7:35 PM
36	Currently there is PSA for my child.	9/30/2021 3:04 PM
37	Teachers are very friendly and my baby enjoys going to nursery.	9/30/2021 2:15 PM
38	We have received intensive support for our son with regular reviews and changes where appropriate. We are very pleased with the care he receives.	9/30/2021 2:10 PM
39	Very happy with care	9/30/2021 1:34 PM
40	Local authority nursery has been so much better in this regard compared to the private nursery we were previously at. This is in spite of the private nursery having a better care inspectorate rating.	9/30/2021 1:02 PM
41	The staff and nursery have went above and beyond to help me and my son! I honestly would be lost without their help	9/30/2021 12:58 PM
42	N/A	9/30/2021 12:03 PM
43	n/a	9/30/2021 11:42 AM
44	Very good supports are in place now but initially his needs were not recognised or understood	9/30/2021 9:08 AM

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| 45 | N/a | 9/29/2021 7:19 PM |
| 46 | My child has no additional support needs. | 9/29/2021 6:11 PM |

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Q17 We would like to use your feedback to provide additional training for early years staff, please could you provide feedback on the following.

Answered: 779　　　Skipped: 14

Legend: Agree | Neither agree nor disagree | Disagree
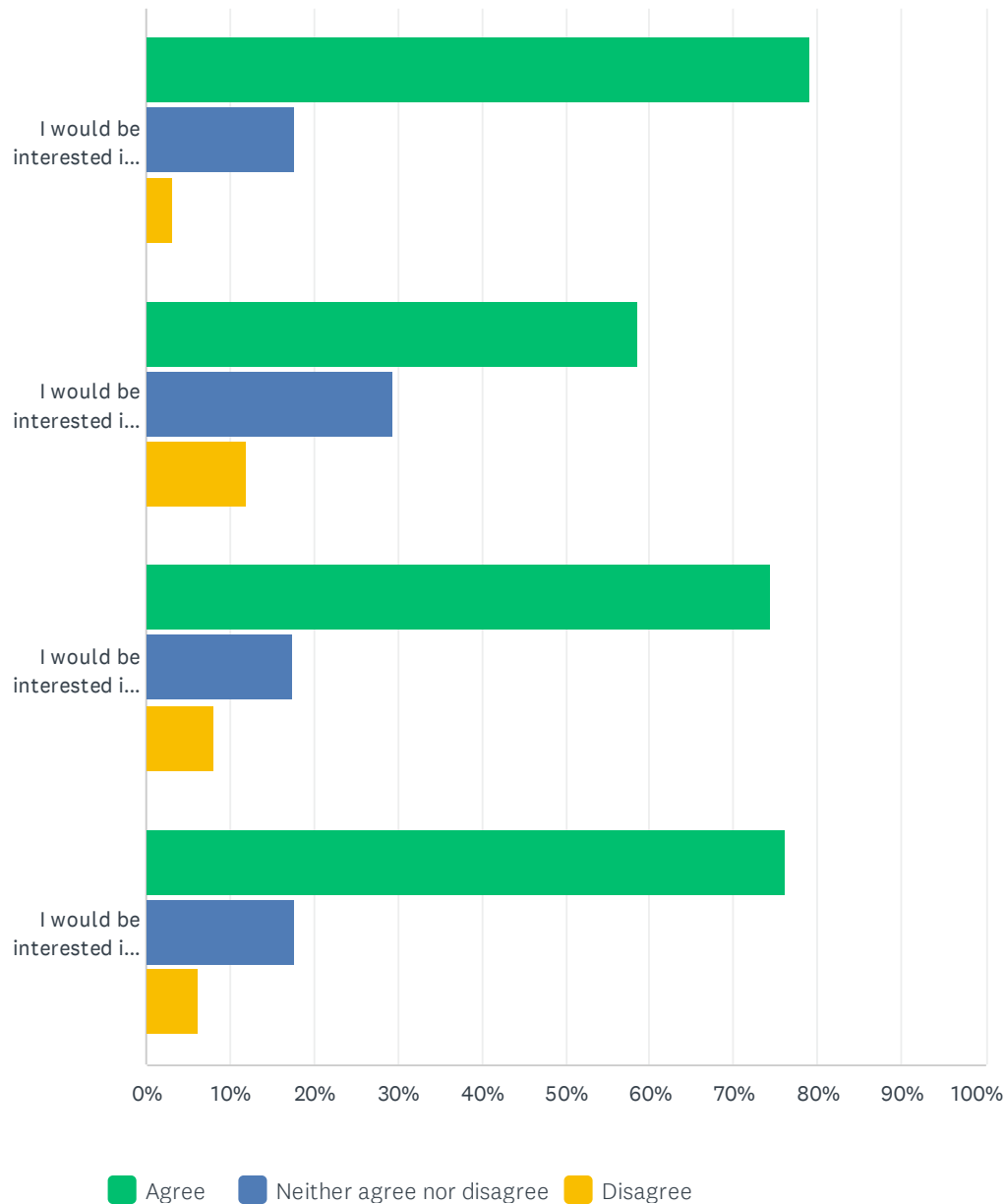
	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	TOTAL
I would be interested in finding out more about engaging in my children's learning e.g. linking learning from home to early years setting and vice versa.	79.08% 616	17.72% 138	3.21% 25	779
I would be interested in finding out more about how to be involved in the early years setting e.g. volunteering, aims of setting, parent groups to support setting.	58.58% 454	29.42% 228	12.00% 93	775
I would be interested in finding out more about family learning e.g. how I can improve my own and my families skills to help my child.	74.45% 574	17.51% 135	8.04% 62	771
I would be interested in finding out more about learning at home e.g. how everyday experiences support my child learning.	76.20% 589	17.72% 137	6.08% 47	773

Q18 Please use this space to add additional comment on what would be helpful to you as a parent/carer.

Answered: 136   Skipped: 657

#	RESPONSES	DATE
1	Something that is really lacking is inclusion of disabled parents. Coming from the third/ university sector, it has been quite shocking to me how there has been absolutely no questions asked about parental disability or access needs at any point in the process of application, nursery settling, or this form, yet we face quite real and significant barriers in accessing education for our daughter. It's like it's mind blowing to education providers that disabled people can become parents. And I don't just mean disabled as in wheelchair users- my partner is autistic and has adhd, I have cfs/me and a joint condition, we both have depression and anxiety, and mobility issues. We are also unpaid Carers. I would encourage you to set up a disabled parents working group/ task force type thing to actually ensure that you are inclusive to the needs of disabled people who become parents. Thank you	10/28/2021 10:22 AM
2	Staff at nursery doesn't give proper information about my child's eating at nursery all days she came home starving , if she doesn't like to eat anything at nursery they should allow us to send home lunches for my child , my child is getting worse day by day she eat absolutely nothing at nursery , and she is super annoyed by this 2 full days only routine, it should be for 5 days a week even less hours that way are fine or atleast 4 days a week. Because this 2 days routine is creating problems in terms of balanced routine	10/28/2021 9:19 AM
3	Hours that better suit my preferred working hours would be of most help. 2 x 10 hour days and occasional Fridays are not great my ideal 8am - 2pm over 5 days plus suit better	10/27/2021 2:17 PM
4	I would say that the only true improvement needed is for the school meals provided. They lack nutrients and are heavily processed and this doesn't help children's development	10/27/2021 12:48 PM
5	N/A	10/26/2021 4:41 PM
6	What support is in place for parents that have difficult times with their kids I.E not coping with the behaviour of said child	10/25/2021 9:43 PM
7	I know Covid has restricted a lot of things, but I feel in the dark about what's going on at my child's nursery. Occasional updates on the Learning Journal and the odd brief chat at the door but that's it. There's no information about what they're doing in class, whether they're working on numbers or letters or writing, whether they're working on special events or celebrations, anything like that. It's like I put her through a door in the morning and she comes back out in the afternoon and I just have to cross my fingers that everything is as it should be in between times. Everyone is friendly but there's a startling lack of information and communication about what's going on in general and how my kid is getting on specifically.	10/25/2021 4:29 PM
8	I dont have anything to add aileen is amazing with my daughter and she has came on leaps and bounds since starting, I couldn't fault aileen in anyway she is brilliant	10/21/2021 2:03 PM
9	The funded hours offered by our private nursery are really helpful in that our son can attend on a Monday and Tuesday 8-5 and a Friday morning from 8:15 until 1pm, or a Wednesday and Thursday 8-5 and a Friday afternoon. It was my understanding from when I spoke to staff at Nether Currie that there were to be longer days offered and a limited number of floating Fridays. Floating Fridays are difficult for working parents to make use of as childcare for the rest of the year will need to be sought but not many private providers will take a part time Friday arrangement. A consistent week-to-week model closer to that of the private nursery could be considered for when the nursery opens?	10/19/2021 2:15 PM
10	More interaction from staff to us as parebts. We are informed of very little especially at pick up times	10/18/2021 12:25 PM
11	More learning journal updates. My daughter joined in august and ive seen maybe 2 updates.	10/18/2021 5:56 AM
12	My child is struggling with adjusting this pathetic 2 days a week routine, for me its unfair for	10/15/2021 11:38 PM

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	the child because bu going two days kids can be cranky n angry and those two days in a week is a real struggle for the parents because kids don't get the point of going to school for just two days , it should be 5 days a week for less time like 6 hours a day or 5 hours.	
13	Understanding more about the learning they are doing in nursery and how we can facilitate that at home.	10/15/2021 8:07 PM
14	Feel detached from my sons experience in nursery due to not being able to go into nursery, and not being able to chat to staff at gates. Do get contact via newsletters and updates in learning journals, and have always spoke on phone if i had question's but day to day, it is not overly personal to my sons progress.	10/15/2021 4:24 PM
15	I feel it would be more beneficial for a child to have the hours spread out over the week rather than squeezing them into 2 10 hour days. There is then a full week between nursery which just isn't right! Also the teachers need to remain consistent every week there is a new face and actually don't know any teachers apart from one!	10/15/2021 4:03 PM
16	I could not be happier with the nursery. The process of applying is complicated. Lots of caveats. Even now applying for nursery at primary I am told it's more complicated because LO is in a 2s place.	10/14/2021 11:26 AM
17	I just need a linked up system so I can drop one child at school at another at nursery without them being at 2 different sides of the city! It's a nightmare. There's no places in nursery and no childminders available whatsoever. I'm happy to cycle somewhere but I have not been able to find my daughter a place anywhere.	10/14/2021 8:00 AM
18	The main thing that would help is to receive the full 30 hours a week to which we are entitled. Although her two older sisters are at the school, my daughter could not get a place at the school nursery. We received a place at our second choice, but they only provide mornings, not the full 30 hours a week. We have had to make up the rest at a playgroup which we must fund ourselves. It makes me very angry that a commitment to free childcare cannot be fulfilled because no attempts have been made to increase the capacity at existing nurseries nor to introduce new settings.	10/14/2021 6:10 AM
19	Our experience with the early learning support has been excellent and the development of my child has demonstrated the high standard of support provided. There are currently no concerns or advice I could offer that would improve the level of support that is currently offered.	10/13/2021 3:07 PM
20	As a parent who is a qualified teacher, specialising in Early Years, I would love to support our local settings in an appropriate way.	10/13/2021 9:17 AM
21	We do already have support and regular contact with the Additional Support for Learning Early Years Team and my husband has just attended an Enabling Eating Zoom Session for children with Autism today. We have visuals for use at home and gave an open dialogue with Speech and Langauge. We also have regular Child Planning Meetings to keep us all on track and on the same page.	10/12/2021 8:48 PM
22	I would like to be given some materials from the programs that the nursery is going because I want to continue at home,I would like to follow the steps in learning things that I can't scape none and to know what is the next one in the row.	10/12/2021 7:18 PM
23	All of the above sound positive and worthwhile, but as a working mum of 3 children, sometimes offers of extra skills/ courses/ advice on how to support number three can make me feel like I need to do more to help my child achieve (I.e. I'm not doing enough), rather than support me.	10/12/2021 4:23 PM
24	Nursey visits when allowed would also ne helpful.	10/12/2021 1:36 PM
25	My child currently has a blended model between local authority and private nursery, however we do not receive any funding for the hours she attends at private nursery despite us being under the impression that she is entitled to this. We have asked the nursery on several occasions about this but they state they have not received an answer from Edinburgh Council. It would be helpful for there to be more information/clarification surrounding this so that parents are not being charged for hours they should be entitled to. It would also be helpful to have a point of contact within the Council that any parental queries relating to this could be directed to as it's not very clear.	10/11/2021 10:47 PM
26	I wish to be allowed into my child's nursery. It is very difficult that I cannot go inside my child's nursery or see what she's been doing & enjoying	10/11/2021 9:28 PM

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27	I feel that it is extremely important that if a child in nursery has a sibling at the school there should be things put in place to make sure that the sibling are at the same school as i feel it give them extra support especially when first starting school and through the school years but also for the parents it can put extream pressure on parents trying to get kids to different schools on time and for collection times	10/11/2021 9:18 PM
28	I see great value in the full time offering for lots of families. Personally we are very fortunate to have grandparents who are very local and want to spend time with the urge and child. I also work part time and want to spend time with my child however I feel forced into making my three year old child attend full time education. They are so young and surely the home is where they should be spending most of their time whenever possible. Different councils and even different nurseries within this council are offering flexibility in the hours that the children are attending and I feel this should be embedded in the future of early childhood education as the children should be at home if it suits their family circumstances. I would also like to see teachers reinstated into Nurseries as the pre schoolers are missing out on so much without their input.	10/11/2021 9:07 PM
29	Hours that support full time working and consistent regular communication.	10/11/2021 8:13 PM
30	I would like to know more about what activities and learning skills they carry out on a weekly basis so I can engage and able to provide same sort of support at home. It better to have a 1 to 1 meeting with the staff on a monthly basis if possible.	10/11/2021 6:24 PM
31	I think pottys should be provided as standard in council nurseries as the absence of one caused problems for our child initially when going to the toilet at nursery. After weeks of accidents and speaking to the nursery manager I established there was no potty at the nursery and was asked to bring in our own potty from home which seems rather archaic in the 21st century in Edinburgh!	10/11/2021 6:07 PM
32	I would like to have more opportunities to meet other nursery parents	10/11/2021 5:30 PM
33	A lot of my answers have been influenced by COVID, which has restricted my child's activities, and my interactions with staff, so I'm not really in a position to judge. I would prefer for full uptake of the allocated hours not to be compulsory - under my child's nursery setting, it's 4.5 days or nothing - I'd have liked the option of 3.5 days.	10/11/2021 3:22 PM
34	N/A	10/11/2021 3:01 PM
35	I think my main comment about Buckstone Nursery is that there is no longer a qualified teacher among the staff. There has been at this nursery and previous state nurseries that my kids have been at and it adds a verve, a purpose and a steer to everything that is done. I would like to see a qualified teacher in the nursery school.	10/11/2021 2:44 PM
36	I agree very much with the above statements in being interested and involved in my child nursery setting and learning along with how home life can be used to reinforce learning etc however I feel some focus on supporting single parent households with young children would be beneficial, overall however I think the early learning team do a remarkable job.	10/11/2021 1:57 PM
37	I am interested in learning more about how to be the best possible carer for my child. However, I try to research this topic myself - when I receive gov booklets etc with ideas they can be obvious and patronising. Links to what's on in Edinburgh in terms of activities or groups that match up with the children's learning would be ideal. I.e "this museum has this (free) exhibition on during these dates".	10/11/2021 11:01 AM
38	I don't know very much at all about my son in the private nursery. We aren't allowed in. We have no actual evidence of learning or if staff interact with him at all apart from the quick 2 min feedback at the end of the day. He has been there nearly a year and I don't know much at all about his time there.	10/9/2021 10:35 PM
39	I don't think the full time (authority nursery, 2 full days and alternate Fridays) is helpful at all for learning or for parents. Firstly the alternate Friday works out at 9 Fridays in the year for my child. I understand this is based on hours. However, the impact in the child seems to be detrimental. The full hours (8-6) for a child of that age doesn't support appropriate learning. More regular routine for shorter hours in school nursery setting is much more appropriate and realistic of the learning and routine of a child preparing to go into school setting.	10/9/2021 11:13 AM
40	Funded hours should be at least 30 to 35 hours a week per term to support parents/carers returning to full time work and contribute to the country's economy.	10/8/2021 9:19 PM

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41	It'll be good to have direct contact with council regarding information required as now only happens through the nursery and nursery doesn't provide contact information.	10/8/2021 6:15 PM
42	That the television did not go on for the children. I really do not see that is necessary. Some of the things he's seen are things we would not allow to watch at home. I would much prefer for him to be read to or be look through books. Have the daily menu put on the gate and the activities that they did would be really helpful and nice to know. Essentially a bit more feed back - I understand time at the end of the day is difficult so if this was written down it would need to vocalised.	10/8/2021 11:38 AM
43	Affordable childcare for children age 2/3. Fee for private nurseries makes it inaccessible to many. Also, my private nursery provides a daily photos, comments on food eaten etc via Famly app. It would be great if locale authority setting used it too. Much more interactive between family and setting.	10/8/2021 11:22 AM
44	After go to school my child was improve.	10/8/2021 10:00 AM
45	I think it could be nice for the council to set up the nurseries that they have in New Zealand because some parents want their children to go to nursery for socialization but still be present for their moments. They're called playcentres I think?	10/8/2021 8:10 AM
46	Wrap around care information would be really helpful. Current home working situation helps re being able to manage drop off and pick up...if this wasn't in place for us have no idea how we would manage this. Have SG given this any thought.	10/8/2021 2:00 AM
47	As mentioned before I think the nursery offering is outrageous for children in their final year before school. I am a disabled single mother and offered no support with extra hours at nursery despite my son not settling into his nursery due to the lack of time he spends there. Two days per week will not prepare him for next year at school. He finished his nursery week on a Thursday and has to wait 6 days until the following Wednesday to go back. He suffers from anxiety and home life is proving very difficult with his anxiety in the lead up to nursery on a Wednesday. He just settling on a Thursday then it's over for another week. The flexi Friday is useless, I can't arrnage childcare that you do not have to pay for 11 Fridays per year, there is no consistency. A half day every week would be much better, more frequent and consistent for the children, as well as easier planning and cheaper for childcare costs. Same set up as private nurseries would be better, or 5 mornings or 5 afternoons as per the old model. The prioritisation of older siblings in the school is also discriminatory.	10/7/2021 7:33 PM
48	I would like to find out information about what is happening in nursery before it escalates or getting cut off at 10min parent teacher meeting.	10/7/2021 7:26 PM
49	I like to know what they are working on in nursery so we can expand on it at home. For example, counting or writing his name, or songs they are learning as he asks me to sing them and I don't know what song he wants. At the pick up it would be nice to have a short update of the day and what he's been doing.	10/7/2021 6:59 PM
50	More flexibility in how funded hours can be used - the current patterns don't suit many people.	10/7/2021 5:16 PM
51	As we no longer are allowed in nursey we don't see what's going on every day- themes/ topics etc. It would be good to have more information about what's going on week to week. Currently I know nothing about what's going on, my son turns uk plays and leaves. I know he does more than that - perhaps a newsletter would help.	10/7/2021 3:48 PM
52	More flexibility please so the setting works well for the child. Going to a nursery connected to their future primary school is a priority for many families and yet we are now told that nursery can offer no flexibility and it's either full time or lose your space. This is not in the best interests of the child. Why should a child not have the pre school experience just because their parents feel that full time nursery is too much. All the more important to settle in the school environment if nursery is already slightly overwhelming for a child. This is a disappointing current set up and the lack of flexibility (and why does this vary between school nurseries?) results in an unfriendly, hostile setting for the parents. Thank you.	10/7/2021 2:26 PM
53	Private nursery have been good. The way our application for the authority nursery was dealt with was atrocious.	10/7/2021 11:34 AM
54	some of the suggestions above about how to continue learning at home.	10/6/2021 9:21 PM
55	My best friend is a primary school teacher so I turn to her for advice but it would be good have	10/6/2021 9:03 PM

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feedback for linking learning at home as my kids only attend nursery 2 days a week.

56	I think the nursery is caring very well equipped and the child is happy this I the main thing	10/6/2021 6:03 PM
57	I have noticed a difference in the quality of nursery learning since teachers have been removed.	10/6/2021 5:40 PM
58	Parents Day, to get in and see from behind how kids do	10/6/2021 3:08 PM
59	The 1140 hours are not the best experience for my son in his pre school year. The large gap between a Thursday and Wednesday brings anxiety and is not the best preparation for full time school next year.	10/6/2021 1:16 PM
60	It was an incredibly stressful experience trying to find a nursery place after moving from London and I had to turn down several work opportunities due to having no childcare. Given maternity leave is only funded for one year I don't understand why there is no government commitment to ensure high quality local childcare for working parents whose children are aged 1 and over.	10/6/2021 8:29 AM
61	my provision is split through two providers, one is excellent the other poor.As I don't have the option to reflect this on my answers, i just put a neither nor answer where relevant	10/6/2021 8:28 AM
62	We are in general very happy with the nursery our boy goes too. The extended funded hours factor is definitely making life easier. The cost of childcare is really high until the time they started getting funded hours. Staff has been working really hard during last months to keep kids and staff safe and keep nursery open. Thank you.	10/5/2021 11:18 PM
63	I was confused as to why we you are eligible for funding the term after your 3rd birthday for us that was in January (Sept birthday). My friend had funding from. August as they had a July birthday. Yet we will both be in the same year at school so the freind received more free hours than us	10/5/2021 9:55 PM
64	Being able to get past the front door (covid creates a barrier between nursery and family), transparency of hours (is 8 - 6, really till 6 or really 5.30/5.45), transparency of hours (why have Fridays become so odd).	10/5/2021 9:25 PM
65	As we can't access inside nursery, we haven't seen any of the learning environments. I would love to know more about what my daughter plays with, who she plays with, what kind of activities are available, what they eat, how they do lunchtime. I would love it if staff were trained to share images with parents daily, even just the learning experiences they provide without any children in the photo. And mostly, to have time to implement this. It feels like there are a lot of children and only a few very busy members of staff at nursery. My daughter is struggling to settle. There doesn't seem to be anyone really helping her - she is often left to walk in herself. She tells me she cries multiple times a day. No staff member has time to tell me at pick up about how/why/how often this is happening. I think local authority nurseries simply need more staff.	10/5/2021 8:50 PM
66	Improve parents feedback and improve individual learning journal then parents can have more informations about what their kids are doing in the nursery.	10/5/2021 8:24 PM
67	An extra year of early years funding would definitely assist especially Coming out a pandemic where financially things have changed entirely and the hours we now work to make up for list income	10/5/2021 4:39 PM
68	More communication from teachers to parents on daily routines and activities. Additionally, providing parents with updated information on what qualifications the teachers and assistants hold, e.g. first aid (date)	10/5/2021 4:16 PM
69	I couldnt fault our nursery on the support that they have given our family. But I have to say most conversations Ive had with the council regarding supporting my child have been anything but clear, progressive, or confidence building. The lack of resources (and therefore time) is clear, and its only ever the child that looses out.	10/5/2021 3:51 PM
70	Please kids don't need to play outdoors when it's freezing, windy and raining. It's not part of the curriculum and that's what I hear from thatchers. My son has a very sensitive lungs. He is prone to high infection. I always take him home sleeves are wet, chest and socks wet all day and they change him just before I come. Swollen hands from freezing playing with cold water. It's torture not education. I lost my older daughter at the age of 3 because of the careless at nursery. The teachers let them out without warm clothes. All windows are opened which I	10/5/2021 12:21 PM

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appreciate it but I keep asking please don't take jumper off but no one cares. Sick kids at home, chilled teachers ☺ Extremely frustrated

71	More knowledge on school options for my autistic child.	10/5/2021 10:22 AM
72	I would like more feedback on what my child gets up to/development etc.	10/4/2021 9:53 PM
73	I think it would be best to change the cut-off for the school year intake from 28th Feb to 31st August so all children start age 5 years (or within 2 weeks of turning 5) - it will minimise the spread of ages in any year group	10/4/2021 6:05 PM
74	We have been unable to get early learning and childcare support for one of my son's nurseries, which isn't in a partnership with ECC because it wishes to pay its staff at a reasonable rate and implement a staff/student ratio befitting quality learning. This is a huge disappointment and shows that ECC is not interested in high quality learning environments.	10/4/2021 4:16 PM
75	K	10/4/2021 3:29 PM
76	I would like to know what my child does on a day to day basis. The start and end of the day is rushed and I don't feel there is much of an opportunity to ask questions. I often get, they've had a good day...but what does that mean?	10/4/2021 3:02 PM
77	My child loves going to nursery but I do feel she's missed out on a great deal due to covid. She's missed the entire toddler stage, maybe an extra year at nursery is a good idea as she's very wary of people. I think children should be allowed to attend nursery from the day they turn 3 as it's not fair on the children that only get a year and a bit of nursery	10/4/2021 1:25 PM
78	More updates on learning journals	10/4/2021 11:24 AM
79	I would be interested in groups which would assist the social aspects of learning. Helping parents to be more social and guide children in this	10/4/2021 11:18 AM
80	Hours provided should be more suitable for working parents. At the moment 2 days at EYC are not acceptable	10/4/2021 11:04 AM
81	The way the change to the 30 hour model has been implemented means that it is difficult or impossible to find a nursery in which you can only send your child for mornings only (15 hours per week). For many children and families including ours this shorter period is preferable. In addition the funding has not been doubled so the quality of provision is worse. In short, the change to 30 hours has made nursery provision worse for many children. Nurseries should not be financially penalised for offering mornings only to children.	10/3/2021 9:10 PM
82	For there to be greater flexibility from local authority nurseries around the number of funded hours that can be used by each child - not all families want their child to attend full days or 30 hours per week.	10/3/2021 9:00 PM
83	More individual feedback on learning journals or at pick up	10/3/2021 7:48 PM
84	I would liked to have been able to use the nursery attached to the school that my child will attend from Aug 22. As I work full time to be able to pay private nursery costs and have no family nearby to help I have not even been able to consider the school's nursery. I also think my child will be more settled in one setting full time over a number of years. I think it is unfair that I can't consider this option and have had to spend the majority of my salary funding very expensive childcare for both my children. I am unable to afford to work part time and spend more time with my children.	10/3/2021 7:25 PM
85	Our daughter has flourished at forest kindergarten and is noticeably happier in herself compared to private nursery. We are very happy.	10/2/2021 5:38 PM
86	I would like to receive more information regarding the day my child spend in the nursery when I pick him up. If he had is food, how was his behaviour, what he did during the day..... I normally don't get any information.	10/2/2021 8:46 AM
87	I wish my child's nursery staff could have arts based training, more outdoor provision and a more homely environment. Creativity is too guided and use of screens- iPads/TV for singing and watching is not good enough.	10/1/2021 9:36 PM
88	When accessing the place at my son's nursery in April 2021, he was given a 2 days per week place at our first choice of nursery. After our son was settled in, the setting later informed us that they would be providing a full time model from August 2021. My son is only 3 and is really	10/1/2021 6:55 PM

struggling with full time hours however the nursery have not agreed to allow us to reduce his hours. We have been left with no choice but to seek a place elsewhere. Unfortunately there are very few places available in our local private nurseries and we also feel that the standard of care at these nurseries (via visiting and inspection reports) is not as good as his current setting. We are very unhappy with the inflexibility with which the 1140 hours has been rolled out and are saddened that our son is having to move settings. Currently we have not yet been able to secure an alternative placement. The aims of the increased provision of nursery hours in providing increased flexibility and support for parents have not been met in our case. This has led to an extremely stressful and distressing situation for both myself, my husband and our son.

89	I would like to receive some more feedback on how my daughter is doing. This may not be the right place to say this but I would like to point out that the only aspect I am not happy about the nursery is the food. I don't think they get enough vegetables and don't see the need in having chips/wedges up to 3 times a week or fried food so often.	10/1/2021 5:33 PM
90	The cost of having a child at nursery if both parents need to work is absolutely outrageous. Some mechanism to reduce the cost to working parents is required	10/1/2021 4:13 PM
91	Would like to view my child's learning setting in person as have been unable to do this due to covid restrictions	10/1/2021 2:25 PM
92	I would like to have more chat with nursery staff, I understand that due to covid there is a time limit to talk, but I have jo idea what my child is up to all day, nor how nursery looks inside etc. it's rely hard for me as my child is not able yet to tell me everything	10/1/2021 2:17 PM
93	It'd be useful to give families more tools in relation to activities to carry out with their children or communication skills workshops, in order to help the kids reach their potential.	10/1/2021 11:32 AM
94	Catchment areas should be introduced to align with primary and high schools.	10/1/2021 10:15 AM
95	Very pleased with our childcare. Focus on play rather than learning. Keen to see some progression in learning however as approach transition to p1.	10/1/2021 9:40 AM
96	For me personally, I am not too worried about my children 'learning' at nursery (nor at home). At this age, I believe they do not need to 'learn' but just experience life and develop social skills etc. That is not to say I'm not interested in knowing what they do at nursery and I do hope children are provided with interesting experiences of course but I'm not bothered about whether they are learning skills related to numeracy or literacy for instance and I find it frustrating that nurseries seem to often focus on this. I just want my child to be well looked after (i.e have their basic needs met) and to have a warm, nurturing environment outside the home where they can learn to be a little bit more independent and build an identity for themselves away from home and hopefully build their confidence.	10/1/2021 9:32 AM
97	I understand why there is a lack of daily feedback but find it hard not knowing what he does at nursery. He doesn't give much away!	9/30/2021 11:02 PM
98	I strongly feel that more term time full time places need to provided as most people I know who were needing that were not offered it.	9/30/2021 9:41 PM
99	The staff is extremely welcoming and fun loving . My kids love to go to nursery . I would like to recommend to set a minimum stay time by staff and should encourage parents to keep their child in nursery . Current timings are from 8 30 to 6 pm however most of the parents pick up their kid by 4 30 which just waste additional 2 hours of a day , basically it altogether is a loss of 4-5 hours per week . Many who opted for this option cannot leverage this opportunity to the fullest .	9/30/2021 8:48 PM
100	Support for settings to use the local community more. For example, our setting was using the beach but this had to stop which was a real shame. Similarly, the forest trips.	9/30/2021 7:52 PM
101	It would be very helpfull if the staff would focus on children rather then sending long messages, I would prefer to have time to help my child learns then be occupated with reading. I do not know how working parents find the time to read this all. Especially when my child was attending Calderglen nursery - 2 days a week the amount of emails and messages were just unbelievable. It would be helpfull if my child would learn something from nursery, especially skills like counting. As this need to be repeated several times.	9/30/2021 7:38 PM
102	Having free flow in the nursery at all times when children can benefit for choosing indoor or outdoor activities. Having online communication with nursery staff, private group on Twitter or	9/30/2021 7:02 PM

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Whats Up

103	N/A	9/30/2021 5:48 PM
104	Not too keen on 2 day a week and so many Fridays it's a long gap in between for children to be off when they are trying to settle into a new environment, it was a lot better when they went in the morning/afternoon 5 days a week.	9/30/2021 5:24 PM
105	If the workload allows, more individual images of my child going about her everyday life at nursery. This would be lovely to see as we cannot enter the building at present due to Covid restrictions. Not adding to the workload of staff and not necessarily needs to be a link to the curriculum. Just some extra routine pictures or videos might help to chat about the day e.g. snack, lunch, registering in the morning etc. The nursery have been super at keeping us up to date as best they can and I have no complaints at all. I know, for first time nursery parents, this might be helpful as they've never been in the building. Thanks.	9/30/2021 5:06 PM
106	I would prefer for my child to have a Monday to Friday placement and have referred to the waiting list for a space instead of him having 2 long days	9/30/2021 4:26 PM
107	Happy to link learning from home to nursery, however, I feel it should be relaxed and not forced upon a child. Home is their safe & happy place & shouldn't be forced or feel pressured. A lot of things we do at home when we spend quality time together could be linked in to how everyday experiences already help with my child's learning. Good to hear how so like they do at nursery. I would like to see more on the learning journal about what they do during the day, if possible & more pics please.	9/30/2021 4:01 PM
108	I don't know much about the facilities the nursery has beyond photos which look sparse. I am a primary teacher so feel confident at providing learning through play experiences.	9/30/2021 4:01 PM
109	updates to know what songs/games are being played to do same at home	9/30/2021 2:56 PM
110	I would love for my child to have the opportunity to go to nursery full time. 2 days a week 8am until 6pm is not good enough. Why are these restrictions put on nurseries but not on primary or high schools? Preschool children are being unreasonably punished for something that they are at very low risk. Presumably staff are all vaccinated so don't understand why my son can't get a full time place. The Council need to seriously look at the impact they have put on young children because of their restrictions.	9/30/2021 2:43 PM
111	Update and reports about how our kids are doing and areas where they need more support.	9/30/2021 2:15 PM
112	If children of keyworkers could be offered 2's places. That would be dead helpful.	9/30/2021 2:10 PM
113	Being able to choose what hours my child attends, i.e., going to nursery only Monday and Tuesday and some Fridays means difficulties arranging for childcare elsewhere while I work. Going to nursery 30 hours a week would be a much more appreciated option but no one at any point asked us what we prefer.	9/30/2021 2:07 PM
114	I think the ratio's should be lower	9/30/2021 1:50 PM
115	I strongly feel that the allocation of term time v full year spaces at my setting (currie) is wrong. forcing teachers all to become year round has resulted in loss of some loved members of staff, and is unpopular with those that remain. Many parents who would want term time school hours have instead got the 2 plus flexi fridays. Most people cannot pick and choose which fridays to work so this is useless, especially as the schedule keeps having to change. Funded hours are being wasted as parents with older kids at school just want to collect all at once - many like myself put kids at school nursery and arranged lives around the hours previously offered because they felt 8-6pm at private nursery was too long. Barely any children are making use of the full day hours. Last friday at 3pm there were 4 staff and 2 kids - 1 of which was about to be collected. what a waste of resources. Why not have more kids 8.45 until 3, then reduced staff for the 3-6 period. The capacity of the building is far higher, as there were double the number of children in there 5 years ago. Some staff could be year round and others term time only, as barely any kids there during school holidays either. Extending the hours on a friday afternoon to 6pm seems to me just a way of getting out of paying for another childcare setting (by saying you have offered the hours but knowing they wont be used). I intend to email these comments as well.	9/30/2021 1:38 PM
116	Better feedback from nursery on learning journals. They are not updated much so not sure what he's doing each day etc	9/30/2021 1:30 PM

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117	Early signposting for help with a child with additional needs. Our health visitor has been fantastic but she only became our health visitor when our son was 3, before then our concerns fell through the cracks. It would have been good to have direct support on what we should have been doing to develop his social and communication skills and to prepare him for changes like having a sibling and going to a nursery setting - none of the conventional things we did seemed to work for him.	9/30/2021 1:02 PM
118	Suggestions of activities I can do at home to complement nursery learning on the same topics.	9/30/2021 12:46 PM
119	It's worth noting that although I am very much interested in helping my child and nursery as indicated above, some people struggle to find time to do so, eg in a single parent who works full time hours with another child at school who requires assistance to do homework, to try and find more time out with time we play with children is very difficult to do so, and there is also a guilt factor to consider if that time can not be found	9/30/2021 12:45 PM
120	disappointed that staff do not seem to know much about developmental stages of children. And blame children for behaviour and don't seem to have much training in helping children with conflict resolution techniques. More communication on what staff are trying to do with children, concepts, behaviour, themes for example. Doesn't appear to be much interest in children outside of the centre.	9/30/2021 12:03 PM
121	I enjoy all interaction/collaboration with the nursery.	9/30/2021 11:42 AM
122	I am so grateful for and pleased with the childcare we are now getting for my 3 year old daughter, and have been very happy with our experience so far at Hope Cottage nursery in Edinburgh. The staff are wonderful, and our daughter is happy. That said, I find it astounding that there is no help in this country with childcare from birth to 3 years old. Particularly as the UK has some of the most expensive childcare in the world. After parental leave ends, what is a family meant to do? We are lucky in that we had enough money to pay for a private nursery and a babysitter, and both parents balanced work with childcare but this has not been easy for us. Others are not so lucky. Please support families with children younger than 3. Subsidising nursery/childminders as they do in other countries would make a world of difference. My friend in Montreal sends her 2 year old to nursery for $8/day. Our nursery in Edinburgh was £60/day. That is a ridiculous amount of money. In making childcare for the under 3s eye-wateringly expensive, you are pushing women out of work. We can do better than this.	9/30/2021 11:21 AM
123	Advice on everyday things like toilet training or how to deal with toddler negociations	9/30/2021 11:08 AM
124	More regular updates on what is happening at my child's nursery, what they are doing, how they are doing,what they are learning, what they are eating for lunches. Private nurseries provide much more information about these things on a daily basis.	9/30/2021 10:41 AM
125	Working full time it is difficult to be able to formally volunteer to support early years, but I would be keen to have more ideas on how to support learning at home.	9/30/2021 10:24 AM
126	We love our nursery and it it so convenient that it is part of the school my older one goes to, but it only offers term time hours and we really struggle to cover all the school holidays because me and my husband are both working. Some sort of solution for the holidays via childminders or similar would be a huge help.	9/30/2021 10:21 AM
127	My child has come from private nursery and misses being able to get out and explore the local area. I appreciate that Frogston is very new and staff are absolutely doing their best but it's a shame that the children this year are not quite getting the full experience that others will get in the future	9/30/2021 10:10 AM
128	I would of liked to have bn able to have a choice if my child did full time/part time. Would also like to be able to see in the nursery inviroment.	9/30/2021 9:38 AM
129	More information on what my child does on a daily basis. Now that collection is at the door there is very little opportunity to hear from staff about what children have done. One post in a learning journal from 4 days of attendance doesn't really give me much insight. Progress updates or parent consultations would be good. I have no idea how my child is achieving against milestones for her preschool year.	9/30/2021 9:34 AM
130	I am overall happy with the nursery. I just sometimes feel a bit uninformed as to what my son has been doing. The learning journals are great but staff are busy and we do not see many of these. I understand why but I feel very in the dark about what my son does at nursery. Staff	9/30/2021 9:32 AM

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	cannot chat at beginning/end of day so it would be good to have some other sort of feedback made available	
131	I am very happy with the nursery, but it would be good to be further engaged with it as detailed in the questions in section 17	9/30/2021 9:21 AM
132	I think it is key for private nursery managers and staff to have more training and understanding in recognising and supporting children with additional needs. The process of getting support for my child took longer than it should have because those needs were not understood initially. Once they were, they support we received was excellent and accessing it was massively helped by two very understanding health visitors	9/30/2021 9:08 AM
133	Dalmeny/south Queensferry definitely needs more nursery space to support parents going back to work. I'm lucky I could wait for space at Nippers	9/30/2021 8:24 AM
134	I would like to see inside the nursery or at least a video of a walk round as due to covid restrictions I haven't seen inside. I would also like more regular updates on parent portal but understand this might not be possible for staff	9/29/2021 8:37 PM
135	I have an unusual situation whereby last session I used a blended model of 16hrs term time at local authority nursery and 14 hrs with a childminder and so did not pay for childcare for her. This year I decided to better prepare my child for school she should do the 30 hrs at local authority nursery however I now am having to pay my childminder for wrap around care. This situation may put people off putting their child in for 30 hrs as I am financially worse off. Thank you	9/29/2021 7:51 PM
136	More interaction with nursery staff/daily report or information for parents to take home	9/29/2021 7:19 PM

9.2   Appendix 2

Nursery places for 2 year olds

Funded Early learning and childcare for eligible twos

Criteria

You may qualify if you get one or more of these benefits

- Income Support

- income-based Jobseeker's Allowance

- income-based Employment Support Allowance, Incapacity Benefit or Severe Disablement Allowance

- State Pension Credit

- Child Tax Credits, but not Working Tax Credit with annual household income below £16,480

- Child Tax Credits and Working Tax Credit with an annual household income of £7,500 or less

- support under part VI of the Immigration and Asylum Act 1999

- Universal Credit with a monthly household earned income of £625 per month or below (Based on equivalent of £7500 per year) Note: disability allowance is not included as income

    or if your child is:

- looked after or is considered to be at risk of becoming looked after

- under a kinship care order

- is living with a parent-appointed guardian

- care experienced or has a parent who is care experienced

- in temporary accommodation/homeless

    or if the family has

- graduated from the Family Nurse Partnership (FNP)

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Education, Children and Families Committee

10 am, Tuesday 7 December 2021

Holiday Support for children affected by a disability

Executive/routine	
Wards	
Council Commitments	34

1. Recommendations

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

1.1.1 Note the current provision for holiday support for children affected by a disability of a planned return to a 2019 level and the interim arrangements that have been put in place in light of Covid restrictions and the lessons learned.

1.1.2 Note that wider consideration of the provision is required in light of the above, in line with parents' views and wishes, and in recognition of a widening of need with more families requiring support along with the experience over the last year. The wider consideration on the future model of service delivery will be developed as outlined in section 5 (Next Steps).

Amanda Hatton

Executive Director Education and Children's Services

Contact: Andrew McWhirter, Acting Senior Manager, Children's Services

E-mail: Andrew.McWhirter@edinburgh.gov.uk

Report

Holiday Support for children affected by a disability

2. Executive Summary

2.1   This report provides updated information on holiday support for children affected by a disability as requested by Education Children and Families Committee on 2nd March 2021.

2.2   As previously reported, there have been changes to this support due to the Covid-19 Pandemic and the resultant guidance and restrictions issued by the Westminster and Scottish Governments.

2.2.1 Over summer 2021 period there was increased provision, but due to the timing of the relaxing of restrictions, the support could not return to the capacity of summer 2019.

2.2.2 Over October 2021 holiday period, support was provided but this was at a reduced capacity due to the lack of social care staff across all provisions.

2.3   Following consultation and agreement with Conveners, a Development Officer post has been created and is being advertised.

2.4   The post holder will lead the remodelling of the service, on the basis of the outcome of the two consultations carried out with parents/carers. This will include an assessment of the existing options and their viability within budget and any Covid related restrictions should they continue.

2.5   The role will involve engaging with the SQA about the option of a formal qualification for the staff employed to support the children and the young people, whose feedback will inform the service being developed

2.6   With progress in the lifting of Covid restrictions, priority will be given to an open and timely communication with parents and carers, including coordination and consideration of any required parental contributions for support provided.

3. Background

3.1   This report is an update on support for children with a disability as requested by a previous Committee meeting.

3.2   This has been requested due to the changes that had to be made as a result of the pandemic and to look at a model going forward that offers an improved service and is open to all eligible children on a needs-led basis.

3.3   The request to return to the 2019 service cannot be progressed safely without careful consideration of new elements and lessons learned while looking at plans going forward.

        For background details please refer to the history noted in section 8 of this report. These outline the history and past challenges for all involved, including families and staff in developing the right service for children affected by disability in holiday time.

3.4   It was agreed that any provision must be equitable, sustainable and safe and the service must develop flexibility

4.   Main report

4.1   Holiday support for children with a disability has been previously provided on a first come basis and was offered to large numbers of children which offered parents short breaks and childcare over holiday periods and allowed access to play and leisure activities for the children.

4.2   This method of allocation supported some parents and their children however some of the most vulnerable children could not access the support.

4.3   This model did not enable staff to develop peer groups for the children. Additional challenges for staff were identified in meeting and balancing children's needs while mitigating risks associated with the numbers involved and linked to the differing needs of children in each setting.

4.4   When the pandemic hit, the service provision was inevitably forced to change, as the provision could no longer be provided in such large groups.

4.5   Since March 2020, and over the last year, the holiday support service has been offered in compliance with Scottish Government rulings in relation to Covid 19 and targeted at the most vulnerable children where there were risks of family breakdown.

        Such revised provision was delivered in partnership with the third sector. This allowed for bespoke provision and a reduced travelling time for some children who were able to access a more local venue.

4.6   Over summer 2021, a new provision for children with complex health/care support needs was offered to the parents/carers.

4.7   It is acknowledged that some families who accessed the pre-Covid support could not access this support.

        To support and mitigate the consequences of this, following consultation with a representative Parents group, an additional 5 weeks of provision was arranged for children who could not access the above provisions (See appendix one for details of support offered over summer 2021).

4.8   In October 2021, a similar provision was provided, though the volume had to be slightly reduced due to a lack of available staff across all providers, consistently with the crisis in the wider Health & Social Care sector (See appendix one for details of support offered over October 2021).

4.9   The national shortage of social care staff will likely impact on the provisions being planned for February 2022. Historically, there have always been fewer staff available during the October and February holidays, and this needs to be considered for future provision. It is therefore anticipated that a similar level of provision will be offered, given the above issues.

4.10   We commit to reviewing the feedback from families, children and providers from the summer and from the October holiday support to help inform the development of future service provisions.

4.11   From the lessons we have learned, we have identified that there are differing support needs for children and their families with a disability over holidays periods.

 4.11.1 children who are vulnerable and who are unlikely to be able to stay at home without this support. This includes families in poverty, children where there are child protection or welfare issue and children with a high level of health/care support needs

 4.11.2 parents who need childcare provision to allow them to work

 4.11.3 families who don't need support over the school year but without holiday support would need further support from services.

 4.11.4 opportunities for children with a disability to access play and leisure facilities and to build up peer relationships

4.12   From discussions with parents and their feedback, the range of different support needs has meant that there have been very different expectations of holiday support, making it clear that a return to the 2019 provision would not address all the range of needs identified.

4.13   While there is a positive view of the 2019 level of support, emerging needs and a larger number of children being identified means that we need to look at possible developments of the service to be a combination of open and targeted support.

4.14   We suggest that we look at what the scope and costs would be for the Council for a provision that considered all the above and report back on this.

5.   Next Steps

5.1   The wider consideration on the future model of service delivery will be developed

 5.1.1   by the Development Worker being recruited

 5.1.2   taking into account parental feedback

 5.1.3   ensuring parents and cares are consulted throughout the process

5.1.4 considering financial implications for the service with the implementation of any new or extended model

5.2 We will review summer and October 2021 feedback from families, children and providers and develop an implementation task timeline from now to Easter 2022 and then to summer 2022.

5.3 We will update the initial Integrated Impact Assessment and liaise with Scottish Vocational Qualification team

5.4 A further report will be submitted in March 2022 to update the Committee on the outcome of the above actions

6. Financial impact

6.1 Budget provision – there currently is a budget for the holiday support of £950,000

6.2 The option of parents/carers contributing to the cost of the support will be considered.

6.3 There may be financial implications for the service of any proposed changes. Costs for the future delivery of the programme will be reviewed and reported on as part of the update report

7. Stakeholder/Community Impact

7.1 There have been two survey monkey consultations with parents. One in April 2021 to which there were 119 responses and one in October 2021 with 320 responses.

7.2 There is also feedback from the providers who have supported children which includes the views of the children and attending the provisions.

7.3 Stakeholders also provide feedback on the support offered.

7.4 There will be ongoing consultation with all relevant parties over the re-design process.

7.5 The previous Integrated Impact Assessment will be updated by the Development Officer post holder.

7.6 This provision meets the Council's priority of supporting vulnerable people, those at the most risk and those in poverty.

7.7 There is increased partnership working between the Council and those supporting children with a disability

7.8 There may be reductions in the amount of travelling that the children need to do to access support if we can continue to develop support for children in their local communities.

8. Background reading/external references

8.1 Update for October Committee.

8.2 Item 10.a – Holiday support for children with a Disability, 2 March 2021.

8.3 Item 7.15 - Play Schemes for Children with Disabilities Progress Report December 2018

8.4 Item 7.8 - Play Schemes for Children with Disabilities Progress Report August 2018

8.5 Item 7.10 - Holiday Activity Programme for Disabled Children and Young People Report March 2018

9. Appendices

9.1 Appendix 1 Numbers of children who accessed summer support 2021 and October 2021.

Appendix 1

Information on holiday support offered to children with a disability

SUMMER 2021

The Yard
The Yard ran three different provisions:
- Family sessions: the parent/carer attended with their child to use the facilities at the Yard. Ten families could attend each day; five in the morning and five in the afternoon
- Short breaks sessions: providing care from 10am-2pm each day for six children per session. 36 children in total were offered this service over the holidays.
- Oaklands Hub: this was for children with complex health and care support needs. Two groups of 17 children were each offered three weeks of support running Monday to Thursday.

Action for Children

Five children each day with complex behavioural needs related to learning disability and Autism. Support was provided at a 2-1 staffing ratio. Places were offered to 12 children, who received between six and 14 days of support depending on their level of need.

Primecare Health Autism

10 children with complex behavioural needs related to Autism were offered support. This was on a 2-1 staffing ratio. Due to the behavioural needs of the children, support was offered in half days for most of this group. Children were offered two half days per week throughout the summer.

Capability Scotland

10 children attended their base each for two – four days, with there being two groups over the five weeks.

Action Group

53 children attended this provision. Each received on average 4.5 days support; however, families who were known to be in crisis over the summer were offered additional days.

Lothian Autistic Society

34 children attended this provision. The average number of days offered was five and additional days were offered to families who were known to be in crisis.

Barnardos Hub

14 children who have behavioural needs were offered support at this hub as it was a smaller setting and numbers for the children to manager. Each child was offered 4-6 days each.

Braidburn Hub

Places at this service were allocated via applications from parents whose children had not accessed the other provisions. There was initially the capacity for 30 children to be offered two days each over the holidays. Due to the reduced numbers who took up this offer, the families who applied were offered four days support. There was also some leftover capacity to respond to crisis situations. There were 30 spaces available each day and 135 children in total participated in this service.

TOTAL CHILDREN OFFERED SUPPORT = 347

TOTAL NUMBER OF CHILDREN WHO ATTENDED SUPPORT = 332

NUMBERS OF DAYS OFFERED - 4-6 days

OCTOBER 2021

The Yard

The Yard ran two different provisions:

- Family sessions: the parent/carer attended with their child to use the facilities at the Yard. Ten families could attend each day; five in the morning and five in the afternoon
- Oaklands Hub: this was for children with complex health and care support needs. Two groups of 17 children were each offered 2 days each.

Action for Children

Five children each day with complex behavioural needs related to learning disability and Autism. Support was provided at a 2-1 staffing ratio. Places were offered to 10 children, who received between 1-2 days of support depending on their level of need.

Capability Scotland

17 children attended their base each for 2 days, with there being two groups over the week split in to a younger and older age group.

Action Group

15 children attended this provision. Each received 2 days support.

Lothian Autistic Society

34 children attended this provision. The average number of days offered was five and additional days were offered to families who were known to be in crisis.

Barnardos Hub

11 children who have behavioural needs were offered support at this hub as it was a smaller setting and numbers of children for them to manager. Each child was offered 2 days each.

Braidburn Hub

Places at this service were allocated similarly to the Hub at the summer. There was capacity for 25 children who were offered 2 days each over the holiday week.

TOTAL CHILDREN OFFERED SUPPORT = 131

TOTAL NUMBER OF CHILDREN WHO ATTENDED SUPPORT = 74

NUMBERS OF DAYS OFFERED - 2 days each

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Education, Children and Families Committee

10:00, Tuesday 7 December 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.

1.1.2   Agree that a report including a proposed Statutory Consultation paper on the future of GME education in Edinburgh is presented to a special meeting of the Education, Children and Families Committee in January 2022.

Amanda Hatton

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   Reports on the future of GME education in Edinburgh have been considered by the Education, Children and Families Committee in May 2021 and August 2021. Since that time, engagement between the Council and the Scottish Government's Cabinet Secretary for Education and Skills has continued in relation to site options for a GME secondary school.

2.2   This report provides an update on the ongoing engagement with the Scottish Government and recommends that a proposed Statutory Consultation Paper is presented for consideration to a special meeting of the Education, Children and Families Committee in January 2022.

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 considered.

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 [of that report].

  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:

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.

3.4 An update report was submitted to Committee on 24 August 2021 which confirmed details of engagement with the Cabinet Secretary and informed Committee that a response had not been received from the Cabinet Secretary by the Convenor of Education, Children and Families.

4. Main report

4.1 A response was received from the Cabinet Secretary on 4 November 2021, which is attached at appendix 1.

4.2 The Convenor of Education, Children and Families responded to this letter on 24 November 2021 and a copy is provided in appendix 2.

4.3 A further response was received from the Cabinet Secretary on 26 November 2021. This letter is included in appendix 3. At the time of writing this report engagement with the Cabinet Secretary in response to the most recent letter continues.

4.4 The outcome of the correspondence is that the Scottish Government has been provided with as much detail as the Council can provide in relation to the cost of developing a stand-alone GME secondary school on the former Royal Victoria Hospital site and the Liberton shared campus site. It has been made clear to the Scottish Government that the Council will not be able to deliver the former Royal Victoria Hospital site option unless the Scottish Government makes the site available at nil cost to the Council and is willing to work in partnership with the Council in terms of the capital funding for the cost of constructing a new school, which would be an expectation irrespective of where the new school was constructed.

4.5 It is now proposed to carry out a statutory consultation on two options for the future delivery of secondary GME education in Edinburgh, the creation of two new GME primary units (with appropriate catchment areas) in the south east and west of Edinburgh and confirmation of the placement policy for GME in the city. The secondary options would be a dedicated GME secondary school on a shared campus with the replacement Liberton High School or a stand-alone GME secondary facility. If the Scottish Government confirm they will make the former Royal Victoria Hospital site available, then this will be included as the stand-alone option site. If the Scottish Government do not confirm the former Royal Victoria Hospital site is available, then

the statutory consultation paper will include an option for a stand-alone GME secondary facility on the existing Castlebrae High School site in Craigmillar.

4.6   The intention is to carry out further informal engagement with school communities on the education implications of these options during the remainder of December 2021 and hold a special Education, Children and Families Committee before the end of January 2022 to consider a proposed Statutory Consultation Paper. If approved, the public consultation period would run from Monday 31 January to Friday 18 March 2022. An outcome report on the consultation would then be submitted to a full Council meeting in August 2022.

Liberton Option Design Considerations

4.7   The project to replace Liberton High School is part of the Scottish Government's Learning Estate Investment Programme and has a target date for delivery of 2025. Due to this requirement, the design process for the new school has had to progress while a decision on where a GME secondary school will be located has been delayed. The design process for provision of a GME secondary school at Liberton has also continued. However, the uncertainty of whether or when the GME school will be delivered has been incorporated into the design process and resulted in limited opportunities for design and cost efficiency.

Education Implications

4.8   The planned development of the GME curriculum creates different education implications for the shared campus option when compared with the stand-alone option. A detailed Education Benefits Statement for each option will be included in the proposed Statutory Consultation Paper.

4.9   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. The estimated delivery date for a stand-alone option on the former Royal Victoria Hospital Site or the Craigmillar site is 2027. The stand-alone option would therefore have rising rolls accommodation implications for James Gillespie's High School and a solution for which will need to be considered.

4.10   The new primary units would become operational for August 2023 and the first intakes from the new GME primary units into the new secondary school would be in 2030. 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 ever increasing pupil numbers.

5.   Next Steps

5.1   If approved a detailed proposed Statutory Consultation Paper will be prepared for consideration by a special meeting of the Education, Children and Families Committee in January 2022.

6.   Financial impact

6.1   All the financial implications for each option will be outlined in the proposed Statutory Consultation Paper.

4

6.2   The design to date for the Liberton GME option has been incorporated into the work of the design team who are taking forward the Liberton High School replacement project. This design process can continue until planning application stage. At present, the balanced 2022-2032 Capital Budget Strategy has no provision for the Liberton GME option. The capital budget requirements will be fully detailed in the statutory consultation paper.

6.3   It is intended that the GME secondary staffing allocations at James Gillespie's High School will be increased from August 2022 onwards as the GME curriculum is expanded when the school begins to utilise the Darroch Annexe. This expansion will continue as GME grows so that the staffing and revenue budgets required for the opening of a new secondary school are in place at the appropriate time.

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/External Reading

N/A

9.   Appendices

9.1   Appendix 1   Response from Cabinet Secretary 4 November 2021

9.2   Appendix 2   Letter to the Cabinet Secretary 24 November 2021

9.3   Appendix 3   Response from Cabinet Secretary 26 November 2021

Rùnaire a' Chaibineit airson Foghlam agus Sgilean
Cabinet Secretary for Education and Skills
Shirley-Anne Somerville MSP

Scottish Government
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Cllr Ian Perry, Convenor
Cllr Alison Dickie, Vice Convenor

ian.perry@edinburgh.gov.uk
alison.dickie@edinburgh.gov.uk

4th November 2021

Dear Ian and Alison,

Thank you for your letter of 12 August, following our meeting that discussed future plans for Gaelic medium education in Edinburgh. It was good to hear more about your plans for the future delivery of Gaelic medium education in the city and about the encouraging progress that has been made to date. I welcome your ongoing commitment to supporting the development of Gaelic and Gaelic medium education and look forward to working closely with you and the City of Edinburgh Council in relation to these matters in the months and years ahead.

In relation to GME secondary provision, it was helpful to receive an update on the various issues being considered and on the views you have received from parents and others. I note the council is undertaking a re-examination of potential sites for a new Gaelic school and I would appreciate the Council continuing to keep my officials updated on this.

There are of course a range of detailed and significant factors to take into account, including in relation to the viability of individual sites and value for money considerations. It is right that this detail is initially considered by Scottish Government officials and Council officers and I have asked my officials to make contact in the coming days. I recognise that planning for GME in Edinburgh is an urgent matter and I hope that these discussions at official and officer level can proceed soon, in order to support decisions which will assist with the progress we both need to make in relation to this matter.

I hope this is helpful.

Yours Sincerely,

Shirley-Anne Somerville

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Dear Shirley-Anne

Thank you for engaging with us in the important discussion regarding the future development of Gaelic Medium Education in Edinburgh. I think that we both appreciate how important this work is in the educational and cultural life of the city, and in Scotland. Equally, we are both sensitive to the complexities inherent in the various options that are being developed and proposed.

 As you are aware we were carrying out a more detailed assessment of the Fettes Police Headquarters and the former Royal Victoria Hospital sites. After discussions with Police Scotland we have ruled out the Fettes site because it will not be available in the timescale to which we are working. Following discussions with Lothian Health we established that the former Royal Victoria Hospital site is available for development but there are two constraining factors which are highlighted below.

The first is the timescale.

Scottish Water are currently on the site carrying out significant infrastructure works which will continue for approximately another 12 months. This will obviously extend the timescale for the building of a new school, see below for an initial estimate of the timescales involved to construction.

> Scottish Water complete works – 2022
> Agreement for land transfer and associated funding – 2022
> Concept Design – 2023
> Detailed Design – 2024
> Construction – 2025 & 2026
> New School Opening – 2027

The estimated completion time for building the new school on the Liberton site is 2025.   Extending the timescale for delivery of a new school will increase accommodation pressures at James Gillespies High School. Our present estimate is that the school will be beyond capacity by 2025 meaning if we extended the timescale it would lead to overcrowding which could adversely affect the quality of education.

The second factor is Finance.

NHS have confirmed the capital receipt from the Royal Victoria Hospital site disposal is expected to be part of the funding package for the Western General Masterplan. Therefore, if this site is to be used for a GME secondary school the Scottish Government would have to be involved in agreeing the site can be transferred to the Council and that agreement would need to include meeting the funding gap which would then exist in the Western General Masterplan funding package. The process to secure this agreement would need to be concluded expeditiously otherwise it will be an added pressure on the timescales identified above.

The likelihood is that this option, mainly due to the cost of acquiring the site and additional building costs, would amount to between £20-£25m more than the Liberton option for a new school.

Assuming the level of GME capital grant provided by the government for building the new school is similar irrespective of where it is constructed then this estimate of £20-£25m is the additional funding the Government would need to provide in order to make this option work (bearing in mind this should be index linked to recognise rising costs). If the capital grant is not forthcoming   then a GME secondary school, irrespective of the site, becomes undeliverable because the Council does not have the capital funding to deliver a GME secondary school by itself.

However, at this point I must bring to your attention that we are still of the opinion the best educational option for the development of Gaelic is the co-located campus we are proposing for the Liberton site for all the reasons we have outlined in our previous correspondence and discussions**.**

We are planning to bring a report to the Education, Children and Families Committee on 7 December 2021. This report will identify the council sites that are available. It will offer outline costs, with an appraisal of each option, and I will ask committee to consider starting the statutory consultative process with the Gaelic and school communities. Consequently, in order to allow the officials time to prepare a report including recommendations for the content of the statutory consultation, we please need an answer as soon as possible as to whether the Scottish Government is willing to make the former Royal Victoria Hospital site and the extra funding required to deliver a GME secondary school at that location available to the Council. .

I look forward to hearing from you as soon as possible

Kind regards

Cllr Ian Perry

Convener of Education, Children and Families

Rùnaire a' Chaibineit airson Foghlam agus Sgilean
Cabinet Secretary for Education and Skills
Shirley-Anne Somerville MSP

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Cllr Ian Perry,
Convenor
Cllr Alison Dickie,
Vice Convenor

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uk

26 November 2021

Dear Cllr Dickie and Cllr Perry

Thank you for your letter of 25 November.

I welcome the aim of seeking to make progress with these matters by providing additional information and some estimates of cost in relation to building a new GME school in Edinburgh. This is helpful. However, the Scottish Government cannot commit to funding the building of the new GME school without greater detail on the total anticipated costs of proposed sites, and how these have been arrived at. We need to apply a range of value for money tests in the use of public money and therefore need to see greater detail on overall projected costs before making any commitment to any particular site.

I note the constraints you have outlined in relation to the Royal Victoria site in terms of timescales and additional costs. I note that you have now discounted the Fettes Police Headquarters site due to this not being available within an appropriate timescale. I also note that you are still of the opinion that the best educational option for the development of Gaelic is the co-located campus you are proposing for the Liberton site. Can you confirm that there are no other potential sites in central Edinburgh which in your view could be suitable for the new school and represent value for money?

I am keen that we can continue to make progress on identifying a suitable site as soon as possible. I look forward to your more detailed response on financial projections for both sites and how your indicative figures have been arrived at.

Yours sincerely

SHIRLEY-ANN SOMERVILLE

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Education, Children and Families Committee

10:00, Tuesday, 7 December 2021

New Primary School Name: Survey Results

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1   Note the results of the survey undertaken.

1.1.2   Agree which of the three shortlisted names be adopted by the new school:

1.1.2.1   Canaan Lane Primary School; or

1.1.2.2   North Morningside Primary School; or

1.1.2.3   Saroj Lal Primary School.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Robbie Crockatt, Learning Estate Planning Manager

E-mail: robbie.crockatt@edinburgh.gov.uk

Report

New Primary School Name: Survey Results

2.   Executive Summary

2.1   A survey asking people to rank three shortlisted names for the new school being constructed on Canaan Lane has been undertaken according to the directions provided by Committee at its meeting in October 2021. The results of the survey show that overall the preferred option was "Canaan Lane Primary School". Committee is asked to note the results of the survey and agree which name should be adopted.

3.   Background

3.1   A new non-denominational primary school is being constructed in Canaan Lane and is due to open in August 2022. A 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 the new school can be undertaken. Accordingly, at it's meeting on 12 October 2021 the Education, Children and Families Committee agreed that a consultation exercise to give people a say in the naming of the new school should be progressed. The Committee agreed to the following:

To proceed with the consultation before the school opens to ensure a permanent identity is in place for the children attending, and that the consultation should:

3.1.1   be open to parents of proposed new P1 intake, parents of neighbouring primary schools, parents of feeder nursery schools childcare and early learning settings in the proposed catchment of the new school and local residents living in the proposed catchment of the new school

3.1.2   be hosted online and to follow the model used for the Braid Road consultation, requiring full address details and 'reason for responding' (i.e. nursery parent) to ensure respondents are eligible

3.1.3   include the 3 names on the final shortlist in the report

3.1.4   ask respondents to rank the names in order of preference (to provide additional detail for committee on overall popularity of each option)

3.1.5   start as soon as possible but allow additional time if it crosses over with the mid-term break, and

3.1.6   be communicated to ward councillors, schools/nurseries for sharing with parents and the community council

3.1.7   The outcome of the consultation, including a breakdown of results by type of respondent, to be reported back to members in one cycle at the December meeting.

4.   Main report

4.1   The letter in Appendix 1 was issued to eligible households. This letter provides details of the online survey and the means by which households can state their preference within the shortlisted names by ranking the three names from 1 to 3 with 1 being favourite and 3 least favourite.

4.2   As Community Councils active in populated areas belonging to the new school's catchment, Morningside Community Council and Grange / Prestonfield Community Council were invited to provide their preferences and/or comments in regard to the shortlisted names. Neither Community Council provided comments.

Voting

4.3   The letter was sent to 5,630 residential addresses. There were 1,035 valid responses to the survey (18.3% response rate). The tables that follow provide details of the overall result and various breakdowns based on voter location.

4.4   The methodology used to arrive at the winning option is a simple run-off system. The first place votes are considered. If an option has the majority of the first place votes (more than 50%) then it is the winner. Where no overall majority is achieved, the option with the fewest first place votes is removed and it's second place votes are applied to the remaining options.

Overall Result

4.5   Table 1 (below) shows the overall result of the survey taking account of all votes cast:

Table 1: Overall Result (All Votes)

Shortlisted School Name	1st Place Votes (Favourite)	2nd Place Votes	3rd Place Votes (Least Favourite)
Canaan Lane Primary School	462	480	75
North Morningside Primary School	329	458	226
Saroj Lal Primary School	234	76	682

4.6   When considering all votes cast, Canaan Lane Primary School is the clear winner.

4.7   While it did not achieve an overall majority in the first round, when the second place votes from those whose preference was Saroj Lal Primary School are applied,

Canaan Lane Primary School secures 62.1% compared to North Morningside Primary School's 37.9%.

Result from The New Primary School's Catchment Area

4.8   The letter was sent to 4,178 residential addresses in the new school's catchment area. There were 787 valid responses to the survey from addresses in the new school's catchment area (18.8% response rate).

4.9   Table 2 (below) shows the result when only those votes cast by residents in the new primary school's catchment area are considered.

Table 2: Result from The New Primary School's Catchment Area Only

Shortlisted School Name	1st Place Votes (Favourite)	2nd Place Votes	3rd Place Votes (Least Favourite)
Canaan Lane Primary School	362	363	47
North Morningside Primary School	269	354	147
Saroj Lal Primary School	147	54	549

4.10   People living within the catchment area of the new school voted for Canaan Lane Primary School as the clear winner.

4.11   While it did not achieve an overall majority in the first round, when the second place votes from those whose preference was Saroj Lal Primary School are applied, Canaan Lane Primary School secures 60.5% compared to North Morningside Primary School's 39.5%.

Result from Households in the New School's Catchment Area with a Child at Nursery

4.12   The letter was sent to 83 residential addresses in the new school's catchment area with a child attending a nursery and therefore currently eligible for a place in P1 at the new school. 32 responded giving a 38.6% response rate.

4.13   Table 2 (below) shows the result when only those votes cast by residents in the new primary school's catchment area are considered.

Table 2: Result from Households with Child Eligible to Attend The New Primary School

Shortlisted School Name	1st Place Votes (Favourite)	2nd Place Votes	3rd Place Votes (Least Favourite)
Canaan Lane Primary School	14	16	2
North Morningside Primary School	12	14	6
Saroj Lal Primary School	6	2	24

4.14 Households in the new school's catchment area with a child at nursery voted for Canaan Lane Primary School as the clear winner.

4.15 While it did not achieve an overall majority in the first round, when the second place votes from those whose preference was Saroj Lal Primary School are applied, Canaan Lane Primary School secures 59.4% compared to North Morningside Primary School's 40.6%.

5. Next Steps

5.1 The Education, Children and Families Committee is requested to consider the results of the vote and agree which name shall be applied to the new school. This name will be adopted immediately on all future communications regarding the school.

6. Financial impact

6.1 There are no financial impacts arising from the decisions requested in this paper.

7. Stakeholder/Community Impact

7.1 This paper sets out the details of the survey undertaken to allow people within the affected communities to vote for their preferred name for the new school being constructed in Canaan Lane.

7.2 There are no environmental or carbon impacts arising from the decisions requested in this paper.

8. Background reading/external references

8.1 Education, Children and Families Committee, 12 October 2021 – New Primary School Name

9. Appendices

9.1 Appendix 1: Copy of survey letter sent to eligible voters.

The Occupier
Address line 1
Address line 2
CITY/TOWN
Postcode

Dear Sir or Madam,

Survey to Name New Primary School on Canaan Lane

I am writing to offer your household a say in the naming of the new primary school currently being constructed on Canaan Lane in Morningside.

The new primary school will open in August 2022. The school will have enough room for 420 pupils, alongside an early learning and childcare facility and inspiring outdoor spaces.

Further information about the new primary school can be found on the Council's website:

www.edinburgh.gov.uk/new-education-buildings/new-south-edinburgh-primary-school-canaan-lane

At its meeting on 12 October 2021 the Council's Education, Children and Families Committee agreed that three names for the new school should be shortlisted and a survey of residents in the new school's catchment area undertaken. It was also agreed that households with a child or children attending South Morningside Primary School, James Gillespie's Primary School, Bruntsfield Primary School or an Early Years setting in these school's catchment areas should be surveyed.

The three shortlisted names are:

- Canaan Lane Primary School;
- North Morningside Primary School;
- Saroj Lal Primary School

Canaan Lane Primary School and North Morningside Primary School have been shortlisted as they describe the location of the new school in Edinburgh. Saroj Lal Primary School has been shortlisted as Saroj Lal was a former teacher at South Morningside Primary School.

You can rank the names according to your preference by entering your unique reference [**XXXXXXX**] on the following Survey Monkey webpage:

https://www.surveymonkey.co.uk/r/newsouthedinburghschool

The survey asks for no personal information other than whether you have a child at a primary school or nursery in Edinburgh and is based on <u>one vote per household</u>.

You must enter your unique reference. <u>Entries without a unique reference will not be considered.</u>

<u>The survey will close at 5pm on Tuesday 30 November 2021</u>. Any entries received after this time will not be considered.

The number of votes received for each option will be reported to the Education, Children and Families Committee on Tuesday, 7 December 2021. The Committee will then agree which name the new school will adopt.

If you have any concerns or comments about the survey or the process for naming the new school these should be emailed to: schoolsreview@edinburgh.gov.uk

Please note that votes for the new school name will not be accepted by email. <u>Only votes submitted via the Survey Monkey website with a reference number will be accepted</u>.

Yours sincerely

Amanda Hatton

Director for Education and Children's Services

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Education Children and Families

10am, Tuesday, 7 December 2021

School Sports & Extracurricular Activities: Progress Update

Item number
Executive/routine
Wards All
Council Commitments

1.   Recommendations

1.1   The Education Children & Families Committee is asked:

1.1.1   To note this update report and the progress made on implementing school sports & extracurricular activities.

1.1.2   To note the progress and planned action for supporting community use of schools.

1.1.3   To agree to receive a further progress update in one committee cycle.

Amanda Hatton

Executive Director of Education and Children's Services

David Bruce: Senior Education Manager

E-mail: david.bruce2@edinburgh.gov.uk| Tel: 0131 469 3795

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

School Sports & Extracurricular Activities: Progress Update

2.   Executive Summary

2.1   During the course of the pandemic, and as a consequence of intensive infection control measures, extracurricular activities were suspended across schools. This period coincided with the redesign of how Active Schools was delivered in the city, to align with the vision and requirements set out by sportscotland that 'Active Schools activity should be free to all children and young people.' Feedback from various stakeholders was presented at the Education Children and Families Committee on Tuesday 12 October 2021 and a request was made for a further update report on progressing the implementation of school sports and extracurricular activities. This report outlines the approach taken in response to the composite motion which requests updates on the following:

2.1.1   To agree to provide specific communications to Active Schools Coordinators, schools, clubs and parent organisations to specify how this can be organised using resources such as ParentPay.

2.1.2   To agree to support the expected increase in volunteer delivery by allocating one evening, per school, per week, where the period 6-9pm is offered for volunteer delivered sport free-of-charge in three one-hour slots.

2.1.3   To explore options for how the Council and Active Schools Coordinators can support extra-curricular activities, including the potential for training of volunteers, linking to recognised qualification schemes, covering the costs of PVG checks, sourcing equipment, and any additional measures to ensure that schools who need support to run a full programme of extra-curricular activities can do so.

2.1.4   To provide a list of all the extra curriculum activities and sports that were offered before the pandemic (for each CEC school) and how they were delivered.

2.1.5   What sports are now offered under the free of charge Active Schools programme (for each CEC school)

2.1.6   What sports previously offered under Active Schools are now organised independently to include: - What is being offered and provider - Costs to pupils - Costs being met by PTAs and other parental donations - If ParentPay is being used

2.1.7   Progress to re-establishing the programme to pre-Covid levels.

2.1.8   To establish if this has resulted in additional charges being levied on parents that were not charged pre-Covid.

2.1.9   To report back the Equalities Impact Assessment of the new offer.

2.1.10 To detail the outcomes that will be delivered as part of the extra curriculum programme and how these will be monitored.

3.   Background

3.1   Extracurricular activity includes a wide range of school, lifelong learning, partner and volunteer led opportunities for children and young people. Some leads to wider achievement certification, some does not, and extracurricular activity covers myriad themes including sport, arts, culture, heritage, outdoor activities and generic youth and children's work.

3.2   This report responds to motions that have a particular emphasis on sport and Active Schools, although reference to other forms of extracurricular activity is made.

In common with much other extracurricular activity, Active Schools aim to narrow the gap between those pupils who can and can't access sport and physical activity/wider opportunities. By taking a person-centred approach, engaging with children and young people who may experience barriers to participation, Active Schools can provide targeted solutions to support their inclusion in activity. Having an enhanced focus on areas of multiple deprivation is designed to have a greater impact on inactivity and inequality.

3.3   The council has a statutory responsibility to reduce poverty and to deliver against the Scottish Government's targets by 2030. Linked to this, the End Poverty Edinburgh Delivery Plan recognises that schools and learning communities have a significant role to play in meeting these ambitious targets. This includes ensuring that opportunities for inclusion in Wider achievement and participation in extracurricular activity needs to be available for all at low or no cost.

The national agency for sport, **sport**scotland, has stated "Active Schools activity should be free to all children and young people". This fully complements our approaches to poverty proof the school day and to eradicate poverty by 2030.

Similarly, Creative Scotland's Youth Music Initiative programme delivered via local authorities is free to all children and carries no direct or indirect costs to families.

4. Main Report

Responses to the composite motion are shown below:

4.1 **To agree to provide specific communications to Active Schools Coordinators, schools, clubs and parent organisations to specify how this can be organised using resources such as ParentPay.**

A communication was prepared however as it relates to sportscotland, it has to be sanctioned by them. Following feedback, the communication was revised and is pending approval. The communication will be shared with Active Schools Coordinators, schools, clubs and parent organisations as soon as it is ready.

4.2 **To agree to support the expected increase in volunteer delivery by allocating one evening, per school, per week, where the period 6-9pm is offered for volunteer delivered sport free-of-charge in three one-hour slots.**

This can only be put in place when the demand is quantified. Work is underway to gather data which will inform where they greatest demand lies, where the gaps are and where there may be capacity issues.

4.3 **To explore options for how the Council and Active Schools Coordinators can support extra-curricular activities, including the potential for training of volunteers, linking to recognised qualification schemes, covering the costs of PVG checks, sourcing equipment, and any additional measures to ensure that schools who need support to run a full programme of extra-curricular activities can do so.**

This work was scoped out as part of the refresh of Active Schools in Edinburgh. Council and Active Schools:

4.3.1 support extra-curricular activities by offering access to the Join in booking system, where registers, medical information and payment, if required, can be processed.

4.3.2 Active Schools offer a Fit to Coach training programme where essential training, including Child Wellbeing and Protection in Sport, Emergency First Aid are offered to volunteers free of charge.

4.3.3 Additional training including Introduction to Coaching Children, UK Disability and Inclusion training and Mental Health and Wellbeing workshops are also offered free of charge.

4.3.4 Specific sports coaching courses is available via the governing body to volunteers who express an interest.

4.3.5 Active Schools will liaise with local clubs, governing bodies, Edinburgh Leisure, 3rd sector organisations and **sport**scotland to ensure specifically requested training is provided including NPLQ courses, swim teacher training courses and mental health training.

4.3.6 Active Schools supports the recruitment of coaches, process the applications and carry out the necessary checks including

PVGs. Volunteers will not be required to pay for a PVG check as the Council will cover this cost.

4.3.7   Any equipment requests, including nets, stands, balls, bibs for specific sports may be covered by Active School, school funds or the High Schools sports account as appropriate to the situation.

4.4   **To provide a list of all the extra curriculum activities and sports that were offered before the pandemic (for each CEC school) and how they were delivered**

Please refer to Appendix 1 for this information.

4.5   **What sports are now offered under the free of charge Active Schools programme (for each CEC school)**

Please refer to Appendix 1 for this information.

4.6   **What sports previously offered under Active Schools are now organised independently to include: - What is being offered and provider - Costs to pupils - Costs being met by PTAs and other parental donations - If ParentPay is being used**

Due to the high number of variables in delivery, this information is not available. Work is underway to gather relevant proportionate information that can be used to inform planning.

4.7   **Progress to re-establishing the programme to pre-Covid levels.**

The table below gives a summary breakdown of the Active Schools programme data but does not provide an analysis as to why there is a difference between the two years. Many coaches and organisations that used to provide sport and physical activity sessions are no longer available for a range of reasons e.g. they have found different employment or have left Edinburgh, due to the pandemic.

Date	Clubs	Sports	Distinct Participants*
Nov-21	445	33	7562
Nov-19	1007	42	11702

*This is all the data we have from joininedinburgh so any club not on joininedinburgh is not included

4.8   **To establish if this has resulted in additional charges being levied on parents that were not charged pre-Covid.**

No additional charges have been levied on parents. For some families, activities have been reduced to carry low or no cost.

4.9 **To report back the Equalities Impact Assessment of the new offer**

An Equalities Impact Assessment was not considered necessary as these changes do not constitute a material change or the introduction of a new programme of work.

4.10 **To detail the outcomes that will be delivered as part of the extra curriculum programme and how these will be monitored.**

The outcomes link directly to the Lifelong Learning priorities, which are closely aligned with the National Improvement Framework (NIF) priorities. The Lifelong Learning priorities are as follows:

4.10.1 Reduce inequalities, improve equity

4.10.2 Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

4.10.3 Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

4.10.4 Improve health and wellbeing and reduce social isolation

4.10.5 Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

4.11 **sport**scotland's outcomes link with local and national priorities and the Lifelong Learning (in turn extracurricular activities map closely over these). A more detailed report on sport and physical activity data is submitted annually to **sport**scotland. The same applies to other non-sport extracurricular activities and reporting to other bodies such as Creative Scotland.

5. Next Steps

5.1 To continue to progress the implementation of a full extracurricular programme.

5.2 Develop a Wider Achievement Plan in which extracurricular activity will be reflected

6. Financial impact

6.1 There is no additional financial impact.

7. Stakeholder/Community Impact

7.1 Schools and Lifelong Learning staff will continue to engage with key stakeholders over the impact of future service delivery. The emphasis will be on ensuring that robust systems remain in place to measure not just the quantitative but also the qualitative impact of participation in Active Schools and other extracurricular programmes.

8.   Background reading/external references

8.1   Lifelong learning Service Plan Update, 18 May 2021 Agenda Item 7.5
       Lifelong Learning Plan

9.   Appendices

9.1   Appendix 1 - Active Schools information November 2019 and November 2021

Appendix 1

November 2021 Clubs

Venue	Activity	Sport	Activity cluster
Davidson's Mains Primary	Active Schools Davidson's Mains Netball P4-P5	Netball	The Royal High
Clermiston Primary School	Active Schools Clermiston Karate P4-P5 (Starts 27th Sept)	Karate	The Royal High
Clermiston Primary School	Active Schools Clermiston Table Tennis P4-P7	Table Tennis	The Royal High
Clermiston Primary School	Active Schools Clermiston Gold and Gray Football - P3-P4	Football	The Royal High
Clermiston Primary School	Active Schools Clermiston Netball P5-P7	Netball	The Royal High
Cramond Primary School	Active Schools Cramond Girls Football P4-P7	Football	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Rugby Tots P2-P3	Rugby	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Girls Rugby P6-P7	Rugby	The Royal High
Blackhall Primary School	Active Schools Blackhall Badminton P6-P7	Badminton	The Royal High
Cramond Primary School	Active Schools Cramond - Multi Sports P4-P5	Multi Sport	The Royal High
Cramond Primary School	Active Schools Cramond - Football P6-P7	Football	The Royal High
Trinity Primary School	Active Schools - Trinity Primary - Cheerleading (P6 & P7)	Cheerleading	Trinity Academy
Wardie Primary School	Active Schools - Wardie - Dance (P1-3)	Dance	Trinity Academy
Gracemount Primary School	Active Schools - Gracemount PS Wednesday Dance - P3-P7.	Dance	Gracemount
Craigour Park Primary School	Active Schools – Craigour Park Mini Kickers P1-P2	Football	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Judo P1-7 3.05 - 4.05pm	Judo	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Hip Hop P1-7	Dance	Liberton
Gilmerton Primary School	Active Schools – Gilmerton Mini Kickers P1-P2	Football	Liberton
Gilmerton Primary School	Active Schools – Gilmerton Dance P1-7	Dance	Liberton
Flora Stevenson Primary School	Active Schools Flora Stevenson Running Club P6-7	Athletics	Broughton
Broughton High School Sports Facilities	Flora Stevenson Football P6	Football	Broughton
Brunstane Primary School	Active Schools - Brunstane PS - Mini Kickers P1-3	Football	Portobello
St John's RC Primary	Active Schools - St John's RC - Dance - P1-2	Dance	Holyrood
St John's RC Primary	Active Schools - St John's RC - Basketball - P4-7	Basketball	Holyrood

School	Activity	Sport	Area
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Football - P1-2	Football	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Gymnastics - P3-5	Gymnastics	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Football - P1-2	Football	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Dance - P1-2	Dance	Holyrood
Brunstane Primary School	Active Schools - Brunstane PS - Multi Sport - P2-5	Multi Sport	Portobello
Brunstane Primary School	Active Schools - Brunstane PS - Basketball - P4-7	Basketball	Portobello
Liberton Primary School	Active Schools Liberton Primary Rugby P4-7	Rugby	Liberton
Parsons Green Primary School	Active Schools - Parsons Green PS - Street Dance - P3-7	Dance	Portobello
Liberton Primary School	Active Schools Liberton Primary Dance P4-7	Dance	Liberton
Liberton Primary School	Active Schools Liberton Primary Dance P1-3	Dance	Liberton
Liberton Primary School	Active Schools Liberton Primary P1-2 Mini Kickers	Football	Liberton
Liberton Primary School	Active Schools Liberton Primary Football P3 - P5	Football	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary 1 - 3 Dance	Dance	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary P4-7 Dance	Dance	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary P1/P2 Mini Kickers	Football	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary Football P3-7	Football	Liberton
Parsons Green Primary School	Active Schools - Parsons Green PS - Street Dance - P1-3	Dance	Portobello
Pentland Primary School	Active Schools - Pentland Primary P1-3 Musical Theatre and Dance club	Dance	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P1-2 Musical Theatre and Dance club	Dance	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P3-7 Musical Theatre and Dance Club	Dance	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P5-7 Basketball Club	Basketball	Firhill
Longstone Primary School	Active Schools - Longstone Primary - P1-3 Musical Theatre and Dance club	Dance	Firhill
Longstone Primary School	Active Schools - Longstone Primary - Athletics P5-7	Athletics	Firhill
Longstone Primary School	Active Schools - Longstone Primary - P4-7 Musical Theatre and Dance club	Dance	Firhill
St Mark's RC Primary School	Active Schools – St Marks RC Primary Dance p3-7	Dance	St Thomas of Aquin's

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School	Activity	Sport	Cluster
St Mark's RC Primary School	Active Schools – St Marks RC PS Hibernian FC Football p3-4	Football	St Thomas of Aquin's
St Mark's RC Primary School	Active Schools – St Marks RC PS Pupils Only Hibernian FC Football P5-7	Football	St Thomas of Aquin's
Duddingston Primary School	Active Schools - Duddingston - Cheerleading - P1-6	Cheerleading	Portobello
Duddingston Primary School	Active Schools - Duddingston - Street Dance - P3-7	Dance	Portobello
St John's RC Primary	Active Schools - St John's RC - Tennis - P3-7	Tennis	Holyrood
Gilmerton Primary School	Active Schools - Gilmerton Football P3-5	Football	Liberton
Wardie Primary School	Active Schools - Wardie - Parkour (P4-7)	parkour	Trinity Academy
Kirkliston Primary School	Active Schools Kirkliston Primary P3 Basketball	Basketball	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P5-7 Hockey	Hockey	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P6-7 Football	Football	Queensferry
James Gillespie's High School	Active Schools - James Gillespie's Cluster - Judo (P1-P3)	judo	James Gillespie's
Gracemount Primary School	Active Schools - Gracemount PS Tuesday Hockey - P6-P7.	Hockey	Gracemount
Victoria Primary School	Active Schools - Victoria Primary - Football (P4-7)	Football	Trinity Academy
Wardie Primary School	Active Schools - Wardie - Parkour (P4-7)(4.15-5.15pm)	parkour	Trinity Academy
Brunstane Primary School	Active Schools - Brunstane PS - Tennis - P4-7	Tennis	Portobello
Liberton High School Sports Facilities	Active Schools Liberton Cluster JUDO P1-P7 4.45 - 5.30pm	Judo	Liberton
Craigour Park Primary School	Craigour Park Gymnastics P1-7	Gymnastics	Liberton
Craigour Park Primary School	Active Schools Craigour Park Rugby P4-7	Rugby	Liberton
St John's RC Primary	Active Schools - St John's RC - Rugby - P4-7	Rugby	Holyrood
St John's RC Primary	Active Schools - St John's RCPS - P1-2 - Multi Sport	Multi Sport	Holyrood
Castleview Primary School	Active Schools - Castleview P3-4 Football	Football	Castlebrae
Castleview Primary School	Active Schools - Castleview P3-4 Basketball	Basketball	Castlebrae
Castleview Primary School	Active Schools - Castleview P5-7 Girls Football	Football	Castlebrae
Castleview Primary School	Active Schools - Castleview P5-7 Boys Football	Football	Castlebrae
Castleview Primary School	Active Schools - Castleview P3-4 Multisport	Multi Sport	Castlebrae
Gilmerton Primary School	Active Schools Gilmerton Rugby P4-7	Rugby	Liberton
Tynecastle High School Sports Facilities	Active Schools - Tynecastle Cluster P2 - P4 Judo Club	Judo	Tynecastle

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Carrick Knowe Primary School	Active Schools Carrick Knowe Dance P1-2	Dance	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Dance P3-7	Dance	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Multi skills P1-2	Multi Sport	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Multi Sport P3-7	Multi Sport	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Parkour P6-7	parkour	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Football P3-5	Football	Forrester
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Rugby - P5-7	Rugby	Portobello
Forrester HS Community Facilities	Active Schools Forrester cluster Karate P1-7	karate	Forrester
Forrester High School Sports Facilities	Active Schools Water Polo P6-S6	Water Polo	Forrester
Forrester High School Sports Facilities	Stingrays Water Polo Club session for P6-S6	Water Polo	Forrester
Forrester HS Community Facilities	Active Schools Forrester Cluster Acro Dance P1-3	Dance	Forrester
Forrester HS Community Facilities	Active Schools Forrester Cluster Acro Dance P4-7	Dance	Forrester
Liberton High School Sports Facilities	Active Schools Liberton Cluster JUDO P1-P7 4 - 4.45pm	Judo	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Judo P1-7 4.10 - 5.10pm	Judo	Liberton
Forrester High School Sports Facilities	Active Schools Forrester/ St Augustine's Cluster Girls Judo P7	Judo	Forrester
Murrayburn Primary School	Active Schools Murrayburn Athletics P4-7	Athletics	Forrester
Murrayburn Primary School	Active Schools Murrayburn Karate P1-3	karate	Forrester
Murrayburn Primary School	Active Schools Murrayburn Karate P4-7	karate	Forrester
Murrayburn Primary School	Active Schools Murrayburn Dance P1-3	Dance	Forrester
Murrayburn Primary School	Active Schools Murrayburn Dance P4-7	Dance	Forrester
Murrayburn Primary School	Active Schools Murrayburn Football P1-3	Football	Forrester
Broomhouse Primary School	Active Schools Broomhouse Dance P1-2	Dance	Forrester
Broomhouse Primary School	Active Schools Broomhouse Dance P3-7	Dance	Forrester
Broomhouse Primary School	Active Schools Broomhouse Multi Skills P1-2	Multi skills	Forrester
Broomhouse Primary School	Active Schools Broomhouse Multi Sport P3-7	Multi Sport	Forrester
Broomhouse Primary School	Active Schools Broomhouse Football P1-2	Football	Forrester
Broomhouse Primary School	Active Schools Broomhouse Football P3	Football	Forrester
Broomhouse Primary School	Active Schools Broomhouse Karate P3-7	karate	Forrester
Niddrie Mill Primary School	Active Schools - Niddrie Mill P2 Multisport	Multi Sport	Castlebrae

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Niddrie Mill Primary School	Active Schools - Niddrie Mill P3 and 4 Multisport	Multi Sport	Castlebrae
Fox Covert	Active Schools Fox Covert P6-7 Netball - Friday	Netball	Craigmount
Canal View Primary School	Active Schools Canal View PS Running Club P5 to P7	Athletics	WHEC
Canal View Primary School	Active Schools Canal View Lunch Time Dance Club P1 to P3	Dance	WHEC
Canal View Primary School	Active Schools-Canal View Tuesday Football Club P6 - P7	Football	WHEC
Canal View Primary School	Active Schools - Canal View PS Wednesday P5 Football Club	Football	WHEC
Canal View Primary School	Active Schools Canal View PS Thursday Karate Club P2 to P4	karate	WHEC
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS KARATE P3-4	Karate	St Augustines
Clovenstone Primary School	Active Schools - Clovenstone PS Get UP and Dance Club P1 to P3	Dance	WHEC
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS DANCE	Dance	St Augustines
Clovenstone Community Centre	Active Schools Clovenstone Primary School Lunch time Karate Club P2 to P4	Karate	WHEC
Clovenstone Primary School	Active Schools Clovenstone PS Girls & Boys Morning Football Club P4-P5	Football	WHEC
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS MULTISPORTS	Multi Sport	St Augustines
Clovenstone Primary School	Active Schools Clovenstone PS Lunch Time Tennis Club P3-P4	Tennis	WHEC
Clovenstone Primary School	Active Schools Clovesntone PS Girls & Boys Morning Football Club P6-P7	Football	WHEC
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS FOOTBALL	Football	St Augustines
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS RUNNING CLUB	Athletics	St Augustines
Sighthill Primary School	Active Schools - Sighthill PS Lunch Time Dance Club P1 to P3	Dance	WHEC
Sighthill Primary School	Active Schools Sighthill PS Football Club P4 to P5	Football	WHEC
Sighthill Primary School	Active Schools Sighthill PS Basketball After School Club P6 to P7	basketball	WHEC
Sighthill Primary School	Active Schools Sighthill PS Friday Karate Club P2 to P4	karate	WHEC
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS KARATE P1-2	karate	St Augustines
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS DANCE -P3-4	Dance	St Augustines
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS DANCE MONDAY	Dance	St Augustines
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS MULTISPORTS THURSDAY	Multi Sport	St Augustines
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS BASKETBALL FRIDAY	basketball	St Augustines
Craigroyston Primary School	Active Schools Craigroyston Primary Football P1-3	Football	Craigroyston
Craigroyston Primary School	Active Schools Craigroyston Primary Football P4-7	Football	Craigroyston

Craigroyston Primary School	Active Schools Craigroyston Primary Basketball P4-7	basketball	Craigroyston
Craigroyston Primary School	Active Schools Craigroyston Primary Funky Fitness P4-7	Fitness	Craigroyston
Craigroyston Primary School	Active Schools Craigroyston Primary Funky Fitness P1-3	Fitness	Craigroyston
Forthview Primary School	Active Schools Forthview Primary Basketball P4-7	basketball	Craigroyston
Forthview Primary School	Active Schools Forthview Primary Football P1-3	Football	Craigroyston
Forthview Primary School	Active Schools Forthview Primary Volleyball P5-7	Volleyball	Craigroyston
Forthview Primary School	Active Schools Forthview Primary Football P4-7	Football	Craigroyston
Forthview Primary School	Active Schools Forthview Primary Karate P4-5	karate	Craigroyston
Niddrie Mill Primary School	Active Schools - Niddrie Mill Girls football P5-7	Football	Castlebrae
Forthview Primary School	Active Schools Forthview Primary Dance P4-7	Dance	Craigroyston
Niddrie Mill Primary School	Active Schools - Niddrie Mill boys football P5-7	Football	Castlebrae
Forthview Primary School	Active Schools Forthview Primary Dance P1-3	Dance	Craigroyston
Pirniehall Primary School	Active Schools Pirniehall Primary Football P1 and P2	Football	Craigroyston
Pirniehall Primary School	Active Schools Pirniehall Primary Football P4-7	Football	Craigroyston
Pirniehall Primary School	Active Schools Pirniehall Primary Dance P4-7	Dance	Craigroyston
Frogston Primary School	Active Schools Frogston PS -Dance P3-P7	Dance	Gracemount
Pirniehall Primary School	Active Schools Pirniehall Primary Dance P1-3	Dance	Craigroyston
Stenhouse Primary	Active Schools - Stenhouse Primary School P4 - P7 Basketball Club	basketball	Tynecastle
Frogston Primary School	Active Schools Frogston PS - Dance P1-P2	Dance	Gracemount
Frogston Primary School	Active Schools Frogston PS -Football P1-P2	Football	Gracemount
Stenhouse Primary	Active Schools - Stenhouse Primary School P3 - P4 Football Club	Football	Tynecastle
Broughton Primary School	Active Schools - Broughton PS - Dance P2	Dance	Drummond
Frogston Primary School	Active Schools Frogston PS - Football P3-P4	Football	Gracemount
Stenhouse Primary	Active Schools - Stenhouse Primary School P5 - P7 Football Club	Football	Tynecastle
Frogston Primary School	Active Schools Frogston PS - Football P5-P7	Football	Gracemount
St David's RC Primary School	ACTIVE SCHOOLS SPARTANS FOOTBALL	Football	St Augustines
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS BASKETBALL P4-7	basketball	St Augustines
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS mini rugby Friday	Rugby	St Augustines
Craigour Park Primary School	Active Schools Craigour Park Football P3-P4	Football	Liberton
Gracemount Primary School	Active Schools - Tuesday Basketball Gracemount P5-P7	basketball	Gracemount

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School	Activity	Sport	Cluster
Stenhouse Primary	Active Schools Stenhouse Primary School Dance P3 - P4	Dance	Tynecastle
Stenhouse Primary	Active Schools Stenhouse Primary School Dance P5 - P7	Dance	Tynecastle
Corstorphine Primary School	Corstorphine Primary P4 Football Team	Football	Craigmount
Roseburn Primary School	Active Schools - Roseburn Primary P1-2 Multisports	Multi Sport	Craigmount
Roseburn Primary School	Active Schools Roseburn P6-7 Multisports - Tuesday	Multi Sport	Craigmount
Corstorphine Primary School	Active Schools - Corstorphine P5 Monday Bikeability	bikeability	Craigmount
Corstorphine Primary School	Active Schools Corstorphine P5 Bikeability - Tuesday	bikeability	Craigmount
Corstorphine Primary School	Active Schools Corstorphine P4 Multisports	Multi Sport	Craigmount
Juniper Green Primary School	Active Schools Juniper Green PS NETBALL P6+7 4-5PM	Netball	Currie
Juniper Green Primary School	Active Schools Juniper Green PS HOCKEY P3+4	HOCKEY	Currie
Juniper Green Primary School	Active Schools Juniper Green PS HOCKEY P5-7	HOCKEY	Currie
Currie High School Sports Facilities	Active Schools Currie Cluster WATER POLO SWIM SKILLS P5-S2	Water Polo	Currie
Currie High School Sports Facilities	Active Schools Currie Cluster HOCKEY P3+4	HOCKEY	Currie
Currie High School Sports Facilities	Active Schools Currie Cluster HOCKEY P5-7	HOCKEY	Currie
Juniper Green Primary School	Active Schools Juniper Green PS RUNNING P5-7	Athletics	Currie
Currie High School Sports Facilities	Active Schools Currie Cluster GYMNASTICS P4-7	Gymnastics	Currie
Forrester High School Sports Facilities	October Camp Forrester/ St Augustine's Multi Sport P3-7	Multi Sport	Forrester
Forrester High School Sports Facilities	Active Schools Forrester Rugby P6-S2	Rugby	Forrester
Dalry Primary School	Active Schools - Dalry Primary School P3 - P4 Football	Football	Tynecastle
Dalry Primary School	Active Schools - Dalry Primary School P6 - P7 West Edinburgh Warriors Basketball	Basketball	Tynecastle
Dalry Primary School	Active Schools - Dalry Primary School P1 - P2 Multi Skills	Multi skills	Tynecastle
Dalry Primary School	Active Schools - Dalry Primary School P4 - P5 Fit and Fun	Fitness	Tynecastle
East Craigs Primary School	Active Schools - East Craigs P1-2 Multisports Club	Multi Sport	Craigmount
East Craigs Primary School	Active Schools - East Craigs P3-4 Gymnastics Club	Gymnastics	Craigmount
East Craigs Primary School	Active Schools - East Craigs P6-7 Netball Club	Netball	Craigmount
Leith Walk Primary School	Active Schools - Leith Walk PS - Football P4 - P7	Football	Drummond
Balgreen Primary School	Active Schools - Balgreen Primary School P3 - P4 Basketball Club	basketball	Tynecastle
Balgreen Primary School	Active Schools - Balgreen Primary School P1 - P2 Dance	Dance	Tynecastle
Balgreen Primary School	Active Schools - Balgreen Primary School P4 - P7 Girls Football	Football	Tynecastle

Balgreen Primary School	Active Schools - Balgreen Primary School P4 - P7 Boys Football	Football	Tynecastle
Balgreen Primary School	Active Schools - Balgreen Primary School P5 - P7 Basketball	Basketball	Tynecastle
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P5-6 Football Club	Football	Craigmount
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P3-4 Football Club	Football	Craigmount
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P7 Street Dance	Dance	Craigmount
Drummond High School Sports Facilities	Active Schools - Broughton PS - Parkour P4-P7	Parkour	Drummond
Towerbank Primary School	Active Schools - Towerbank - Basketball - P5-7	basketball	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Autism Club - P1-3	Multi Sport	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Autism Club - P4-7	Multi Sport	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Girls Basketball - P4-7	basketball	Portobello
Gylemuir Primary School	Active Schools Gylemuir P1-2 Football	Football	Forrester
Gylemuir Primary School	Active Schools Gylemuir Football P3-6	Football	Forrester
Gylemuir Primary School	Active Schools Gylemuir P3-7 Multi Sport	Multi Sport	Forrester
Gylemuir Primary School	Active Schools Gylemuir Multi Sport P1-2	Multi Sport	Forrester
Gylemuir Primary School	Active Schools Gylemuir Basketball P4-7	basketball	Forrester
Gylemuir Primary School	Active Schools Gylemuir Fun Fitness Games P1-2	Fitness	Forrester
Hillwood Primary School	Active Schools - Hillwood PS P1-4 Multisports club	Multi Sport	Craigmount
Hillwood Primary School	Active Schools - Hillwood PS P1-7 Dance Club	Dance	Craigmount
Hillwood Primary School	Active Schools - Hillwood PS P5-7 Multisports Club	Multi Sport	Craigmount
Leith Walk Primary School	Active Schools - Leith Walk PS - Netball P6 - P7	Netball	Drummond
Leith Walk Primary School	Active Schools - Leith Walk PS - Multi Skills P1 - P2	Multi skills	Drummond
Broughton Primary School	Active Schools - Broughton PS - Judo P3 - P5	Judo	Drummond
Broughton Primary School	Active Schools - Broughton PS - Dance P3 - P7	Dance	Drummond
Leith Walk Primary School	Active Schools - Leith Walk PS - Athletics P4 - P7	Athletics	Drummond

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Meggetland Sports Complex	Boroughmuir/Meggetland - P6 & P7 Hockey	Hockey	Boroughmuir
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster - Girls Junior NBA Basketball - P4-7	Basketball	Holyrood
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Football P4 - P7	Football	Drummond
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Judo P1 - P2	Judo	Drummond
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Judo P3 - P7	Judo	Drummond
Castleview Primary School	Active Schools - Castleview P5 Girls Basketball - lunchtime	basketball	Castlebrae
Castleview Primary School	Active Schools - Castleview P6 and P7 Girls Basketball lunchtime	basketball	Castlebrae
Drummond High School Sports Facilities	Active Schools - Drummond Cluster - Street Steppers P3 - P7	Dance	Drummond
Leith Walk Primary School	Active Schools - Leith Walk PS - Parkour P1- P2	Parkour	Drummond
Leith Walk Primary School	Active Schools - Leith Walk PS - Parkour P4-P7	Parkour	Drummond
Taobh Na Pairce	Active Schools - Taobh na Pairce - Football P1 - P2	Football	Drummond
Forrester High School Sports Facilities	Active Schools Targeted swim Thursday	Swimming	Forrester
Forrester High School Sports Facilities	Active schools targeted swim Friday	Swimming	Forrester
Royal High School Sports Facilities	The Royal High Water Polo - Block 1 (1st, 8th, 15th November)	Water Polo	The Royal High
Royal High School Sports Facilities	The Royal High Water Polo - Block 2 (22nd, 29th November, 6th December)	Water Polo	The Royal High
Royal High School Sports Facilities	(High School) The Royal High Swimming - Block 1 (16th, 23rd November)	Swimming	The Royal High
Royal High School Sports Facilities	The Royal High Swimming - Block 2 (30th November, 7th December)	Swimming	The Royal High
Meggetland Sports Complex	S1 training - Boroughmuir HS Hockey Club	Hockey	Boroughmuir
Portobello High School Sports Facilities	Active Schools - Portobello HS - Rugby - S1-6	Rugby	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello HS - Netball - S1-3	Netball	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello HS - Running Club - S1-6	Athletics	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello HS - Netball - S4-6	Netball	Portobello
James Gillespie's High School	Active Schools - JGHS - Hockey (S1-S3)	Hockey	James Gillespie's

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James Gillespie's High School	Active Schools - JGHS - Football (S1)	Football	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Volleyball (S1-S3)	Volleyball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Rugby (S1-S3)	Rugby	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 TEAM)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Shinty (S1-S3)	Shinty	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S1 BOYS)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Netball (S1)	Netball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Netball (S4-S6)	Netball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Football (S2 Boys)	Football	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Tennis (S1-S3)	Tennis	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Tennis (S4-S6)	Tennis	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Cricket (S1-S6)	Cricket	James Gillespie's
Holy Rood High School Sports Facilities	Active Schools - Holy Rood RCHS - S1-6 - Rugby	Rugby	Holyrood
Boroughmuir High School Sports Facilities	Boroughmuir High School - Boys Basketball (S1 to S3)	Basketball	Boroughmuir
Boroughmuir High School Sports Facilities	Boroughmuir High School - Girls Basketball (S1 to S3)	Basketball	Boroughmuir
Boroughmuir High School Sports Facilities	Boroughmuir High School - Senior Basketball (S4-S6)	Basketball	Boroughmuir
Boroughmuir High School Sports Facilities	Boroughmuir High School - Volleyball	Volleyball	Boroughmuir
James Gillespie's High School	Active Schools - JGHS - Cheerleading (S1-S6)	Cheerleading	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Fitness Club (S1-S6)	Fitness	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Swimming (Beginners S1-S6)	Swimming	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Hockey (S4-S6)	Hockey	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Volleyball (S4-S6 TEAM)	Volleyball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S2-S3 Boys)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 Rec.)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Dance (S1-S6)	Dance	James Gillespie's

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James Gillespie's High School	Active Schools - JGHS - Gymnastics (S1-S6)	Gymnastics	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Water Polo (S1-S3)	Water Polo	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S1-S6 Girls)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Badminton (S1-S6)	Badminton	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Football (S3 Boys)	Football	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Swimming (Improver S1-S6)	Swimming	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Table Tennis (S1-S3)	Table Tennis	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 TEAM)	Basketball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Football (S4 Boys)	Football	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Football (S1-S6 Girls)	Football	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Jiu Jitsu (S1-S6)	Jiu Jitsu	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Netball (S2-S3)	Netball	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Water Polo (S4-S6)	Water Polo	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Swimming Team (S1-S6)	Swimming	James Gillespie's
James Gillespie's High School	Active Schools - JGHS - Football (S1-S2 Girls)	Football	James Gillespie's
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Monday Fitness Club S1 to S6	Fitness	WHEC
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Girls Rugby S1 to S3	Rugby	WHEC
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Football Club S1 to S3	Football	WHEC
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Dance Club S1 to S3	Dance	WHEC
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Boys Rugby Club S1 to S3	Rugby	WHEC
Forrester High School Sports Facilities	Active Schools Water Polo P6-S6	Water Polo	Forrester
Forrester High School Sports Facilities	Stingrays Water Polo Club session for P6-S6	Water Polo	Forrester
James Gillespie's High School	Active Schools - JGHS - Fitness - Korean Kickboxing (S4-S6)	Fitness	James Gillespie's
Currie High School Sports Facilities	Active Schools Currie Cluster GIRLS JUDO FITNESS P7-S6	Judo	Currie
Currie High School Sports Facilities	Active Schools Currie Cluster WATER POLO SWIM SKILLS P5-S2	Water Polo	Currie

Currie High School Sports Facilities	Active Schools Currie Cluster GYMNASTICS P4-7	Gymnastics	Currie
Forrester High School Sports Facilities	Active Schools Forrester Rugby P6-S2	Rugby	Forrester
James Gillespies High School Sports Facilities	Active Schools - JGHS - Basketball Mornings (S4-S6)	Basketball	James Gillespie's
Woodlands School	Active Schools Woodlands School Athletics	Athletics	
Pilrig Park School	Active Schools Pilrig Park Fun Football	Football	
Pilrig Park School	Active Schools Pilrig Park Boccia Club	Boccia	
Woodlands School	Active Schools Woodlands Ski-ing	Skiing	
St Thomas	Badminton	Badminton	
St Thomas	Basketball S1 boys and Girls	Basketball	
St Thomas	Basketball S2-3	Basketball	
St Thomas	Basketball S4-6 Boys	Basketball	
St Thomas	Basketball S4-6 Girls	Basketball	
St Thomas	Baton Twirling	Baton Twirling	
St Thomas	Cheerleading S1-6	Cheerleading	
St Thomas	Joe Wicks Circuits	Fitness	
St Thomas	Multi Skills ASN S1-6	Multi skills	
St Thomas	Netball S1-S6	Netball	
St Thomas	Running Club	Athletics	
St Thomas	Volleyball S1-6	Volleyball	
Portobello High School	Basketball S1 boys	Basketball	
Portobello High School	Basketball S1 Girls	Basketball	
Portobello High School	Basketball S1-S3	Basketball	
Portobello High School	Basketball S2 and S3 Boys	Basketball	
Portobello High School	Basketball S2 and S3 Girls	Basketball	
Portobello High School	Basketball S4-6 Boys	Basketball	
Portobello High School	Basketball S4-6 Girls	Basketball	
Portobello High School	Dance S1-6	Dance	
Portobello High School	Football S1 Team	Football	

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Portobello High School	Football S2 Team	Football	
Portobello High School	Girls Football	Football	
Portobello High School	Rugby	Rugby	
Portobello High School	Running Club	Athletics	
Portobello High School	S1-3 Netball	Netball	
Portobello High School	S4-6 Netball	Netball	
Portobello High School	Swimming S1-3	Swimming	
Portobello High School	Volleyball	Volleyball	
Portobello High School	Water Polo	Water Polo	
Portobello High School	Yoga	Yoga	
Holyrood	Athletics S1-S6	Athletics	
Holyrood	Badminton S1-6	Badminton	
Holyrood	Boys Basketball S1-3	Basketball	
Holyrood	Boys Basketball S4-6	Basketball	
Holyrood	Dance S1-6	Dance	
Holyrood	Football S1-3	Football	
Holyrood	Girls Basketball S1-6	Basketball	
Holyrood	Girls Football S1-6	Football	
Holyrood	Netball S1-6	Netball	
Holyrood	Quidditch	Quidditch	
Holyrood	Rugby S1-6	Rugby	
Holyrood	Volleyball S1-6	Volleyball	
castlebrae	Basketball S1-2	Basketball	
castlebrae	Basketball S4-6 Boys	Basketball	
castlebrae	Fitness S1-S6	Fitness	
castlebrae	Football Lunchtime Drop In S1-S6	Football	
castlebrae	Girls Football S1-3	Football	
castlebrae	Girls Rugby S1-S3	Rugby	
castlebrae	Table Tennis S1-6	Table Tennis	

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Tynecastle	Basketball S1-3 boys and girls	Basketball	
Tynecastle	Basketball S3-6	Basketball	
Tynecastle	Basketball S4-6	Basketball	
Tynecastle	Dance S1-2	Dance	
Tynecastle	Dance S3	Dance	
Tynecastle	Fitness	Fitness	
Tynecastle	Girls Basketball	Basketball	
Tynecastle	Girls Football	Football	
Tynecastle	Girls Rugby S1-6	Rugby	
Tynecastle	Gymnastics	Gymnastics	
Tynecastle	Judo	Judo	
Tynecastle	Netball	Netball	
Tynecastle	Volleyball S1-6	Volleyball	
Drummond	Badminton S1-6	Badminton	
Drummond	Badminton S1-6 (girls and boys)	Badminton	
Drummond	Basketball S1-6	Basketball	
Drummond	Dance S1 - S3	Dance	
Drummond	Football S1-4	Football	
Drummond	Table Tennis	Table Tennis	
Drummond	Volleyball S1-6	Volleyball	
Queensferry	Badminton S1-6	Badminton	
Queensferry	Basketball S1-6	Basketball	
Queensferry	Boys Football	Football	
Queensferry	Cheerleading S1-S3	Cheerleading	
Queensferry	Dance S1-6	Dance	
Queensferry	Girls Football S1-6	Football	
Queensferry	Hockey S1-6 (girls and boys)	Hockey	
Queensferry	Netball S1-3	Netball	

Queensferry	Rugby S1-6	Rugby	
Queensferry	Volleyball S1-6	Volleyball	
Forrester	Basketball S1-6	Basketball	
Forrester	Boys Swimming S1-6	Swimming	
Forrester	Dance S1-6	Dance	
Forrester	Football S2	Football	
Forrester	Girls Fitness	Fitness	
Forrester	Girls Football S1-3	Football	
Forrester	Girls Judo S1-6	Judo	
Forrester	Girls Swimming S1-6	Swimming	
Forrester	Table Tennis	Table Tennis	
Forrester	Volleyball S4-6	Volleyball	
Forrester	Water Polo S1-S6	Water polo	
St Augustine	Basketball Juniors S1-S3	Basketball	
St Augustine	Dance	Dance	
St Augustine	Football S1-3	Football	
St Augustine	Rugby	Rugby	
St Augustine	S1-3 Netball	Netball	
St Augustine	S4-6 Netball	Netball	
Currie	Basketball S4-6	Basketball	
Currie	Fitness S1-S6	Fitness	
Currie	Football S1 boys and girls	Football	
Currie	Football S3	Football	
Currie	Football S4	Football	
Currie	Girls Football S1-3	Football	
Currie	Girls Swimming S1-6	Swimming	
Currie	Gymnastics S1-6	Gymnastics	
Currie	Hockey S1-3	Hockey	
Currie	Netball S1-3	Netball	

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Currie	Netball S3-S6	Netball	
Currie	Water Polo Swim skills S2-6	Water polo	
Gracemount	Badminton S1-6	Badminton	
Gracemount	Basketball Juniors S1-S3	Basketball	
Gracemount	Basketball S4-S6	Basketball	
Gracemount	contemporary dance	Dance	
Gracemount	Dance S1 - S3	Dance	
Gracemount	Dance S1-6	Dance	
Gracemount	Dance seniors	Dance	
Gracemount	Dodgeball	Dodgeball	
Gracemount	Football S4	Football	
Gracemount	Football Senior Team	Football	
Gracemount	Musical Theatre	Dance	
Gracemount	Volleyball S1-6	Volleyball	
Firrhill	Athletics S1-S6	Athletics	
Firrhill	Badminton	Badminton	
Firrhill	Basketball Juniors S1-S3	Basketball	
Firrhill	Basketball S4-6	Basketball	
Firrhill	cheerleading and tumbling	Cheerleading	
Firrhill	Football S1 Team	Football	
Firrhill	Football S2 Team	Football	
Firrhill	Football S3 Team	Football	
Firrhill	Football S4 Team	Football	
Firrhill	Football Senior Team	Football	
Firrhill	Girls Basketball	Basketball	
Firrhill	Girls Football	Football	
Firrhill	Netball	Netball	
Firrhill	S1-3 recreational football	Football	
Firrhill	Tennis S1-S6	Tennis	

Trinity	Football	Football	
Trinity	Basketball Senior	Basketball	
Trinity	Basketball Junior	Basketball	
Trinity	Hockey B	Hockey	
Trinity	Girls Up	Multi sport	
Trinity	Dance	Dance	
Trinity	Rugby s1-3	Rugby	
Trinity	Rugby S4-6	Rugby	
Trinity	Badminton	Badminton	
Trinity	Hockey s1-3	Hockey	
Trinity	Hockey s4-6	Hockey	
Trinity	Football Senior Team	Football	
Trinity	Fitness	Fitness	

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Other paid Programmes November 2021

Venue	Activity	Sport	Activity cluster
Stockbridge Primary	Stockbridge Parkour P1-3	Parkour	Broughton
Stockbridge Primary	Stockbridge Parkour P4-7	parkour	Broughton
Stockbridge Primary	Stockbridge Dance P3-7	Dance	Broughton
Broughton High School Sports Facilities	basketball s1-3	Basketball	Broughton
Broughton High School Sports Facilities	table tennis	Table Tennis	Broughton
Broughton High School Sports Facilities	football s1-6 girls	Football	Broughton
Broughton High School Sports Facilities	football s3 team	Football	Broughton
Broughton High School Sports Facilities	football s2 team	Football	Broughton
Broughton High School Sports Facilities	football s1 team	Football	Broughton
Broughton High School Sports Facilities	badminton	Badminton	Broughton
Broughton High School Sports Facilities	rugby	Rugby	Broughton
Broughton High School Sports Facilities	volleyball s1-6	Volleyball	Broughton
Broughton High School Sports Facilities	netball	Netball	Broughton
Broughton High School Sports Facilities	basketball s4-6	Basketball	Broughton

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Sports November 2021 and November 2019

Sport Nov 21	33 Sports	Sport Nov 19	42 sports
Netball		Hockey	
Karate		Cricket	
Table Tennis		Football	
Football		Rugby	
Rugby		Basketball	
Badminton		Badminton	
Multi Sport		Martial Arts	
Cheerleading		Netball	
Dance		Fencing	
Judo		Dance	
Athletics		Table Tennis	
Basketball		Shinty	
Gymnastics		Gymnastics	
Parkour		Yoga	
Volleyball		Multisports	
Hockey		Athletics	
Fitness		Karate	
Water Polo		Cheerleading	
Yoga		Tennis	
Tennis		Judo	
Cricket		Parkour	
Swimming		Fitness	
Multi skills		Volleyball	
bikeability		Parkour	
Shinty		Cycling	
Jiu Jitsu		Running	
Boccia		Multi skills	

Skiing
Baton Twirling
Quidditch
Dance
Dodgeball

Circus skills

Water Polo
Handball
Basic Moves
Goalball
Dodgeball
Swimming
Boccia
Walking
Skiing
Golf
Relaxation
Jiu jitsu
Triathlon
Lacrosse

November 2019

Venue	Activity	Sport	Activity cluster
Leith Academy Sports Facilities	Active Schools - Leith Academy - Paid Sports Membership 2019/20		Leith Academy
Craigmount High School Sports Facilities	Active Schools - Craigmount High School After School Sport		Craigmount
Firrhill High School Sports Facilities	Active Schools - Firrhill High School - Sports Membership 2019-20		Firhill
Holy Rood High School Sports Facilities	Active Schools - Holy Rood RC High School - Sports Programme 2019-20		Holyrood
Meggetland Sports Complex	Active Schools - Boroughmuir HS Hockey Club	Hockey	Boroughmuir
Bellfield (Community Centre)	Active Schools - Towerbank - Cricket- P3-6	Cricket	Portobello
Clermiston Primary School	Active Schools Clermiston Football P6-P7	Football	The Royal High
Portobello High School Sports Facilities	Active Schools - Portobello High School - Rugby Only Membership 2019-20	Rugby	Portobello
Tynecastle High School Sports Facilities	Active Schools Tynecastle HS S1 - S3 (Mixed) Basketball - Tuesday 3.30pm - 5pm	Basketball	Tynecastle
Tynecastle High School Sports Facilities	Active Schools, Tynecastle HS Girls Basketball Club S1 - S6 Wednesday 3.30pm - 6pm	Basketball	Tynecastle
Tynecastle High School Sports Facilities	Active Schools Tynecastle HS Basketball club (BOYS) S3 - S6 Thursday's 3.30pm - 4.30pm	Basketball	Tynecastle
Davidson's Mains Primary	Active Schools Davidson's Mains Badminton P3-P4	Badminton	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Martial Arts P5-P7	Martial Arts	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Netball P5-P6	Netball	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Fencing P4-P7	Fencing	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Fencing P6-P7	Fencing	The Royal High
Clermiston Primary School	Active Schools Clermiston Street Dance P1	Dance	The Royal High
Clermiston Primary School	Active Schools Clermiston Fencing P4-P7	Fencing	The Royal High

Clermiston Primary School	Active Schools Clermiston Basketball P7	Basketball	The Royal High
Clermiston Primary School	Active Schools Clermiston Cricket P4-P7	Cricket	The Royal High
Clermiston Primary School	Active Schools Clermiston Netball P4-P7	Netball	The Royal High
Blackhall Primary School	Active Schools Blackhall Street Dance P2/P3 - Wednesday Session	Dance	The Royal High
Blackhall Primary School	Active Schools Blackhall Netball P6	Netball	The Royal High
Blackhall Primary School	Active Schools Blackhall Cricket P4-P7	Cricket	The Royal High
Blackhall Primary School	Active Schools Blackhall Street Dance P1-P2 - Tuesday Session	Dance	The Royal High
Cramond Primary School	Active Schools Cramond Fencing P4-P7	Fencing	The Royal High
Cramond Primary School	Active Schools Cramond Table Tennis P4-P7	Table Tennis	The Royal High
James Gillespie's Primary School	Active Schools - JGPS Shinty	Shinty	James Gillespie's
Dalry Primary School	Active Schools - Dalry Primary - West Edinburgh Warriors Basketball P3-7	Basketball	Tynecastle
Newcraighall Primary School	Active Schools - Basketball Newcraighall P5-7	Basketball	Castlebrae
Newcraighall Primary School	Active Schools -newcraighall-Gymnastics P3-6	Gymnastics	Castlebrae
James Gillespie's Primary School	Active Schools - JGPS Tuesday Yoga - P4 - P7	Yoga	James Gillespie's
Newcraighall Primary School	Active Schools - Newcraighall - Multisports P1-3	Multisports	Castlebrae
James Gillespie's Primary School	Active Schools - JGPS Wednesday Yoga - P1 - P3	Yoga	James Gillespie's
James Gillespie's Primary School	Active Schools - JGPS Basketball (P6 - P7)	Basketball	James Gillespie's
James Gillespie's Primary School	Active Schools - JGPS Fencing (Plastic)	Fencing	James Gillespie's
Blackhall Primary School	Active Schools Blackhall Girls Rugby P2-P3	Rugby	The Royal High
James Gillespie's Primary School	Active Schools - JGPS Friday Street Dance (P1 - P4)	Dance	James Gillespie's
Blackhall Primary School	Active Schools Blackhall - Girls Rugby P4-P7	Rugby	The Royal High
Sciennes Primary School	Active Schools - Sciennes Athletics P1-P4	Athletics	James Gillespie's
Blackhall Primary School	Active Schools Blackhall - Girls Rugby P6-P7	Rugby	The Royal High
Blackhall Primary School	Active Schools Blackhall Fencing P4 - P7	Fencing	The Royal High
Sciennes Primary School	Active Schools - Sciennes P3- P4 Basketball	Basketball	James Gillespie's
Sciennes Primary School	Active Schools - Sciennes Netball	Netball	James Gillespie's
Sciennes Primary School	Active Schools - Sciennes P5-P7 Basketball	Basketball	James Gillespie's

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Royal High School Sports Facilities	Active Schools Royal High Cluster Athletics P3-P4 (Boys)	Athletics	The Royal High
Sciennes Primary School	Active Schools - Sciennes Football Mini Flicks	Football	James Gillespie's
Sciennes Primary School	Active Schools - Sciennes Street Dance	Dance	James Gillespie's
Royal High School Sports Facilities	Active Schools Royal High Cluster - Athletics P5-P7 (Boys Session)	Athletics	The Royal High
Niddrie Mill Primary School	Active Schools - Niddrie - Multisports P2-3	Multisports	Castlebrae
Sciennes Primary School	Active Schools - Sciennes Rugby P4-P7	Rugby	James Gillespie's
Royal High School Sports Facilities	Active Schools Royal High Cluster - Dance P1-P2	Dance	The Royal High
Sciennes Primary School	Active Schools - Sciennes Football Mini Kickers	Football	James Gillespie's
Royal High School Sports Facilities	Active Schools Royal High Cluster - Dance P3-P4	Dance	The Royal High
Royal High School Sports Facilities	Active Schools Royal High Cluster - Dance P5-P6	Dance	The Royal High
Royal High School Sports Facilities	Active Schools Royal High Cluster - Dance P7	Dance	The Royal High
Carrick Knowe Primary School	Active Schools Carrick Knowe Football p3-5	Football	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Football p1-2	Football	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Basketball p3-7	Basketball	Forrester
Trinity Primary School	Active Schools - Trinity Primary - Hip Hop Street Dance (P4-7)	Dance	Trinity Academy
Carrick Knowe Primary School	Active Schools Carrick Knowe Street Dance p1-2	Dance	Forrester
Trinity Primary School	Active Schools - Trinity Primary - Dance and Movement (P1-3)	Dance	Trinity Academy
Trinity Primary School	Active Schools - Trinity Primary - Multi Sports (P1-3)	Multisports	Trinity Academy
Crags Sport Centre	Active Schools - Preston Street P4-7 Basketball	Basketball	
Nether Currie Primary	Active Schools - Nether Currie Primary - Street Dance (P1-P3)	Dance	Currie
Preston Street Primary School	Active Schools - Preston Street Dance Club Mini Movers P1-P3	Dance	James Gillespie's
Preston Street Primary School	Active Schools - Preston Street - P3-7 Dance	Dance	James Gillespie's
Wardie Primary School	Active Schools - Wardie - Dance (P1-3)	Dance	Trinity Academy

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Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Karate p1-7	Karate	Forrester
Wardie Primary School	Active Schools - Wardie - Football (P4-7)	Football	Trinity Academy
Tollcross Primary School	Active Schools - Tollcross Cricket	Cricket	James Gillespie's
Wardie Primary School	Active Schools - Wardie - Multi Sports (P1-3)	Multisports	Trinity Academy
Tollcross Primary School	Active Schools - Tollcross Mini Kickers	Football	James Gillespie's
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Cheerleading P1-3	Cheerleading	Forrester
Wardie Primary School	Active Schools - Wardie - Mini Kickers (P1-3)	Football	Trinity Academy
Tollcross Primary School	Active Schools - Tollcross Dance	Dance	James Gillespie's
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Cheerleading p4-7	Cheerleading	Forrester
James Gillespie's High School	Active Schools - James Gillespies Cluster Tennis P3 - P4 (MEADOWS Tennis Courts)	Tennis	James Gillespie's
James Gillespie's High School	Active Schools - James Gillespie's Cluster Tennis P5 - P7 (MEADOWS Tennis Courts)	Tennis	James Gillespie's
Murrayburn Primary School	Active Schools Murrayburn Dance p1-2	Dance	Forrester
Murrayburn Primary School	Active Schools Murrayburn Basketball p4-7	Basketball	Forrester
Gracemount Primary School	Active Schools - Gracemount PS Wednesday Multi-Sports - P1-P4.	Multisports	Gracemount
Victoria Primary School	Active Schools - Victoria Primary - Dance and Movement (P3-7)	Dance	Trinity Academy
Victoria Primary School	Active Schools - Victoria Primary - Multi Sports (P1-2)	Multisports	Trinity Academy
Gracemount Primary School	Active Schools - Gracemount PS Tuesday Ball Skills - P1-P4.	Football	Gracemount
Murrayburn Primary School	Active Schools Murrayburn Dance p3-7	Dance	Forrester
Gracemount Primary School	Active Schools - Gracemount PS Tuesday Dance - P3-P7.	Dance	Gracemount
Gracemount Primary School	Active Schools - Gracemount PS Wednesday Football - P1-P3.	Football	Gracemount
Gylemuir Primary School	Active Schools Gylemuir Street Dance p1-2	Dance	Forrester
Gylemuir Primary School	Active Schools Gylemuir Street Dance p3-7	Dance	Forrester
St Catherine's RC Primary School	Active Schools – St Catherine's PS Friday Football - P1-P3.	Football	Gracemount

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School	Activity	Type	Cluster
Abbeyhill Primary School	Active Schools - Abbeyhill - Dance - P1-2	Dance	Drummond
St Catherine's RC Primary School	Active Schools – St Catherine's PS Tuesday Dance - P1-P3.	Dance	Gracemount
Juniper Green Primary School	Active Schools - Juniper Green - Street Dance P1-3	Dance	Currie
Juniper Green Primary School	Active Schools - Juniper Green - Football - P3	Football	Currie
Abbeyhill Primary School	Active Schools - Abbeyhill - Football P1-3	Football	Drummond
Juniper Green Primary School	Active Schools - Juniper Green - Football P1	Football	Currie
Gylemuir Primary School	Active Schools Gylemuir Football p1-2	Football	Forrester
Juniper Green Primary School	Active Schools - Juniper Green - Football - P2	Football	Currie
Abbeyhill Primary School	Active Schools - Abbeyhill - Judo - P1-2	Judo	Drummond
Craigour Park Primary School	Active Schools - Craigour Park P1-4 Parkour	Parkour	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Mini Kickers P1-P2	Football	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Strikers Football P3-5	Football	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Judo P1-7	Judo	Liberton
Craigour Park Primary School	Active Schools – Craigour Park Hip Hop P1-7	Dance	Liberton
Gilmerton Primary School	Active Schools – Gilmerton Mini Kickers P1-P3	Football	Liberton
Gilmerton Primary School	Active Schools – Gilmerton Dance P1-7	Dance	Liberton
St Joseph's RC Primary School	Active Schools St Joseph's Street Dance p3-7	Dance	St Augustines
St Cuthbert's RC Primary School	Active Schools St Cuthbert's Mini Kickers p1-2	Football	St Augustines
St Cuthbert's RC Primary School	Active Schools St Cuthbert's Parkour p4-7	Parkour	St Augustines
St Cuthbert's RC Primary School	Active Schools St Cuthbert's Outdoor Football p3-5	Football	St Augustines
St Cuthbert's RC Primary School	Active Schools St Cuthbert's Basketball p4-7	Basketball	St Augustines
St Cuthbert's RC Primary School	Active Schools St Cuthbert's Street Funk Dance p1-3	Dance	St Augustines
St Joseph's RC Primary School	Active Schools St Joseph's Basketball p4-7	Basketball	St Augustines
St Joseph's RC Primary School	Active Schools St Joseph's Football p1-2	Football	St Augustines
St Joseph's RC Primary School	Active Schools St Joseph's Football p3-5	Football	St Augustines
Craigroyston High School Sports Facilities	Active Schools Craigroyston Cluster Dance P5-S1 3.45-4.45pm	Basketball	Craigroyston
Craigroyston Primary School	Active Schools Craigroyston PS Football p1+2	Football	Craigroyston
Forthview Primary School	Active Schools Forthview Thursday Football p1-2	Football	Craigroyston
Pirniehall Primary School	Active Schools Pirniehall Football p1+2	Football	Craigroyston

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Pirniehall Primary School	Active Schools Pirniehall Football P3+4	Football	Craigroyston
St David's RC Primary School	Active Schools St David's Football p3+4	Football	St Augustines
St David's RC Primary School	Active Schools St David's Football p1-2	Football	St Augustines
Broughton High School Sports Facilities	Active Schools Broughton Cluster Hockey P6-7	Hockey	Broughton
Flora Stevenson Primary School	Active Schools Flora Stevenson Urban Dance P3-7	Dance	Broughton
Flora Stevenson Primary School	Active Schools Flora Stevenson Yoga p1-2	Yoga	Broughton
Flora Stevenson Primary School	Active Schools Flora Stevenson Athletics P3-7	Athletics	Broughton
Flora Stevenson Primary School	Active Schools Flora Stevenson Football P4-7	Football	Broughton
East Craigs Primary School	Active Schools East Craigs P4-P7 Dance - Monday	Dance	Craigmount
East Craigs Primary School	Active Schools East Craigs P2-P4 Lunchtime yoga - Tuesday lunchtime	Yoga	Craigmount
East Craigs Primary School	Active Schools East Craigs P2-P3 Lunchtime Mini kickers Football - Wednesday	Football	Craigmount
Corstorphine Primary School	Active Schools Corstorphine P2-P3 Football - Monday	Football	Craigmount
Corstorphine Primary School	Active Schools Corstorphine P4-7 Dance - Tuesday	Dance	Craigmount
Ratho Primary School	Active Schools - Ratho Primary - P1-P2 Mini Kickers	Football	Balerno
Ratho Primary School	Active Schools - Ratho Primary - P3-P4 Mini Kickers	Football	Balerno
Ratho Primary School	Active Schools - Ratho Primary - Parkour (P4-P7)	Parkour	Balerno
Dalry Primary School	Active Schools - Dalry Primary - P1-3 - Elite Soccer Multi Skills	Football	Tynecastle
Dalry Primary School	Active Schools - Dalry Primary - P1-3 - Fit and Fun. Wednesday lunchtimes	Fitness	Tynecastle
Dalry Primary School	Active Schools - Dalry Primary - P1- P3 Dance Mix, Thursday lunch	Dance	Tynecastle
Stenhouse Primary	Active Schools - Stenhouse Primary - P3-7 Volleyball	Volleyball	Tynecastle
Balgreen Primary School	Active Schools - Balgreen Primary - P3 - P7 GIRLS fitness club	Fitness	Tynecastle
Stenhouse Primary	Active Schools - Stenhouse Primary - P4 - P7 Football club	Football	Tynecastle
Balgreen Primary School	Active Schools- Balgreen Primary- Capture The Flag P4 - P7	Rugby	Tynecastle
Brunstane Primary School	Active Schools - Brunstane PS - Mini Kickers P1-3	Football	Portobello
St John Vianney Primary School	Active Schools St John Vianney Multi Sport	Multisports	Liberton
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Cricket - P3 - S3	Cricket	Holyrood
St John's RC Primary	Active Schools - St John's RC - Dance - P1-5	Dance	Holyrood

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School	Programme	Sport	Cluster
St John's RC Primary	Active Schools - St John's RC - Parkour - P3-7	Parkour	Holyrood
St John's RC Primary	Active Schools - St John's RC - Basketball - P4-7	Basketball	Holyrood
St. Francis' RC Primary School	Active Schools - St Francis / Niddrie Mill - Run, Jump, Throw - P2	Athletics	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Football - P1-3	Football	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Dance - P3-7	Dance	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith - Running Club - P5-7	Athletics	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Gymnastics - P1-4	Gymnastics	Holyrood
St. Francis' RC Primary School	Active Schools - St Francis' RC / Niddrie Mill - Parkour - P4-7	Parkour	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Multi Sport - P1-3	Multisports	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Dance - P1-3	Dance	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Dance - P4-7	Dance	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Tennis - P1-2	Tennis	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Tennis - P3-4	Tennis	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Tennis - P5 - S1	Tennis	Holyrood
Gilmerton Primary School	Active Schools – Gilmerton Rugby	Rugby	Liberton
Craiglockhart Primary School	Active Schools - Craiglockhart Primary - P1 - P3 Multi Sports	Multisports	Tynecastle
Craiglockhart Primary School	Active Schools - Craiglockhart Primary - P1 - P3 Dance Mix	Dance	Tynecastle
Craiglockhart Primary School	Active Schools - Craiglockhart Primary - P3-P4 Basketball	Basketball	Tynecastle
Craiglockhart Primary School	Active Schools - Craiglockhart Primary - Parkour P4-7 3.15pm - 4.15pm	Parkour	Tynecastle
Brunstane Primary School	Active Schools - Brunstane PS - Multi Sport - P2-5	Multisports	Portobello
Brunstane Primary School	Active Schools - Brunstane PS - Basketball - P4-7	Basketball	Portobello

Gilmerton Primary School	Active Schools – Gilmerton Gymnastics P1-7	Gymnastics	Liberton
Parsons Green Primary School	Active Schools - Parsons Green PS - Basketball - P5-7	Basketball	Portobello
Liberton Primary School	Active Schools - Liberton Primary Mini Hoops Basketball P3-7	Basketball	Liberton
Parsons Green Primary School	Active Schools - Parsons Green PS - Street Dance - P3-7	Dance	Portobello
Liberton Primary School	Active Schools – Liberton Primary Acro-Gymnastics P1-7	Gymnastics	Liberton
Liberton Primary School	Active Schools – Liberton Primary P3-7 Hip Hop	Dance	Liberton
Liberton Primary School	Active Schools – Liberton Primary Mini Dance P1-2	Dance	Liberton
Liberton Primary School	Active Schools – Liberton Primary P1-2 Mini Kickers	Football	Liberton
Liberton Primary School	Active Schools – Liberton Primary P3 - P7 Strikers Football	Football	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary P3-7 Dance	Dance	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary P1-7 Parkour	Parkour	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary P1-3 Parkour	Parkour	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary Football P3-7	Football	Liberton
Prestonfield Primary School	Active Schools – Prestonfield Primary Judo P1-7	Judo	Liberton
Parsons Green Primary School	Active Schools - Parsons Green PS - Street Dance - P1-3	Dance	Portobello
Royal High Primary School	Active Schools - Royal High PS - Basketball - P6-7	Basketball	Portobello
Royal High Primary School	Active Schools - Royal High PS - Street Dance - P1-7	Dance	Portobello
Towerbank Primary School	Active Schools - Towerbank PS - Yoga P4-7	Yoga	Portobello
Towerbank Primary School	Active Schools - Towerbank PS - Yoga - P1-3	Yoga	Portobello
Pentland Primary School	Active Schools - Pentland Primary Infant Dance	Dance	Firhill
Pentland Primary School	Active Schools - Pentland Primary - P5-7 Parkour	Parkour	Firhill
Pentland Primary School	Active Schools - Pentland Primary Athletics Wednesday	Athletics	Firhill
Pentland Primary School	Active Schools - Pentland Primary - P6 & 7 Rugby	Rugby	Firhill
Pentland Primary School	Active Schools - Pentland Primary P1-3 Multi Sports club	Multisports	Firhill
Pentland Primary School	Active Schools - Pentland Primary Friday Athletics	Athletics	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - Infant Fun Dance	Dance	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P5-7 Parkour	Parkour	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P3-7 Musical Theatre and Dance Club	Dance	Firhill

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Oxgangs Primary School	Active Schools - Oxgangs Primary - P3-7 Multi Sports	Multisports	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P1-2 Football	Football	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - P4-7 Basketball Club	Basketball	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary - Netball	Netball	Firhill
Oxgangs Primary School	Active Schools - Oxgangs Primary P1-2 Multi Sports	Multisports	Firhill
Longstone Primary School	Active Schools - Longstone Primary - Rugby	Rugby	Firhill
Longstone Primary School	Active Schools - Longstone Primary - P1-2 Multi Sports	Multisports	Firhill
Longstone Primary School	Active Schools - Longstone Primary - Athletics P3-7	Athletics	Firhill
Longstone Primary School	Active Schools - Longstone Primary - P1-7 Fun Dance club	Dance	Firhill
Colinton Primary School	Active Schools - Colinton Primary - P3-7 Football/ Multi Sports Club	Multisports	Firhill
St Peter's RC Primary School	Active Schools – St Peters RC Primary Basketball p4-7	Basketball	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC Primary P3-7 Starpic Dance Club	Dance	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC Primary Multi Sports p3-7 (outdoors)	Multisports	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC Primary Mini Tennis P3-4 (Lunch time)	Tennis	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC PS Multi Sport P1 and P2	Multisports	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC Primary Netball P5-6 Girls Only	Netball	St Thomas of Aquin's
St Peter's RC Primary School	Active Schools – St Peters RC Primary Parkour P3-7	Parkour	St Thomas of Aquin's
St Mark's RC Primary School	Active Schools – St Marks RC Primary Dance p3-7	Dance	St Thomas of Aquin's

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School	Activity Description	Type	Cluster
St Mark's RC Primary School	Active Schools – St Marks RC PS Multi Sports P1-2	Multisports	St Thomas of Aquin's
St Mark's RC Primary School	Active Schools – St Marks RC PS Hibernian FC Football p3-7	Football	St Thomas of Aquin's
St Mark's RC Primary School	Active Schools – St Marks RC PS Pupils Only Basketball P3-7	Basketball	St Thomas of Aquin's
Holy Cross RC Primary School	Active Schools – Holy Cross RC PS Football Play2Learn P1-2	Football	St Thomas of Aquin's
Holy Cross RC Primary School	Active Schools – Holy Cross RC PS Tennis P3-4	Tennis	St Thomas of Aquin's
Holy Cross RC Primary School	Active Schools – Holy Cross RC Starpic Dance P3-7	Dance	St Thomas of Aquin's
Holy Cross RC Primary School	Active Schools – Holy Cross RC Primary Gymnastics P3-7	Gymnastics	St Thomas of Aquin's
Buckstone Primary School	Active Schools – Buckstone PS Cricket P4-P6	Cricket	Boroughmuir
Buckstone Primary School	Active Schools – Buckstone PS Mini-Kickers P1-P3	Football	Boroughmuir
Buckstone Primary School	Active Schools – Buckstone PS Running Club P6-P7	Athletics	Boroughmuir
Buckstone Primary School	Active Schools – Buckstone PS Street Dance P1-P4	Dance	Boroughmuir
Duddingston Primary School	Active Schools - Duddingston - Cheerleading - P1-6	Cheerleading	Portobello
Duddingston Primary School	Active Schools - Duddingston - Street Dance - P3-7	Dance	Portobello
Broughton Primary School	Active Schools - Broughton - Tennis - P4-7.	Tennis	Drummond
Broughton Primary School	Active Schools - Broughton - Football - P3-5	Football	Drummond
Broughton Primary School	Active Schools - Broughton - Judo - P4-7	Judo	Drummond
Dalry Primary School	Active Schools - Dalry Primary - Fit & Fun club P4-7, Thursday's after school	Fitness	Tynecastle
Broughton Primary School	Active Schools - Broughton - Judo - P1-3	Judo	Drummond
Stenhouse Primary	Active Schools - Stenhouse Primary - DND Breakdance/Hip Hop P3 - P7	Dance	Tynecastle
Taobh Na Pairce	Active Schools - Taobh - Parkour - C6-7	Parkour	Drummond
Taobh Na Pairce	Active Schools - Taobh - Dance - C3-7	Dance	Drummond
Taobh Na Pairce	Active Schools - Taobh - Parkour - C3-5	Parkour	Drummond
Taobh Na Pairce	Active Schools - Taobh - Judo - C3-7	Judo	Drummond

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Taobh Na Pairce	Active Schools - Taobh - Judo - C1-2	Judo	Drummond
Drummond High School Sports Facilities	Active Schools - Drummond Cluster - Parkour - P2 - 5	Parkour	Drummond
Clovenstone Primary School	Active Schools - Clovenstone Primary Breakdance/Hip Hop P4-P7	Dance	WHEC
Leith Walk Primary School	Active Schools - Leith Walk - Judo - P1-2	Judo	Drummond
Clovenstone Primary School	Active Schools - Clovenstone Primary Multi-Sports P1-P3	Multisports	WHEC
Leith Walk Primary School	Active Schools - Leith Walk - Judo - P3-7	Judo	Drummond
Sighthill Primary School	Active Schools - Sighthill Primary Life Sport Skills Club P6 & P7	Basketball	WHEC
Leith Walk Primary School	Active Schools - Leith Walk - Dance - P1-2	Dance	Drummond
Towerbank Primary School	Active Schools - Towerbank - Dance/Cheer - P1-3	Cheerleading	Portobello
Sighthill Primary School	Active Schools - Sighthill Primary Breakdance/Hip Hop P4 - P7	Dance	WHEC
Towerbank Primary School	Active Schools -Towerbank - Football - P3-4	Football	Portobello
Towerbank Primary School	Active Schools - Towerbank - Football - P1-2	Football	Portobello
Canal View Primary School	Active Schools - Canal View Primary Breakdance/Hip Hop P4-P7	Dance	WHEC
Canal View Primary School	Active Schools - Canal View Primary Multi-Sport P1-P3	Multisports	WHEC
Craigentinny Primary School	Active Schools - Craigentinny - Basketball P3-7	Basketball	Leith Academy
Craigentinny Primary School	Active Schools - Craigentinny - Football P1-2	Football	Leith Academy
Craigentinny Primary School	Active Schools - Craigentinny - Football P3-7	Football	Leith Academy
Craigentinny Primary School	Active Schools - Craigentinny - Fun Dance - P1-3	Dance	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Fun Dance P1-2	Dance	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Street Dance P3-7	Dance	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Basketball P4-7	Basketball	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage - Parkour - P1-2	Parkour	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Parkour P3-7	Parkour	Leith Academy
Ferryhill Primary School	Active Schools Ferryhill Mini Kickers p1-2	Football	Broughton
Ferryhill Primary School	Active Schools Ferryhill Football P3-5	Football	Broughton
Ferryhill Primary School	Active Schools Ferryhill Star Steppers P1-3	Dance	Broughton
Ferryhill Primary School	Active Schools Ferryhill Street Hip Hop P4-7	Dance	Broughton

Buckstone Primary School	Active Schools - Buckstone PS Yoga P3-P5	Yoga	Boroughmuir
Leith Primary School	Active Schools - Leith Primary - Minikickers Football P1-2	Football	Leith Academy
Leith Primary School	Active Schools - Leith Primary - Football P3-7	Football	Leith Academy
Buckstone Primary School	Active Schools - Buckstone PS Boys Rugby P5-P7	Rugby	Boroughmuir
Craigentinny Primary School	Active Schools - Craigentinny - Parkour - P3-7	Parkour	Leith Academy
South Morningside Primary School	Active Schools - South Morningside PS Street Dance P3	Dance	Boroughmuir
Leith Primary School	Active Schools - Leith Primary - Cheerleading - P1-7	Cheerleading	Leith Academy
Leith Primary School	Active Schools - Leith Primary - Dance - P3-7	Dance	Leith Academy
Lorne Primary School	Active Schools - Lorne - Multisports - P3-7	Multisports	Leith Academy
South Morningside Primary School	Active Schools - South Morningside PS Mini Kickers P3-P4	Football	Boroughmuir
South Morningside Primary School	Active Schools - South Morningside PS Street Dance P5-P7	Dance	Boroughmuir
South Morningside Primary School	Active Schools - South Morningside PS Street Dance P4	Dance	Boroughmuir
Lorne Primary School	Active Schools - Lorne - Parkour - P3-7	Parkour	Leith Academy
Lorne Primary School	Active Schools - Lorne - Football P1-2	Football	Leith Academy
South Morningside Primary School	Active Schools - South Morningside PS Yoga P5-P7	Yoga	Boroughmuir
Lorne Primary School	Active Schools - Lorne - Football - P3-7	Football	Leith Academy
Leith Primary School	Active Schools - Leith Primary - Basketball P3-7	Basketball	Leith Academy
Craigentinny Primary School	Active Schools - Craigentinny - Athletics Club P1-7	Athletics	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Minikickers Football P1-2	Football	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Football P1-7	Football	Leith Academy
Leith Primary School	Active Schools - Leith Primary - Running/Athletics - P4-7	Athletics	Leith Academy
Leith Primary School	Active Schools - Leith Primary - Parkour P1-7	Parkour	Leith Academy
Bruntsfield Primary School	Active Schools – Bruntsfield PS Street Dance P1-P3	Dance	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Mini Kickers P1	Football	Boroughmuir

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Bruntsfield Primary School	Active Schools – Bruntsfield PS Cricket P4-P6	Cricket	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Mini Tennis P3-P4	Tennis	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Mini Kickers P2	Football	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Basketball P7	Basketball	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Cheerleading P2-P5	Cheerleading	Boroughmuir
Bruntsfield Primary School	Active Schools – Bruntsfield PS Boys Rugby P5-P7	Rugby	Boroughmuir
Castleview Primary School	Active Schools - Castleview - Basketball P5-7	Basketball	Castlebrae
Castleview Primary School	Active Schools - Castleview - Gymnastics P1&2	Gymnastics	Castlebrae
Castlebrae High School Sports Facilities	Active Schools - Castlebrae cluster girls football club P6 - S6	Football	Castlebrae
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Basketball P3-7	Basketball	Leith Academy
St John's RC Primary	Active Schools - St John's RC - Football - P1-2	Football	Holyrood
Meggetland Sports Complex	Active Schools - SE Neighbourhood Hockey P4-P7	Hockey	Boroughmuir
Mortonhall Tennis Club	Active Schools - Buckstone PS Mini-Tennis P3-P5	Tennis	Boroughmuir
Mortonhall Tennis Club	Active Schools - South Morningside PS Mini-Tennis P3-P5	Tennis	Boroughmuir
Mortonhall Tennis Club	Active Schools - Buckstone / South Morningside PS Mini-Tennis P1-P2	Tennis	Boroughmuir
St Peter's RC Primary School	Active Schools-St Peters RC PS Tanoshii Judo club P1-2	Basketball	St Thomas of Aquin's
Parsons Green Primary School	Active Schools - Parsons Green PS - Mini Kickers - P1-3	Football	Portobello
Parsons Green Primary School	Active Schools - Parsons Green PS - Parkour - P5-7	Parkour	Portobello
Duddingston Primary School	Active Schools - Duddingston - Mini Kickers - P1-3	Football	Portobello
Towerbank Primary School	Active Schools - Towerbank - Volleyball - P4-7	Volleyball	Portobello
Kaimes School	Active Schools Kaimes Basketball	Basketball	
Carrick Knowe Primary School	Active Schools Carrick Knowe Street Dance p3-7	Dance	Forrester
Gylemuir Primary School	Active Schools Gylemuir Outdoor Football p3-5	Football	Forrester
Gylemuir Primary School	Active Schools Gylemuir Badminton/Tennis p3-7	Badminton	Forrester
Gylemuir Primary School	Active Schools Gylemuir Basketball p4-7	Basketball	Forrester
Murrayburn Primary School	Active Schools Murrayburn Karate p1-2	Karate	Forrester

Murrayburn Primary School	Active Schools Murrayburn Karate p3-7	Karate	Forrester
Murrayburn Primary School	Active Schools Murrayburn Football p1-3	Football	Forrester
Pilrig Park School	Active Schools Pilrig Park Basketball	Basketball	
Woodlands School	Active School Woodlands Basketball	Basketball	
Colinton Primary School	Active Schools - Colinton Primary - P6-7 Rugby	Rugby	Firhill
Prospectbank School	Active Schools Prospectbank Yoga 2	Yoga	
Hermitage Park Primary School	Active Schools - Hermitage Park - Gymnastics P1-2	Gymnastics	Leith Academy
Hermitage Park Primary School	Active Schools - Hermitage Park - Gymnastics P3-7	Gymnastics	Leith Academy
Lorne Primary School	Active Schools - Lorne - Multisport - P1-2	Dance	Leith Academy
Craigentinny Primary School	Active Schools - Craigentinny - Street Dance P1-7	Dance	Leith Academy
Kirkliston Primary School	Active Schools Kirkliston Primary P3-7 Street Dance	Dance	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P1-2 Football Fun	Football	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P4-7 First Thing Fitness	Fitness	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P1-2 Street Dance	Dance	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P5-7 Basketball	Basketball	Queensferry
Queensferry High School Sports Facilities	Active Schools Queensferry Cluster P4-7 Athletics	Athletics	Queensferry
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Athletics - P2-3	Athletics	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Athletics - P4-6	Athletics	Portobello
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Street Dance - P4-7	Dance	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Rugby P3-7	Rugby	Leith Academy
Sighthill Primary School	Active Schools - Sighthill Primary School Mini Athletics club P2-P5	Athletics	WHEC
Meggetland Sports Complex	Active Schools - Boroughmuir HS Girls Football	Football	Boroughmuir
Blackhall Primary School	Active Schools Blackhall Multi Sports P1 - P3	Multisports	The Royal High
Blackhall Primary School	Active Schools Blackhall Street Dance P4-P7 Thursday Session	Dance	The Royal High
Bangholm Outdoor Centre	Active Schools - Trinity Cluster Hockey (P4-7)	Hockey	Trinity Academy

Davidson's Mains Primary	Active Schools Davidson's Mains Badminton P5-P7	Badminton	The Royal High
East Craigs Primary School	Active Schools East Craigs P2-P3 Lunchtime Dance - Monday	Dance	Craigmount
Fox Covert	Active Schools Fox Covert/St Andrew's P2-P3 Lunchtime Dance - Tuesday	Basketball	Craigmount
Hermitage Park Primary School	Active Schools - Hermitage Park - Football P3-7	Football	Leith Academy
Fox Covert	Active Schools Fox Covert/St Andrew's P2-P4 Outdoor Football -BLOCK 1- Wednesday	Football	Craigmount
Fox Covert	Active Schools Fox Covert/St Andrew's P2-P3 Lunchtime Cheerleading - Wednesday	Basketball	Craigmount
Fox Covert	Active Schools Fox Covert/St Andrew's P6-P7 Netball - Friday	Netball	Craigmount
St. Francis' RC Primary School	Active Schools - St Francis RC / Niddrie Mill - Basketball - P3-7	Basketball	Holyrood
St. Francis' RC Primary School	Active Schools - St Francis RC / Niddrie Mill - Gymnastics - P3-6 - Tue	Basketball	Holyrood
St John's RC Primary	Active Schools - St John's RC - Run, Jump, Throw - P1-2	Athletics	Holyrood
St John's RC Primary	Active Schools - St John's RC - Fitness - P3-7	Fitness	Holyrood
Drummond High School Sports Facilities	Active Schools - Broughton - Parkour - P4-7	Parkour	Drummond
Broughton High School Sports Facilities	Active Schools Flora Stevenson - P4-5 Netball	Netball	Broughton
Taobh Na Pairce	Active Schools - Taobh - Athletics - C1-2	Athletics	Drummond
Taobh Na Pairce	Active Schools - Taobh - Athletics - C3-7	Athletics	Drummond
Pirniehall Primary School	'Active Schools - Pirniehall P1+2 Dance	Dance	Craigroyston
Pirniehall Primary School	'Active Schools - Pirniehall Thursday Dance P3+4'	Dance	Craigroyston
St David's RC Primary School	Active Schools St David's RC Tuesday Dance P1+2	Dance	St Augustines
Fox Covert	Active Schools Fox Covert/St Andrew's P4-P7 lunchtime Yoga Moves - Thursday	Yoga	Craigmount
Juniper Green Primary School	Active Schools - Juniper Green - Netball	Netball	Currie
Ratho Primary School	Active Schools - Ratho Primary - Netball (P4-P7)	Netball	Balerno
Balgreen Primary School	Active Schools- Balgreen Primary- P6-7 Outdoor Contact Rugby	Rugby	Tynecastle
Stenhouse Primary	Active Schools- Stenhouse Primary - P1-P2 DND Dance Mix	Dance	Tynecastle
Stenhouse Primary	Active Schools - Stenhouse Primary School - P3-P7 Basketball	Basketball	Tynecastle

Forrester High School Sports Facilities	Active Schools Forr/ St Aug Cluster Tennis p3-7	Tennis	Forrester
Broughton High School Sports Facilities	Active Schools Flora Stevenson - Netball P6-7	Netball	Broughton
St Margaret's RC Primary	Active Schools Cluster P1-4 Baby Volleyball	Volleyball	Queensferry
St Joseph's RC Primary School	Active Schools St Joseph's Mini Tennis p1-2	Tennis	St Augustines
Craigour Park Primary School	Active Schools - Craigour Park Basketball P5 - P7	Basketball	Liberton
Fox Covert	Active Schools Fox Covert/St Andrew's P4-P7 Introduction to Athletics – Thursday	Athletics	Craigmount
Longstone Primary School	Active Schools - Longstone Primary - P4-7 Parkour Club	Parkour	Firhill
Colinton Primary School	Active Schools - Colinton Primary - Infant Multi Sports	Multisports	Firhill
Colinton Primary School	Active Schools - Colinton Primary - P1-7 Dance and Musical Theatre club	Basketball	Firhill
Longstone Primary School	Active Schools - Longstone Primary - Infant Athletics	Athletics	Firhill
Blackhall Primary School	Active Schools Blackhall Basketball P4-P7	Basketball	The Royal High
Victoria Primary School	Active Schools - Victoria Primary - Basketball (P3-7)	Basketball	Trinity Academy
Juniper Green Primary School	Active Schools - Juniper Green PS - Hockey	Hockey	Currie
Castleview Primary School	Active schools - Castleview - Dance P3	Dance	Castlebrae
Castleview Primary School	Active Schools - Castleview - Dance P1&2	Dance	Castlebrae
James Gillespie's High School	Active Schools - James Gillespies Cluster Gymnastics P5 - P7	Gymnastics	James Gillespie's
Cramond Primary School	Active Schools Cramond Dance P1-P3	Dance	The Royal High
Cramond Primary School	Active Schools Cramond Dance P4-P7	Dance	The Royal High
Holy Cross RC Primary School	Active schools Holy Cross RC Hibernian FC Football P3-7	Football	St Thomas of Aquin's
Broughton Primary School	Active Schools - Broughton - Multi Sports - P1-2	Multisports	Drummond
Canal View Primary School	Active Schools - Canal View Primary Girls Get Active P3-P6	Fitness	WHEC
Taobh Na Pairce	Active Schools - Taobh - Dance - C1-2	Dance	Drummond
Taobh Na Pairce	Active Schools - Taobh - Football - C1-3 After School	Football	Drummond
East Craigs Primary School	Active Schools East Craigs P5-P7 Basketball – Thursday	Basketball	Craigmount

Trinity Primary School	Active Schools - Trinity Primary - Basketball (P4-7)	Basketball	Trinity Academy
Craigour Park Primary School	Active Schools Craigour Park Gymnastics P1-7	Gymnastics	Liberton
Wardie Primary School	Active Schools - Wardie - Basketball Club (P4-7)	Basketball	Trinity Academy
St John's RC Primary	Active Schools - St John's RC - Cricket - P3-7	Cricket	Holyrood
Liberton High School Sports Facilities	Active Schools Liberton Cluster Athletics P3-7	Athletics	Liberton
Liberton High School Sports Facilities	Active Schools Liberton Cluster Parkour P5 - P7	Parkour	Liberton
Liberton High School Sports Facilities	Active Schools Liberton Cluster Junior Bike Club P3-7	Cycling	Liberton
Liberton High School Sports Facilities	Active Schools Liberton Cluster Tennis P3-7	Tennis	Liberton
St John's RC Primary	Active Schools - St John's RC - Running Club - P5-7	Running	Holyrood
Royal High Primary School	Active Schools - Royal High PS - Mini Kickers P1-3	Football	Portobello
Duddingston Primary School	Active Schools - Duddingston PS - Parkour - P5-7	Parkour	Portobello
St Joseph's RC Primary School	Active Schools St Joseph's Dance p1-2	Dance	St Augustines
St Joseph's RC Primary School	St Joseph's Active Schools Fun Football P3-7	Football	St Augustines
James Gillespie's High School	Active Schools - James Gillespies Cluster Shinty P5 - P7	Shinty	James Gillespie's
James Gillespie's High School	Active Schools - James Gillespies Cluster Parkour P6	Parkour	James Gillespie's
St David's RC Primary School	Active Schools St David's WED Football p5-7	Football	St Augustines
Craigroyston Primary School	Active Schools Craigroyston PS Wednesday DANCE P3-4	Dance	Craigroyston
Blackhall Primary School	Active Schools Blackhall Netball P4-P5	Netball	The Royal High
Craigroyston Primary School	Active Schools Craigroyston PS Wed lunch P3+4 STREET FOOTBALL	Football	Craigroyston
Murrayburn Primary School	Active Schools Murrayburn Running Club P4-7	Athletics	Forrester
Murrayburn Primary School	Active Schools Murrayburn Netball P4-7	Netball	Forrester
Castleview Primary School	Active Schools - Castleview - Football P1&2	Football	Castlebrae
St Ninian's RC Primary	Active Schools - St Ninian's RC - Netball - P5-7	Netball	Holyrood
Niddrie Mill Primary School	Active Schools - Niddrie Mill - Tennis - P5-7	Tennis	Castlebrae
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Multi Skills - P1-2	Multi skills	Holyrood

Stenhouse Primary	Active Schools - Stenhouse Primary - P1 - P3 Hearts Football	Football	Tynecastle
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Multi Sport - P3-7	Multisports	Holyrood
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPH'S KARATE P1-2	Karate	St Augustines
Towerbank Primary School	Active Schools - Towerbank - Musical Theatre Dance - P1-5	Dance	Portobello
Currie High School Sports Facilities	Active Schools - Currie/Balerno Cluster - Parkour (P4-P5)	Parkour	Currie
Currie Primary School	Active Schools - Currie Primary - Circus Skills (P1-P3)	Circus skills	Currie
South Morningside Primary School	Active Schools - South Morningside PS Cricket P5-P7	Cricket	Boroughmuir
Juniper Green Primary School	Active Schools - Juniper Green PS - Athletics	Athletics	Currie
Sighthill Primary School	Active Schools - Sighthill Primary Football P4-P7	Football	WHEC
Sighthill Primary School	Active School - Sighthill Primary Rugby P4-P7	Rugby	WHEC
Clovenstone Primary School	Active Schools - Clovenstone Primary Football P4-P7	Football	WHEC
Clovenstone Primary School	Active Schools - Clovenstone Primary Rugby P4-P7	Rugby	WHEC
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Tennis P1-3	Tennis	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Tennis P4-7	Tennis	Leith Academy
Clermiston Primary School	Active Schools Clermiston Mini Tennis P4-P7	Tennis	The Royal High
Tynecastle High School	ARCHIVE Active Schools - Tynecastle Tanoshii Judo, P1 - P7	Judo	Tynecastle
Gracemount Primary School	Active Schools - Gracemount PS Wednesday Football - P4-P7.	Football	Gracemount
Dalry Primary School	Active Schools - Dalry P4 - P7 Hearts Football Club. Wednesday's after school	Basketball	Tynecastle
Broughton High School Sports Facilities	Active Schools Broughton Cluster Football - The Other Foot P1-7	Football	Broughton
Liberton High School Sports Facilities	Active Schools Liberton Cluster Football P1-P7	Football	Liberton
Niddrie Mill Primary School	Active Schools - Niddrie Mill - Football P3-4	Football	Castlebrae
Newcraighall Primary School	Active Schools - Newcraighall - Football P4-6.	Football	Castlebrae
Parsons Green Primary School	Active Schools - Parsons Green - Musical Theatre - P1-7	Dance	Portobello
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Water Polo - P5-7 (1)	Water Polo	Portobello

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Gracemount Primary School	Active Schools - Gracemount PS Tuesday Dance - P1-P2.	Dance	Gracemount
Broughton High School Sports Facilities	Active Schools - Broughton Cluster Beginners Gymnastics 2	Gymnastics	Broughton
Broughton High School Sports Facilities	Active Schools - Broughton Cluster Advanced Gymnastics	Gymnastics	Broughton
St Catherine's RC Primary School	Active Schools – St Catherine's PS Tuesday Dance @ Valley Park - P4-P7.	Basketball	Gracemount
St Catherine's RC Primary School	Active Schools – St Catherine's PS Wednesday Multi-Sports - P1-P3.	Basketball	Gracemount
Kirkliston Primary School	Active Schools Kirkliston Primary P4-7 Volleyball	Volleyball	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P3-7 Handball	Handball	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P1-3 Mini Volleyball	Volleyball	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P5-7 Football	Football	Queensferry
Queensferry High School Sports Facilities	Active Schools Queensferry Cluster P1-3 Athletics	Athletics	Queensferry
St Margaret's RC Primary	Active Schools St Margaret's PS P1-7 Football	Football	Queensferry
St Ninian's RC Primary	Active Schools - St Ninian's RC - Rugby - P4-7	Rugby	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's RC - Basketball - P3-7	Basketball	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Futsal - P1-4	Football	Holyrood
Gylemuir Primary School	Active Schools Gylemuir Multi Sport P1-2	Football	Forrester
St John Vianney Primary School	Active Schools St John Vianney Mini Kickers P1-P2	Football	Liberton
St John Vianney Primary School	Active Schools St John Vianney Strikers Football P3-P7	Football	Liberton
St John Vianney Primary School	Active Schools St John Vianney Dance P1-P7	Dance	Liberton
St John's RC Primary	Active Schools - St John's RC - Yoga - P1-7	Yoga	Holyrood
Craiglockhart Primary School	Active Schools Craiglockhart Netball, P3 - P7 Wednesday Morning club	Netball	Tynecastle
St Joseph's RC Primary School	Active Schools St Joseph's Karate p3-7	Karate	St Augustines
Bonaly Primary School	Active Schools - Bonaly Primary - P3-7 Funky Dance	Dance	Firhill
Flora Stevenson Primary School	Active Schools Flora Stevenson Dance P1-2	Dance	Broughton
Craiglockhart Primary School	Active Schools - Craiglockhart Primary - P4 - P7 Parkour 4.15pm - 5.15pm	Basketball	Tynecastle
James Gillespie's High School	Active Schools - James Gillespies Cluster Gymnastics P1 - P4	Gymnastics	James Gillespie's

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James Gillespie's High School	Active Schools - James Gillespies Cluster Cricket P4 - P7	Cricket	James Gillespie's
Hillwood Primary School	Active Schools Hillwood P3-P7 Football – Monday lunchtime	Football	Craigmount
Hillwood Primary School	Active Schools Hillwood P1-P3 Multi-sports – Wednesday lunchtimes	Multisports	Craigmount
Hillwood Primary School	Active Schools Hillwood P1-P7 Dance – Thursday lunchtime	Dance	Craigmount
Queensferry High School Sports Facilities	Active Schools Queensferry HS P6-S3 American Football	Football	Queensferry
East Craigs Primary School	Active Schools East Craigs P4-P7 Introduction to Gymnastics – Tuesday	Gymnastics	Craigmount
Forrester High School Sports Facilities	Active Schools Forrester Water Polo P6-7	Water Polo	Forrester
Pilrig Park School	Active Schools Pilrig Park School Street Dance	Dance	
St Peter's RC Primary School	Active Schools – St Peters RC PS, Netball P7 (Girls Only)	Netball	St Thomas of Aquin's
James Gillespie's Primary School	Active Schools - James Gillespie's PS P6-7 Cross-Country Club	Athletics	James Gillespie's
St Thomas of Aquin's RC High School	Active Schools - South East Neighbourhood Baton Twirling and cheerleading Club P1-7	Cheerleading	St Thomas of Aquin's
Niddrie Mill Primary School	Active Schools - Niddrie Mill Football - P5-7	Football	Castlebrae
Niddrie Mill Primary School	Active Schools - Niddrie Mill mini kickers - P1&2	Football	Castlebrae
Craigour Park Primary School	Active Schools – Craigour Park Yoga P1-7	Yoga	Liberton
Liberton High School Sports Facilities	Active Schools Liberton Cluster Basketball P3-7	Basketball	Liberton
Currie High School Sports Facilities	Active Schools - Currie Cluster Judo (P1-P3)	Judo	Currie
Balerno High School Sports Facilities	Active Schools - Balerno Cluster Judo (P1-P3)	Judo	Balerno
Balerno High School Sports Facilities	Active Schools - Balerno Cluster Judo (P4-P7)	Judo	Balerno
St John's RC Primary	Active Schools - St John's RC - Athletics - P6	Athletics	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's RC Leith - Yoga - P4-7	Yoga	Holyrood

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Fox Covert	Active Schools Fox Covert/St Andrew's P2-P3 Lunchtime Multisports - Thursday	Basketball	Craigmount
Clovenstone Primary School	Active Schools - Clovenstone Primary School Sport Life Skills P6 & P7	Basketball	WHEC
Sighthill Primary School	Active Schools - Sighthill Primary Wake Up & Runaround P1-P2	Athletics	WHEC
Canal View Primary School	Active Schools - Canal View Primary School Basketball Club P4 to P7	Basketball	WHEC
Taobh Na Pairce	Active Schools - Taobh - Scottish Country Dancing - C1-2	Dance	Drummond
Taobh Na Pairce	Active Schools - Taobh - Scottish Country Dancing - C3 - C7	Dance	Drummond
Leith Walk Primary School	Active Schools - Leith Walk - Dance - P3-7	Dance	Drummond
Abbeyhill Primary School	Active Schools - Abbeyhill - Gymnastics - P3-7	Gymnastics	Drummond
Victoria Primary School	Active Schools - Victoria Primary - Gymnastics (P4-7)	Gymnastics	Trinity Academy
Parsons Green Primary School	Active Schools - Parsons Green PS - Football - P4-7	Football	Portobello
Blackhall Primary School	Active Schools Blackhall Basketball P1-P3	Basketball	The Royal High
St. Francis' RC Primary School	Active Schools - St Francis RC - Football - P3-4	Football	Holyrood
Dalry Primary School	Active Schools Dalry P1 - P3 Hearts Football Coaching Friday 12.30 - 1.30pm	Basketball	Tynecastle
Corstorphine Primary School	Active Schools Corstorphine P4-7 Basketball - Thursday	Basketball	Craigmount
Canal View Primary School	Active Schools- Canal View Primary School P6-P7 Rugby Club	Rugby	WHEC
Bonaly Primary School	Active Schools - Bonaly Primary - P1-2 Fun Dance	Dance	Firhill
Davidson's Mains Primary	Active Schools Davidson's Mains Basketball P4-P7	Basketball	The Royal High
Clermiston Primary School	Active Schools Clermiston Basketball P6	Basketball	The Royal High
Clermiston Primary School	Active Schools Clermiston Multi Sports P1 - P3	Multisports	The Royal High
Gracemount Primary School	Active Schools - Gracemount PS Tuesday Cheerleading - P4-P7.	Cheerleading	Gracemount
St John's RC Primary	Active Schools - St John's RC - Football - P3-4	Football	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Gymnastics - P1-4	Gymnastics	Holyrood
Tynecastle High School	Active Schools - Tynecastle Cluster Table Tennis Club. Wednesday.	Table Tennis	Tynecastle
Bruntsfield Primary School	Active Schools – Bruntsfield PS Mini Movers P1-P2	Athletics	Boroughmuir

Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Tuesday 16.00) AQU-21	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Friday 13.00)	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Wednesday 16.00) AQU-30	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P7 - Level 3 (Wednesday 16.40) AQU-32	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P7 - Levels 4 & 5 (Friday 1505) AQU-42	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Monday 1600) AQU-13	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P4-P7 - Levels 1, 2 & 3 (Friday 1420) AQU-43	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P7 - Levels ,4 & 5 (Wednesday 1720) AQU-36	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P4-P7 - Levels 1 & 2 (Monday 1640) AQU-16	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Friday 15.50) AQU-46	Basketball	Currie
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P7 - Levels 3, 4 & 5 (Monday 17.15) AQU-48	Basketball	Balerno
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics P1-P3 - Levels 1 & 2 (Friday 14.15) AQU-49	Basketball	Balerno
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P7 - Levels 3, 4 & 5 (Monday 17.20) AQU-20	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P7 - Levels 3, 4 & 5 (Tuesday 1720) AQU-25	Basketball	Currie
Currie High School Sports Facilities	Active Schools - Currie HS - Aquatics P1-P3 - Levels 1 & 2 (Tuesday 1640) AQU-26	Basketball	Currie

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Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P7 - Levels 3,4 & 5 (Friday 16.30) - AQU-58	Basketball	Balerno
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P4-P7 - Levels 1 & 2 (Monday 16.30) AQU-59	Basketball	Balerno
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P7 - Levels 3, 4 & 5 (Friday 17.15) AQU-62	Basketball	Balerno
Ferryhill Primary School	Active Schools Ferryhill Basketball P5-7	Basketball	Broughton
Sighthill Primary School	Active Schools- Sighthill Primary School Circus Skills P4-P6	Circus skills	WHEC
Gracemount Primary School	Active Schools - Gracemount PS Thursday Basic Moves ASN	Basic Moves	Gracemount
Abbeyhill Primary School	Active Schools - Abbeyhill - Dance - P3-7	Dance	Drummond
Flora Stevenson Primary School	Active Schools Flora Stevenson Tuesday Morning Parkour P3-7	Parkour	Broughton
Flora Stevenson Primary School	Active Schools Flora Stevenson Morning Basketball P3-7	Basketball	Broughton
St Catherine's RC Primary School	Active Schools - St Catherine's PS Thursday Gymnastics - P5-P7.	Gymnastics	Gracemount
Abbeyhill Primary School	Active Schools - Abbeyhill - Football - P3-7	Football	Drummond
Broughton High School Sports Facilities	Active Schools Broughton Cluster Table Tennis P5-7	Table Tennis	Broughton
Lomond Park Tennis Club	Active Schools - Trinity Cluster - Tennis (P2-7)	Tennis	Trinity Academy
St. Francis' RC Primary School	Active Schools - St Francis RC - Football - P5-7	Football	Holyrood
St. Francis' RC Primary School	Active Schools - St Francis RC - Mini Kickers - P1-2	Football	Holyrood
St John's RC Primary	Active Schools - St John's RC - Gymnastics - P1-5	Gymnastics	Holyrood
St David's RC Primary School	ST DAVID'S RC FRIDAY RUNNING CLUB P1-7	Athletics	St Augustines
St Peter's RC Primary School	Active Schools – St Peters RC Primary P5-7 Athletics club (Before school)	Basketball	St Thomas of Aquin's
Leith Walk Primary School	Active Schools - Leith Walk - Introduction to Parkour P1 - P2	Parkour	Drummond
Leith Walk Primary School	Active Schools - Leith Walk - Parkour - P3 - P7	Parkour	Drummond
James Gillespie's High School	Active Schools - South East Neighbourhood - Judo P1-P2	Judo	James Gillespie's
James Gillespie's High School	Active Schools - James Gillespies Cluster Parkour P7	Parkour	James Gillespie's

Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P4-P7 - Levels 1 & 2 (Friday 15.45) AQU-56	Basketball	Balerno
Royal High School Sports Facilities	Active Schools Royal High Cluster - Athletics P1-P2 (Block 2)	Athletics	The Royal High
Royal High School Sports Facilities	Active Schools Royal High Cluster Water Polo P5-P7	Water Polo	The Royal High
Royal High School Sports Facilities	Active Schools Royal High Cluster Badminton P4-P7	Badminton	The Royal High
Clermiston Primary School	Active Schools Clermiston Rugby P1-P3	Rugby	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Basketball P1-P3	Basketball	The Royal High
Kirkliston Primary School	Active Schools Kirkliston Primary P5-7 Athletics	Athletics	Queensferry
Clermiston Primary School	Active Schools Clermiston Table Tennis P4-P7	Tennis	The Royal High
Carrick Knowe Primary School	Active Schools Carrick Knowe Multi Sport p1-2	Multisports	Forrester
Clovenstone Primary School	Active Schools - Clovenstone Primary School Circus Skills for P3 to P6	Basketball	WHEC
James Gillespie's High School	Active Schools - James Gillespies Cluster Parkour P4 - P5	Parkour	James Gillespie's
Royal High School Sports Facilities	Active Schools Royal High Cluster - Tennis P4-P7 Barnton Park	Tennis	The Royal High
Dalry Primary School	Active Schools - Dalry breakdance/hip hop Dance mix P4- P7	Dance	Tynecastle
Pentland Primary School	Active Schools - Pentland Primary P4-7 Musical Theatre and Dance	Dance	Firhill
Bruntsfield Primary School	Active Schools – Bruntsfield PS Girls Rugby P5-P7	Rugby	Boroughmuir
Buckstone Primary School	Active Schools - Buckstone PS Girls Rugby P5-P7	Rugby	Boroughmuir
Davidson's Mains Primary	Active Schools Davidson's Mains P4-P7 Fun Fitness	Fitness	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains Fun Fitness P1-P3	Fitness	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains P4-P7 Street Dance	Dance	The Royal High
Davidson's Mains Primary	Active Schools Davidson's Mains P1-P3 Street Dance	Dance	The Royal High
Bangholm Outdoor Centre	Active Schools - Trinity Cluster - BATs Rugby (P6-7)	Rugby	Trinity Academy
Wardie Primary School	Active Schools - Wardie - BATs Rugby (P6-7)	Rugby	Trinity Academy
Trinity Primary School	Active Schools - Trinity Primary - Running Club (P5-7)	Athletics	Trinity Academy
Wardie Primary School	Active Schools - Wardie - Dance (P4-7)	Dance	Trinity Academy
St John Vianney Primary School	Active Schools - St John Vianney Basketball P4 - P7	Basketball	Liberton

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Royal High Primary School	Active Schools - Royal High PS - Football - P4-7	Football	Portobello
St John Vianney Primary School	Active Schools - St John Vianney Acro-Gymnastics P1-P7	Gymnastics	Liberton
Towerbank Primary School	Active Schools - Towerbank - Dance/Cheer - P4-7	Cheerleading	Portobello
Royal High School Sports Facilities	Active Schools Goalball Sessions Blackhall Primary	Goalball	The Royal High
Royal High School Sports Facilities	Active Schools Royal High Cluster Basketball - P4-P7	Basketball	The Royal High
Blackhall Primary School	Active Schools Blackhall - Netball P7	Netball	The Royal High
St John's RC Primary	Active Schools - St John's RC - Netball - P3-7	Netball	Holyrood
St John's RC Primary	Active Schools - St John's RC - Athletics - P3-5	Athletics	Holyrood
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Gymnastics - P1-2	Gymnastics	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Parkour - P4-7	Parkour	Holyrood
St John's RC Primary	Active Schools - St John's RC - Football - P5-7	Football	Holyrood
St Ninian's RC Primary	Active Schools - St Ninian's RC - Football - P1-3	Football	Holyrood
Niddrie Mill Primary School	Active Schools - Niddrie Mill / St Francis - Gymnastics - P3-6 - Tue	Gymnastics	Castlebrae
St. Francis' RC Primary School	Active Schools - St Francis RC - Multi Sport - P1-2	Multisports	Holyrood
St. Francis' RC Primary School	Active Schools - St Francis RC / Niddrie Mill - Yoga - P3-7	Yoga	Holyrood
Carrick Knowe Primary School	Active Schools Carrick Knowe Badminton/ Tennis P3-7	Badminton	Forrester
Carrick Knowe Primary School	Active Schools Carrick Knowe Karate P1-2	Karate	Forrester
Victoria Primary School	Active Schools - Victoria Primary - Badminton (P4-7)	Badminton	Trinity Academy
Gracemount Primary School	Active Schools - Gracemount PS Thursday Dodgeball - P4-P7.	Dodgeball	Gracemount
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P3 - Levels 1 & 2 (Thursday 16.30) AQU-76	Swimming	Balerno
Abbeyhill Primary School	Active Schools - Abbeyhill - Judo - P3 - 7	Judo	Drummond

Abbeyhill Primary School	Active Schools - Abbeyhill - Multi Skills - P3-7	Multi skills	Drummond
Fox Covert	Active Schools Fox Covert St Andrews's P2-P3 Lunchtime Circus Skills – Monday	Basketball	Craigmount
Boroughmuir High School Sports Facilities	Active Schools - Boroughmuir Cluster Volleyball P4-P7	Volleyball	Boroughmuir
Taobh Na Pairce	Active Schools - Taobh - Yoga - C1-2	Yoga	Drummond
Taobh Na Pairce	Active Schools - Taobh - Yoga - C3-7	Yoga	Drummond
Pirniehall Primary School	Active Schools - Pirniehall Primary - Dance P3+4	Dance	Craigroyston
Pirniehall Primary School	Active Schools - Pirniehall Primary - Dance - P5-7	Dance	Craigroyston
Craigroyston Primary School	Active Schools - Craigroyston Primary - Funky Fitness P1+2	Fitness	Craigroyston
Craigroyston Primary School	Active Schools - Craigroyston Primary - Funky Fitness - P3-7	Fitness	Craigroyston
Forthview Primary School	Active Schools - Forthview Primary - P1-4 FUNKY FITNESS	Fitness	Craigroyston
Forthview Primary School	Active Schools - Forthview Primary - FUNKY FITNESS P5-7	Fitness	Craigroyston
Canal View Primary School	Active Schools - Canal View Primary Wake Up and Get Active P1-P2	Basketball	WHEC
Flora Stevenson Primary School	Active Schools Flora Stevenson Yoga P3-7	Yoga	Broughton
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 1/2 P4-7 (Thursday 1610)	Basketball	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 1/2 P1-3 (Friday 1315)	Basketball	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 1/2 P4-7 (Friday 1355)	Basketball	Leith Academy
Broughton High School Sports Facilities	Active Schools - Broughton Cluster Intermediate Gymnastics 2	Gymnastics	Broughton
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 3/4/5 P1-7 (Friday 1435)	Basketball	Leith Academy
Broughton High School Sports Facilities	Active Schools - Broughton Cluster Beginners Gymnastics 1	Gymnastics	Broughton
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 3/4/5 P1-7 (Friday 1515)	Basketball	Leith Academy
Leith Academy Sports Facilities	Active Schools - Leith Academy - Aquatics Level 1/2 P1-3 (Thursday 1530)	Basketball	Leith Academy
Broughton High School Sports Facilities	Active Schools Broughton Cluster P6-7 Rugby	Rugby	Broughton
Woodlands School	Active Schools Woodlands School Athletics	Athletics	
Woodlands School	Active Schools Woodlands School Boccia	Boccia	
Woodlands School	Active Schools Woodlands School Spartans Football	Football	

Firrhill High School Sports Facilities	Active Schools - Firrhill Cluster - P4-7 Badminton Club	Badminton	Firhill
Woodlands School	Active Schools Woodlands School Football Jnr & Snr	Football	
Woodlands School	Active Schools Woodlands Glee Club	Dance	
Pilrig Park School	Active Schools Pilrig Park Lunchtime Walking	Walking	
Pilrig Park School	Active Schools Pilrig Park Fun Football	Football	
Pilrig Park School	Active Schools Pilrig Park Glee Club	Dance	
Pilrig Park School	Active Schools Pilrig Park Running	Running	
Kaimes School	Active Schools Kaimes Girls Activity Club	Multisports	
James Gillespie's High School	Active Schools - James Gillespies Cluster Table Tennis P4 - P7	Tennis	James Gillespie's
Rowanfield School	Active Schools Rowanfield Football	Football	
St David's RC Primary School	Active Schools St David's Active Schools Multi -Sports and Games	Multisports	St Augustines
St David's RC Primary School	Active Schools St David's Netball p5-7	Netball	St Augustines
Cramond Primary School	Active Schools Cramond Multi-Sports P1	Multisports	The Royal High
Cramond Primary School	Active Schools Cramond Netball P7	Netball	The Royal High
Cramond Primary School	Active Schools Cramond Multi Sports P3	Multisports	The Royal High
Cramond Primary School	Active Schools Cramond Girls Table Tennis	Table Tennis	The Royal High
Cramond Primary School	Active Schools Cramond Netball P6	Netball	The Royal High
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Girls-Only Football (Hibs FC) - P1-7	Basketball	Leith Academy
Preston Street Primary School	Active Schools - Preston Street Volleyball Mini-skills P1 - P3	Volleyball	James Gillespie's
Preston Street Primary School	Active Schools - Preston Street Volleyball P4 - P7	Volleyball	James Gillespie's
James Gillespie's High School	Active Schools - James Gillespies Cluster Volleyball P4 - P7	Volleyball	James Gillespie's
Sciennes Primary School	Active Schools - Sciennes Water Polo P4-P7	Water Polo	James Gillespie's
Gracemount High School	AS Gracemount/St Catherine's Primary Basketball Cluster Club - P5-P7.	Basketball	
Balgreen Primary School	Active Schools - Balgreen Hearts Football club P1 - P2	Football	Tynecastle

School/Facility	Activity	Sport	Location
Clovenstone Primary School	Active Scools - Clovenstone Glee Club Musical Song & Dance for P4 to P7s	Basketball	WHEC
Balgreen Primary School	Active Schools - Balgreen Breakdance/Hip Hop. Tuesdays after school	Dance	Tynecastle
Balgreen Primary School	Active Schools - Balgreen Hearts Football Coaching P3 - P4	Football	Tynecastle
Sciennes Primary School	Active Schools - Sciennes Athletics P5-P7	Athletics	James Gillespie's
Balerno High School Sports Facilities	Active Schools - Balerno Cluster - Girls Football (P4-P7)	Football	Balerno
Balgreen Primary School	Active Schools - Balgreen Cheerleading Tuesdays 4.20pm - 5.20pm	Cheerleading	Tynecastle
Balgreen Primary School	Active Schools - Balgreen P2 - P4 Basketball	Basketball	Tynecastle
Juniper Green Primary School	Active Schools - Juniper Green - Street Dance P4-7	Dance	Currie
Pilrig Park School	Active Schools Pilrig Park Spartans Football	Football	
Juniper Green Primary School	Active Schools - Juniper Green PS - Running	Athletics	Currie
Craiglockhart Leisure Centre	Active Schools - Cluster Tennis P6 & P7	Tennis	Boroughmuir
Kirkliston Primary School	Active Schools Kirkliston Primary P5-7 Run Club	Athletics	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P3-4 Football	Football	Queensferry
Royal Mile Primary School	Active Schools - Royal Mile - Football (P6-P7)	Football	James Gillespie's
Crags Sport Centre	Active Schools - Royal Mile - Basketball (P6-P7)	Basketball	
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P3 - Levels 1 & 2 (Friday 3pm) AQU-81	Basketball	Balerno
Bruntsfield Primary School	Active Schools – Bruntsfield PS Multi-Sports P3-P5	Multisports	Boroughmuir
Niddrie Mill Primary School	Active Schools - Niddrie Mill - Dance - P3-7	Dance	Castlebrae
Fox Covert	Active Schools Fox Covert/St Andrew's P4-P6 Multi-sports – Monday	Basketball	Craigmount
St Ninian's RC Primary	Active Schools - St Ninian's RC - Basketball - P4-7	Basketball	Holyrood
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Water Polo - P5-7 (2)	Water Polo	Portobello
Niddrie Mill Primary School	Active Schools - Niddrie Mill & St Francis - Basketball - P3-7	Basketball	Castlebrae
Clermiston Primary School	Active Schools Clermiston Girls Rugby P4-P7	Rugby	The Royal High
Pilrig Park School	Active Schools Pilrig Park Options Dance	Dance	
Pilrig Park School	Active Schools Pilrig Park Lunchtime Football	Football	
Kaimes School	Active Schools Kaimes Glee	Dance	

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Kaimes School	Active Schools Kaimes Ski-ing	Skiing	
St Crispin's School	Active Schools St Crispins Yoga	Yoga	
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Basketball - P3-7	Basketball	Holyrood
Holy Rood High School Sports Facilities	ARCHIVE Active Schools - Holy Rood Cluster Judo - P3-7	Judo	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster Girls Football - P3-7	Football	Holyrood
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster American Football - P5-S3	Football	Holyrood
St David's RC Primary School	Active Schools St David's Karate p1-2	Karate	St Augustines
James Gillespie's High School	Active Schools - James Gillespies Cluster - Girls' Tennis P4 - P7	Tennis	James Gillespie's
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P3 - Levels 1 & 2 (Monday 1545) AQU-84	Basketball	Balerno
St Joseph's RC Primary School	Active Schools St Joseph's Rise and Shine Breakfast Sports Club P3-7	Multisports	St Augustines
Carrick Knowe Primary School	Active Schools Carrick Knowe P3-7 Athletics	Athletics	Forrester
Flora Stevenson Primary School	Active Schools Flora Stevenson Badminton P5-7	Badminton	Broughton
Ferryhill Primary School	Active Schools Ferryhill Tennis P1-2	Tennis	Broughton
St. Francis' RC Primary School	Active Schools - St Francis - Run, Jump, Throw - P1	Athletics	Holyrood
St John Vianney Primary School	Active Schools St John Vianney Breakfast Judo Club P1-7	Judo	Liberton
Canal View Primary School	Active Schools - Canal View Primary School Sport Life Skills P6 & P7	Basketball	WHEC
Canal View Primary School	Active Schools - Canal View Primary School Football Skills for P4 & P5	Football	WHEC
Pirniehall Primary School	Active Schools Pirniehall Primary Mon 3.05pm Fitness P3-7	Fitness	Craigroyston
Currie High School Sports Facilities	Active Schools - Currie/Balerno Cluster - Parkour (P6-P7)	Parkour	Currie
Craigmillar Park Golf Club	Active Schools - Boroughmuir Cluster Golf P5-P7: Session 1	Golf	Boroughmuir
Craigmillar Park Golf Club	Active Schools - Boroughmuir Cluster Golf P5-P7: Session 2	Golf	Boroughmuir
Trinity Primary School	Active Schools - Trinity Primary - Athletics (P3-5)	Athletics	Trinity Academy
Wardie Primary School	Active Schools - Wardie - Athletics (P5-7)	Athletics	Trinity Academy

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Rowanfield School	Football After school Spartans Rowanfield	Football	
Gorgie Mills	Active Schools Gorgiemills Relaxation	Relaxation	
Gorgie Mills	Active Schools Gorgiemills Basketball	Basketball	
Gorgie Mills	Active Schools Gorgiemills Fitness	Fitness	
Gracemount Primary School	Active Schools - Gracemount PS Monday Parkour - P6-P7.	Parkour	Gracemount
Tynecastle High School	Active Schools Balgreen Primary School Girls Football P3 - P7	Football	Tynecastle
Balgreen Primary School	Active Schools Balgreen Primary Basketball P3 - P7	Basketball	Tynecastle
Dalry Primary School	Active Schools Dalry Circus Skills P3 - P7 Tuesday 3.20pm - 4.20pm	Basketball	Tynecastle
Brunstane Primary School	Active Schools - Brunstane PS - Tennis - P4-7	Tennis	Portobello
Parsons Green Primary School	Active Schools - Parsons Green PS - Mini Kickers - P1-3	Football	Portobello
Duddingston Primary School	Active Schools - Duddingston - Football - P4-7	Football	Portobello
Duddingston Primary School	Active Schools - Duddingston - Musical Theatre - P1-7	Dance	Portobello
Royal High School Sports Facilities	Active Schools - Royal HS - Friday Level 3-5 (P1-P7) AQU-602 1.40pm	Basketball	The Royal High
Royal High School Sports Facilities	Active Schools - Royal HS - Friday Level 3-5 (P1-P7) AQU-606 2.20pm	Basketball	The Royal High
Royal High School Sports Facilities	Active Schools - Royal HS - Friday Level 1-2 (P1-P3) AQU-603 1pm	Basketball	The Royal High
Forthview Primary School	Active Schools - Forthview Primary - Monday lunch Basketball - P5-7	Basketball	Craigroyston
Balgreen Primary School	Active Schools Balgreen P1 - P2 Multi skills club, Thursdays 4.20pm - 5.00pm	Basketball	Tynecastle
St. Francis' RC Primary School	Active Schools - St Francis / Niddrie Mill - Gymnastics - P3-6 - Wed	Gymnastics	Holyrood
Gracemount Primary School	Active Schools - Gracemount PS - Football P5-P7	Football	Gracemount
St David's RC Primary School	ACTIVE SCHOOLS Girls Multi Sports Club St David's	Multisports	St Augustines
Balerno High School Sports Facilities	Active Schools - Balerno and Currie Cluster - Girls and Boys Rugby (P4-P7)	Basketball	Balerno
Prospectbank School	Active Schools Prospectbank Football	Football	
Pilrig Park School	Active Schools Pilrig Park Relaxation	Relaxation	
Forrester High School Sports Facilities	Forrester HS Teams	Football	Forrester

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School	Activity	Sport	Cluster
Prospectbank School	Active Schools Prospect Bank Yoga 1	Yoga	
Gorgie Mills	Active Schools Gorgiemills Football	Football	
Niddrie Mill Primary School	Active Schools - Niddrie Mill Netball P5-7	Netball	Castlebrae
St John's RC Primary	ARCHIVE - Active Schools - St John's RC - Skiing Block 1 - P6	Skiing	Holyrood
Castleview Primary School	Active Schools - Castleview football club for P5,6 & 7 pupils	Football	Castlebrae
Castleview Primary School	Active Schools - Castleview - Netball P5-7	Netball	Castlebrae
Niddrie Mill Primary School	Active Schools - Niddrie Mill / St Francis P4-7 - Parkour	Parkour	Castlebrae
Gilmerton Primary School	Active Schools - Gilmerton Lunchtime Parkour P4-P7	Parkour	Liberton
Gilmerton Primary School	Active Schools - Gilmerton Lunchtime Judo P1-7	Judo	Liberton
James Gillespie's High School	Active Schools - James Gillespies Cluster Jiu Jitsu P5 - P7	Jiu jitsu	James Gillespie's
Canal View Primary School	Active Schools - Canal View Primary School Table Tennis Club P5 to P7	Basketball	WHEC
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Beginner P1-3 (Levels 1 and 2) Fri 1pm - 1.40pm	Basketball	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Beginner P1-3 Levels 1 and 2) Friday 1.40-2.20pm	Basketball	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Beginner P4-7 (Levels 1 and 2) Fri 2.20pm-3pm	Basketball	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Improver P1-7 (Levels 3-5) Fri 3-3.40pm	Basketball	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Girls Swimming - P4-7 (Level 1-5)	Swimming	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Beginner P1-3 (Levels 1 and 2) Thur 425-505pm	Basketball	Forrester
Forrester High School Sports Facilities	Active Schools Forr/St Aug Cluster Swimming - Beginner P4-7 (Levels 1 and 2) Thur 5.05-5.45pm	Basketball	Forrester
Trinity Primary School	Active Schools - Trinity Primary - Parkour (P4-7)	Parkour	Trinity Academy
Wardie Primary School	Active Schools - Wardie - Parkour (P4-5)	Parkour	Trinity Academy
Juniper Green Primary School	Active Schools - Juniper Green - Judo (P2-P7)	Judo	Currie
Juniper Green Primary School	Active Schools - Juniper Green - Basketball (P5-P7)	Basketball	Currie
Nether Currie Primary	Active Schools - Nether Currie PS - Street Dance (P4-P7)	Dance	Currie
St David's RC Primary School	Active Schools St David's Dance P3-7	Dance	St Augustines

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Forrester High School Sports Facilities	Active Schools Forrester Yoga P4-7 (515-6pm)	Yoga	Forrester
St David's RC Primary School	Active Schools St David's Karate p3-7	Karate	St Augustines
St Joseph's RC Primary School	Active Schools Netball St Joseph's p4-7	Netball	St Augustines
Kirkliston Primary School	Active Schools Kirkliston Primary P1-4 Basketball	Basketball	Queensferry
Kirkliston Primary School	Active Schools Kirkliston Primary P2-4 Athletics	Athletics	Queensferry
Ferryhill Primary School	Active Schools - Ferryhill Lunchtime Gymnastics P1-2	Gymnastics	Broughton
Ferryhill Primary School	Active Schools - Ferryhill Lunchtime Gymnastics P3-7	Gymnastics	Broughton
Queensferry High School Sports Facilities	Active Schools Queensferry High S1-3 Basketball	Basketball	Queensferry
Craigroyston Primary School	Active Schools - Craigroyston Primary - FRIDAY PARKOUR - P5-7	Parkour	Craigroyston
Pirniehall Primary School	'Active Schools - Pirniehall FRIDAY PARKOUR P5-7	Parkour	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR - P1-3 TUESDAY 3.40PM	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR P4-7 TUES 4.20pm	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVELS 3-5 FOR P1-7 TUES 5pm	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR P1-3- WEDNESDAY 3.40PM	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR P4-7- WEDNESDAY 4.20PM	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL 3-5 FOR P1-7- WEDNESDAY 5PM	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR P1-3- THURSDAY 3.40PM	Swimming	Craigroyston
Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL1+2 FOR P4-7- THURSDAY 4.20PM	Swimming	Craigroyston

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Craigroyston High School Sports Facilities	Active Schools - Craigroyston SWIMMING - LEVEL 3-5 for P1-7- THURSDAY 5PM	Swimming	Craigroyston
Murrayburn Primary School	Active Schools Murrayburn Fun Fitness Activities Club p3-7	Fitness	Forrester
James Gillespie's Primary School	Active Schools - JGPS - Basketball (P4-P5)	Basketball	James Gillespie's
James Gillespie's Primary School	Active Schools - JGPS Monday Street Dance	Dance	James Gillespie's
Royal Mile Primary School	Active Schools - Royal Mile Primary - Yoga (P3-P5)	Yoga	James Gillespie's
Tollcross Primary School	Active Schools - Tollcross - Basketball (P3-P7)	Basketball	James Gillespie's
Sciennes Primary School	Active Schools - Sciennes - Girls' Basketball Team (P6-P7)	Basketball	James Gillespie's
Gylemuir Primary School	Active Schools Gylemuir Fun Fitness Activities p3-7	Fitness	Forrester
Gylemuir Primary School	Active Schools Gylemuir Multi Skills P1-2	Multi skills	Forrester
St Augustine's High School	Active schools Athletics St Augustine's Cluster	Athletics	St Augustines
Broughton Primary School	Active Schools - Broughton Basketball - P4-7	Basketball	Drummond
Merchiston Tennis Club	Active Schools - Boroughmuir High School Tennis - S2 and above (all abilities)	Basketball	Boroughmuir
Merchiston Tennis Club	Active Schools - Boroughmuir High School Tennis - S1	Tennis	Boroughmuir
Merchiston Tennis Club	Active Schools - Boroughmuir High School Tennis - S2 and above (improvers)	Tennis	Boroughmuir
Royal Mile Primary School	Active Schools - Royal Mile - Parkour P4 - P7	Parkour	James Gillespie's
Tollcross Primary School	Active Schools - Tollcross - Touch Rugby (P4-P7)	Rugby	James Gillespie's
Royal Mile Primary School	Active Schools - Royal Mile - Basketball (P4-P5)	Basketball	James Gillespie's
Fox Covert	Active Schools Fox Covert/St Andrew's P5-P7 Introduction to Golf – Monday	Golf	Craigmount
Redhall School	Active Schools Redhall Football 1	Football	
Redhall School	Active Schools Redhall Football 2	Football	
Redhall School	Active Schools Redhall Football	Football	
Cramond Primary School	Active Schools Cramond - Sports Games P1-P2	Multisports	The Royal High
Cramond Primary School	Active Schools Cramond - Hockey P7	Hockey	The Royal High
Roseburn Primary School	Active Schools Roseburn P5-P7 Netball - Monday	Netball	Craigmount
Roseburn Primary School	Active Schools Roseburn P1-2 Lunchtime Football - Thursday	Football	Craigmount
Roseburn Primary School	Active Schools Roseburn P2-P3 Dance - Friday	Dance	Craigmount
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - P4 Football Training	Football	Holyrood
Stockbridge Primary	Active Schools Stockbridge Urban Dance P3-7	Dance	Broughton

Buckstone Primary School	Active Schools - Buckstone PS Yoga P1-P2	Yoga	Boroughmuir
South Morningside Primary School	Active Schools - South Morningside PS Yoga P3-P4	Yoga	Boroughmuir
Kaimes School	Active Schools Kaimes Boccia	Boccia	
Queensferry Primary School	Active Schools Queensferry Primary P3-7 Street Dance	Dance	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P1-2 Street Dance	Dance	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P3-4 Multi Sports	Multisports	Queensferry
Fox Covert	Active Schools Fox Covert/St Andrew's P2-P4 Outdoor Football -BLOCK 2- Wednesday	Football	Craigmount
Roseburn Primary School	Active Schools Roseburn P4-P7 lunchtime Modern Dance - Wednesday	Dance	Craigmount
Castleview Primary School	Active Schools - Castleview - Hockey P3&4	Hockey	Castlebrae
Queensferry Primary School	Active Schools Queensferry Primary P4-7 Volleyball	Volleyball	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P4-7 Basketball & Hockey	Basketball	Queensferry
Stockbridge Primary	Active Schools Stockbridge P1-3 Tennis	Tennis	Broughton
Stockbridge Primary	Active Schools Stockbridge P4-7 Tennis	Tennis	Broughton
Pentland Primary School	Active Schools - Pentland Primary - P1-3 Tennis	Tennis	Firhill
Clermiston Primary School	Active Schools Clermiston Mini Kickers - P1-P3	Football	The Royal High
St John's RC Primary	Active Schools - St John's - NBA Basketball Team - P6	Basketball	Holyrood
Roseburn Primary School	Active Schools Roseburn P3-P7 Circus Skills - Wednesday	Circus skills	Craigmount
St Catherine's RC Primary School	Active Schools - St Catherine's PS Friday Football - P4-P7.	Football	Gracemount
Clermiston Primary School	Active Schools Clermiston Girls Football P4-P7	Football	The Royal High
Stockbridge Primary	Active Schools Stockbridge Parkour P3-7	Parkour	Broughton
St John's RC Primary	Active Schools - St John's RC - Skiing Intermediate - P6	Skiing	Holyrood
Clovenstone Primary School	Active Schools - Clovenstone Mini Glee Club P1 to P3	Dance	WHEC
Abbeyhill Primary School	Active Schools - Abbeyhill - Parkour - P4-7	Parkour	Drummond
Queensferry Primary School	Active Schools Queensferry Primary P1-4 Multi Sports	Multisports	Queensferry
Queensferry Primary School	Active Schools Queensferry Primary P4-7 Handball	Handball	Queensferry

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Sighthill Primary School	Active Schools - Sighthill Cheerleading Club P4 to P6	Cheerleading	WHEC
Clovenstone Primary School	Active Schools - Clovenstone PS Girls Get Active P5 to P7	Multisports	WHEC
Tynecastle High School Sports Facilities	Active Schools Tynecastle High School S1 - S2 GIRLS Hockey club	Hockey	Tynecastle
Balerno High School Sports Facilities	Active Schools - Balerno HS - Aquatics - P1-P7 - Levels 3, 4 & 5 (Monday 4.30pm) AQU-85	Basketball	Balerno
Flora Stevenson Primary School	Active Schools Flora Stevenson Monday Morning Parkour P3-7	Parkour	Broughton
St John Vianney Primary School	Active Schools St John Vianney Breakfast Parkour Club P3-P7	Parkour	Liberton
Drummond High School Sports Facilities	Active Schools - Drummond Community High School Football Membership	Football	Drummond
St Thomas of Aquin's RC High School	Basketball S4-6 Boys	Basketball	
St Thomas of Aquin's RC High School	Football drop in S1-6	Football	
St Thomas of Aquin's RC High School	Basketball S2 and S3 Girls	Basketball	
St Thomas of Aquin's RC High School	Softball S1-6	Athletics	
St Thomas of Aquin's RC High School	Basketball S1 boys and Girls	Basketball	
St Thomas of Aquin's RC High School	Dance S1-6	Athletics	
St Thomas of Aquin's RC High School	Multi Skills ASN S1-6	Multisports	
St Thomas of Aquin's RC High School	Basketball S2 and S3 Boys	Basketball	
St Thomas of Aquin's RC High School	Volleyball S1-6	Athletics	

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St Thomas of Aquin's RC High School	Netball S1-6 Girls	Netball
St Thomas of Aquin's RC High School	Hockey S1-6 (girls and boys)	Hockey
St Thomas of Aquin's RC High School	Rugby Boys U16s	Rugby
St Thomas of Aquin's RC High School	Jogging S1-6	Athletics
St Thomas of Aquin's RC High School	Basketball S4-6 Girls	Basketball
St Thomas of Aquin's RC High School	Badminton S1-6 (girls and boys)	Badminton
St Thomas of Aquin's RC High School	U16 Football Team Boys	Football
Trinity Academy Sports Facilities	Hockey Boys S1-6	Hockey
Trinity Academy Sports Facilities	Running Club	Athletics
Trinity Academy Sports Facilities	Hockey Girls S3	Hockey
Trinity Academy Sports Facilities	Hockey Girls S2	Hockey
Trinity Academy Sports Facilities	Rugby Boys S3	Rugby
Trinity Academy Sports Facilities	Rugby Boys S2	Rugby
Trinity Academy Sports Facilities	Rugby Boys S1	Rugby
Trinity Academy Sports Facilities	Basketball S4-6	Basketball
Trinity Academy Sports Facilities	Rugby Boys U 18s	Rugby
Trinity Academy Sports Facilities	Rugby Boys U16s	Rugby
Trinity Academy Sports Facilities	Girls Football S1-3	Football
Trinity Academy Sports Facilities	Hockey Girls S4-6	Hockey
Trinity Academy Sports Facilities	Football S1-2	Football
Trinity Academy Sports Facilities	Football S3	Football
Trinity Academy Sports Facilities	Hockey Girls S1	Hockey
Trinity Academy Sports Facilities	Badminton	Badminton

Trinity Academy Sports Facilities	Dance S4-6	Dance
Trinity Academy Sports Facilities	Basketball Juniors S1-S3	Basketball
Trinity Academy Sports Facilities	Volleyball	Volleyball
Trinity Academy Sports Facilities	Dance S1-3	Dance
Trinity Academy Sports Facilities	Cricket	Cricket
Broughton High School Sports Facilities	Football S2 Team	Football
Broughton High School Sports Facilities	Dance S1 - S3	Dance
Broughton High School Sports Facilities	Table Tennis	Tennis
Broughton High School Sports Facilities	Boys Football S1	Football
Broughton High School Sports Facilities	Girls Football S1-S6	Football
Broughton High School Sports Facilities	Rugby	Rugby
Broughton High School Sports Facilities	Netball S1-6 Girls	Netball
Broughton High School Sports Facilities	S1 Sport Club	Multisports
Broughton High School Sports Facilities	Football S3 Team	Football
Broughton High School Sports Facilities	Parkour	Parkour
Broughton High School Sports Facilities	Gymnastics S1-6	Gymnastics
Broughton High School Sports Facilities	Fitness	Fitness
Broughton High School Sports Facilities	Basketball S3-6	Basketball

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Broughton High School Sports Facilities	Gymnastics Advanced	Gymnastics
Broughton High School Sports Facilities	Football Senior Team	Football
Broughton High School Sports Facilities	Football S4	Football
Broughton High School Sports Facilities	Hockey S1-6	Hockey
Broughton High School Sports Facilities	Gymnastics Competition Vault	Gymnastics
Broughton High School Sports Facilities	Badminton S1-6	Badminton
Broughton High School Sports Facilities	Swimming - Team	Swimming
Royal High School	Girls Football S1-S6	Football
Royal High School	Basketball S4-6	Basketball
Royal High School	Rugby Girls S1-6	Rugby
Royal High School	Basketball S1-S3	Basketball
Royal High School	Rugby S1-6	Rugby
Royal High School	Netball S1-S2	Netball
Royal High School	Football Games S1	Football
Royal High School	Football Games S2-S3	Football
Royal High School	Netball S3-S6	Netball
Royal High School	Swimming S1-S6	Swimming
Royal High School	Badminton S1-3	Badminton
Royal High School	Badminton S4-S6	Badminton
Royal High School	Volleyball S1-6	Volleyball
Royal High School	Hockey S1-6	Hockey
Royal High School	Triathlon S1-S6	Triathlon

Royal High School	Fencing S1-6	Fencing
Royal High School	Water Polo S1-S6	Water Polo
Royal High School	Cricket S1-S6	Cricket
Royal High School	Athletics S1-S6	Athletics
Royal High School	Tennis S1-S6	Tennis
St Augustine's High School	Girls Swimming S1-6	Swimming
St Augustine's High School	Basketball S4-6	Basketball
St Augustine's High School	Fitness	Fitness
St Augustine's High School	Badminton S1-6 (girls and boys)	Badminton
St Augustine's High School	Junior Football	Football
St Augustine's High School	Netball S1-6 Girls	Netball
St Augustine's High School	Cheerleading S1-6	Cheerleading
St Augustine's High School	Dance	Dance
St Augustine's High School	Girls Football S1-3	Football
St Augustine's High School	Basketball Juniors S1-S3	Basketball
St Augustine's High School	Boys Swimming S1-6	Swimming
St Augustine's High School	Athletics S1-S6	Athletics
St Augustine's High School	Dance Monday lunch	Dance
Tynecastle	Football S1-2	Football
Tynecastle	Dance S3	Dance
Tynecastle	Dance S2	Dance
Tynecastle	Volleyball	Volleyball
Tynecastle	Girls Rugby	Rugby
Tynecastle	Dance S4 - S6	Dance
Tynecastle	Badminton S1-3	Badminton
Tynecastle	Table tennis S1 – S3 Wed after school	Table Tennis

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Tynecastle	Boys Rugby S1-S6	Rugby
Tynecastle	Table Tennis S4 – S6 Wed after school	Table Tennis
Tynecastle	Highland Dance	Dance
Tynecastle	Girls Football	Football
Tynecastle	Dance S1	Dance
Tynecastle	Netball S1-S6	Netball
Tynecastle	Football S4	Football
Tynecastle	Dance Monday lunch	Dance
Tynecastle	Running Club	Athletics
Tynecastle	S1 - S3 Monday Strength and Conditioning	Fitness
Tynecastle	Fitness S1-S6	Fitness
Tynecastle	S4 - S6 Tuesday Strength and Conditioning	Fitness
Tynecastle	Hockey	Hockey
Forrester High School Sports Facilities	Cheerleading S1-6	Cheerleading
Forrester High School Sports Facilities	Girls Football S1-3	Football
Forrester High School Sports Facilities	Dance S1-6	Dance
Forrester High School Sports Facilities	Water Polo S1-S6	Water Polo
Forrester High School Sports Facilities	Basketball S1-6	Basketball
Forrester High School Sports Facilities	Boys Swimming S1-6	Swimming
Forrester High School Sports Facilities	Football S2	Football
Forrester High School Sports Facilities	Volleyball S4-6	Volleyball

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Forrester High School Sports Facilities	Girls Swimming S1-6	Swimming
Forrester High School Sports Facilities	Girls Fitness	Fitness
Forrester High School Sports Facilities	Table Tennis	Tennis
Forrester High School Sports Facilities	Girls Judo S1-6	Judo
Portobello High School Sports Facilities	Netball S2-5	Netball
Portobello High School Sports Facilities	Dance S1	Dance
Portobello High School Sports Facilities	Basketball S1 Girls	Basketball
Portobello High School Sports Facilities	Running Club	Athletics
Portobello High School Sports Facilities	Football S3 Team	Football
Portobello High School Sports Facilities	Clubbercise S1-3	Dance
Portobello High School Sports Facilities	Swimming S1-3	Swimming
Portobello High School Sports Facilities	Girls Football	Football
Portobello High School Sports Facilities	Yoga	Yoga
Portobello High School Sports Facilities	Basketball S1 boys	Basketball
Portobello High School Sports Facilities	Bike Club	Cycling

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Portobello High School Sports Facilities	Water Polo	Water Polo
Portobello High School Sports Facilities	Dance S2	Dance
Portobello High School Sports Facilities	Volleyball	Volleyball
Portobello High School Sports Facilities	Dance S3-6	Dance
Portobello High School Sports Facilities	Basketball S4-6 Girls	Basketball
Portobello High School Sports Facilities	Football S2 Team	Football
Portobello High School Sports Facilities	Football S4 Team	Football
Portobello High School Sports Facilities	Boys Football League S1	Football
Portobello High School Sports Facilities	Judo	Judo
Portobello High School Sports Facilities	Netball S1	Netball
Portobello High School Sports Facilities	Basketball S2 and S3 Girls	Basketball
Portobello High School Sports Facilities	Rugby	Rugby
Portobello High School Sports Facilities	Basketball S4-6 Boys	Basketball
Portobello High School Sports Facilities	Basketball S2 and S3 Boys	Basketball
Portobello High School Sports Facilities	Badminton	Badminton

Portobello High School Sports Facilities	Football S1 Team	Football
Boroughmuir High School Sports Facilities	Cricket	Cricket
Boroughmuir High School Sports Facilities	Dance	Dance
Boroughmuir High School Sports Facilities	Fitness S1-S6	Fitness
Boroughmuir High School Sports Facilities	Volleyball S1-6	Volleyball
Boroughmuir High School Sports Facilities	Yoga	Yoga
Boroughmuir High School Sports Facilities	Boys Basketball S1-6	Basketball
Boroughmuir High School Sports Facilities	Girls Basketball S1-6	Basketball
Boroughmuir High School Sports Facilities	Lacrosse	Lacrosse
Broomhouse Primary School	Athletics P3-7 Monday after school	Athletics
Broomhouse Primary School	Badminton P3-7 Tuesday lunchtime	Badminton
Broomhouse Primary School	Mini Athletics p1-2 Tuesday after school (3-4)	Athletics
Broomhouse Primary School	Street Dance P3-7 Wednesday lunchtime	Dance
Broomhouse Primary School	Street Dance P1-2 Wednesday after school	Dance
Broomhouse Primary School	Basketball P3-7 Wednesday after school	Basketball
Broomhouse Primary School	Girls Club P1-3 Thursday lunchtime (alternate weeks)	Multisports
Broomhouse Primary School	Girls Club P4-7 Thursday lunchtime (alternate weeks)	Multisports
Broomhouse Primary School	Karate P1-7 Thursday after school	Karate
Broomhouse Primary School	Football P1-3 Monday lunchtime	Football

Broomhouse Primary School	Multi skills P1-2 Mon 3-4pm	Multi skills
Balerno High School Sports Facilities	Dance S1-4 Monday	Dance
Balerno High School Sports Facilities	Football S2 Team	Football
Balerno High School Sports Facilities	Hockey Girls S1-3	Hockey
Balerno High School Sports Facilities	Hockey Boys S1-6	Hockey
Balerno High School Sports Facilities	Dance S2 lunch	Dance
Balerno High School Sports Facilities	S4-6 Netball	Netball
Balerno High School Sports Facilities	Dance S1-4 Tuesday	Dance
Balerno High School Sports Facilities	Dance S3-4 lunch	Dance
Balerno High School Sports Facilities	Dance S1-4 Wednesday	Dance
Balerno High School Sports Facilities	Football S3 Team	Football
Balerno High School Sports Facilities	Football S4 Team	Football
Balerno High School Sports Facilities	S1-3 Netball	Netball
Balerno High School Sports Facilities	Girls Judo	Judo
Balerno High School Sports Facilities	Girls Rugby S1-6	Rugby
Balerno High School Sports Facilities	Football Senior Team	Football

Balerno High School Sports Facilities	Football S1 Team	Football
Balerno High School Sports Facilities	Dance S1 lunch	Dance
Balerno High School Sports Facilities	Basketball S1-S3	Basketball
Balerno High School Sports Facilities	Hockey Girls S4-6	Hockey
Castlebrae High School Sports Facilities	Fitness S1-S6	Football
Castlebrae High School Sports Facilities	Girls Football S1-S6	Football
Castlebrae High School Sports Facilities	Basketball S3-6	Basketball
Castlebrae High School Sports Facilities	Girls Football S1-3	Football
Castlebrae High School Sports Facilities	Football Lunchtime Drop In S1-S6	Football
Castlebrae High School Sports Facilities	Dance Fitness	Fitness
Castlebrae High School Sports Facilities	Dance	Dance

Education, Children and Families Committee 7 December 2021 Final

Education, Children and Families Committee

10am, Tuesday, 7 December 2021

Learning Together - Parental Engagement, Parental Involvement, Family Learning and Learning at Home

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1   Note the update regarding Learning Together: Parental Engagement, Parental Involvement, Family Learning and Learning at Home.

1.1.2   Agree the next steps as outlined in section 5.

1.1.3   Agree to receive further annual reports on Learning Together: Parental Engagement, Parental Involvement, Family Learning and Learning at Home

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Learning Together - Parental Engagement, Parental Involvement, Family Learning and Learning at Home

2.   Executive Summary

2.1   This report provides a summary of the actions taken over the last 12 months to improve the ways in which schools work with families to improve learning and achievement both in school and in everyday life.

2.2   There is evidence of active Parent Councils and Parent Groups to support school/ELC involvement and further improvement. Most schools reported that they have strengthened their relationships with parents and carers during the last eighteen months. Schools have been responsive to the needs of families and implemented a wide range of improvements using self-evaluation data to remove barriers to pupil participation during the second lockdown. Almost all schools used surveys, online tracking systems to identify families who required support with remote learning. By tracking pupil engagement, and having supportive conversations with families, schools were able to tailor their approaches by setting specific objectives.

Next steps are identified in the report

3.   Background

3.1   This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to Learning Together within the City of Edinburgh schools for the academic session 2020-21.

3.2   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 positive outcomes for their families during the lockdown period. Equally, the same number (64% or 1,551 parents/carers) reported that it had been very or quite challenging. 36% of 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. 28% of the parents and carers who completed the survey had received support from their children's schools.

3.3   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.

3.4   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:

   3.4.1   Building the capacity of parents to engage in with their children in learning
   3.4.2   Supporting parents to understand the value of engaging in play and learning

4.   Main report

4.1   Staff from 34 primary schools and early years centres are currently taking part in Edinburgh Learns Learning Together professional learning which involves self-evaluating their practice to create an action plan which will develop either parental engagement, parental involvement, family learning or learning at home. Good practice from Early Years, Primary and Secondary setting is being shared at each meeting from Foxcovert Early Years Centre, Forthview Primary School and Currie Community High School.

4.2   Support from Children and Families and Family Learning staff is ongoing to support practitioners in their use of self-evaluation evidence to effect change. Impactful practice will be shared and celebrated widely with parents and services in June 2022 at community events and four Sway presentations, one for Parental Engagement, Parental Involvement, Family Learning and Learning at Home.

4.3   Training is scheduled for probationers and modern apprentices on the importance of building partnerships with parents and carers and of supporting their children's learning. Learning@home training is currently being offered to parents and carers.

4.4   During session 202-2021 The Parental Engagement Strategy Group reviewed the Learning Together framework bringing it in line with current national expectations. The group is made up of parents, Head Teachers, Early Years staff, a representative from Connect and Officers for Adult Learning, Family Learning and Children and Families. The framework will be communicated to all stakeholders this session. The Framework is made up of four aspects Parental Engagement, Parental Involvement, Family Learning and Learning at Home. The framework provides a clear definition of what aspect is. The Learning Together Board's Action plan, SWOT analysis and targets have been organised under each of these headings. These actions are being trialled on a primary school website on their parent/carer page. Parental feedback will be used to create a guide for all schools to adopt.

4.5   The Parental Engagement Strategy Group and the Learning Together Board meet regularly and are taking forward the recommendations of the Parent Council Chair Survey (May 2021):

4.5.1 **Communication of CEC Parental Involvement framework**
Information about the Parental Involvement framework has been updated on the Council website https://www.edinburgh.gov.uk/parental-engagement/parent-groups

The framework was shared with new Parent Council Chairs in October 2021 showing how their voice is represented from the Parent Forum to the Education Children and Families Committee. This information has been shared with all parent councils to increase awareness of Locality Operational Groups and the Consultative Committee with Parents (CCwP).

This information will be shared with parents and carers who have children who attend early years centres to ensure they are aware of the framework and the process of raising concerns.

4.5.2 **Locality Meeting Format and Approach**
A Parents' and Carers' Communication Group, made up of nine Parent Council Chairs and Council Officers, has been established. Its focus is to improve communication between schools, Parent Council and parents and carers.
Locality Meetings have been set up for Special schools and for parents and carers with children in mainstream schools with additional support needs.

4.5.3 **Induction for New Parent Council Chairs**
A formal induction process has been established in September 2021 in partnership with Connect. Input from Annmarie Procter, Equalities Lead, was provided to increase awareness of equalities and to ensure representation of all parents' & carers' voices on schools' councils.
A buddying system has been started pairing a new Chair with an experienced Chair, within each Learning Community, where possible.

4.5.4 **Learning Community/ Cluster Links**
The Parental Engagement Strategy Group has proposed Parent Council Chairs attend the May 2022 Learning Community Planning Day to jointly review and plan for school improvement with Head Teachers. The option for Parent Council Chairs to meet together will also be offered to support and build working relationships between parents and school councils.

4.6 **What's working well**
Following the review of School Standard and Quality Reports, data from a sample of primary and secondary parental questionnaires, the Digital Learning Survey, the Family Support Mapping and Parental Consultation 2020 and Parent Council Chairs Survey has identified the following practice as working well:

4.6.1 Positive relationships and high levels of trust between schools, parents/carers and partners.

4.6.2 Increased range of digital solutions used by all schools to improve parental engagement in children's and young people's learning.

4.6.3 Involvement of some pupils and parents in creating and reviewing school vision, values and aims relevant to the context of the school within its community.

4.6.4 Centrally co-ordinated parenting programmes for targeted families delivered in schools including:- Peep Learning Together online sessions, Incredible Years, Read, Write, Count Initiative, Triple P, Teen Triple P training and Mindroom sessions.

4.6.5 Capacity and skills of school staff and partners to support parental involvement and engagement.

4.7 Collaborative strategic planning between schools, early years and lifelong learning. This has included the development and implementation of staff professional learning and training for parents and carers.

5. Next Steps

5.1 Build on partnerships developed to include parents and carers in school renewal planning, including PEF spending and reducing the cost of the school day. This will be achieved by involving all parents and carers in the process of school improvement and ref barriers to learning.

5.2 Work together with parents and carers to plan family learning that takes account of the impact of the pandemic on families and communities.

5.3 Develop parents/carers knowledge and understanding of their child's learning.

5.4 Developing opportunities for families to learn together in shared activities designed to support parents/carers to learn about their child's learning.

5.5 Analyse the findings from the national Parental Involvement Census and draft an action plan/recommendations in response.

6. Financial impact

6.1 Learning Together is funded within current budgets.

7. Stakeholder/Community Impact

7.1 Data from a sample of primary and secondary parental questionnaires, the Digital Learning Survey, the Family Support Mapping and Parental Consultation 2020, the Parent Council Chairs Survey and from a review of schools' Standards and Quality Reports shows partnership working across sectors has continued to improve as

schools have worked with other agencies to ensure the best outcomes for learners and families.

7.2   Schools have created a family agreement where all families committed to actively engaging in the school's equity and inclusion work, including specific steps to build a strong anti-racist practices. Schools have supported the continuity of anti-racist practice at home and beyond school, through the development and delivery of relevant resources and programmes 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 developing anti-racist practices.

8.   Background reading/external references

8.1   Engaging Families in Learning – A thematic inspection of family learning

https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/engaging-families-in-learning-a-thematic-inspection-of-family-learning/

8.2   Engaging parents and families - A toolkit for practitioners

https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/

9.   Appendices

9.1   Appendix 1   Learning Together Framework (draft September 2021)

9.2   Appendix 2   Learning Together Board Action Plan

Appendix 1

Learning Together Framework (draft September 2021)

Working Together with the Community: ELCs and schools will use community resources and services to strengthen schools, families and children and young people's learning and development. They will:

✳ support and promote collaborative activities

✳ Use partnership and community resources to enhance the curriculum.

Communicating: ELCs and schools will develop regular and meaningful communication between home and ELC/school by:

✳ providing clear and regular communication from school to home

✳ making sure parents and carers know the different ways they can contact / communicate with the school

✳ making good use of information technology and school website.

Parental Engagement: supportive home learning environment
Parents and carers actively involved in their child's learning

- Builds on what families already do to help children's learning
- At home, outdoors and at home
- Supported by discussion with practitioners, parents and children
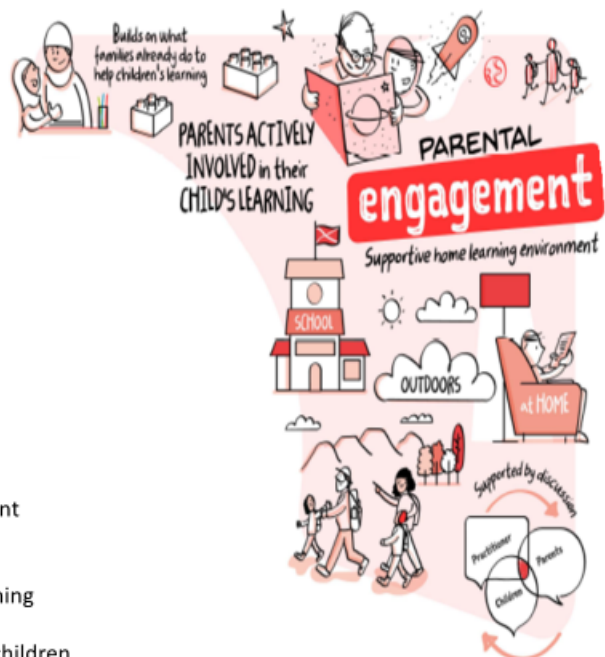
Parenting — ELCs and Schools will promote and encourage parenting skills to develop home environments that support children as learners by:

* developing a skilled and welcoming staff who build strong, respectful relationships with all parents and carers.
* giving opportunities / inviting families to come together and engage with their children's health and wellbeing, play, learning and community.
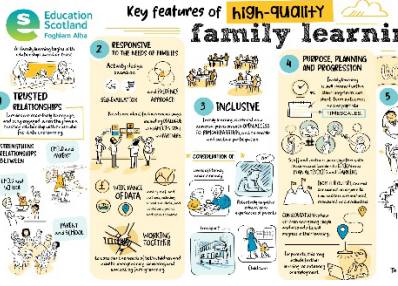* helping parents and carers feel confident about their ability and skills to meet the daily demands of their parenting role.
* offering professional support for families including those who want help and support with wellbeing concerns and/or additional support needs.
* supporting parents and carers to access study, work and community life.

Family Learning: Families learning together

Shared activities are designed to enable parents to learn how to support their child's learning

- Intergenerational learning
- Aspirations
- Needs led
- Adult learning
- Meaningful and planned
- Inclusive
- Progression

School Decision-Making — ELCs and schools will include parents and carers in school decision-making. Schools will also provide opportunities to develop parent/carer leaders and representatives by:

* developing an active Parent Council that is representative of the wider parent body.
* involving parents involved in improvement planning and decision making at all levels.
* supporting networks for families to link with parent representatives.

Volunteering — ELCs and schools will:

* welcome, value and actively invite parental support and help for school activities.
* show ALL families that their time and talents are welcome and valued.
* provide training for volunteer work as needed.
* recognise and celebrate the efforts/contributions of volunteers.

Parental Involvement: Parents and carers and school/ELC staff working as partners

Parents and carers involved in the life and work of the school

- Shifting emphasis away from the relationship between parents and schools to focusing on relationships between parents and their child's learning
- Parent Council
- Making decisions
- Developing vision, values and aims
- Reviewing policies and curriculum
- Working groups
- Planning improvement

Learning at home
ELCs and schools will support families/parents to play an essential role in helping their children's learning by:

✳ providing the homework policy (schools only) and schedules to families.

✳ providing information about homework activities (schools only) and activity / skills ideas for younger children.

✳ Support families to take part in activities available in ELC/school or on-line.

If learning needs to take place at home, ELC/schools will provide support for families. Please contact the Head of Centre or Head Teacher for support with digital learning.

Learning at Home: everyday activities
The learning which happens in the home, outdoors and/or in the community
- Including organised or active learning opportunities

Appendix 2   Learning Together Board Action Plan

Theme	**Parental Engagement- Learning Together**
	Parental Involvement: Parents and carers and school/ELC staff working as partners
	Parents and carers involved in the life and work of the school
	Parental Engagement: supportive home learning environment
	Parents and carers actively involved in their child's learning
	Family Learning: Families learning together

	Shared activities are designed to enable parents to learn how to support their child's learning **Learning at Home**: Everyday activities The learning which happens in the home, outdoors and/or in the community
Owner	Marie Lyon

Engagement Dates		
Young People	**Parents**	**Community**
	December 2021	December 2021

Board and Committee Dates			
Term 1	**Term 2**	**Term 3**	**Term 4**
		25 March 2021	8 June 2021 2pm
6 September 2021	6 December 2021	7 March 2022	5 June 2022

Parental Involvement: Parents and carers and school/ELC staff working as partners

Strengths	Involvement of parents and carers in creating/reviewing school vision, values and aims. Committed Parent Council and Parent Groups to support school/ELC involvement and improvement. Increase in pupils' engagement as a result. Benefits to parents and carers' wellbeing. Benefits to whole community as reflexive to meet community need. Parent led survey to gather Parent Council Chair data to improve practice.
Weaknesses	Equitable representation of parents on Parent Councils and other school groups. Involvement in improvement planning is not equitable. Involvement of parents in decision making regarding PEF/cost of the school day in all schools.
Opportunities	Support Parent Councils to ensure that they are representative of their wider parent body. Involve all parents and carers in improvement planning and decision making at all levels. Support networks for families to link with parent representatives. Develop partnership working.

Threats	Lack of parental involvement will impact on pupil attainment and achievement.

Parental Engagement: supportive home learning environment

Strengths	Improved focus on and support for improving pedagogy. Providing clear and regular communication from school/ELC to home and from home to school/ELC. Due to the pandemic and both lockdowns school/EYC are aware of and sensitive to family socio-economic circumstances, challenges and barriers. Staff work directly with families to improve home school/ELC links and provide practical support.
Weaknesses	Lack of City wide data from **all** parents and carers on what they want and how they would like to be involved. Poverty barrier to engaging all families. Overlap with other strategic areas –equalities and equity , learning, teaching and assessment, financial support and advice etc. 47% of parents and carers in the Family Support Mapping and Parental Consultation 2020 Survey don't know how to access support. (61% of parents and carers wanted support to access financial support).
Opportunities	Effective use of information technology and school websites. Use of partnership and community resources to enhance the curriculum. Further develop a suit of CLPL opportunities for all staff.
Threats	Parents and carers' lack of access to resources/support. Communication problems e.g. misunderstandings.

Family Learning: Families learning together

Strengths	Recognition of diversity. Centrally co-ordinated programmes for parents delivered in communities including transition. Capacity and skills to support parental involvement and engagement. Positive relationships between parents and carers and school/ELC staff. Increasing variety of approaches used by schools to improve parental engagement in children's learning. Family learning in some schools/ELC is beginning to improve outcomes in terms of attainment and achievement. Increase in pupils' engagement as a result of family learning. A small number of parents and carers engaged in family learning are gaining new skills and qualifications leading to employment.
Weaknesses	Supporting EAL families. Unconscious bias with staff and parents with the most disadvantaged families to be developed. CLPL for staff to develop partnership working with parents.
Opportunities	Provide opportunities for all families to come together and engage with their children's health and wellbeing, play, learning and community.

	Ensure all parents and carers feel confident about their ability and skills to meet the daily demands of their parenting role. Offer professional support for families including those who want help and support with wellbeing concerns and/or additional support needs. Support parents and carers to access study, work and community life. Build on current approaches to develop ways to meaningfully engage parents and carers in the life and work of the school/ELC. Involve parents and carers in curriculum design and evaluating the impact of curriculum change Further strengthen parental involvement of parents in their child's learning. Recognise and celebrate the efforts/contributions of volunteers.
Threats	Lack of parental involvement will impact on pupil attainment and achievement.

Learning at Home: Everyday activities

Strengths	Simplifying e-journals for families to support home learning. Parental contribution to education during the first and second lockdowns.
Weaknesses	in-equality of pupil engagement due to family circumstances. Poverty barrier to engaging all families.
Opportunities	Provide information about homework activities (schools only) and play experiences for younger learners.
Threats	Lack of parental involvement will impact on pupil attainment and achievement.
Baselines	**Targets** A focus on removing barriers to learning caused by socio-economic challenges. This includes providing children and families with a network of support through an effective multi-agency approach. With additional experiences and opportunities to participate in a range of extra-curricular activities including sport, outdoor learning and personal achievement. Review and adapt target intervention and approaches to costs associated with the school day. Three Year Plan: Year 1: blue, Year 2: orange, Year 3: purple
Parental Involvement	Shift emphasis away from the relationship between parents and schools/ELC to focusing on relationships between parents and their child's learning. Develop appropriate opportunities to involve all parents and carers to join in the design, delivery and evaluation of the services and facilities for their children: Build on partnerships developed to include parents and carers in school/ELC development, and renewal planning including curriculum rationale. Involvement of parents in decision making regarding PEF/cost of the school day in all schools.

	Implement Parent Council Chair Survey recommendations.
Measuring success	Parents and carers can see how their involvement is making a difference to ELC/school improvement.

Increased % of schools indicating improvements in parental involvement and engagement.

Increased % of parents and carers satisfied or better with their involvement and engagement in their children's learning.

Parents' views represent a broader understanding of the range of ways they can support their children's learning.

Increased % of parents who report that they are confident in supporting their children's learning in a range of ways.

Increased % of schools reporting meaningful parental consultation on PEF spending. |
| **Parental Engagement** | Provide support for schools on use of self-evaluation data to engage with all parents and carers: Build on what families already do well to help children's learning.

Use of Plain English for parents and carers in school communication and having communication available in a range of languages. |
| **Measuring success** | Normalising support making it easily accessible to all-not needing to ask for help.

Uptake and % use of the Engaging with Parents and Families Education Scotland Toolkit and Scottish Attainment Challenge Self-evaluation resource, updated September 2020: Sections g) Parental engagement, h) Collaborating with partners and i) Cost of the school day. |
| **Family Learning** | Developing opportunities for families to learn together in shared activities designed to support parents to learn about their child's learning.

Work together with parents and carers to plan family learning that takes account of the impact of the pandemic on families and communities and builds on what families do to support family learning.

Signpost support for all families including BAME families, single parents , parents with children with ASN and families living in poverty.

Develop and deliver structured family learning programmes, which lead to meaningful accredited and non-accredited outcomes for parents and carers. |
| **Measuring success** | All staff working with children and young people understand how important it is to engage and work with parents and carers and delivering family learning appropriate to their needs. |

	Parents' views represent a broader understanding of the range of ways they can support their children's learning. Increased % of parents who report that they are confident in supporting their children's learning in a range of ways. Assess % uptake of CLPL. Increased participation in school, cluster and locality family learning on offer.
Learning at Home	Develop and deliver learning opportunities for families, co-constructed with partners. Target those living in the most disadvantaged communities. Remove barriers to enable all families to participate.
Measuring success	Increased participation in learning opportunities on offer. Increased % of parents who report that they are confident in supporting their children's learning in a range of ways at home, outdoors and in the community.

Action-Improvement **Producing Top Tips for schools/ELC and parents and carers link into framework- same number for each aspect(for sharing/ identifying strengths and weaknesses).**	Owner	Dates	Notes
Parental Involvement	Career long Professional Learning for school/Early Learning Centre staff. Target probationers and Modern Apprentices. Develop a Parental Involvement and Engagement Strategy include guidance for parents and carers, include examples of good practice. (Involve parents and carers) Liaise with Digital Learning Team and wider Council groups to create a list of Top Tips for communication with parents that consider EAL, literacy issues Agree follow-up actions from the Parent Council Chair Survey, May 2021	Special schools Charlotte Chiswick Strategic Working Group Connect		

	: Formal induction process for new PC Chairs : Set up a buddying system pairing a new Chair with an experienced Chair : Increase awareness of Locality Operational Groups and Consultative Committee with Parents (*CCwP*) :Offering attendance at meetings as face to face or virtually, where possible. : Learning Communities/ Cluster model working- linked to training/family learning and learning ay home : Regular communication- use of social media			
Parental Engagement	Develop use of the Engaging with Parents and Families Education Scotland Toolkit https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/ and Scottish Attainment Challenge Self-evaluation resource, updated September 2020: Sections g) Parental engagement, h) Collaborating with partners and i) Cost of the school day Use of the four aspects of the Parental Engagement Framework on all documents/policies and school websites and on a new Council website for parents. Education Scotland Survey to be administered October 2021-January 2022	Sheila Scott to add to East Craigs PS Website		

Family Learning	CLPL for school/ELC staff. Target probationers and Modern Apprentices. Well planned progressive family learning delivered across clusters and locality area.			
Learning at Home	Design and plan experience for learners with parents and carers. Recognition and celebration of achievements.			
Action-Maintenance		**Owner**	**Dates**	**Notes**
	National Improvement Framework Parental Engagement – Improvement Priorities for 2020 Key improvement activity in 2020 will be taken forward across 13 key goals as identified in the joint Scottish Government/COSLA "Learning Together" National Action plan. Parental Involvement and Engagement Census in the 2020/21 academic year, and every two years thereafter. There were a number of key actions that came out of the new census including the need to review and strengthen statutory			

	guidance relating to the 2006 Scottish Schools Parental Involvement Act, and to continue to refresh the content of the ParentZone Scotland website. Gather and analysis data from school's parental surveys issued during 2000-2021 :identify themes :action taken by schools :identity support/strategies to take forward actions : share key results back with parents and carers so that they know their voices have been heard.		

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Education, Children and Families

10am, Tuesday, 7 December 2021

Edinburgh Child Protection Committee – Annual Report 2020-21

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the content of the Edinburgh Child Protection Committee Annual Report 2020-21.

1.1.2   Note the positive contribution made by services and partners across the City in keeping children safe.

Jackie Irvine

Chief Social Work Officer and Service Director for Children's Services and Criminal Justice

E-mail: Jackie.Irvine@edinburgh.gov.uk | Tel: 0131 553 8520

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Report

Edinburgh Child Protection Committee – Annual Report 2020-21

2. Executive Summary

2.1 This report accompanies the Edinburgh Child Protection Committee Annual Report 2020-21 (see Appendix 1), which summarises the work of this multi-agency strategic partnership within the past year. It highlights the core business of the Child Protection Committee as well as areas of strength and good practice, alongside identified priority areas for the coming year.

3. Background

3.1 Following the motion put forward by Councillor Dickie at Full Council on 15 October 2020.

"*Council therefore requests*

- *That the Council, as a whole, reaffirms its commitment to the protection of children in our city, and elected members to actively seeking assurance about their protection.*

- *That the Annual Child Protection Committee Report be submitted to Full Council, in one cycle, to ensure the widest commitment to open dialogue and the protection of children – and every year thereafter."*

3.2 It has been agreed that this report would be submitted to the Education, Children and Families Committee annually with a referral to Full Council thereafter.

3.3 The Scottish Government guidance "Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities" (2018) sets out the functions of child protection committees:

3.3.1 Continuous improvement

3.3.2 Public information, engagement and participation

3.3.3 Strategic planning and connections

3.3.4 Annual reporting

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3.4   Following endorsement by the Chief Officers Group (Public Protection) on 29 July 2021, the Annual Report is presented to the Education, Children and Families Committee for information and to comment as necessary.

4.   Main report

4.1   The Edinburgh Child Protection Committee is a multi-agency strategic partnership, including membership from the City of Edinburgh Council, Police Scotland, NHS Lothian as well as partners including the Edinburgh Voluntary Organisations Council (EVOC), Scottish Council of Independent Schools (SCIS) and Scottish Children's Reporter's Administration (SCRA). The Child Protection Committee's shared vision and commitment to continuous improvement was explicitly noted as a key strength in June 2019 by the Care Inspectorate, in their report of a joint inspection of services for children and young people in need of care and protection.

4.2   Several key achievements are highlighted within the Annual Report, including:

4.2.1   Consultation with members on both the revised National Guidance for Child Protection in Scotland and the new National Guidance for Child Protection Committees Undertaking Learning Reviews, prior to their publication in September 2021. Both documents will be central to the development of child protection practice in the coming years.

4.2.2   Further scrutiny and assurance activity around child protection data, in particular trends around the interaction between child protection processes and GIRFEC approaches.

4.2.3   Engagement with families who have attended virtual child protection meetings, to further understand their experience of key processes during the pandemic.

4.2.4   Establishment of baseline data and further improvement actions following Significant Case Reviews.

4.2.5   Supported development of a learning culture through the development of staff briefings to share key learning points with staff across the partnership.

4.2.6   Continued the development of our online training calendar, as well as working with partner agencies to draw on their expertise in developing course content and delivering learning events. This has included bespoke events such as Digital Risk and Resilience, as well as key elements of our interagency training calendar such as Honour Based Abuse.

4.2.7   Concluded and evaluated the "All Of Us" campaign in partnership with NSPCC Scotland. The early phase of the campaign involved community events attended by almost 300 parents and children. Moving online from March 2020, we achieved tens of thousands of hits on the campaign website through targeted marketing, reaching peaks in the summer holidays (13,000 hits) and over the Christmas period (17,000 hits).

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5.   Next Steps

5.1   The Child Protection Committee Annual Report highlights several areas of work to be taken forward over the coming year across the range of strategic functions.

5.2   Future areas of work include:

5.2.1   Review of local interagency protocols following publication of the revised National Guidance for Child Protection in Scotland and Learning Review Guidance. The Scottish Government has given an 18-24 month timescale for implementation and Edinburgh has taken forward early planning alongside key partners to deliver this action within timescale.

5.2.2   Working collaboratively to deliver The Promise for Edinburgh's children.

5.2.3   Continuing to improve our analysis of key trends within the context of the National Minimum Dataset for Child Protection Committees in Scotland.

5.2.4   Integrating learning and development activity across the public protection landscape, through development of a joint Learning and Development Subcommittee.

6.   Financial impact

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

7.   Stakeholder/Community Impact

7.1   As noted in Appendix 1, the work of the Child Protection Committee is closely aligned with the Edinburgh Children's Partnership via the priorities within the Children's Services Plan. This ensures there is connectivity between the aspirations for children, young people and their families across these strategic forums.

7.2   The views of children, young people and their families are central to the continuous improvement of child protection services. Participation and Engagement, including with stakeholders, is one of the themes within the Child Protection Improvement Plan. The Child Protection Committee will continue to actively consult with stakeholders going forward.

7.3   The Annual Report is a publicly available document, published online via the City of Edinburgh Council website at the following link: Edinburgh Child Protection Annual Report.

7.4   There are no health and safety, governance, compliance or regulatory implications.

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7.5   There are no carbon impacts or impacts on climate change and sustainable development.

8.   Background reading/external references

8.1   None.

9.   Appendices

9.1   Appendix one - Edinburgh Child Protection Committee Annual Report 2020-21

Edinburgh Child Protection Committee
Annual Report 2020 - 21

Table of contents

1. Introduction

Colleagues,

I am delighted to present the Edinburgh Child Protection Committee Annual Report for 2020-21. Over the last year I have had the continued privilege of working with colleagues across the multi-agency partnership to keep children safe.

This report outlines the work we have done in the last year to continually improve our services.

Of course, the impact of COVID 19 has been widespread; this pandemic has reshaped how we deliver services and its impact will be felt for some time to come. The Child Protection Committee and associated Subcommittees have continued to meet throughout the pandemic – albeit virtually – in order to ensure protection of Edinburgh's children.

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

Jackie Irvine

Chair – Edinburgh Child Protection Committee

Chief Social Work Officer
Service Director, Criminal Justice and Children's Services

2. Demographics

Between 1998 and 2019, the population of Edinburgh had increased by 17.6%. This is the 3rd highest percentage change out of the 32 council areas in Scotland and more than double the national figure. Edinburgh's population in 2019 was estimated at 524,930.

The population is projected to increase to 552,585 by 2028. This is an increase of 6.6% on the 2018 figure and is the 3rd highest of the council areas and compares to a projected increase of 1.8% for Scotland as a whole. Net migration (i.e. net migration within Scotland, from overseas and from the rest of the UK) is expected to account for most of this increase (5.4% compared to 1.2% due to natural change (more births than deaths)). The secondary school aged population is projected to increase by almost 24% by 2028 whilst over the same period the primary school aged population is projected to decrease by 10%.

In 2020 of the 52,000 children and young people attending Edinburgh's local authority schools, 31% were Black, Asian and minority ethnic (BAME) pupils with this being an increase from 23% in 2014. One in five pupils do not have English as their main language and 43% of pupils are assessed as having an additional support need with 1,900 assessed as having a disability. One in ten children had a least one developmental concern recorded at their 27-30 month review with one in five children in Primary 1, around 900 pupils, at risk of being overweight or obese.

Whilst around a fifth of secondary school aged pupils attend independent schools, there was an estimated 22% of all children in Edinburgh living in poverty in 2019. This rate varies widely, with some areas recording child poverty rates as high as 35% and these rates rank among the highest levels of child poverty recorded in any local authority in Scotland.

The number of child welfare concern contacts in 2020/21, at 10,959, was 8% higher than the level seen in the previous year though the 1,086 inter-agency child protection discussions was 10% lower than 2019/20. The number of children on the Child Protection Register has decreased over the last five years to historic low levels that continued throughout 2020/21 with a monthly average of 106 and a figure of 101 at March 2021. Correspondingly there has been a decrease in the number of Child Protection Case Conferences with a total of 568 child/conference instances in 2020/21, a 5% decrease on the previous year and 28% decrease on 2018/19.

The number of Looked After Children also continued the six-year decreasing trend throughout 2020/21 with 1,092 children looked after at March 2021.

3. <u>Child Protection Committee Structure and Functions - overview</u>

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┌─────────────────┐     ┌─────────────────┐          ┌─────────────────┐
│ Chief Officers  │     │ Edinburgh Child │          │ Quality         │
│ Group - Public  │─────│ Protection      │──────────│ Assurance       │
│ Protection      │     │ Committee       │          │ Subcommittee    │
└─────────────────┘     └─────────────────┘          └─────────────────┘
                               ┊                      ┌─────────────────┐
                               ┊                      │ Learning and    │
                        ┌──────────────┐──────────────│ Development     │
                        │ Edinburgh    │              │ Subcommittee    │
                        │ Children's   │              └─────────────────┘
                        │ Partnership  │              ┌─────────────────┐
                        └──────────────┘              │ Public Protection│
                                                      │ Communication   │
                                                      │ Subgroup        │
                                                      └─────────────────┘
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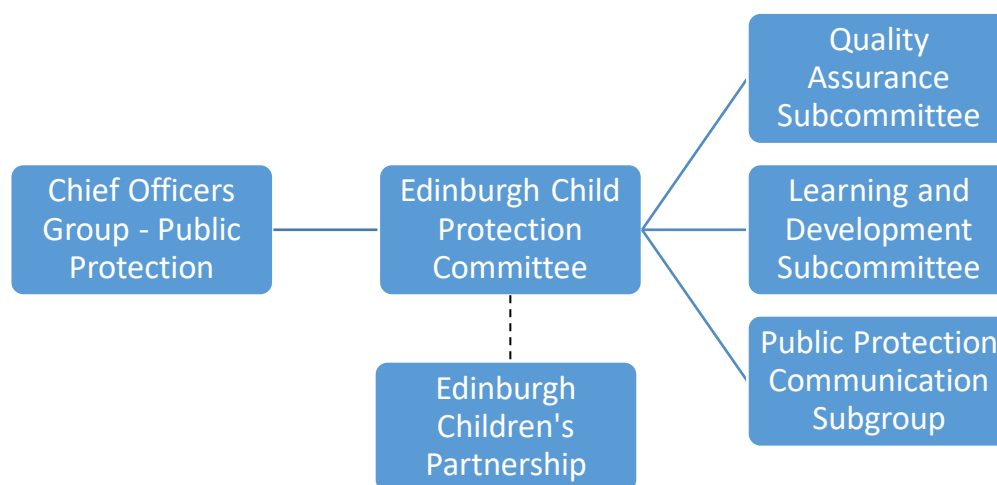
The Edinburgh Child Protection Committee is a locally-based, inter-agency strategic partnership, responsible for the design, development, publication, distribution, dissemination, implementation and evaluation of child protection policy and practice across the public, private and wider third sectors in the City of Edinburgh area. Through our local structures and membership, we provide individual and collective leadership and direction for the management of child protection services.

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

Strong links exist between the Committee and the Edinburgh Children's Partnership (the Partnership) through the Edinburgh Children's Services Plan (2020 - 23).

The vision for both the Committee and the Partnership is to ensure that all Edinburgh's children and young people enjoy their childhood and achieve their potential. The Children's Services Plan was developed following consultation with children, young people, parents, carers and staff, whose collective feedback assisted the formation of the Plan's three main aims – the 3Bs:

- Best Start
- Bridging The Gap
- Being Everything You Can Be

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

The governance of the Committee is the responsibility of the Edinburgh Public Protection Chief Officers' Group. This group consists of high-level representation from City of Edinburgh Council, Police Scotland and NHS Lothian, meeting on a regular basis to provide scrutiny and oversight.

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

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

4. <u>Continuous improvement</u>

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

i.   Policies, Procedures and Guidance

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

What we have done:

Kept our interim guidance for child protection in response to COVID 19 under review, ensuring that key processes continue to operate during the pandemic. This guidance, produced in April 2020, covers topics such as the operation of key meetings and arrangements for direct contact with families in line with government restrictions.

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

We have ensured that all relevant multi-agency protocols are available to partner agencies as required, through hosting in accessible online spaces.

We have consulted locally on the revised National Guidance for Child Protection in Scotland and National Guidance for Child Protection Committees Undertaking Learning Reviews. Edinburgh's views have been fed back to the Scottish Government and contributed to the development of these key documents ahead of publication.

What we will do next:

We will review our child protection procedures in partnership with colleagues in East Lothian, Midlothian and West Lothian, to ensure these are in accordance with the revised National Guidance for Child Protection in Scotland (scheduled for publication June 2021).

ii.   Data and Evidence

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

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

What we have done:

This year, we have embedded the National Minimum Dataset for Child Protection Committees in Scotland into our programme of work. This provides three-year trend data which helps us understand the operation of key processes as well as any emerging issues in the protection of children.

We have carried out further assurance activity with multiagency colleagues following analysis of relevant data, to further understand the interaction between GIRFEC and Child Protection Processes.

Continued to submit key public protection data to the Scottish Government on a weekly basis, allowing us to carry out real-time analysis of data trends over the course of the pandemic.

Engaged with families who have attended child protection meetings, utilising virtual surveys and phone conversations, to help us understand how they were experiencing services during the pandemic.

What we will do next:

We will take forward actions following engagement with education staff, to further enhance the quality and consistency of practice at key points such as the intersection between GIRFEC and Child Protection Processes.

We will continue to gather qualitative evidence on the impact of child protection practice upon families, through increased engagement with those who use our services. This will inform our practice as we go forward.

Continue to develop and embed the practice of engagement with families at all points.

iii.   Quality Assurance and Self-Evaluation

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

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

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

What we have done:

Completed a further round of Multi-Agency Practice Evaluations in order to gather qualitative data from practitioners and families. Several areas of positive practice were identified, which further demonstrated the strong working relationships which exist within the City.

Established baseline data and put in place improvement actions relating to findings of Significant Case Reviews. For example, we have worked in conjunction with Looked After Children's Nurses to promote attendance at medical appointments across our residential houses.

Overseen the progress of the Child Protection Improvement Plan, ensuring multi-agency activity is completed within agreed timescales. This includes key multi-agency work to tackle neglect through the introduction of a revised toolkit to support early assessment and identification.

What we will do next:

Continue to refine and improve our use of quantitative and qualitative data, in order to better understand systems, processes and their impact on children.

Consider targeted pieces of self-evaluation and assurance activity, focussed on emerging themes from trend data and engagement with families.

iv.   Conducting Initial and Significant Case Reviews

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

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

What we have done:

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

Taken forward learning from Initial Case Reviews completed throughout the year, including the development of staff briefings to share learning widely across the multi-agency partnership. These are now hosted on the Knowledge Hub and accessible for use in supervision and team meetings.

We have also considered learning from Significant Case Reviews carried out elsewhere in the country and reflected on their applicability to an Edinburgh context.

Continued to liaise with and consider feedback from the Care Inspectorate, in their role as the central repository for ICR and SCR reports.

Contributed to the development of the Learning Review Hub – an online resource run by the Care Inspectorate with the aim of sharing learning from case reviews across the country.

What we will do next:

We will produce updated local guidance on Learning Reviews following publication of relevant national guidance (scheduled for June 2021).

5. **Learning and Development**

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

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

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

What we have done:

Continued to develop and deliver a varied programme of interagency training, both as self-directed e-learning and virtual training sessions.

Worked with partner agencies to draw on their expertise in developing course content and delivering learning events. This has included bespoke events such as Digital Risk and Resilience, as well as key elements of our interagency training calendar such as Honour Based Abuse.

Begun collating attendee feedback via online methods, enabling us to increase the uptake compared to traditional methods.

Reviewed our course calendar and commenced development of new courses to meet unmet needs – for example, the gap in training specifically focussed on adolescents.

Collaborated with partners across public protection, such as the Equally Safe Edinburgh Committee, to fund and deliver Safe and Together training to tackle domestic abuse.

What we will do next:

Routinely consider reports which outline key themes from course participants and use this to further develop our learning offer.

Integrate learning and development activity across the public protection landscape, through scoping of a joint Learning and Development Subcommittee.

Begin the move back to face-to-face learning events, once safe to do so.

6. Public Information, Engagement and Participation

The Scottish Government guidance for child protection committees states that:

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

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

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

A priority for the Committee in recent years has been to maximise visibility and connectivity with frontline staff and the community, which closely aligns with the functions described above.

What we have done:

Continued the promotion of key public protection messages, particularly throughout the period of COVID 19 restrictions. This has included the use of targeted online advertisements to reach our target audience.

Concluded and evaluated the "All Of Us" campaign in partnership with NSPCC Scotland. The early phase of the campaign involved community events attended by almost 300 parents and children. Moving online from March 2020, we achieved tens of thousands of hits on the campaign website through targeted marketing, reaching peaks in the summer holidays (13,000 hits) and over the Christmas period (17,000 hits). This shows the relevance of the All Of Us messaging particularly during the pandemic. The campaign model, developed by families and staff in Edinburgh, is now being used in other areas such as Glasgow.

What we will do next:

Present structured feedback from engagement with families to the Committee, to inform service development.

Following the "All Of Us" campaign, and work with colleagues across public protection to consider the need for further joint messaging.

7. Strategic Planning and Connections[1]

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

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

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

What we have done:

Engaged in national forums such as CPC Scotland and the National Learning and Development Network.

Collaboration and dialogue with the Care Inspectorate and CELCIS, though membership and championing of the Learning Review Knowledge Hub. This has included presenting learning from a recent ICR at a national event.

Continued to promote interagency collaboration, including across local authority boundaries, for example through the continued investment in the eIRD system which has benefits across the public protection landscape on a Lothian-wide basis.

Committed funding, via the Public Protection budget, to support strategic objectives, such as the continued implementation of Safe and Together training to address domestic abuse.

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[1] Scottish Government guidance states that:

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

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

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

Strengthened the links between the Committee and the voluntary sector through an expanded group of representatives who sit within our Committee and Subcommittees, and the introduction of a bi-monthly liaison meeting to identify areas of common interest.

What we will do next:

Work collaboratively to deliver The Promise for Edinburgh's children.

Continue to contribute to key strategic forums and link with the Scottish Government on implementation of the National Guidance for Child Protection In Scotland 2021.

Develop strategic connections across the local public protection landscape, through close working between the Lead Officers and the use of combined forums for planning and development.

8. Conclusion and next steps – Chief Officers

The Edinburgh Child Protection Committee Annual Report for 2020-21 is designed to demonstrate the key role of the Committee in ensuring the inter-agency response to the protection of Edinburgh's children is cohesive, structured, and working towards continuous improvement. The report summarises some of our key achievements throughout the period under review.

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

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

We endorse the contents of the Child Protection Committee annual report for 2020-21.

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

Appendix B – Child Protection Register Statistics

Appendix A – Remit and Membership of Committee Sub Group structure

Edinburgh Child Protection Committee Quality Assurance Sub-Committee

Purpose

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

Membership

Membership will include representation from the following agencies/ services:

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

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

Meetings

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

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

Edinburgh Child Protection Committee Learning and Development Sub-Committee

Purpose

1. To develop a learning and development strategy that allows the Child Protection Committee to monitor the effectiveness of child protection training across the agencies.

2. To coordinate the training strategy within member agencies.

3. To develop a system for delivering multi-agency training and evaluating its effectiveness.

4. To oversee the training needs of the voluntary sector.

5. To develop multi-agency improvement plans in response to external inspection reports or internal assessment processes.

6. To monitor the progress of member agencies' implementation of agreed improvement plans.

7. To liaise with the other subgroups of the Child Protection Committee to avoid duplication of work.

Membership

Membership will include representation from the following agencies/services:

• NHS Lothian

• Police Scotland

• City of Edinburgh Council (Communities and Families)

• City of Edinburgh Council (Health and Social Care)

• City of Edinburgh Council (Safer and Stronger Communities)

• Edinburgh Voluntary Organisations Council

Meetings

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

Edinburgh Public Protection Committees Communications Sub-Group

Purpose

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

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

Membership

Membership will include representation from the following agencies/ services:

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

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

Meetings

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

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

Appendix B – Child Protection Register Statistics

	2020		2019		2010	
	Number	Rate Per 1,000 population	Number	Rate Per 1,000 population	Number	Rate Per 1,000 population
Edinburgh	95	1.2	122	1.5	256	3.6
East Lothian	52	2.6	48	2.4	70	3.8
Midlothian	49	2.7	49	2.7	96	6.2
West Lothian	92	2.6	104	2.9	119	3.4
Scottish Borders	34	1.8	46	2.4	32	1.6
Aberdeen	142	4.0	119	3.4	119	3.7
Dundee	102	4.2	90	3.7	70	2.9
Scotland	**2564**	**2.9**	**2,580**	**2.8**	**2,518**	**2.7**

Source:

Scottish Government

https://www2.gov.scot/Topics/Statistics/Browse/Children/sourcesandsuitability/LALevelCP

Statistics at 31 July each year.

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Education, Children and Families Committee

10am, Tuesday, 7 December 2021

Professional Review and Development Policy

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the contents of the report.

1.1.2   Approve the new policy.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Lorna French, Acting Head of Schools and Lifelong Learning

E-mail: lorna.french@edinburgh.gov.uk | Tel: 0131 123 4567

Report

Professional Review and Development Policy Update

2. Executive Summary

2.1 The General Teaching Council for Scotland (GTCS) launched the revised PRD guidelines on 21 October 2019. GTCS undertook a programme of revalidation in 2019-20, with City of Edinburgh Council being validated in March 2019. The City of Edinburgh PRD policy and paperwork has been updated to reflect the revised guidelines and recommendations following re-validation.

3. Background

3.1 GTC Scotland has national responsibility for the review of Professional Review and Development (PRD) for teachers and headteachers, assigned by the Scottish Government

3.2 The City of Edinburgh Council Professional Review and Development policy for teachers was introduced in 2014.

3.3 To ensure that our policy and practice meet the requirements of the revised PRD guidance, the City of Edinburgh PRD policy and paperwork has been updated following a period of consultation.

4. Main report

4.1 The City of Edinburgh Council is committed to the development of teacher professionalism through high quality professional learning experiences supported by the processes of Professional Update and Professional Review and Development (PRD). Positive engagement with these processes, and the use of the Professional Standards to scaffold and support learning, empowers teachers to be critical of their thinking and practice, and enhances teachers to best serve our children and young people.

4.2 Professional Review and Development provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its

purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners.

4.3   The Policy has been updated to reflect key changes to the Professional Review & Development guidance, including:

4.3.1   Key features that should ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcomes:

4.3.1.1   Culture of Trust & Readiness for PRD: High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'.

4.3.1.2   Entitlement for all: Participation in individual review is a requirement; the profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD.

4.3.1.3   PRD as an ongoing process: PRD is not a one-off event, it is a continues process across the year, and is based in a culture of trust.

4.3.1.4   Coaching dialogue: all staff should be coached and/or mentored to improve

4.3.1.5   Professional Learning: the PRD process should be clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support

4.4   Roles and Responsibilities for all [Appendix 1 of the Policy]

4.5   Quality Assurance process: registered teachers will be encouraged to participate in an annual Local Authority confidential online survey which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work

4.6   Local Authority Context: achieving consistently high-quality learning and teaching across all sectors is a national and local priority. In Edinburgh, all staff should have the opportunity to improve their skills through access to high-quality professional learning, supported by the professional development and review process. To support this, one PRD target should focus on developing staff capacity, confidence and capability to support a culture of learning at the appropriate level. All targets should be identified through a robust self-evaluation process, using reflective questions where appropriate.

4.7   Professional Review and Development cycle: to ensure PRD is an ongoing process schools should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact

of professional learning planned during the formal PRD meeting. The first meeting (PRD 1) should support the reviewer to engage in self-evaluation and plan for Professional Learning. There should be a structured follow-up opportunity, individually or collaboratively, to evaluate the impact of Professional Learning that the reviewee has engaged in throughout the year. A coaching approach should be taken for all PRD conversations.

4.8   Guidance on GTCS paperwork requirements, and the GTCS updated MyPL system.

5.   Next Steps

5.1   In consultation with stakeholders, continue to develop the City of Edinburgh Council Teacher Professionalism and Empowerment Strategy, including supplementary guidance and professional learning opportunities for school staff on developing high quality professional learning leadership, processes and environments.

5.2   Launch in-line with 2022-2023 school improvement planning guidance.

6.   Financial impact

6.1   There is a financial impact in relation to the provision of professional learning and development opportunities which support teachers to fulfil their requirements for Professional Review and Development and Professional Update, as outlined in the Roles & Responsibilities. This will include access to coaching training for staff with line-management responsibility. This may be delivered by the school, the City of Edinburgh Council, or national providers. In a large secondary school, this would be approximately 15 staff members. In a Primary School, this would be approximately 2-3 staff members. The required training would not exceed 0.11 (Half Day) and this will be covered through existing school resource to support Professional Development.

7. Stakeholder/Community Impact

7.1   The policy was completed by a working group of representatives from across the education sector including Head Teachers, Depute Head Teachers, Representatives from professional associations, representatives from the GTCS and Quality Improvement Education Officers.

7.2   Further consultation and engagement took place through a survey issued to all City of Edinburgh Council teachers.

7.3   The LNCT endorsed the new arrangements on 24th November 2021

7.   Background reading/external references

8.1   GTCS Updated Guidance 2019

8.   Appendices

Professional Review and Development (PRD)
POLICY STATEMENT AND GUIDANCE

Empowering our teachers through Professional Review and Development

PRD and professional learning are central to the principles of the teaching profession. If we are to maximise professional learning opportunities to support strategic development in schools, we must give greater importance to our PRD processes. We must value and reflect upon the excellent work undertaken by teachers, capitalising on the momentum of high-quality ongoing professional dialogue to ensure future engagement in meaningful professional learning.

> 'PRD must be seen to be a relevant, engaging and meaningful process set within a professional culture which is fit for purpose, resulting in a positive impact for the profession and the young people within our schools'[1]

Professional Review and Development provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners. Through actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change, develop an enquiring mindset and take ownership of their learning journey. Professional capital, which includes human, social and decisional capital, will therefore grow across learning communities with teachers being recognised and valued by the profession as proactive role models of learning.

The General Teaching Council for Scotland (GTCS) launched the revised PRD guidelines on 21 October 2019.

City of Edinburgh PRD policy and paperwork has been updated to reflect the revised guidelines.

GTC Scotland was tasked with undertaking a programme of validation with all local authorities to ensure that PRD policies and paperwork are able to support the requirements of Professional Update. GTCs undertook a programme of revalidation in 2019-20, with City of Edinburgh Council being validated in March 2019.

City of Edinburgh PRD policy and paperwork have been revised in consultation with practitioners and the LNCT.

Application of the following key features should ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcomes:

- **Culture of Trust & Readiness for PRD:** High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'.

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[1] GTCS Scotland (2019)

Appendix 1   Professional Review and Development

- **Entitlement for all:** Participation in individual review is a requirement; the profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD.

- **PRD as an ongoing process:** PRD is not a one-off event, it is a continues process across the year, and is based on a culture of trust.
- **Coaching dialogue:** all staff should be coached and/or mentored to improve
- **Professional Learning**: the PRD process should be clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support

Culture of Trust & Readiness for PRD

'Trust is the connective tissue that holds improving schools together.'[2]

'Fostering a culture of trust within schools, and ensuring all schools are ready to undertake Professional Review and Development (PRD) is key to teachers being able to develop their professional learning.'[3]

High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is 'a way of being'. Trust and respect are the foundations of PRD. Rather than assume that trust exists, improving schools regularly self-evaluate to understand the quality of their relationships which are fundamental to a positive learning culture and school ethos.

- All schools should undertake their checks every year by firstly carrying out annual 'health-checks'.
- Working time agreements should be finalised, including time set aside and prioritised for formal PRD conversations.
- All teachers should be familiar with their roles and responsibilities in their PRD process, with reviewee and reviewer pairings preferably agreed at an early point in the year.
- Supplementary Guidance Resources can be used with school departments or across the whole school to develop a culture & climate of trust.
- To support this, City of Edinburgh Council will offer annual Professional Learning to Middle & Senior Leaders on Leadership of Teacher Development.

Appendix 1: Roles & Responsibilities

Entitlement for all

"The profession has a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of PRD. These conversations should be a positive experience for all, motivating and encouraging teachers to be forward thinking and inspirational." [4]

The process of Professional Review and Development (PRD) provides an opportunity for rigorous self-evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and mutual identification of next steps. Participation in individual review is a requirement and the responsibility of all teachers to ensure high quality teaching and learning. School have a duty to ensure that every teacher has access to high-quality professional learning conversations, as part of the PRD cycle.

Appendix 2: PRD arrangements for different groups.

PRD as an ongoing process

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[2] GTCS Unlocking the Potential of PRD, GTCS 2019
[3] GTCS Scotland (2019)
[4] GTCS Unlocking the Potential of PRD, GTCS 2019

Appendix 1 Professional Review and Development

PRD is not a one-off event, it is a continues process across the year, and is based on a culture of trust. There are no set guidelines on the time of year for formal PRD meetings. The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence & impact on school improvement planning. School leaders should ensure:

- the arrangements are simple, effective, understood by all parties and not constrained by bureaucracy,
- the PRD meetings do not stand alone. They are part of an on-going professional learning cycle
- teachers engage in ongoing professional dialogue throughout the year which includes the opportunity to discuss professional learning opportunities or needs.

There should be one formal PRD meeting scheduled in the WTA. To ensure the PRD process is impactful, and the initial meeting activates an on-going professional learning cycle, schools should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact of professional learning planned during the formal PRD meeting. Schools may schedule in a second PRD meeting that provides opportunity for dialogue between the reviewer and reviewee or provide structured opportunities for this to take place collaboratively. Reviewers should ensure that during the formal PRD meeting, reviewees are made aware of when this will take place and where they can access on-going support. A coaching approach should be taken for all PRD conversations.

The Professional Review & Development Impact cycle (Appendix 3) and the Roles and Responsibilities (Appendix 1) can be used to support the planning, engagement and evaluation of Professional Review & Development.

Appendix 3 Professional Review & Development Impact Cycle

Paperwork

The PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning & how these relate to the Professional Standards. This record can be directly entered into MyGTCS under the MyPL section, or uploaded, where these records can be stored, referenced, added to and reviewed.

The Professional Learning Profile (Appendix 5) can be used to capture reflective comments and appropriate evidence of significant impact on learning and teaching or leadership. No more than this is required for the purposes of a coaching conversation in the PRD discussions, nor for the purposes of Professional Update. It should be an aide memoire to stimulate conversations during the formal meetings and should not be bureaucratic or over-burden the reviewer or reviewee. [5]

As a school/setting, you may wish to collate CLPL activities or the focus of teachers Professional Learning so that these can be shared with your staff development co-ordinator and used to develop peer support networks, collegiate activities etc.

- Your Professional Learning Profile, or an equivalent format of your choice that stimulates conversation around the professional learning cycle that you are planning to, or have, engaged in should be shared with your line manager.
- As part of the Professional Update Process, you and your line manager will need to confirm that you have maintained a reflective record of professional learning and evidence of its impact on your professional actions, and that this has been discussed yearly as part of the Professional Review and Development Process. It is therefore required that teachers maintain an individual, ongoing record of impact, updating and uploading the Professional Learning Profile or completing this on the online MYPL system.
- Both you and your reviewer should record that the PRD requirements have been met, based on the contents of this policy, and the Roles & Responsibilities outlined in Appendix 1. You may upload your Professional Learning Profile (Appendix 5) that has been signed by you and your reviewer, or, if you

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[5] GTCS Unlocking the Potential of PRD, GTCS 2019

use GTCS MyPL for recording professional learning you can select the records you wish to share for discussion with your reviewer. [6]

In addition to participating in professional learning activities during the 35 hour working week, all staff have a contractual responsibility to undertake a maximum of 35 hours of Career Long Professional Learning per annum (pro-rate for part-time staff) and that the focus is agreed with their reviewer as part of the PRD process. [7]

Appendix 5: Professional Learning Profile

Coaching dialogue

There is strong evidence that teacher coaching is an essential component of effective continuous professional development. Coaching promotes learning and builds capacity for change, both in individuals and in schools. Effective coaching approaches ensure the reviewee is appropriately supported and challenged in their professional learning conversations. The link between teachers' learning and students' learning acts as the main lever for the development of a coaching culture in schools. [8]

'…how educators make meaning together and jointly come up with new insights and knowledge. These conversations lead to intentional change to enhance practice and pupil learning'[9]

'...includes more than conversations with some attention to evidence. Instead, it is an iterative process of asking questions, examining evidence and thinking about what the evidence means in the particular context'.[10]

The reviewer should take a coaching approach using a variety of tools, including the GTCS Coaching Wheels, and suggested questions. Schools should aim to embed a coaching culture

Supplementary Guidance Resource 2: Coaching resources, goal setting resources

Coaching Dialogue CLPL

In order to ensure reviewers are aware of the principles, tools and practice of coaching the City of Edinburgh council will offer regular and robust training for all reviewers on developing traditional and pedagogical coaching approaches. This will equip reviewers with coaching skills, tools and resources to support colleagues in setting goals to improve pupil outcomes.

- All reviewers are expected to be trained in coaching and/or have significant experience in coaching.
- All schools should ensure all reviewers access coaching skills development opportunities prior to taking on the role
- Details of the CEC coaching professional learning from 2022-2023 will be shared annually in April and throughout the year.

Professional Learning

[6] SNCT Handbook; https://www.gtcs.org.uk/professional-update/professional-learning/MyPL.aspx

[7] SNCT Handbook

[8] Joyce, B. R., & Showers, B. Student achievement through staff development. (2002)

[9] Stoll, L. (2014). *Stimulating professional learning and learning conversations.* Paper for International Association for Scholastic Excellence Educational Leadership Summit, Singapore (2013)

[10] LEarl, L.M. & Timperley, H. (Eds.) *Professional learning conversations: Challenges in using evidence for improvement.* Netherlands: Springer (2008)

Appendix 1   Professional Review and Development

> 'It is essential that the PRD process is… clearly linked to high quality professional learning that has an impact on the teacher as a learner and the young people they support'[11]

Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. [12] High-quality professional learning not only improves teacher's effectiveness, and leads to improved student outcomes, it could increase teachers' confidence, self-efficacy, job satisfaction, and intention to stay in teaching.[13]

When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. High quality professional learning helps teachers to "develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice". [14] Professional learning should provide rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to improve the quality of learners' experiences, raise attainment and close the school's attainment gap.

Research demonstrates that there are particular professional development approaches that are more likely to result in changes to practice and positively impact student outcomes. At the core of this, is clarity around what learner progression, starting points and next steps would look like if what teachers were learning was successful - the 'feedback loop' between teacher learning and the learners. Professional Learning should aim to build knowledge, motivate teachers, develop teaching techniques and embed practice.

Characteristics of effective professional development:

- developed & evaluated in relation to the impact on student outcomes
- teachers see the relevance of their CLPL to their own goals, the goals they have for their pupils and the curriculum they teach
- include on-going coaching, mentoring & dialogue
- include collaboration and expert challenge
- sustained, iterative & job embedded
- supported by leadership[15]

> 'An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.'[16]

Achieving consistently high-quality learning and teaching across all sectors is a national and local priority. In Edinburgh, all staff should have the opportunity to improve their skills through access to high-quality professional learning, supported by the professional development and review process. [17] To support this, one PRD target should focus on developing staff capacity, confidence and capability to support a culture of learning at the appropriate level:

- Class Teacher Leadership of Learning & Teaching
- Middle Leadership of Learning & Teaching

[11] GTCS Scotland, Professional Review & Development: Update Note (2018)
[12] EEF (2019), Sutton (2011) Heck & Hallinger (2014), Dhuey & Smith (2014)
[13] Coldwell (2017), NFER (2020), Gore et al (2017)

[14] GTCS Standard for Career Long Professional Learning (2021)

[15] Teacher Development Trust, (2015); Pont, Nusche & Hunter (2008) ; Shatzer, Caldarella, Hallam & Brown(2014), Leithwood, Jantzi & McElheron-Hopkins (2006), Dimmick (2011)) Wellcome (2019), Timperley, (2009) GTCS (2019), EEF (2020, 2021)

[16] Education Scotland, 2019
[17] National Improvement Framework, 2021; City of Edinburgh Council Education Improvement Plan 2021-2024.

Appendix 1   Professional Review and Development

- Strategic Leadership of Learning & Teaching

All targets should be identified through a robust self-evaluation process, using reflective questions where appropriate.

Class Teacher Leadership of Learning & Teaching

The Teachers Charter framework outlines 4 main areas of high-quality learning & teaching that CEC see as key priorities in Learning & Teaching. The Teachers Charter Framework provides a mechanism to support robust self-evaluation around Learning & Teaching, accompanied by a high-quality Professional Learning offer.

Middle/Strategic Leadership of Learning & Teaching

The City of Edinburgh council will offer robust training opportunities relating to the leadership of professional learning at a strategic and middle leadership level.

Under the Head Teachers Education and Training Standards (Scotland) Regulations, 2019, holding the Standard for Headship by completing a Headship Qualification is a prerequisite for teachers taking up their first permanent headteacher post in Local Authority and grant-aided schools in Scotland.

Professional Update

The Professional Update Working Group, set up by GTC Scotland, identified the key purposes of Professional Update and these are:

- to maintain and improve the quality of our teachers as outlined in the relevant Professional Standards and to enhance the impact that they have on pupils' learning
- to support, maintain and enhance teachers' continued professionalism and the reputation of the teaching profession in Scotland.

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

Appendix 4: Responsibilities for Professional Update

Quality Assurance:

Registered teachers will be encouraged to participate in an annual Local Authority confidential online survey which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work.

CEC Internal Data

Annual Survey – engagement, perception & impact:
- Annual Survey to all teaching staff to monitor engagement, perception & impact of the PRD process
- Annual Survey to CEC Supply Teacher list to monitor engagement, perception & impact of the PRD process
- Annual Survey to HT to monitor engagement, perception & impact of PRD process

Professional Learning Data Capture:
- % of teachers completing EL Professional Learning & impact measures on Knowledge & Skills (LS to confirm)
- % of Reviewers accessing Teacher Development CLPL & associated impact measures
- % of staff who have completed Equalities core training module in Unconscious Bias

Reviewer CLPL needs:

Appendix 1   Professional Review and Development

- Annual survey sent to reviewers via DHT/Lead Teacher Networks to identify CLPL needs

Annual Standards & Quality Reporting: All schools will include an evaluative statement about the Leadership of Learning: impact of career long professional learning and Leadership & Management of Staff: building and sustaining a professional staff team

GTCS Internal Data:

The following Internal Data is held in the GTC management system:
Number of registrants who have:
- completed the Professional Update Sign Off process;
- an outstanding Professional Update Sign Off;
- requested a Deferral;
- requested Associate Status Registration;
- made a Direct Submission.

Support:

To strengthen the implementation of this policy, the Edinburgh Learns Teacher Professionalism Working Group and the Edinburgh Learns Leadership Board will keep under review authority policy in line with research, national guidance and local needs.

Supplementary Guidance

A series of supplementary documents will provide specific guidance for school staff on developing high quality professional learning leadership, processes and environments. This will include:

- Materials for self-evaluation and coaching/mentoring will be updated as required.
- Materials to support all staff to engage with the revised Professional Standards
- Appropriate training for reviewers offered annually on Leading Teacher Development as a middle and senior leader, including Coaching professional learning.
- Through the entitlements of specific groups and Equalities & Diversity training for all staff in the City of Edinburgh Council, due regard is given to unconscious bias.

Further guidance will be delivered through training opportunities co-ordinated by the Lead Officer for Teacher Professionalism.

Appendix 1: Roles & Responsibilities

Before PRD	During PRD	After PRD	Ongoing Throughout PRD

Reviewees should ….	Reviewers should…….	School Leadership Team should …..	Local Authority & Employers should….
…be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	…be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	…be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process	…be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
…play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect	…develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions	…use self-evaluation tools to measure their culture of trust and seek to improve if required	…through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect
…be familiar with expectations of the locally agreed PRD policy	…be familiar with expectations of the locally agreed PRD policy	…be familiar with expectations of the locally agreed PRD policy	… review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines
…have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening	…be trained in coaching and/or have significant experience in coaching. They should make reviewees aware of the coaching conversation taking place	…ensure all reviewers access coaching skills development opportunities prior to taking on the role	…ensure all reviewers access coaching skills development opportunities from early in their career, by providing training
…consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	…consider unconscious bias during all PRD discussions to ensure there is an equity of experience for all	…support reviewers to challenge the unconscious bias during all PRD discussions to ensure there is an equity of experience for all	…provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all
		…acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access	…acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
…be familiar with current and new career structures and consider own next steps	…be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom	…support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning opportunities available locally and nationally	…share current information re career options and professional learning opportunities with all schools/teachers through local communication channels
	…where appropriate, recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	…recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities	…recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
…have some knowledge of varying different sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc	..have **current** knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc	…stay abreast of local and national professional learning opportunities and share across school community	…keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers
…review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD	…review their part in the PRD conversation and consider the experience the reviewee has received	…provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality	…take opportunities to seek feedback from reviewees and reviewers, through quality assurance processes

...allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion	...take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning	...allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement	...ensure that time for the formal PRD process is recognised within LNCT agreements
...maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards	...be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development	...endeavour to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections	…provide a way of teachers maintaining a professional learning record, with clear, non-bureaucratic policies
...engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the preferred tool/ process e.g. coaching wheel etc	...familiarise themselves with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions with a coaching approach of challenge and support.	...ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support, in line with local policies	...review the materials available to schools to support self-evaluation against the standards, and provide training in self-evaluation if and when required
…share through professional dialogue how professional learning has impacted on practice supported through appropriate evidence-avoid solely talking about what was done	...be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and **not** solely on what was done. Ask coaching questions to explore		
...regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences	...whenever possible engage in **ongoing** professional learning conversations with reviewee to discuss ongoing learning experiences	...provide opportunities for ongoing professional dialogue e.g. as an item on departmental meeting agendas	… provide opportunities to share and reflect on developments across school communities
.. make associations with reviewer if it is your PU sign off year		…monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Ensure reviewees due sign off make associations via MyGTCS/ other platform with their reviewer	...monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers. Alert schools of those teachers due their PU sign off that year
			...engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines
			...support schools by identifying, exemplifying, sharing and disseminating good practice
...plan and undertake professional learning once areas of development have been identified and have opportunities to adapt during the course of the year if the need or opportunity dictates	...consider the reviewee's identified areas for development and consider how these might relate/ contribute to priorities, and offer support in this area where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence the School Improvement Plan, and offer support in these areas where necessary	...consider all staff's identified areas for development and consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond.
...embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people	...promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as life-long learners	...promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people, ensuring teachers see themselves as learners	...promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners

Appendix 1   Professional Review and Development

Appendix 2: Entitlement for all

1. **Permanent Teaching Staff** - The manager who is to facilitate a teacher's PRD experience will normally be the person designated to manage the teacher on an ongoing basis.   In certain circumstances, a teacher, or the reviewer, may request that another manager facilitates the PRD process.

2. **Probationer Teachers**: Probationer teachers should not be reviewed, as they are being reviewed throughout their first year.

3. **Head Teacher PRD**:

   Primary/Secondary: Head teachers in primary and secondary schools will have their Professional Update Meeting with a central services officer from Schools and Lifelong Learning. A record of this will be stored centrally. The annual PRD meeting in years 1-4 will be with a Peer Headteacher. An annual survey to HT to monitor engagement, perception & impact of PRD process and results from this will feed into the PRD policy review.

   Special Schools: The Service Manager Special Schools will carry out annual PRD and complete the Professional Update process for head teachers in special schools.

   Nursery Schools: The Early Years Managers will carry out annual PRD and complete the Professional Update process for head teachers in nursery schools

4. **Fixed-term contract Teacher PRD** – Like all other teachers, those on fixed term contracts have an entitlement to access the PRD process. This is important in ensuring that the GTC Scotland requirement on all registered teachers to engage in continuing PRD is met.

5. **Short term supply teachers, peripatetic teachers, seconded teachers** – Supply teachers will arrange a PRD with a member of the leadership team in the school in which they most often work. If it is not possible to arrange a PRD in this way, supply teachers may contact jack.simpson@edinburgh.gov.uk and a review will be organised. Supply teachers working in more than one local authority must nominate one local authority as employer to undertake their PRD and Professional Update.

6. **Central staff –** Registered teachers who currently work within other roles within the Communities and Families service are required to complete Professional Update if they wish to remain registered. Staff must have set up a MyGTCS login. They will continue to have an annual PRD and using the Council's Performance Review and Development system they will link their professional learning priorities to aspects of the appropriate Professional Standard(s). Line managers will confirm Professional Update using the online GTC Scotland

7. **Visiting specialists** will engage in annual PRD and completion of the Professional Update process with a senior manager in their base school.

Appendix 3

Professional Review & Development Impact Cycle

IMPACT (PRD 2)

- What has been the impact of my Professional Learning on my students/colleagues? How do I know?
- How have I shared my professional learning & the impact to deepen the professional learning of others?
  Where next (re-visit dialogue prompts for PRD 1)?

PLAN (PRD 1)

- What knowledge and skills do my students need to meet goals valued by the community in which pupils live and are educated?
- What sources of data can I draw on to help me understand where my students are now? Consider perception data, process data, performance data, demographic data.
- What do I need to know/learn to develop & improve pupil /colleague learning?
- What might prevent me from reaching my goal? [consider types of obstacles – people, resources, environment]
- What will the focus of my Professional Learning be? What will it look like? What will the timeframe be? Where can you I support if you need it?
- How will I know the impact on a) my practice b) students and their learning/colleagues & their learning?

ENGAGE

- Deepen professional learning through engagement in Professional Learning
- Engage students/colleagues in new learning experiences
- Engage in dialogue with peers and your line-manager about your Professional Learning & its impact

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Appendix 1   Professional Review and Development

Appendix 4: Responsibilities for Professional Update

Engagement in the Professional Update process is a requirement for registration with the GTC Scotland and will impact on all those who are currently registered. Key elements of the Professional Update Process include:

- Sign-off year
- Annual update of contact details to GTC Scotland
- Professional learning as part of Professional Update
- Self-Evaluation against the appropriate GTC Scotland Professional Standard
- Discussion of Impact of Professional learning as part of the PRD process
- Maintain a reflective record of Professional Learning and associated evidence of impact
- 5 yearly confirmation of this engagement with GTC Scotland

As part of Professional Update, teachers are required to sign on to MyGTCS with the General Teaching Council Scotland. This is a personalised and secure web portal that is only available to provisionally and fully registered teachers https://www.gtcs.org.uk/GTCS-login.aspx

Teachers will annually review and update personal details and information on MyGTCS.
MyGTCS will also give access to MYPL where the online reflective record which is maintained throughout the year is located.

Teachers will demonstrate a career-long commitment to professional learning, including continued engagement in PRD and a five yearly Professional Update. This will be confirmed through an online sign off process by the teacher and their line manager in year 5 of the Professional Update cycle and this will be submitted to GTC Scotland.

Your date is determined by the **second digit** of your GTC Scotland registration number
(*the first two digits relate to the year in which you were first registered with the GTC Scotland*).

Example:
Registration number 7**6**/2224 means registered in 1976 / 2nd digit = 6 which is 2021/22 in the current cycle

In year 5 your line manager will confirm through the on line MYGTCS/MYPL system that you have continued to engage in professional review and development. GTC Scotland provide guidance for teachers and reviewers on the submission process:

For teachers: http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-teachers.pdf

For reviewers: http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-submission-process-guidance-reviewers.pdf

The GTCS will inform you that your registration has been confirmed for another five years.

Year of Professional Update	2019/20	2020/21	2021/2022	2022/23	2023/24
Years of registration					
2019, 2009, 1999, 1989, 1979, 1969	5	1	2	3	4
2018, 2008, 1998, 1988, 1978, 1968	1	2	3	4	5

Appendix 1   Professional Review and Development

2017,2007, 1997, 1987, 1977, 1967	2	3	4	5	1
2016,2006, 1996, 1986, 1976, 1966	3	4	5	1	2
2015, 2005, 1995, 1985, 1975, 1965	4	5	1	2	3
2014, 2004, 1994, 1984, 1974, 1964	5	1	2	3	4
2013, 2003, 1993, 1983, 1973, 1963	1	2	3	4	5
2012, 2002, 1992, 1982, 1972, 1962	2	3	4	5	1
2011, 2001, 1991, 1981, 1971, 1961	3	4	5	1	2
2010, 2000, 1990, 1980, 1970, 1960	4	5	1	2	3

1. Changing the Year of Sign Off

Deferral

There are a number of circumstances which may make completion of the Professional Update process within the designed timescale difficult. These reasons may include career breaks, extended illness, maternity / paternity / adoption leave, unemployment or engagement in only occasional supply work, for which extensions to the 5 year sign-off period may be required. If a teacher meets the specific criteria but is unable to complete the process in the designated year, then there will be an opportunity to make a deferral request. Deferrals will normally be granted for a period of one year.

Line managers will complete the request for deferral and submit to the GTC Scotland. Guidance on the deferral process can be found on the GTC Scotland website at http://www.gtcs.org.uk/web/FILES/professional-development/professional-update-guidance-notes.pdf

Should a registered teacher seek a deferral they will only be able to request a deferral during their sign-off year. A deferral can be made on the MyPL once the registrant has discussed the reason for request with their head teacher. Once discussed and if agreed the registrant can click the "Request Deferral" button on the Professional Learning Record area of MyPL.

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Appendix 1   Professional Review and Development

Appendix 5: PROFESSIONAL LEARNING PROFILE

Reviewee		Reviewer	
Post		School	
Academic Year		Date of PRD	
Year in Professional Update		Please circle 1 2 3 4 5	

PLANNING PRD 1 – please complete at the beginning of the PRD year						EVALUATION PRD 2 - Please complete by the end of the PRD Year
My Learning Priorities		**Link to standard**	**What is the focus of my PL? What will it look like?**	**Timescale**	**Intended impact**	**Evidence of Impact**
What knowledge & skills do our students need to meet goals valued by the community in which students live and are educated?	*What do I need to know/learn to develop & improve student learning?*		*Enquiry, further study, collaborative activity, leadership course*		*How will I know the impact on a) my practice b) students and their learning/or colleagues?*	*What has been the impact of my Professional Learning on my students /colleagues?*

If you choose to use this form, it will enable you to meet your requirements to maintain a Professional Learning Profile which is supported by evidence of progress and impact. This can also be entered directly into MyPL on MyGTCS. The MYGTCS system will further support the requirements of Professional Update

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Appendix 1   Professional Review and Development

Appendix 1   Professional Review and Development

Professional Review and Development Policy

Control schedule

Version control

Approved by		Education, Children and Families Committee	
Version	**Date**	**Author**	**Comment**
0.1	7.12.21	Rosie McColl	
0.2			

Subsequent committee decisions affecting this policy

Date	Committee	Link to report	Link to minute

PRD Policy for Staff Registered with the General Teaching Council of Scotland

Policy statement

The purpose of the Professional Review and Development policy is to support the development of cultures that foster teacher agency, promote teacher-led professional learning and enable collaborative professionalism.

This policy is informed by national policy and guidance, as well as local stakeholder engagement.

- **Education (Scotland) Bill** (2015)
- **The Professional Update Scheme** (GTC Scotland 2014)
- **The New National Model of Professional Learning** (Education Scotland 2019)
- **Unlocking the Potential of Professional Review and Development** (GTC Scotland 2019)
- **An Empowered System** (Education Scotland *Draft* 2020)

Scope

Engagement in Professional Update is an ongoing process, with professional learning and PRD at the heart. Every five years, teachers will be required to confirm their engagement in the process with GTC Scotland. Engagement in the Professional Update process is a requirement for registration with GTC Scotland and will impact on all those who are currently registered.

Definitions

GTCS: General Teaching Council Scotland

PRD: Professional Review and Development

Policy content

PRD provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and personal learning, punctuated with a variety of professional learning conversations, supported by an annual review meeting

between reviewee and reviewer. When set within a culture of professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers, whether they are reviewers or reviewees, to be leaders 'of and for' learning. This engagement helps teachers to plan for improvement and become even better. It also promotes inclusion and enables us to best meet the increasingly diverse needs of all learners.

This procedure will ensure that the PRD process is a high quality and meaningful experience that empowers staff to be leaders of and for learning and leads to measurable impact on student outcome.

Implementation

To strengthen the implementation of this policy, the Edinburgh Learns Teacher Professionalism Working Group and the Edinburgh Learns Leadership Board & Learning, Teaching & Assessment Board will keep under review authority policy in line with research, national guidance and local needs. A series of supplementary documents will provide specific guidance for school staff on developing high quality professional learning leadership, processes and environments.

Roles and Responsibilities

A detailed list of Roles & Responsibilities can be found on page 8 and 9 [Appendix 1] of the revised Policy.

Related documents

Professional Review and Development: Update Note (GTC Scotland 2018)

Unlocking the Potential of Professional Review and Development (GTC Scotland 2019)

Integrated impact assessment

Draft integrated impact assessment has been conducted. Further consultation in the IAA process is to be carried out prior to policy implementation in April.

Risk assessment

If a GTCS registrant were to make a deliberate and conscious decision not to meet the requirements of the PU through non-compliance with contractual requirements for Continuing Professional Development or PRD this would be an employment matter and dealt with as such by the registrant's local authority/ employer in line with existing processes in the first instance. Further information on possible referral to GTCS can be found on the GTCS referral page.

Review

The next review date of this policy will be August 2023.

Report of Professional Update Revalidation Event

City of Edinburgh Council

Friday 8 March 2019

1 Members of the Revalidation Panel

- Helen Budge, GTC Scotland Council Member (Chair)
- John Rodgers, GTC Scotland Council Member
- Elaine Napier, Senior Strategic Manager, GTC Scotland (Servicing Officer)

Apologies received from Iain McDermott, West Lothian Council.

2 Event

The revalidation event comprised:

Part 1 – City of Edinburgh were originally successfully validated for Professional Update on 26 March 2014, however since then there have been changes in the way Professional Update has been implemented as well as significant changes in the support structure.

On 21 February 2019 GTCS Senior Strategic Manager (Elaine Napier) and LA Senior Education Officer with responsibility for Professional Update (Jack Simpson) met and agreed the need for revalidation. Current documentation and processes were mapped against the Revalidation Criteria for Local Authorities as set out in Appendix 1 of the Revalidation Guidelines and Criteria for Local Authorities.

Documentation listed below was gathered following this meeting and was shared with members of the revalidation panel in advance of the Professional Update Focus visit:

- CEC PRD Policy Statement and Guidance
- Draft Standards and Quality Information, June 2018
- Edinburgh Learns, Leadership Strategy, January 2019
- Coaching Workshops and Conversations Spotlight Workshops
- Leadership Development Approach
- PU Emails (hard copies shared on the day)
- Directory of Learning Activities (hard copy shared on the day)

Part 2 – The Professional Update Focus visit on 8 March 2019

- Discussion amongst members of the revalidation panel to identify areas for further discussion with City of Edinburgh colleagues, based on analysis of the documentation submitted to the GTCS from City of Edinburgh Council

- A meeting with the local authority strategic staff:
  - Arran Finlay, Senior Education Officer
  - Jackie Reid, Quality Improvement Manager
  - Louise Stevenson, Senior Development Officer
  - Jack Simpson, Senior Education Officer

- Meeting with four focus groups:
  - headteachers (primary, secondary, special, Early Years)
  - Promoted teachers (primary, secondary, special DHTs/PTs)
  - unpromoted teachers (including supply staff)
  - MyGTCS Users

- In all communications leading up to the focus visit staff engaged openly and positively with panel members. Evidence was gathered and issued in advance from the authority.

The revalidation panel considered the documentation from the local authority and reflected on the discussions with the focus groups and the strategic staff to inform and make their decisions about the Professional Update Revalidation for City of Edinburgh Council.

Following this reflection, the panel invited Jack Simpson and Arran Finlay to receive the conclusions of the panel within an oral report.

3 Conclusion

It was clear from the materials submitted in advance and throughout the revalidation event that the processes in City of Edinburgh Council have been well thought out and are being successfully introduced across the authority by a relatively new team.

There was some variation in practice in different establishments. The panel were confident that with more rigorous quality assurance processes in place, practice would become more consistent.

The panel validated City of Edinburgh Council on 8 March 2019 with one condition and four recommendations.

The following **key strengths** were noted:

- Over the last three years all required teachers have completed the Professional Update process within their sign off year.
- All staff engaged openly and honestly with panel members in all elements of the revalidation and were reflective of their practice.
- Preparation and engagement with the panel was well supported by clear, concise documentation.
- Staff demonstrated their pride in working for City of Edinburgh Council and of the opportunities available to them in their roles.
- The strategic team, although relatively recently formed had formed strong partnerships internally and demonstrated a commitment to reflection.
- The Edinburgh Learns programme has been carefully considered and is a strategy which is expected to impact positively in the future.

The following **condition** was identified:

- Develop and implement Quality Assurance processes which monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process.

The following **recommendations** were identified:

- Offer regular, robust training opportunities related to the PRD process for both reviewers and reviewees which include coaching and mentoring approaches.
- Involve all stakeholders in the development of the Professional Update strategy for the local authority possibly through a survey and/or staff focus groups.
- Continue to further develop the PRD process to establish consistently a PRD experience which is ongoing rather than an annual event.
- Update the PRD policy to reflect current practice, in particular the areas related to the process for headteachers.

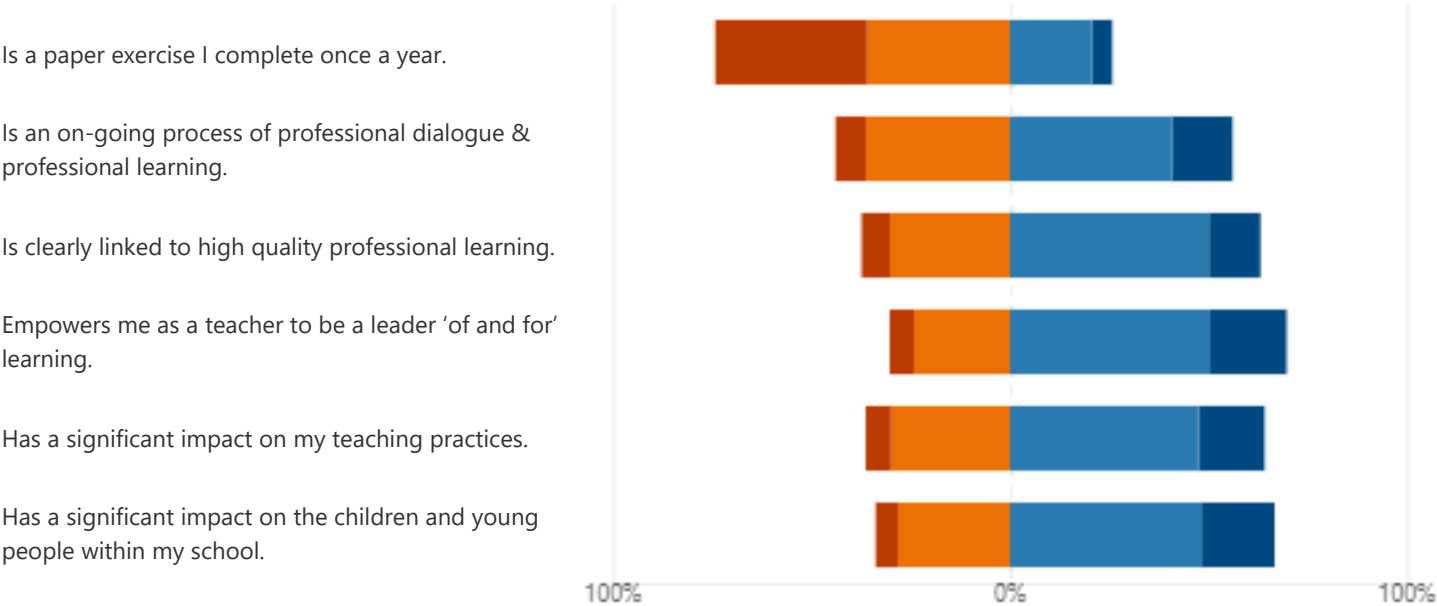# Teacher Professionalism - PT/CL/DHT

123
Responses

04:12
Average time to complete

Active
Status

1. Please select how far you agree with the following statements:

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree

PRD is an on-going process of professional dialogue & professional learning.

PRD is viewed by staff as a paper exercise that happens once a year.

PRD is informed and evaluated against the impact on pupils.

PRD raises standards in the classroom/improves the quality of Learning, Teaching & Assessment.

As part of the PRD process, staff analyse and use evidence very well to ensure a clear focus on those...

Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified...

There is evidence of clear and measurable impact of professional learning on outcomes for learners.

2. I have received training to support me to be an effective Line-Manager/Reviewer?

● Yes	42
● No	81

3. I have received training in coaching & mentoring?

🔵	Yes	60
🟠	No	63

4. How confident do you feel in coaching to improve pupil outcomes?

🔵	Extremely confident	14
🟠	Somewhat confident	80
🟢	Somewhat not confident	22
🔴	Extremely not confident	7

5. As a Middle Leader, would you find professional learning in any of the below areas helpful:

🔵	Leading & Managing People	79
🟠	Leading Learning & Teaching	60
🟢	Coaching - Pedagogical coach...	76
🔴	Evaluating & sustaining the i...	75
🟣	Other	5

6. As a Senior Leader, would you find professional learning in any of the below areas helpful:

🔵	Fostering an effective culture f...	46
🟠	Leading effective change: crea...	52
🟢	Evaluating & sustaining the i...	48

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7. Please use this space to provide any other comments about Teacher Professionalism, including the formal PRD meetings, on-going professional dialogue & professional learning. This could include: what is working well? What could be better?

38
Responses

Latest Responses

Teacher Professionalism - Class Teacher Survey

395
Responses

11:24
Average time to complete

Active
Status

1. Your PRD:
   Please select how far you agree with each of the following statements.

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly disagree

Is a paper exercise I complete once a year.

Is an on-going process of professional dialogue & professional learning.

Is clearly linked to high quality professional learning.

Empowers me as a teacher to be a leader 'of and for' learning.

Has a significant impact on my teaching practices.

Has a significant impact on the children and young people within my school.

100%   0%   100%

2. What do you see as the purpose of your PRD?

285 Insights

Responses

Latest Responses

66 respondents (**23**%) answered **year** for this question.

professional practice
professional development
learning and development
purpose of my PRD
professional learning
paper exercise
practice **year** PRD
school
line manager
personal development
teacher
areas of development
tick box
time teaching practice
previous year
development needs
PRD is an opportunity

3. Who is your Reviewer?

🔵 Line-Manager	389
🟠 Peer	1
🟢 Other	3

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4. Please select how far you agree with each of the following statements.

The Professional Development/Learning I engage in:

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly disagree

Directly impacts the quality of learning & teaching.

Is informed and evaluated against the impact on the pupils that you work with.

Involves multiple opportunities to learn, re-visit and apply new ideas in your everyday context.

Is focused on developing pedagogical knowledge & skills relevant to the learners in your context. For…

Provides meaningful opportunities to learn from others in, as well as out with, your school. This may…

Across your school, an ethos of professional engagement and collegiate working is evident. This…

100%   0%   100%

5. I have an opportunity to engage in coaching dialogue to improve my practice, both during formal PRD meetings, and on-going throughout the year.

💡 Insights

🔵 Strongly agree	31	
🟠 Agree	126	
🟢 Disagree	179	
🔴 Strongly disagree	56	

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6. Please use this space to provide any other comments about the your development as a teacher, including the formal PRD meetings, on-going professional dialogue & professional learning. This could include: what is working well? How could it be changed?

160 Insights

Responses

Latest Responses

78 respondents (49%) answered PRD for this question.

professional development

line manager   PRD meetings   work   PRD record

PRD activities   CPD

professional dialogue   time   PRD   year   PRD process

professional learning   school   teachers   PRD targets

end of the year   opportunities   PRD session

PRD is good

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Education, Children and Families

10:00, Tuesday, 7 December 2021

Learning Estate Update

Executive/routine	**Executive**
Wards	**all**
Council Commitments	**28**

1. Recommendations

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

1.1.1 Note the intention to publish the latest school roll projections in January 2022.

1.1.2 Note the intention to return a report to Committee in March 2022 setting out how any accommodation pressures arising from the new projections will be addressed.

1.1.3 Note the update on Trinity Academy Phase 2 replacement project.

1.1.4 Approve that a detailed informal consultation on future learning estate infrastructure requirements in West Edinburgh be progressed with an outcomes report to Committee in May 2022.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Crawford McGhie, Senior Manager - Estates and Operational Support

E-mail: crawford.mcghie@edinburgh.gov.uk | Tel: 0131 469 3149

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Report

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Learning Estate Update

2.   Executive Summary

2.1   Production of the annual school roll projections has been delayed and the projections will instead be published in January 2022.

2.2   This paper seeks Committee approval to undertake an informal consultation process in the west of the city which will help shape a Learning Estate strategy for the west of the city to address current and future accommodation pressures. The projections published in January will support this consultation.

2.3   This paper also provides an update on the Trinity Academy Phase 2 replacement project.

3.   Background

3.1   A regular report on school roll projections is targeted to be presented to Committee every December. Last year due to delays with data availability caused by the COVID pandemic the projections were published in March 2021.

3.2   A similar delay has occurred this year and it is anticipated that projections will now be published in January 2022. These will be circulated to Committee members prior to publication.

3.3   The "West Edinburgh High School" paper presented to Committee in October 2021 provided an update on learning estate infrastructure in West Edinburgh. Committee requested further information on these issues be presented to them in December 2021. Accordingly, this paper sets out in more detail the key issues to be addressed in West Edinburgh and proposes an informal consultation to elicit the views of school communities and residents and inform a Learning Estates Strategy for West Edinburgh.

3.4   An update to this Committee on Phase 2 of the Trinity Academy Wave 4 replacement project has also been requested.

4.   Main report

School Roll Projections

4.1   Due to a delay in the provision of new housing data the production of the 2021 based annual school roll projections is delayed. It is proposed that these are

published on the Council website when they become available in January 2022. A copy of the projections will be circulated to Committee members in advance of their publication.

4.2   A report to Committee in March 2022 will set out the issues arising from the new projections and, where necessary, how any pressures identified will be addressed.

West Edinburgh

4.3   A full update on the complex education infrastructure issues in West Edinburgh is provided in Appendix 1. It is suggested that a detailed informal consultation with all the school communities is carried out in the first quarter of 2022 with a report setting out the findings of the consultation and any recommendation arising presented to the Education, Children and Families Committee in May 2022.

Trinity Phase 2

4.4   Committee previously asked for an update on this project. The latest status of this project is provided in the report in Appendix 2.

Other projects

4.5   Updates on all the other projects are provided on the Future Schools website: www.futureschoolsedinburgh.com

Projects in Construction

4.6   Additional costs associated with COVID Lockdown (recognising Supplier Relief requirements) are still emerging and are being managed at a project level.

4.7   Completion delays are presenting a significant challenge with projects experiencing repeated changes to handover dates. Shortages of skilled labour increases the risk of construction quality issues.

4.8   Learning Estate projects in construction currently exposed to delay include:

4.8.1   Cannan Lane Primary school
4.8.2   Victoria Primary School
4.8.3   St Crispin's Special School
4.8.4   Early Years Phase 2 (5 Sites)
4.8.5   Castlebrae Community High School
4.8.6   Trinity Academy Phase 1 – Bangholm Sports Centre
4.8.7   James Gillespie's High School Darroch Annexe
4.8.8   Boroughmuir High School extension
4.8.9   Wester Hailes High School – Phase 1

4.9   Assessing the impact of delays and then communicating and, where possible, mitigating their impact are considered on a project by project basis.

Tender returns

4.10   Projects tendered post COVID lockdown are experiencing extreme tender price increases and sometimes difficulty in securing any tender returns.

4.11   Analysis suggests that projects are experiencing price uplift of around 30%. This is due to increased materials costs and the additional costs to cover contractor risk

associated with materials price variation over the contract period. The figure of 30% is an average figure based on a sample ranging from 10% to over 40%.

4.12   Projects currently exposed to issues around tender pricing include:

4.12.1 New Maybury Primary School
4.12.2 Sciennes Primary School extension
4.12.3 Dean Park Primary School extension
4.12.4 Kirkliston Primary School Early Stages Annexe
4.12.5 Carrick Knowe Primary School Nursery extension
4.12.6 Gilmerton Primary School Nursery extension
4.12.7 Ratho Primary School Nursery and Public Library
4.12.8 Currie Community High School

5.   Next Steps

5.1   Updated school roll projections will be circulated to Committee members and published on the Council website in January 2022.

5.2   If Committee approve the recommendations in this paper, it is proposed that a consultation process with parents, residents and landowners be progressed in January 2022 based around the three questions set out in Appendix 1:

i.   Should South Scotstoun feed to a new primary school at Builyeon Road or Queensferry Primary?

ii.   Should the new Maybury Primary School feed to Craigmount High School or to a new West Edinburgh High School?

iii.   Which secondary school should Kirkliston Primary School feed too?

5.3   Council Officers will continue to work with landowners and developers in the Kirkliston area to identify what scope there may be to acquire land for a new Kirkliston High School.

5.4   All of the learning estate projects in the capital programme are essential in order to meet statutory provision requirements. For these projects, consideration will be given to whether contingency measures are required to be brought forward to ensure statutory provision continues when delivery of new schools are significantly delayed.

6.   Financial impact

6.1   Any financial implications will be captured in the annual review of the Capital Investment Programme.

7.   Stakeholder/Community Impact

7.1   If approved by Committee, a process of informal consultation and engagement will be progressed in the West of the City to seek views on a Learning Estate strategy for this area of the city. The views and opinions gathered will be reported to Education, Children and Families Committee in May 2022 together with a

recommendation on how to progress, including identifying any statutory consultation processes that may be required.

7.2 Any statutory consultation required for changes to the school estate will be undertaken according to the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

8. Background reading/external references

8.1 "School Roll Projections and Rising School Rolls", Education Children and Families Committee, 2 March 2021

8.2 "West Edinburgh High School", Education, Children and Families Committee, 12 October 2021

9. Appendices

9.1 Appendix 1   Developing A Learning Estate Strategy for West Edinburgh

9.2 Appendix 2   Trinity Academy Replacement – Phase 2 Update

APPENDIX 1

Developing A Learning Estate Strategy for West Edinburgh

Introduction

1.1   The publication of the CityPlan 2030 makes clear the Council's strategy in regard to the allocation of housing sites across the west of the city. It provides a clearer picture of where future pressures on the Council's Learning Estate may arise and establishes a platform from which to develop a coherent and connected Learning Estate Strategy for the west of the city.

1.2   This cannot and should not be developed by Council officers alone as its potential impact on communities existing and planned is significant. Accordingly, a consultation and engagement process is proposed to provide communities an opportunity to have their say on what our future Learning Estate in this part of the city should look like.

1.3   However, the Learning Estate cannot be viewed in isolation. It must be planned around the principles that underpin the Council's Business Plan and the aspirations of CityPlan 2030. This means considering the opportunities that development of the Learning Estate presents to rethink service delivery, to connect people and places and build a sustainable future. A vision for west Edinburgh is required to set the strategy's direction.

1.4   The major issue is time. The timescales by which housing sites develop, the availability of sites for new schools and the time required for designing and building new facilities do not always align. This means that a Learning Estate Strategy for West Edinburgh needs to be phased so that it can address existing pressures without losing sight of the longer-term vision for the area.

Overview of Issues

1.5   There are three main issues that require to be addressed by a Learning Estate Strategy for West Edinburgh and which are either directly or indirectly connected:

        1) Primary School provision in Queensferry
        2) Secondary School provision for the new Primary School at Maybury
        3) Secondary School provision for Kirkliston

Primary School provision in Queensferry

1.6   The school roll projections for Echline and Queensferry Primary Schools show that both schools will exceed their capacity as a result of pupils generated from the high number of housing developments within their catchment areas. The most significant of these is the Builyeon Road development which is located within Echline's catchment area.

1.7   As part of the Local Development Plan a site for a new primary school in the Builyeon Road development has been set aside. A statutory consultation proposing the establishment of a new Builyeon Road Primary School and setting its catchment area is required. An informal consultation process undertaken in 2019 identified strong support for a new school in the area. However, it also identified concerns

that the route to the proposed new primary school from the existing housing at Ferrymuir and the 'South Scotstoun' housing site was poor and some support for keeping South Scotstoun within Queensferry Primary School's catchment area.

1.8   A catchment change approved by City of Edinburgh Council in March 2021 following a statutory consultation process in October/November 2019 resulted in the realignment of the catchment boundary between Queensferry Primary School and Echline Primary School. This proposal was brought forward as a stand-alone consultation following the informal consultation process in order to provide spaces at Queensferry Primary School for pupils from the early phases of the 'South Scotstoun' housing development. However, Queensferry Primary School cannot accommodate all South Scotstoun within its existing capacity.

1.9   During the informal consultation process in 2019 some people also suggested that the catchment area of Dalmeny Primary School should be extended to include sections of South Scotstoun. However, due to its proximity to the large oil storage facilities south of Dalmeny, securing Planning Approval for any expansion of Dalmeny Primary School is currently unlikely.

1.10   Accordingly, the key question for a consultation on Primary School provision in Queensferry is: ***should South Scotstoun feed to a new primary school at Builyeon Road or Queensferry Primary?***

1.11   If the preferred option is for South Scotstoun to feed to a new school at Builyeon Road then it will be possible to realign catchment areas with minimal impact on existing residential addresses other than those in the Ferrymuir and South Scotstoun areas. The consultation would be used to inform the catchment boundary locations. The new school at Builyeon Road would be built as a double stream (14 class) school with an expansion strategy should it be required in the future.

1.12   If the preferred option is for South Scotstoun to feed to Queensferry Primary School then Queensferry would need to be extended. Options to achieve this will form part of the consultation discussions but would mean either further development of the existing school site or the establishment of annexe accommodation.

1.13   A consequence of South Scotstoun feeding to Queensferry Primary School would be that the new school at Builyeon Road would be smaller. Accordingly, it may be possible to free up space for expansion on Queensferry Primary School's existing site by relocating Queensferry Early Years Centre to the Builyeon Road site. Alternatively, relocating St Margaret's RC Primary School to the new school site would provide annexe accommodation for Queensferry Primary School which could potentially be shared with other services (for example, Queensferry High School, the Community Centre, Library Services) and provide St Margaret's with a new building.

1.14   Through the informal consultation process these ideas and others can be discussed and explored so that the statutory consultation which will follow better reflects the views of the communities affected.

Secondary School Provision for the new Primary School at Maybury

1.15   Maybury Primary School received planning approval on 1 November 2021. Maybury will offer capacity for up to three streams (630 pupils) and its catchment area will cover the new housing developments at Cammo and West Craigs. Maybury is currently scheduled to open in August 2023. However, the scheduled opening date had been based on the site for this new school being made available by the developers in January 2021. Various site issues have now put that date into question. Confirmation of the developer's project delays and the anticipated completion date of the site infrastructure which would allow handover of the school site is being sought.

1.16   School roll projections also show that secondary schools in the area will face increasing accommodation pressures as the proposed new housing is built and demand for places rises. During the public consultation in 2019 to establish the new 'Maybury' primary school it was proposed that the school feed to Craigmount High School as it had capacity to support some growth in pupil numbers in the short term. It was expected at that time that additional secondary school capacity would be required from 2024, although it had not yet been determined how this would be delivered. The main options considered were extending existing provision or construction of a new secondary school.

1.17   The latest school roll projections continue to show Craigmount High School having capacity to accommodate demand until 2026. However, the school includes a high percentage of non-catchment pupils – particularly from the Forrester High School catchment – and the projections assume a continuation of this pattern. Blocking all non-catchment pupils would move accommodation pressures to other schools; however, careful monitoring and control of non-catchment numbers and intake levels between schools should provide additional time beyond 2026 to develop infrastructure plans and more fully assess the impact of CityPlan 2030 as it progresses.

1.18   Further possible measures to provide additional capacity for pupils generated in the early phases of the Maybury development could also include catchment change. Realigning Roseburn Primary School with Tynecastle High School was considered in 2017 as part of the West and South West Schools Review but was dropped in the early stages as it was clear that at that time there was no immediate pressure to progress this.

1.19   Accordingly, in the short-term Craigmount High School continues to offer a solution for the Maybury and Cammo developments. The question for consultation is, ***should this arrangement become permanent with Craigmount High School extended at the appropriate time or should the new primary school at Maybury feed to a new West Edinburgh High School?***

1.20   In the longer-term if the housing developments in CityPlan 2030 are delivered according to the current proposals, a new secondary school in West Edinburgh will certainly be required. The CityPlan 2030 sites are projected to generate approximately 1,200 secondary age pupils.

1.21 Maybury and Cammo are projected to generate approximately 400 secondary age pupils. Accordingly, if Maybury and Cammo were to be realigned with a new West Edinburgh High School then that school would require capacity for 1,600 pupils. If the option were to extend Craigmount High School then it could eventually accommodate up to 1,800 pupils.

1.22 Feasibility work undertaken at Craigmount High School shows how the school could be extended and address some of the capacity pressures the school already experiences in its social areas. Considering the pros and cons of an extension will form a significant part of the engagement exercise with Craigmount's school community.

1.23 There are two other significant factors impacting on the decision on whether to extend Craigmount High School or have the new primary school at Maybury feed to a new West Edinburgh High School.

1.24 The first issue is timescales. While delivering an extension is complex, it is a project that could progress relatively quickly subject to reaching agreement with the PPP provider. However, it is not clear how quickly a new secondary school could be delivered.

1.25 CityPlan 2030 is in its early stages and has not yet been adopted and this will take time. The developers of the sites in CityPlan 2030 may not be willing to release a site for a new secondary school until the first phases of housing from their sites are in development which could be many years away. Accordingly, it may be realistic to assume that a new West Edinburgh High School may not be delivered until the end of the decade. Even allowing for careful management of non-catchment places and catchment change, Craigmount High School may require temporary accommodation before a new high school is delivered.

1.26 The second issue is the impact Kirkliston could have on a new West Edinburgh High School.

Secondary School provision for Kirkliston

1.27 Kirkliston Primary School currently feeds to Queensferry High School. However, the South Scotstoun and Builyeon Road developments will cause Queensferry High School to exceed its capacity. Given that these two developments are part of the Queensferry urban area it would not make sense for them to feed to any other secondary school. Accordingly, the question is: ***which secondary school should Kirkliston Primary School feed too?***

1.28 There are four potential options for discussion:

1) An extended Queensferry High School;
2) A new High School in or around the Kirkliston urban area;
3) A new West Edinburgh High School;
4) Another existing High School either in West Edinburgh or West Lothian.

1.29 While each of these options present different challenges, all of them can be the focus for discussions as part of the informal consultation process. Some of the challenges are outlined below.

1) An extended Queensferry High School

1.30   In November 2016 at a meeting of the full Council a recommendation not to consider extension of Queensferry High School and bring forward a catchment review for Kirkliston Primary School to feed into a new West of Edinburgh High School at an appropriate time in the future was approved. In order to deliver this option that decision would need to be overturned.

1.31   The new school building opened in June 2020 and it was built to accommodate a capacity of 1,200 pupils. Due to the Council approval noted above, it does not have an expansion strategy. The additional 400 pupils that the school would potentially be required to accommodate represents a significant extension. In addition to the classrooms that would be required; social spaces, sports facilities, dining and assembly spaces are all sized to meet the requirements of a school operating at a maximum capacity of 1,200 pupils. As is the case with the option of an extension at Craigmount High School, it would not simply be a case of bolting on a new classroom block.

1.32   There is also the question of where this expansion could take place? The existing school site does not have significant areas of free space. Annexe accommodation on a nearby site may be a possibility – perhaps utilising the adjacent Sports & Community Hub or even creating an all-through annexe with Queensferry Primary School on the site of St Margaret's RC Primary School (see section 1.13). The potential for an annexe of Queensferry High School in Kirkliston could also be explored but would be subject to similar issues to a new secondary school in Kirkliston (see section 1.34 to 1.38).

1.33   One of the main advantages of an extension option is that, subject to where the school is extended, the timescales are largely within the Council's control. However, regardless of the long-term option progressed, given the current complexities in the construction and development sector it would be prudent to prepare contingency plans for some form of temporary accommodation at Queensferry High School should it be required after 2024. This would be required if housing growth takes place as quickly as is currently projected although this could now be considered unlikely.

2) A new High School in or around the Kirkliston urban area

1.34   There are currently 346 non-denominational secondary school pupils living in the Kirkliston Primary School catchment area. 322 of those pupils attend Queensferry High School. However, primary school rolls are at a peak and there are 656 non-denominational primary pupils living in Kirkliston Primary School's catchment area (609 attend Kirkliston Primary School). Allowing for drop off at S4-S6 based on the average at Queensferry High School it would be reasonable to estimate the maximum capacity of a new secondary school serving only Kirkliston as being 550 pupils with a roll varying from 350-550. This would make a Kirkliston High School one of the smallest in Edinburgh, similar in size to Drummond High School and the only secondary with a single feeder primary school.

1.35   Consideration could be given to incorporating other schools such as Hillwood Primary School and Ratho Primary School into a Kirkliston High School's catchment area. This would have consequences for Craigmount High School and Balerno High School both of which have accommodation pressures of their own. This strategy would also most likely be dependent on where a new Kirkliston High School was built.

1.36   There is currently no site available to the Council for a Kirkliston High School. The land around Kirkliston is mainly privately owned and it would be necessary for a landowner to sell land to the Council or for the Council to progress a Compulsory Purchase Order (CPO) to provide a site for a new Kirkliston High School. A CPO could take several years to conclude. There would need to be agreement that a site was deliverable before a statutory consultation could progress.

1.37   The land around Kirkliston is green belt and its development is not part of the Council's CityPlan 2030 strategy which seeks to avoid the development of green field sites. The release of land for a school site could establish grounds for developers to challenge this approach – particularly around Kirkliston itself – undermining the CityPlan entirely. It is likely that were land to be made available to the Council by a landowner, it would be with the expectation from the seller that additional housing would follow at a later date.

1.38   However, if an appropriate new secondary school site south of Kirkliston could be acquired, this could be well located to also serve new developments along Glasgow Road and around Ratho Station.

3) A new West Edinburgh High School

1.39   If a new secondary school is to be built in West Edinburgh, at present, it seems most likely that it would be built on the site of the International Business Gateway (IBG). As set out in section 1.20, this school would have capacity for 1,200 pupils unless the Maybury and Cammo developments were also to be included in its catchment area in which case the capacity would be 1,600. Adding the pupils from Kirkliston to the school would mean it having a capacity of 2,200 pupils. The largest school in Edinburgh currently has capacity for 1,450 pupils. Accordingly, the new West Edinburgh High School would be the largest in Edinburgh by a significant margin and would be one of the largest in Scotland.

1.40   Ensuring safe and direct travel routes to a new school at the IBG from Cammo and Kirkliston would be challenging. An informal consultation undertaken in 2017 highlighted concerns from residents in Kirkliston about the impact on traffic and travel times to a new school on the IBG site. Improved transport infrastructure would therefore be required if this were to be an option.

1.41   The same timescale issues as described for Craigmount High School under section 1.25 also apply here. It is not clear how quickly a new secondary school in West Edinburgh could be delivered and it is dependent on the speed at which housing development progresses.

4) Another existing High School either in West Edinburgh or West Lothian

1.42   The informal consultation process undertaken in 2017 concluded that Kirkliston Primary School parents opinions on an option of feeding to a new Winchburgh High School in West Lothian were evenly split.   Different term dates between authorities and a sense of belonging to the City of Edinburgh rather than West Lothian were both raised as concerns and the proposal was not developed. Winchburgh High School is now under construction with a capacity that does not include Kirkliston within its planning.

1.43   After Queensferry High School the next closest City of Edinburgh Council secondary schools are Craigmount High School and Forrester High School. However, travel distances would make these difficult options. Furthermore, when a new West Edinburgh School is established it would be considerably closer than either of these schools.

Next Steps

1.44   It is proposed that the informal consultation process run from January 2022 to May 2022. Further engagement with landowners will be necessary and this will run until March 2022 allowing greater clarity on some aspects of the consultation in its later phases.

1.45   The report to Committee in May 2022 will summarise the consultation and the engagement undertaken and its output and make recommendations on the actions that need to be progressed. Where a statutory consultation is proposed, a draft consultation paper will be prepared over the summer period for approval at Committee in August 2022.

APPENDIX 2

Trinity Academy Replacement – Phase 2 Update

Background

1.1 Early engagement with Trinity staff, students and community, facilitated by Architecture and Design Scotland in October 2018, set out a strategic vision for the project. The outputs of that engagement informed a masterplan study completed by Holmes Miller Architects in March 2019 which proposed a number of options for development.

1.2 Following further engagement with the school community, it was agreed to implement a two phase strategy for the project, whereby the first phase would involve the provision of new indoor PE accommodation at the nearby Bangholm site as part of an enhanced community facility which also retained and improved the existing hockey pitch, rugby pitch and operations base for the Council's Outdoor Education team. Phase 2 would involve the provision of all other accommodation and facilities for 1200 learners on a redeveloped main school site, through a combination of new build and refurbishment. Phase 1 of the project is currently under construction and is due to be completed in early summer 2022.

1.4 Initial feasibility work for Phase 2 was completed in June 2020 and looked at options involving the existing buildings on the site. It was concluded that the original Victorian building would definitely remain as part of the new scheme, and that it may also be beneficial to retain the existing Science and Home Economics building, subject to further investigations. As the study was undertaken during the COVID-19 pandemic and while the school was experiencing a change in leadership, survey work to support the study was limited to desktop data and no additional engagement with the school staff or wider school community was undertaken.

Current Position

2.1 More recent engagement with the school community, led by the headteacher Nick Burge, has created a more specific School Brief for the project (October 2021) which sets out background to the current school curriculum review, summarises the school community's project requirements which emerged from the recent consultation and reflects on existing user experience of the Victorian and Science block buildings.

2.2 CEC's Learning Estate Strategy – Guiding Principles document was approved by the Education, Children and Families Committee on 12th October 2021. This document draws on the strategic context of the Council's Business Plan, the Scottish Government's and COSLA's joint Learning Estate Strategy as well as the vision and goals of Edinburgh Learns for Life. In doing so, it seeks to set out the principles which will guide decision making and project briefing for all new investment in Edinburgh's learning Estate.

2.3 A full design team for the project was appointed in summer 2021 and is currently undertaking a RIBA Stage 1 feasibility study. This study will develop the outputs of

the 2020 feasibility study but will draw on more detailed building and site survey work, construction logistics and decant strategies. It will refer to CEC's guiding principles document, to the Trinity Academy school brief, and to work currently being undertaken to support the Council's 20-minute neighbourhood principles.

2.4   The study is due for completion in December 2021 after which the results will be shared with the school community.

Education, Children and Families Committee

10:00 am, Tuesday, 7 December, 2021

School Excursions – Equity (Update)

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note that all children and young people are strongly encouraged and actively supported to attend high quality school residential visits.

1.1.2 Note that a diverse and appropriate range of funding resources are in place and being used by schools.

1.1.3 Note that Head Teachers call upon the Education, Children and Families Committee to poverty proof the school day.

1.1.4 Note the actions within the report to assist in making this commitment a reality.

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Report

School Excursions – Equity (Update)

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.

2.2 This report is a response to the Education, Children and Families Committee August 2021 meeting regarding a potential central fund for school residential visits (8.1): '*to request a report back to October Committee to show how a central budget might be funded, how it would be targeted and how it would be distributed.*' Significant information has been collected from schools and then processed/reviewed to inform this report; thus requiring it to be presented at the December 2021 Committee.

3. Background

3.1 School residential visits are highly valued and have significant outcomes (see August 2021 report – 8.1 below).

3.2 The cost of school excursions, including residential visits, are 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' (8.7 below, Education Scotland - How Good is Our School 4 – HGIS4).

3.3 Making Education Equal for All Edinburgh's Pupil Equity Framework provides Council guidance regarding maximising attendance (Appendix 9.2).

3.4 Based on evidence presented in the August 2021 report (8.1 below), 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. They are also successful in removing or reducing non-financial barriers to attendance. This is always ongoing work to avoid complacency.

3.5 Funding sources used to maximise attendance on residentials include parent/carer contributions; direct national funding such as Pupil Equity Funding (PEF); other eligible Council funding for targeted pupils; eligible external grants some of which are specifically advertised to support school residential visits for certain groups of pupils; and fundraising (in line with 1 in 5 Project guidance). The Council's 2021/22

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.

3.6   Additional background information, attendance data, existing good practice and the next steps for improvement and development can be found in the August 2021 report (8.1 below).

3.7   The Council is undertaking an incremental approach to reopening school residential/overnight visits. This started with camping in June 2021 and progressed in the Autumn Term to Benmore and Lagganlia residential visits. This stepped approach is allowing the Council and Health Protection Lothian to learn about the pandemic within a school residential context; enabling resources and processes to be created, trialled and embedded to minimise infection and financial risks.

   3.7.1   Due to the overnight component, school residentials are considered a higher educational activity pandemic risk. A proportionate approach is therefore required to minimise transition risks and put in place appropriate capacity/resources to manage outbreaks whilst on a residential, including repatriation of pupils and staff.

   3.7.2   The success of the Benmore and Lagganlia reopening, and development of robust resources have been recognised regionally and nationally. Council Officers are co-leading the development of national working groups to explore solutions and publish materials to support this Council and other local authorities/partners.

   3.7.3   Council Officers are currently finalising recommendations for the next step, which is proposed to involve non-Council providers. These will be considered by Council senior leaders via the Service Resumption Group process in November/early December 2021 alongside the latest infection context and how financial risks are being mitigated (the Council, like other Councils, no longer has pandemic cancellation insurance for school residential visits). If approved, resources currently being developed by the national group can then be utilised for future visits.

4.   Main report

4.1   Council Officers approached the request from Committee by focusing on evaluating a potential P7 school residential central fund option (as detailed in Appendix 9.1 below), and then dividing this into two parts; **Part 1: 2021/22 Academic Year** and **Part 2: Beyond 2021/22**. Examining a central fund beyond P7 to all year groups was judged by Council Officers to be cost-prohibitive, particularly when other funding sources exist e.g. PEF.

4.2   The potential 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 9.1. This presents different models for targeting funding; free school meals, SIMD 1-2 ('most deprived') and SIMD 1-4. Various percentage contributions are included.

4.3   Part 1 2021/22

4.3.1   A questionnaire was sent to schools to assess how P7 pupils are predicted to be funded during this academic year (including those schools who have already undertaken a visit). Schools used their professional judgement to submit best fit predictions.

4.3.2   Most schools report they expect to cater for P7 school residentials via existing funding options (83.6% of submitted returns or 61 out of 73 schools). This includes visits already undertaken.

4.3.3   Council Officers are or will be working with those schools who reported to potentially needing to utilise alternative funding sources other than those already being used/explored (16.4% or 12 schools).

4.3.4   Schools continue to report accessing a diverse range of funding sources to accompany parent/carer contributions. These include PEF; eligible Council budgets; Parent Councils; Parent-Teacher Associations; external grants some of which specifically state they accept applications for school residentials; donations from individuals and organisations; and fundraising (within 1 in 5 project guidance). Some questionnaire responses indicate that pupils benefit from being involved in fundraising. For example; '*fundraising teaches our pupils a great deal and they are very positive about taking part and know why…it teachers them about society and how it pulls together to support each other'*. It is acknowledged that many grant applications are not guaranteed at this point, although schools' judgements are based on grant providers' advice/guidance and past expereinces.

4.3.5   An additional 9 schools reported outwith of the online survey they have not currently finalised plans for a 2021/22 residential (a valid option within the questionnaire). SOLU is working with these schools to ensure all P7s have an option for a school residential this year (nearly all schools already contacted). The remaining schools are finalising their return.

4.3.6   The Council has approved a 2021/22 budget for its Benmore and Lagganlia Outdoor Centres. This provides significant additional financial support for booking guarantees, additional enhanced cleaning and potential repatriation costs. This is supplying vital reassurance for families and school staff, thus helping to maximise attendance. Work is underway regarding the 2022/23 budget.

4.4   Monitoring and maximising current school residential visits – 2021/22 (progress check)

4.4.1   The Sport and Outdoor Learning Unit (SOLU) continues to monitor attendance at the Council's Benmore and Lagganlia Outdoor Centres (via the data collection tool detailed in the August 2021 Report – 8.1 below). Current attendance for

2021/22 remains high; 93.9% (absence due to Covid-19 absences removed / 92.1% if included). This means that 559 Edinburgh pupils have attended a Benmore or Lagganlia school residential to date.

4.4.2 This high attendance figure for Benmore and Lagganlia represents significant work by schools and SOLU, including different funding solutions; flexible payment timelines; robust pandemic processes; and reassuring families and staff via information sessions and financial guarantees. No school has reported via the data collection tool that a pupil was unable to attend due to financial reasons. The risk of 'masking' financial reasons by families is acknowledged and is generally mitigated by schools through maintaining excellent relationships and communications with families so that attendance is maximised. This work is always ongoing, and the data collection tool created by SOLU is an important way schools and the Council can monitor attendance to inform guidance, provision, training and resources.

4.5 Beyond 2021/22

4.5.1 The data from Part 1 has been used by Council Officers to indicate a similar approach by schools beyond 2021/22.

4.5.2 Council Officers are aware of some speculation linked to a national school residential entitlement.

4.5.3 SOLU is developing a school outdoor learning evaluation toolkit. This will include resources for reviewing excursions within the context of safety, education effectiveness, equity, equality and environmental sustainability (using city-wide guiding principles). This will be ready for February 2022 in preparation for the 2022/23 academic year.

4.6 Conclusions and proposal

4.6.1 Based on the evidence collated and reviewed, it is proposed that a central fund is not the most suitable solution at this time when considered within the context of finite financial resources. The rationale is that existing funding sources beyond parent/carer contributions already exist, including PEF and external grants, and evidence indicates these are generally being used successfully by most schools to maximise attendance. Creating a central fund from existing Council resources would potentially duplicate these funding sources. It is acknowledged that some schools may require additional support by Council Officers in accessing all available funding sources. Officers would seek to use good practice from other schools in facilitating this. This proposal would be monitored and reviewed regularly.

4.6.2 SOLU is currently exploring the Community Benefits funding to provide an additional option for schools. The proposal will be submitted centrally for use across the City. A meeting is being organised with the relevant Council Officer and if feasible; an application is to be submitted shortly. SOLU will also liaise with Equity Board to set up a short-life working group to explore further options, including links with local business.

4.6.3 It should be noted that the Council already provides some centrally funded provision to support excursions, including Primary Curricular Swimming (5.1 full time equivalent swimming teachers), P7 Risk Factory visits, Active Schools extra-curricular activity programme (may include some excursions); and subsidised or free large events such as the P7 Epic Days (Summer 2021) and the P6 Outdoor Learning Challenge at Holyrood Park (pre-Covid and due to return).

5.   Next Steps

5.1   SOLU will continue to deliver its strategic actions to maximise attendance. These will assist in updating policy, checking progress, ensuring accountability and identifying priority work.

5.2   SOLU will monitor attendance to ensure guidance and resources are used to maximise attendance in line with the Council's Making Education Equal for All Edinburgh's Pupil Equity Framework (Appendix 9.2).

5.3   Council officers will monitor potential discussions regarding national school residential entitlements and any corresponding funding guidance and resources.

6.   Financial impact

6.1   2021/22 questionnaire feedback from schools includes predictions based on professional judgements. There is a risk that some predictions may not match actual requirements (despite schools' excellent knowledge of their communities, accessing grant guidance/advice and using past experiences to support them). This includes an ever-changing pandemic context and not knowing the outcome of grant applications. Schools will be asked to monitor predictions, and Council officers will work with schools to mitigate risks.

6.2   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.

6.3   Schools annually auditing their excursions programmes allow budgets to be allocated in advance, thus minimising financial risks.

6.4   The estimated costs of investing in a central fund are for illustrative purposes and are not allocated to any budget.

6.5   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 undertakes 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 was detailed in Appendix 9.15 of the August 2021 report (8.1 below).

8.   Background reading/external references

8.1   Previous Excursions – Equity Report. Education, Children and Families Committee, Tuesday, 24 August, 2021. General link to meeting documents and link to report. Link to minutes.

8.2   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.

8.3   Curriculum for Excellence Through Outdoor Learning – a planned and

progressive approach: https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf.

8.4   Scottish Government guidance - Coronavirus (COVID-19): school visits and trips: https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/.

8.5   Educational value of Scotland's Outdoor Education Centres: https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/.

8.6   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/.

8.7   Education Scotland – How Good is Our School? – HGIOS 4:
https://education.gov.scot/improvement/self-evaluation/HGIOS4

9.   Appendices

Appendix 9.1 Estimated Costs of Investing in a City-Wide Fund – 'P7 residential excursion guarantee' model.

Appendix 9.2 Making Education Equal for All - Edinburgh's Pupil Equity Framework.

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 9.2 Making Education Equal for All Edinburgh's Pupil Equity Framework

[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.

Education, Children and Families Committee

10 am, Tuesday 7th December 2021

Response to the Consultation on Education Reform

Executive/routine	
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1. Recommendations

1.1 The Education, Children and Families Committee is asked to

    1.1.1 Note the response to the Muir Consultation

    1.1.2 Request updates on how the Education Reform proposals will be addressed through strategic planning within Education and Children's Services

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Lorna French, Acting Head of Schools & Lifelong Learning

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Report

Response to Consultation on Education Reform

2.   Executive Summary

2.1   This report sets out the response from officers to the Consultation on Education Reform, as set out in the recommendations from the OECD report. The response represents early years, primary and secondary sectors of education. In general terms it supports the continuation of Curriculum for Excellence, though strongly suggests that it is refreshed. The consultation response supports the formation of a new agency to link the curriculum and the assessment of knowledge and skills. It also supports the de-coupling of the inspectorate from Education Scotland and a revised approach to quality assuring schools, more in line with the collaborative and empowered system.

3.   Background

3.1   The Scottish Government commissioned a report from the OECD which was published in June 2021. Professor Ken Muir was appointed as Independent Advisor to the Scottish Government. In August 2021 the plans for consultation were published and ran from September to November. All interested parties were asked for views. This response has been collated by three subject matter experts, namely Quality Improvement Education Officers working in the relevant sectors of education.

4.   Main report

4.1   The Consultation focused on 4 areas: Vision; Curriculum and Assessment; Roles and Responsibilities; and Replacing the Scottish Qualifications Agency and Reforming Education Scotland.

4.2   Vision: the response from the City of Edinburgh agrees with the vision of Curriculum for Excellence but strongly suggests it is fully refreshed to reflect our rapidly changing society. It also suggests redefining the balance of the contexts for learning to reflect parity of pathways and transferrable skills within the workplace.

4.3   Curriculum and Assessment: the response sets out the view that there is currently a disconnect between early years education, broad general and the senior phase and that these should be realigned to ensure clear progression. It further agrees with the

proposition that a new agency should replace SQA and that this agency should address the misalignment between the curriculum and its assessment thereof.

4.4 Roles and Responsibilities: more work is needed to clarify the roles and responsibilities of the various parts of the system, as well as the tools by which staff navigate them. Inspection should be independent but should be reconstituted with reference to other inspection frameworks, such as Care Inspectorate. The models of independent inspection should reflect the empowered system.

4.5 Replacing the SQA and reforming Education Scotland: although the pace of change needs to be carefully considered, there is no doubt that change is needed to reform the agency which accredits learning and skills, the SQA. The role of Education Scotland in providing curricular support should be continued, however this needs to be done recognising the whole system, including the role of RICs. Duplication should be avoided, similarly a genuine appraisal of the worth of the various contributions that each sector can make to the outcomes of pupils in schools.

5. Next Steps

5.1 Once the results of the consultation are published, the authority will work with colleagues, parents, and young people to agree appropriate next steps.

6. Financial impact

6.1 None envisage at this stage of Reform.

7. Stakeholder/Community Impact

7.1 This consultation has sought views from all stakeholders. It has been discussed with Parent Councils and the Locality Parent Council Forums. Headteachers respond separately through their professional associations or other forums. One view expressed from the Locality Parent Council was on the technical vocabulary used in the consultation questions which may have precluded some groups from responding.

8. Background reading/external references

8.1 OECD Report Curriculum for Excellence

8.2 OECD Report Improving Schools in Scotland

9. Appendices

9.1 Appendix 1   Consultation Response from officers

Response to Consultation on Education Reform by the City of Edinburgh Council

SECTION 1 - VISION

Two decades have passed since the original vision for Curriculum for Excellence was set out. In 2019, a revised narrative on Curriculum for Excellence was published which aimed to update the original vision[12]. Since the introduction of Curriculum for Excellence, there have been marked changes in educational research giving rise to new insights into children and young people's learning, pedagogy, and the kind of knowledge, skills and attitudes students need to progress as learners.

"Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century."
Scotland's Curriculum for Excellence (scotlandscurriculum.scot)

As an introduction to the questions which follow in this consultation, to what extent do you agree or disagree with the following statement?

1.1   The vision for Curriculum for Excellence reflects what matters for the education of children and young people in Scotland.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

1.2   What do you think should be retained and/or changed?

The attributes and capabilities of the four capacities were seminal at the time however need to be reviewed and updated in line with the current and rapidly changing context. The climate crisis, ethics, as we consider advances in Artificial Intelligence and multi national conglomerates running social media should influence decisions about the vision of education in Scotland. Learning for Life has to be acknowledged as citizens change jobs, develop skills, work flexibly and exert their rights as employees and in the classroom. The concept of learning for life at once suggests learning beyond the classroom so invites our partners in business, industry and the care professions to support curriculum development, therefore a Heads Hands Heart approach which places equal weigh on all skills should be developed.

A more equitable balance needs to be sought between being a "successful learner" and the other three capacities. There needs to be greater articulation on what it means to be a "learner" in modern Scotland; this includes addressing wider skills such as co-construction, cooperation and problem solving.

The four contexts of learning are more problematic when viewed from an ELC perspective as they don't currently align to ELC pedagogy. Currently there is a vision of the educator being the teacher: this needs to be adapted to include ELC settings where there is a wider skilled workforce.

SECTION 2 - CURRICULUM AND ASSESSMENT

The OECD reports *Scotland's Curriculum for Excellence: Into the Future*[13] and *Upper-Secondary Education Student Assessment in Scotland: A Comparative Perspective*[14] make it clear that aligning curriculum, qualifications and system evaluation is essential to delivering on the commitments made in Curriculum for Excellence relating to assessment.

To what extent do you agree or disagree with the following statements?

2.1   Curriculum for Excellence provides a coherent progression in the journey of learners (3-18 and beyond) that gives them the best possible educational experience and enables them to realise their ambitions.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

2.2   Please share what you believe currently contributes to a coherent progression.

The Experiences and Outcomes throughout the Broad General Education as a whole provide a coherent framework for progression through the learning statements within the sequential organisation of the levels but not from 3-18.

2.3   Please share ideas you may have to improve learner progression across stages and sectors.

As per the OECD report, greater consideration needs to be given to the role of the knowledge in the curriculum and its relation to the development of skills. There needs to be a greater input from subject experts on the building blocks of knowledge as often we find out too late that keystones of knowledge are missing in our young people's education. We need to give greater consideration to depth so that our pupils have the opportunity to critically engage with knowledge, questioning its purpose and using it to build new ways of thinking.

The four capacities, if or when they are updated, need to be more evidently unpacked in the Experiences and Outcomes and go beyond their current role as statements of principles. It would make sense to review the Es and Os and the benchmarks together to produce a more coherent overview. (This would also allow the opportunity to review some of the content of Early Level, which does not match well with pedagogical approaches.)

There is a need for more coherence at points of transition particularly between primary and secondary sectors. This could be created by the introduction of "transition teachers" who could ensure pupils have a more coherent educational experience. Consideration should be given to the education of these teachers in ITE.

From an ELC perspective, strong foundations in motor/communication/thinking skills/relationships – developmental domains - underpin all learning. We question the need to artificially box up areas of learning for the youngest children into curricular areas at the expense of the individual child's curriculum.

We have to recognise that progression is less coherent when it comes to the Senior Phase and that the transition from S3 to S4 has proved problematic in particular. With regard to specific qualifications, the lack of progression/commonality in certain science and mathematics National Qualifications needs addressed, so that pupil achievement can be recognised and rewarded.

3.1   In practice, learning communities are empowered and use the autonomy provided by Curriculum for Excellence to design a curriculum that meets the needs of their learners.

☐ *Strongly Agree*
☐ <mark>*Agree*</mark>
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

3.2   Please share ideas you may have on what is needed to enhance this in future.

CfE has indeed led to empowerment, however the disconnect between Early Years, the BGE and senior phase does not currently allow for a shared curriculum.   While the current formal assessment/exam diet largely determines the senior phase curriculum, there will be a lack of motivation to make the relevant changes.

The constant stream of initiatives has led to a lack of focus on what the curriculum is trying to achieve. In particular, there is a need for stronger relationships to be built between schools, teachers, community librarians, social workers and subject experts in order to ensure that the curriculum is built upon a sound and relevant knowledge base particularly in Literacy, Numeracy as well as in the development of Technological and Scientific Literacy.

4.1   The creation of a Curriculum and Assessment Agency will help to address the misalignment of curriculum and assessment as outlined in the OECD report[15].

☐ *Strongly Agree*
☐ <mark>*Agree*</mark>
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

4.2   Please share your views of the potential advantages of establishing such an Agency.

This agency has the potential to help build a stronger relationship between the curriculum and assessment.

If the curriculum is to refocus attention upon achieving the vision for our learners in Scotland then assessment practices, particularly in the Senior Phase, need to be updated. Teacher-driven formative assessment should be included which will help to assess other skills such as collaboration and problem solving. This new agency has the potential to bring coherence between the principles of the Curriculum for Excellence, the taught curriculum in schools and the assessment guidelines through the establishment of an appropriate infrastructure and

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system which will support practice.

With regard to ELC, this agency would also need to look at pedagogy.

4.3   Please share your views of the potential disadvantages of establishing such an Agency.

The practical link would reinforce the ideological link between what is taught and how it is assessed. This would have huge advantages in keeping pace with the changes in society which will inevitably be seen in the curriculum

There is anxiety amongst Scottish educationalists that this new agency will simply be a re-branding of the old format. This is a great opportunity to learn from other countries who may already have specialist curriculum agencies. There is a hope that the staff for this agency could have a specialist skill set in order to develop the expert knowledge which will be crucial for its success.

Previously the qualifications system implemented by SQA has ended up dictating the curriculum "further down" – there is a need to work from foundations upwards instead.

We are concerned that previously with SQA there was no recourse to any ombudsman. The formation of any new body needs to address this. Given the amount of power which this new body would wield, it is vital that there be mechanisms in place to ensure public accountability.

5.1   The full breadth of existing SQA qualifications[16] play an important part of the curriculum offered by secondary schools.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

5.2   Please identify the main factors, if any, that support a broader range of SQA qualifications being included in the curriculum in secondary schools.

Parity of pathway will never be fully realized without broader, accredited qualifications that reflect back on the vision, values and aims of CfE, which itself should be the VVA of our society.

Currently the range of qualifications offered is affected by factors such as school size, parental expectations, authority position and the demography of the catchment area. There are also issues with how some (non-National Qualification) courses are perceived by learners and parents/carers, with a sense that these are somehow "second class" or of lesser importance. Whilst SQA are to be applauded for introducing NQs such as National 5 and Higher Applications of Mathematics, the value of these has not always been recognised by employers, nor by some Further/Higher Education institutions.

There is a clear opportunity to widen the range of courses by taking advantage of digital accessibility. National frameworks to support this development would be welcome and would save much wheel reinvention.

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[15] Scotland's Curriculum for Excellence: Into the Future | en | OECD
[16] Explore our qualifications - SQA

5.3   Please share any ideas you may have on what is needed to enhance the role of a broader variety of qualifications in the curriculum in secondary schools.

Beginning with the refreshed VVA of CfE, which must be done with business partners and those who have the insight and skill to predict societal, industrial and technological skills, we should then be clear about how the current framework can be used to assess relevant skills. There should be a greater understanding of Learning for Life.

6.1   Technologies are fully and appropriately utilised as a support for curriculum and assessments.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ <mark>*Disagree*</mark>
☐ *Strongly Disagree*

6.2   Please share any comments you may have on the use of technologies to support curriculum and assessments, and what could be done to deliver improvements.

There is a need to continue to build on the digital literacy of our learners. The curriculum has to be modified so that learners have the opportunity not only to develop new ways to use technology to extend their knowledge and skills but also to be able to determine how and for what purpose technology should be used. In order to ensure that this is truly a Scottish priority, there needs to be equity of access to appropriate equipment, connectivity as well as a prioritising the training of the educational workforce.

7.   Please share any additional comments you have on curriculum and assessment.

SECTION 3 - ROLES AND RESPONSIBILITIES

The rationale for reform of Scottish education is to ensure that learning communities get the best possible support to provide the highest quality of learning and teaching for our children and young people. The aim is to continue to reduce the attainment gap and reduce variability in outcomes achieved by young people in different parts of the country.

Scotland's Curriculum for Excellence: Into the Future[17] recognises the complexity in Scottish education and highlights duplication of functions between different groups. It is claimed that this reduces clarity and consistency for practitioners and points to the need for Scotland's system leaders and stakeholders to revise the current allocation of responsibility for Curriculum for Excellence, including responsibilities for its strategic direction, its reviews and updates, and the response to needs and/or requests for support with curriculum issues.

A key challenge in improving the transparency of responsibilities and accountability mechanisms surrounding Curriculum for Excellence is in ensuring that the functions of agencies are designed in a way that maximises support for achieving excellence and equity for all children and young people from the early level upwards.

Building on a commitment to shared ownership of Curriculum for Excellence, the report therefore points to the need for improved clarity on functions and simplification of guidance for all stakeholders in order that the system is more coherent and more easily understood by all, allowing a greater focus on learning and teaching.

To what extent do you agree or disagree with the following statements?

8.1   There is clarity on where the responsibilities for the strategic direction, review and updates for Curriculum for Excellence lie.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

8.2   Please indicate where you think the responsibilities for the strategic direction, review and updates for Curriculum for Excellence should lie.

The strategic direction of the Curriculum for Excellence should be developed and overseen by an expert panel or Board, made up of personnel beyond those in traditional education roles. It must be made up of people whose own values render them open to change and alert to new approaches, but wise enough to have a long term view of implementation. There should be clear Roles, Remits and Responsibilities for all involved, clear self-evaluation of what works and also independent scrutiny at points.

This group should then remit work to various other agencies, with a strong and enduring link to practitioners. This network should represent the diversity of our education system and should work in partnership with the new Curriculum and

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Assessment agency as well as a range of key stakeholders and educational experts. There needs to be a clearer message throughout our education system that our school leaders and teachers are trusted, empowered professionals. Any changes and updates of the curriculum need to be supported by a rigorous professional learning offer which provides practical support and expertise. To ensure success however, there needs to be a reduction in class contact time in order to avoid teachers from feeling overwhelmed as well as giving any changes the time and space which will be greatly needed.

9.1   There is clarity on the roles played by national agencies and other providers for responding to needs for support with curriculum and assessment issues.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *==Disagree==*
☐ *Strongly Disagree*

9.2   Please share which aspects of the support currently provided by national agencies and other providers is working well.

The GTCS has played a consistent role in establishing and promoting professional standards. As a body, they continue to engage in a dialogue about what works, which is evident in the recent refreshment of the standards.
The system is imperfect, however there are personnel within it who add enormous value. There is not enough interface between local authorities/schools and the agencies delivering support and challenge. There has sometime been a sense of strategic and costly decisions being taken which are not seen as necessary or helpful. There is a lack of clarity over what support is being driven by the Learning Directorate and what by Education Scotland. There is a growing sense of the Learning Directorate's influence in educational strategy which has not been overtly articulated to the profession, particularly in assuming roles that would previously have been undertaken by Education Scotland. It would be helpful if clear lines of responsibility were set out even in this interim period.

9.3   Please indicate where you think greater clarity is needed in relation to the roles played by national agencies and other providers for responding to needs / requests for support with curriculum and assessment issues.

With regard to ELC, a joint framework (developed by HMIE and the Care Inspectorate) would be supportive for practitioners moving forward. Early Level is of vital importance and is poorly served by having two inspection regimes cutting across it.

10.1   There is clarity on where high quality support for leadership and professional learning can be accessed to support practitioners.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

10.2   Please share any comments you may have on support for leadership and professional learning.

There are effective leadership and professional learning pathways currently available for practitioners at all stages of their career. However, the current systems on Education Scotland, in particular, can be difficult to navigate. Consideration needs to be given on clarity around communication and accessibility onto the individual pathways. It can be difficult to understand who has ownership of the professional learning menu as well as how and where to apply. This needs to be a simplified process which will encourage a greater uptake.

On the whole, Education Scotland does draw upon various areas of expertise in order to support the content and delivery of their professional learning as is evident in the Excellence in Headship programme. Practitioners at all levels have the opportunity to engage directly with theory and research. Partnership working is strong between Universities and Education Scotland in the delivery of Into Headship. Consideration needs to be given on the quality of all the leadership programmes, in particular the In Headship course does not have the same strength as other packages.

The role of Regional Collaboratives needs strengthened in terms of connecting practitioners and in providing a network of support for professional learning. If we are to develop strong professional learning pathways for all practitioners then there is a need to provide spaces for collaboration, to discuss theory as well as practice.

11.1 There is sufficient trust with all stakeholders, including children, youngpeople, parents & carers, so they are genuinely involved in decision making.

☐ *Strongly Agree*
☐ *Agree*
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

11.2 Please share any ideas you may have on how trust and decision making can be further improved.

There have been strides towards this however there are ingrained and critically important statutory practices which prevent wholesale empowerment of every stakeholder. The Headteacher Charter seems to be written to serve a context which operates under a different funding mechanism. The enormous structural changes needed for full empowerment do not seem appropriate for these times or this context. Better the incremental steps towards better fiscal decision making which are ongoing

through Excellence in Headship and local authority training packages (Edinburgh has specific packages for HTs and BMs); better also to develop appropriate training and support for parent councils and Headteachers on skilled joint improvement planning, bearing in mind that not every parent wants to assume this role.

More work needs to be done on the inclusive nature of our curriculum. A stronger commitment and promotion should be made of the development of a decolonised curriculum which reflects the culture of all our learners. This will again help to build feelings of trust.

Parents and carers need to be involved in understanding the new purpose of education and why changes need to be made. The lack of transparency on this has led in the past to the questioning of our role as professionals. There needs to be more diversity in who is consulted and included in forming the new shape of Scottish education. From the outset, there now needs to be a strategic plan on when, how and for what purpose parents and carers are consulted and involved in decision making.

However, we recognise that there can be different views across parent bodies. It is important to ensure that consultations hear from all voices as much as possible.

12.1   Independent inspection has an important role to play in scrutiny and evaluation, enhancing improvement and building capacity.

☐ *Strongly Agree*
☐ <mark>*Agree*</mark>
☐ *Neither Agree/Disagree*
☐ *Disagree*
☐ *Strongly Disagree*

12.2   Please give examples of how you would like to see scrutiny and evaluation being carried out in future.

Scrutiny and evaluation is an essential part of ensuring public trust and in maintaining and improving educational standards. This needs to be executed in a supportive manner: too often there is an element of fear which results in conformity and a lack of exploration of new, creative pedagogical approaches and curricula. The embracing of the word 'scrutiny' should be reconsidered – the connotations do not seem reflective of the culture or context.

It is vital to ensure that there is genuine independence when it comes to any inspecting body – there needs to be clear demarcation (and political distance) between the roles of the Learning Directorate and this body.

It is important that to ensure that there is clarity around function of Care Inspectorate and HMIE in ELC inspections.

13.   Please share any additional comments on roles and responsibilities in Scotland's education system.

SECTION 4 - REPLACING THE SCOTTISH QUALIFICATIONS AUTHORITY AND REFORMING EDUCATION SCOTLAND

The Cabinet Secretary for Education and Skills announced in June 2021 the intention to replace the Scottish Qualifications Authority (SQA) and consider a new specialist agency for both curriculum and assessment while also taking forward reform of Education Scotland, including removing the function of inspection or scrutiny from the agency. This section seeks views on how best to take forward key aspects of the Cabinet Secretary's decision including:

- **Removing Scrutiny (Inspection and review) from Education Scotland**
- **Further reform of Education Scotland**
- **Replacing SQA**
- **Considering the establishment of a new Curriculum and Assessment Agency**

While it is expected to take some time to establish new or revised national agencies, it is anticipated that they will have a key role in taking forward delivery of wider OECD recommendations. This would include embedding a refreshed vision for Curriculum for Excellence, defining indicators to understand progress across the four capacities, building curricular capacity, implementing new pedagogical and assessment practices, implementing approaches for internal assessment in determining qualifications, ensuring appropriate breadth and depth of learning through the Broad General Education[18] and in respect of the Senior Phase[19], embedding a structured and long-term approach to implementation, effective stakeholder engagement and coherent communications.

To assist you in answering these questions, information on the current roles and functions carried out by SQA and Education Scotland are provided within the supporting documents section at https://www.gov.scot/isbn/9781802014327/documents/.

Removing Scrutiny (Inspection and review) from Education Scotland

External scrutiny (inspection and review) plays a fundamental role in the overall drive to continue to improve education in Scotland for all of our children, young people and adult learners. HM Inspectors carry out independent, external evaluation of standards, quality and improvement with a clear focus on impact and outcomes for learners. The scrutiny programme covers all sectors from early learning and childcare to adult learning, The evidence gathered through observing practice at first hand identifies what is working well in our education system, including examples of highly effective practice, areas which are showing improvement and areas where further development is needed.

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[18] Broad general education | Scottish education system | Education Scotland
[19] Senior phase | Senior phase and beyond | Scottish education system | Education Scotland

14.   Please share any comments or suggestions you have on this proposed reform below.

We are particularly interested in hearing your views on:

a) the approach this reform should take (for example what form should this agency take)
b) the opportunities these reforms could present (for example the development of a new national approach to inspection including alignment with other scrutiny functions)
c) the risks associated with any reform (for example whether the independence of the inspectorate could be jeopardised by change)
d) how any risks might be mitigated
e) the timescales over which these reforms should take place.

Inspectors too often witness a snapshot of teaching which provides a certain lens of judgement to be applied. Consideration needs to be given as to how accurate this lens is and to what extent it contributes to the school's journey of improvement. Too often an inspection disturbs the flow of learning by the two-week notice where all hands are directed towards "preparation", the week of the inspection when anxieties are high followed by the inevitable slump of energies following the visit.

The new agency should consider a less hierarchical approach which involves more classroom practitioners. A co-construction of school quality criteria by which the school wish to be judged rather than a focus on outcomes may help to empower the process from within.

The risks are that political pressures result in the application of an overly simplistic framework by which quality is measured. Now is the time to be brave and try a different way of assuring quality. By putting valuable time aside to consult throughout the current education system, and listening, potential for an agency restricted by political frameworks will be reduced.

We question the view that there is currently "Independence" for the inspectorate, which could be jeopardised by any changes.

Further Reform of Education Scotland

Beyond inspection Education Scotland is a broad organisation responsible for a range of important functions designed to support a number of parts of the Scottish Education system. These functions include directly supporting learning communities at local and regional levels, offering a wide range of professional learning and leadership development programmes and opportunities, Community Learning and Development (including the CLD Standards Council), supporting digital pedagogies and as the function of Registrar of Independent Schools.

15. Please share any comments or suggestions you have on how the functions currently housed in Education Scotland could be reformed.

We are particularly interested in hearing your views on:

a) the approach this reform should take (for example which functions should continue to sit within a reformed Education Scotland, and are there any

functions which could be carried out elsewhere)
b) the opportunities reform could present (for example should more prominence be given to aspects of Education Scotland's role)
c) the risks associated with any reform (for example disruption of service to education establishments and settings)
d) how any risks might be mitigated
e) the timescales over which these reforms should take place.

There is a danger that we have too "top heavy" a system in Scotland. We would welcome increased opportunities for collaboration with Local Authorities (or via the RICs) and also a more equitable distribution of resources to where they are most needed.

If the new Curriculum and Assessment Agency's primary function will be to stabilise the development of the Curriculum for Excellence then Education Scotland's role needs to continue to develop the essential supportive professional learning pathways. This could include greater curricular support from subject specialists.

Reference Groups and genuine active listening and dialogue should mitigate risks. Education establishments will not be unduly, directly affected by changes to ES.

Change management of these proposals needs to be moderated and sense-checked according to the context. The capacity of staff to cope with change that is not clear, sharp and swift will be limited. The preference would be for the Inspectorate to disengage from Education Scotland as soon as possible but for inspection (in its historical sense) to be paused until the profession can adequately respond.

If the new Curriculum and Assessment Agency's primary function will be to stablise the development of the Curriculum for Excellence then Education Scotland's role needs to continue to develop the essential supportive professional learning pathways.

Replacing SQA

SQA has two main roles: accreditation and awarding qualifications.

➢ **SQA Accreditation** accredits qualifications other than degrees and approves and quality assures awarding bodies that plan to enter people for these qualifications.

➢ **SQA Awarding Body** devises and develops national and vocational qualifications across schools, colleges, training providers and employers; sets standards and maintains such qualifications; validates qualifications (makes sure they are well written and meet the needs of learners and practitioners); reviews qualifications to ensure they are up to date; arranges for, assists in, and carries out, the assessment of people taking SQA qualifications; quality-assures education and training establishments which offer SQA qualifications; and issues certificates to candidates.

Within both of these roles, SQA offers a range of services for businesses and training providers, ranging from course and centre approval through customised awards, to endorsement, credit rating and licensing services.

16. Please share any comments or suggestions you have on this proposed reform below.

We are particularly interested in hearing your views on:

a) the approach this reform should take (for example could a function be carried out elsewhere)
b) the opportunities these reforms could present (for example should more prominence be given to an aspect of SQA's role)
c) the risks associated with any reform (for example loss of income, confusion as to system of awards in Scotland)
d) how any risks might be mitigated
e) the timescales over which these reforms should take place.

Gordon Stobart's report, "Upper-secondary education student assessment in Scotland: A comparative perspective" has distilled it down to three areas for us to consider when it comes to revising our assessment body. A dependable assessment system needs to be valid, reliable and manageable. These three words need to be at the forefront when considering any change to our current system. We need to be certain that this new agency develops an assessment system which is truly representative of the principles of our Scottish curriculum and has teacher professional judgement at the heart of it.

The framework which is employed in the Senior Phase is out of step with the key principles which underpin the Curriculum for Excellence. There is a heavy emphasis upon "successful learner" with

little opportunity to have progression within the other three capacities acknowledged. This has resulted in a system which is led schools to focus attention on Insight tally points, SQA attainment data and positive destination data. This narrowed criteria for judging success has lessened the focus on whether schools have nurtured creativity and developed critical thinkers, collaborators and problem solvers.

Consideration should be given to extending the range of assessment practices in the Senior Phase. There needs to be sharper focus on what we are assessing, why and how that relates to the curriculum. We question the need for the three years' worth of examinations in the Senior Phase. We believe it would be better to have a more cohesive approach rather than the stop/start and the "two term dash" which is currently in place, in S4, S5 and S6. The role of examinations in S4 in particular requires attention, given the current pattern of school staying-on rates compared to the position when O Grades were introduced.

There are clear risks involved in changing our current qualification methodology. The current societal view on final exams being the accepted way to measure attainment and achievement means that there may be resistance from parents/carers, further education institutions and the wider workplace on accepting a move towards more continual assessment approaches. This can be mitigated, as with all proposed changes, through a thorough programme of consultation and engagement in order for all to have a shared understanding of the validity and reliability of the national awards.

The move towards teacher designed assessments with greater emphasis upon the development of a portfolio of work has obvious implications for teacher workload. The government need to ensure that any change in approach is considered in conjunction with an increase in teachers' non-contact time.

<u>Considering the Establishment of a new Curriculum and Assessment Agency</u>

The establishment of new Agency has the potential to enhance the quality of teaching and learning across the education sector. It will be important that the remit, purpose, governance and culture of the new agency match the aspirations of the system it will be designed to serve. We are therefore interested in the role of the newagency, its relationship with other parts of the system including the Scottish Ministersand how we will know it has been successful.

17. Please share any comments or suggestions you have on this proposed reform below.

We are particularly interested in hearing your views on:

   a) the approach this reform should take (for example are there alternativemodels for this reform?)
   b) the opportunities these reforms could present (for example what should therole of the new agency be?)
   c) the risks associated with any reform
   d) how any risks might be mitigated
   e) the timescales over which these reforms should take place.

The new curriculum and assessment agency should primarily ensure that education objectives are simplified and aligned. Currently there are too many layers with competing agendas. This overcomplication has resulted in a confusion of purpose in Scottish education.

The OECD report suggests the newly formed agency should create '…the most effective balance between flexibility and prescription and between personalisation and equity'. This can only be achieved through the reimagining of the role of assessment, moving away from the current rigid measures of achievement.

The risks are that this agency bends against the ebb and flow of various political priorities. If we are to truly succeed in this endeavour, then this new curriculum and assessment agency needs to be apolitical.

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Education, Children and Families Committee

10.00am, Tuesday 7 December 2021

Revenue Monitoring 2021/22 – month six 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 that a balanced overall monitoring position is forecast at month six, an improvement of £1.362 million from the previously reported position

1.1.2 note that the temporary accommodation monitoring position will be reported to Housing, Homelessness and Fair Work Committee on 20 January 2022, and is not reported in the forecast balanced budget for Education and Children's Services,

1.1.3 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. £3.195m on track to be delivered in full; £0.085m assessed as amber, pending further detailed implementation plans and £0.962m assessed as being at risk of not being delivered;

1.1.4 note that a further update will be provided to Committee on 1 March 2022

Amanda Hatton

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 six position

2. Executive Summary

2.1 The report sets out the projected month six revenue monitoring position for Education and Children's Services, based on analysis of actual income and expenditure to end of September 2021, and projections for the remainder of the year.

2.2 A review of pressures and savings within the budget indicates a projected overall balanced budget position, after assumed corporate provisions for continuing COVID impacts on the service.

2.3 An update on pressures within temporary accommodation is being reported to the Housing, Homelessness and Fair Work Committee, and pressures for this area are not included in the balanced budget forecast.

2.4 A further update will be provided to Committee at the meeting on 1st March 2022.

3. Background

3.1 The total 2021/22 net budget for Education and Children's Services is £426.2m.

3.2 This report sets out the projected monitoring position for Education and Children's Services revenue expenditure budget for 2021/22, based on analysis of known pressures and mitigating savings identified to date.

4. Main report

Overall Position

4.1 Education and Children's Services is projecting an overall balanced budget position at month six. Forecast pressures within the service, including out of council residential and secure accommodation, DSM budgets and red assessed savings are currently projected to be fully offset through savings elsewhere within the budget. A summary of these pressures and mitigations is included in appendix 1.

Forecast Pressures and Savings

4.2   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, and capacity issues within CEC's residential and secure accommodation which has impacted on plans to return some young people from out of authority placements. Based on assessment of current placement numbers an estimated net residual pressure of £1.0m is forecast. The net residual pressure takes account of £1.8m of additional Covid funding which has been agreed previously for 2021/22. The forecast pressure is currently mitigated through savings elsewhere within Children's Services, including family based care. The continued duration of Covid and restrictions on ability to move young people from their current placements has impacted on progress in reducing pressures within the budget in 2021-22.

4.3   Forecast pressures have also been identified within DSM budgets, reflecting current pupil roll numbers. These may be recurring if pupil roll numbers continue to increase beyond that provided within existing budget allocations. Pressures are also forecast within the libraries service, as result of delays in the strategic service review and projected shortfalls in income budgets. Pressures in these areas have been mitigated in the current year from one-off savings in other areas of the School and Lifelong Learning budget, including savings in staff costs due to recruitment delays.

4.4   Home to school transport is subject to continued pressures relating to delivery of the transport review. Forecast pressures are currently being addressed from one-off underspends in other service areas.

Approved Savings and Reduction in Investment

4.5   Elements of approved budget savings, or reductions in investment , in respect of (i) home to school and other transport, (ii) libraries strategic review, (iii) efficiency and management savings and (iv) fees and charges, totalling £0.962m, have also been assessed as red and at risk of not being delivered at this time, and are included in the forecast net pressure.

Other COVID related provisions

4.6   Council has allocated a £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, community access to schools and adult education programme.

4.7   The Executive Director of Education and Children's Services is fully committed to continuing to deliver mitigations to reduce the existing pressures, and to identify and implement management actions required to address these.

Savings Delivery – Approved Savings 2021/22 Budget

4.8 Approved budget savings and operational efficiencies for Education and Children's Services for 2021/22 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.

4.9 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, £3.195m of savings and efficiencies are on track to be delivered in full (green); £0.085m relating to fees and charges requires further work (amber); and £0.962m, relating to the transport review, libraries strategic review, management restructure and fees and charges income uplift is at risk of not being delivered. Further details are included in Appendix 2

5. Next Steps

5.1 Work is ongoing to identify mitigating measures to manage financial risks and take timely remedial action, where any further adverse variances become apparent.

6. Financial impact

6.1 The report highlights a projected overall balanced budget 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 Appendix 1   Summary of Month 6 pressures and mitigations

9.2 Appendix 2   Summary of approved budget savings 2021/22

Appendix 1

FORECAST AREAS OF BUDGET PRESSURES AND MANAGEMENT ACTION

Service area	Pressure	Mitigation	Net Residual Pressure	COVID	Non-COVID	Description
Children's Services						
Out of Council Residential and Secure placements	1.0		1.0		1.0	Pressure based on current placement numbers continuing for the year with any known changes.
Family Based Care - adoptions		(0.4)	(0.4)		(0.4)	One off income from retrospective charges now agreed
Community Justice						
CJ - Non S27	0.1	(0.3)	(0.2)		(0.2)	Temporary vacancies from recruitment delays
Family & Household Support		(0.3)	(0.3)		(0.3)	Estimated staff vacancies of £0.6m, reduction in HRA recharge
Schools/Early Years						
Vacancies in Early Years Core Positions		(0.7)	(0.7)		(0.7)	Temporary vacancies resulting from recruitment delays
Sports & Lifelong Learning						
Outdoor Centres	0.8		0.8	0.8		Fixed costs that need to be covered and the impact of reduced numbers affecting income levels.
Community Access to Schools	0.7		0.7	0.7		Pressure on non-sports lets as not assumed to re-start this year. Reduced income on Edinburgh Leisure managed sports lets
Adult Education	0.3		0.3	0.3		Covid income pressure, net of staff savings,
Libraries	0.3	(0.1)	0.2		0.2	Pressure of £300K due to approved saving not delivered offset by staff savings
Re-opening of community centres and libraries	0.1		0.1	0.1		Re-opening costs for CO2 monitors, signage etc
Various		(0.4)	(0.4)		(0.4)	Savings on ancillary budgets
Operational Support						
Home to school transport	0.4		0.4		0.4	Estimate based on routes in place at September
Corporate Transport Unit	0.1		0.1	0.1		Estimate of COVID related support
Department-wide						
Efficiency and Management savings	0.4		0.4		0.4	Balance of management and efficiency savings to be identified
	4.1	**(2.1)**	**2.0**	**2.0**	**0.0**	

Appendix 2

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)			0.300		**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**	**3.195**	**0.085**	**0.962**

Education, Children and Families Committee

10.00am, Tuesday, 7 December 2021

Chief Social Work Officer Annual Report 2020-2021 – referral from the Policy and Sustainability Committee

Executive/routine
Wards
Council Commitments

1.   For Decision/Action

1.1   The Policy and Sustainability has referred the attached report to the Education, Children and Families Committee for information.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Louise Williamson, Assistant Committee Officer
Legal and Assurance Division, Corporate Services
E-mail: louise.p.williamson@edinburgh.gov.uk | Tel: 0131 529 4264

Referral Report

Chief Social Work Officer Annual Report 2020-2021

2. Terms of Referral

2.1 On 30 November 2021, the Policy and Sustainability Committee considered a report which provided a broad outline of some of the key issues facing social work and social care in Edinburgh. It included data on statutory services, areas of decision making and set out the main developments and challenges.

2.2 The Policy and Sustainability Committee agreed:

2.2.1 To note the Chief Social Work Officer's (CSWO) Annual Report for 2020/21 attached at Appendix 1 to the report by the Chief Social Work Officer.

2.2.2 To refer the report to the Education, Children and Families Committee for information.

3. Background Reading/ External References

3.1 Minute of the Policy and Sustainability Committee – 30 November 2021

4. Appendices

Appendix 1 – report by the Chief Social Work Officer

Policy and Sustainability Committee

10:00am, Tuesday, 30 November 2021

Chief Social Work Officer Annual Report 2020-2021

Executive/routine
Wards
Council Commitments

1.   Recommendations

It is recommended that Policy and Sustainability Committee:

1.1   Notes the Chief Social Work Officer's (CSWO) Annual Report for 2020/21 attached at Appendix 1.

Jackie Irvine

Chief Social Work Officer and Service Director for Children's and Criminal Justice Services

E-mail: Jackie.Irvine@edinburgh.gov.uk | Tel: 0131 553 8250

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Report

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Chief Social Work Officer Annual Report 2020-2021

2.   Executive Summary

2.1   The CSWO is required to produce an annual report. The format changed some years ago, when local authorities were asked to use a template devised by the Chief Social Work Adviser to the Scottish Government to ensure consistency across Scotland in annual report submissions. Due to the Covid-19 pandemic, this format has once more been altered to reflect the challenges that the pandemic has brought to social work services across Scotland.

3.   Background

3.1   This is the third report written by the Chief Social Work Officer, Jackie Irvine, since coming into post in July 2018.

4.   Main report

4.1   The CSWO annual report provides a broad outline of some of the key issues facing social work and social care in Edinburgh. It includes data on statutory services, areas of decision making and sets out the main developments and challenges.

4.2   The report includes an update on finance, service quality, delivery of statutory functions, workforce planning and development.

4.3   Included in the report is a range of performance data and some of the key social work indicators are set out. This information complements, rather than replicates the detailed performance and budget information on all social work and social care services most of which has already been presented to Committee, Council, and the Integrated Joint Board (IJB).

4.4   Appendix 2 of the report acts as the required annual report to elected members on the operation of the statutory social work complaints process.

4.5   The report highlights the impact that Covid-19 has had upon Edinburgh's population and its social work, social care, and public protection services, as well as indicating

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how the pandemic will continue to affect and contribute to even greater levels of need and vulnerability for people living in the city.

5.   Next Steps

5.1   Once ratified by the Committee, this report's submission to the Scottish Government is required.

6.   Financial impact

6.1   This report is an overview of strategic and operational social work matters covering the areas of Children's, Adult's and Community Justice based social work. There is no financial impact from this report, which will not have already been considered through existing Council Committees or the Integrated Joint Board.

7.   Stakeholder/Community Impact

7.1   All social work services have the expectation to engage the participation of those citizens who require the support and assistance of those services. Each Departmental area has existing mechanisms in place to address stakeholder and community impact.

8.   Background reading/external references

8.1   There are no required background papers.

9.   Appendices

9.1   Appendix 1 - Chief Social Worker Officer's Report 2020-2021.

THE CITY OF EDINBURGH COUNCIL CHIEF SOCIAL WORKER OFFICER'S ANNUAL REPORT

APRIL 2020 – MARCH 2021

Glossary

AWIA	Adults with Incapacity Act
CJOIP	Community Justice Outcomes Improvement Plan
CJSW	Criminal Justice Social Work
CPO	Community Payback Order
CSWO	Chief Social Work Officer
CTO	Compulsory Treatment Order
DALAG	Domestic Abuse Local Action Group
DTTO	Drug Testing and Treatment Order
EADP	Edinburgh Alcohol and Drugs Partnership
EDO	Emergency Detention Order
EHSCP	Edinburgh Health and Social Care Partnership
EIJB	Edinburgh Integrated Joint Board
ELPF	Edinburgh Local Practitioner Forum
EMORS	Edinburgh and Midlothian Offender Recovery Service
ESEC	Equally Safe Edinburgh Committee
FGDM	Family Group Decision Making
GIRFEC	Getting It Right for Every Child
IRD	Inter-Agency Referral Discussion
LOG	Locality Operational Group
LSI	Large Scale Investigation
MAPE	Multi-Agency Practice Evaluations
MAPPA	Multi-Agency Public Protection Arrangements
MHA	Mental Health Act
MHO	Mental Health Officer
QAO	Quality Assurance Officer
SSSC	Scottish Social Services Council
STDO	Short-term Detention Order
TCAC	Through Care and After Care
TIC	Trauma Informed Care

Contents	Page Numbers

Introduction and Acknowledgement

It is my pleasure to provide my third Chief Social Work Officer's Annual Report in respect of the City of Edinburgh Council since coming into post in July 2018. I would like to acknowledge all the colleagues who have supported the production of this report and the associated relevant material for inclusion. It should be noted that a lot of the performance and service development information included within this report has been reported elsewhere and that my report is intended to draw together already existing information to form an overview of the quality of social work practice in the City. It also contains new and emerging information and concludes with a look to the future of Social Work and potential challenges going forward.

The requirement for each Council to have a Chief Social Work Officer (CSWO) was initially set out in the Social Work (Scotland) Act 1968 and further supported by Section 45 of the Local Government etc (Scotland) Act 1994. The role of the CSWO is to provide professional governance, leadership, and accountability for the delivery of social work services, not only those provided directly by the Council or from within the integrated Health and Social Care Partnership (HSCP), but also those commissioned or purchased from the voluntary and private sector. Social work services are delivered within a framework of statutory duties and powers and are required to meet national standards and provide best value.

The purpose of this report is to provide Council with information on the statutory work delivered through the various social work services of the Council during the period 1 April 2020 to 31 March 2021 as well as the associated challenges within the context of the current climate within public services. This report will be posted on the Council website and will be shared with the Chief Social Work Advisor to the Scottish Government.

Jackie Irvine
Chief Social Work Officer
Service Director of Children and Families and Criminal Justice Services.
September 2021

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Governance and Accountability

Edinburgh has in place a range of governance arrangements to provide scrutiny and assurance to all areas of social work. **(Appendix 1).**

For all areas of Public Protection, the Chief Officers Group provides oversight, assurance, and governance to the range of committees and partnerships addressing public protection issues.

The Chief Officers Group meets quarterly, there are three Chief Officers - Chief Executive, The City of Edinburgh Council, Chief Superintendent Divisional Commander, Police Scotland and Executive Director Nursing, Midwifery, and Allied Health Professionals, NHS Lothian. Membership also includes the chairs of the public protection groups; Child Protection Committee, Adult Protection Committee, Offender Management Group, Equally Safe Edinburgh Committee and the Alcohol and Drug Partnership.

In addition, the Chief Social Work Officer is the chair of the Multi-Agency Public Protection Arrangements (MAPPA) Strategic Oversight Group (SOG), for Edinburgh, the Lothians and Borders Local Authority areas and reports to the National Strategic Group for Public Protection for high risk offenders, chaired by the Scottish Government. The MAPPA SOG provides governance and oversight for the management of high-risk offenders across the five Local Authority areas.

Adult social work services are provided as part of the integrated Edinburgh Health and Social Care Partnership (EHSCP) which is governed through the Integrated Joint Board (IJB). The IJB in Edinburgh has re-organised its reporting structure, and now has five sub-committees also providing governance. The CSWO in Edinburgh sits as a non-voting member and professional advisor to the IJB, as well as a member of the Clinical and Care Governance Committee.

The EHSCP reports to the two parent bodies of the Council and NHS Lothian, and as such there are reporting lines into each of these bodies for the purpose of reporting and seeking approval for certain features of its business. This includes the NHS Lothian Healthcare Governance committee and to several the Committee's within the Council. This provides good visibility across the Council of the progress being made by the EHSCP in delivering on its key objectives.

Children's social work services are not integrated in Edinburgh, with no formalised inclusion into the EHSCP. The governance and reporting arrangements for children's services is through the Children's Services Partnership, through the Community Planning Partnership as well as the Education, Children and Families Committee. Edinburgh Children's Partnership is a governance arrangement linking; Council, NHS, Police and third sector agencies.

The Children's Partnership has three clear plans in place that support service delivery and improvement for children:

- Edinburgh Children's Partnership Children's Services Plan
- Edinburgh Child Protection Improvement Plan
- Edinburgh's Corporate Parenting Plan

Complementing this, each Locality has a Locality Improvement Plan, which is collaboratively created and led by partner agencies responding to local need and linked to the overall Children's Service Plan and the Health and Social Care priorities. This allows local variance in need and service provision to be reflected within each locality plan.

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Edinburgh Health & Social Care Partnership

Social Services Delivery Landscape

Joint Strategic Needs Assessment

As part of the development of their new Strategic Plan for 2022-25, EHSCP has refreshed their Joint Strategic Needs Assessment. This can be found on their website here. Analysis of the latest population figures shows that the overall population of Edinburgh is projected to grow by 7.7% between 2018 and 2030, with each of the older population age groups expected to grow by at least a fifth. Work ongoing through the Transformation Programme aims to ensure service delivery, including social work, is well placed to respond to this increased demand in the future.

Social Care Direct

In total there were 56,632 contacts received during 2020/21. This reflects a 4% reduction on last year when 58,934 contacts were received. Social Care Direct continued with staff working from home to be the first point of contact for access to our services. This service has supported our wider services to ensure that families are able to receive advice support and assistance in a timely fashion.

Practice Team, Sector Based Social Work Services

4,912 assessments were carried out by practice teams (Locality Teams, Residential Review Team) in 2020/21, lower than the 5,013 carried out the previous year, however, this excludes any conversations carried out in the Three Conversations pilot sites which saw 260 conversations completed. There were 7,174 reviews completed by these teams in the same period, over two and half times as many as the year before when 2,761 reviews were completed.

Home Care Service

5,235 people received 116,768 hours home care service in March 2021, either from the Council's Home Care and Support Service or purchased by the Council from the independent sector, however, this is reduced by restrictions placed on the service due to coronavirus. This compares with provision in February 2020 (prior to the impact of COVID-19 when fewer visits were made) when 5,175 people received 104,340 hours. It should be kept in mind that there are also increasing numbers of people opting to arrange their support via a direct payment or individual service fund.

Residential Care Homes

- 206 adults aged under 65 years were supported in permanent care home places at the end of March 2021 (all service user groups), a decrease of 35 on the number supported at the end of March 2020.

- 2,219 adults aged 65 and over were supported in long term care home placements at the end of March 2021, 411 fewer than the 2,630 supported at the end of March 2020, a

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decrease of 16%. Of the 2,219 adults supported at March 2021, 219 were supported in Council owned care homes

Direct Payments & Individual Service Funds

In March 2021 16.9% of adults chose to receive their support with a direct payment or individual service fund providing greater opportunity to specifically tailor their support to meet their outcomes in a way they want.

Older People's Joint Inspection

During 2020/21, EHSCP continued to engage with the Care Inspectorate and Healthcare Improvement Scotland (HIS) (known as the Joint Inspectors) on improvement to the Older People's Service following the Older People's Services Joint Inspection (May 2017) and Progress review (June 2018).

The remaining actions on the revised improvement plan, agreed in May 2019, are largely being delivered through the transformation programme. In particular, the Three Conversation, Home Based Care, Home First and Workforce Strategy projects outlined in this report will allow EHSCP to robustly respond to the recommendations of the Joint Inspection and continue to provide quality services for older people. A formal response from the Joint Inspectors on the improvement activity is expected in August 2021.It should be noted however that inevitably the impact of the pandemic, since March 2020 and more acutely in the current period, is having a significant impact on the delivery of assessments as well as supported care package hours. This is ultimately due to both increased demands coming out of the pandemic and the reduction in staff in key support areas.

Quality Improvement and Assurance in Care Homes

A Care Home Transformation Group, chaired by EHSCP's Chief Nurse, was established in June 2020 to oversee a programme of transformation and improvement across care homes.

In 2020/21 improvement work focused on Royston Court Care Home, a 60 bedded purpose-built Local Authority Care Home in North West Edinburgh providing care for frail elderly and people with a dementia. This care home had outstanding requirements and areas of improvement from previous inspections, which the Care Inspectorate condensed into seven requirements and seven areas for improvement in September 2020.

The EHSCP quality team worked with the care home to implement the Quality Management System approach to improvements. This included understanding the challenges and issues, getting to know the residents and their needs, and reviewing current processes, systems, documentation and reporting. The team also measured quality of care against the health and social care standards to identify areas for improvement. All staff groups were engaged in the plans for improvement and encouraged to develop and act upon change ideas.

An unannounced inspection in December 2020 showed an overall marked improvement across all areas with an indication that improvement is moving in the right direction, with grades expected to be higher at future inspections if there is evidence of sustained improvement. Since the inspection in December there was another unannounced inspection on March 2021 and all seven requirements and five of the areas for improvement were met. Further progress has been made around the requirements and areas for improvement and a sustainability plan has been developed to ensure the progress made will be maintained and built on.

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Commissioning activity

Some key pieces of commissioning activity have been ongoing throughout 2020/21. EHSCP commissioned a new suite of sensory impairment community-based services. This included commissioning of specialist deaf social work services, deaf equipment service, eye clinic support service, rehabilitation and mobility service for people with sight loss, and administration and management of the Certificate of Vision Impairment register. Delivery of social work for people with vision impairment was brought inhouse to our locality teams, supported by interactive visual impairment awareness training delivered to 150 locality staff.

Contracts for deaf services were awarded to local provider Deaf Action commencing October 2020 to run for 3-5 years. The existing sight loss services were extended by six months to take account of COVID-19, with new sight loss services commencing in April 2021 with our new community partners, also for 3-5 years. Sight Scotland (formerly Royal Blind) won the contract to deliver both rehabilitation and mobility training for people with a vision impairment, and the management of the Certificate of Vision Impairment database on behalf of the City of Edinburgh Council, while Visibility Scotland will deliver the Patient Support Service at the Princess Alexandra Eye Pavilion. Both organisations have great commitment to working in partnership both with each other and with EHSCP colleagues to deliver high quality and seamless services to the person with sight loss.

During 2020/21 EHSCP also undertook a comprehensive commissioning exercise to establish new carer support contracts, which commenced in January 2021. These have been designed to expand supports that were already valued and deliver outcomes for carers around information and advice, and health and wellbeing. They include additional supports for carers to have a break from caring.

Contracts were awarded to four lead providers, over eight years, with a value over £17 million. Specifications associated with these were developed with providers, to ensure continuity, and meet gaps identified from the previous strategy. Through encouraging providers to consider a collegiate approach, the contract award has supported the development of a Carewell Partnership, with a lead provider and four other providers to deliver carer health and wellbeing support. The Edinburgh Carers Strategic Partnership Group also continues to work together to implement the Edinburgh Joint Carers' Strategy 2019-22, with a strategic performance framework agreed in November 2020.

Workforce planning

Through the EIJB transformation programme, EHSCP have been developing an inaugural workforce strategy, to help ensure a skilled and capable workforce that can deliver their vision of 'a caring, healthier and safer Edinburgh'. The strategy focuses on the EHSCP workforce across the City of Edinburgh Council and NHS Lothian as well as the implications for those the Partnership works with such as third and independent sectors, volunteers and the role of carers. At the end of 2020-21, engagement began with staff on the proposed strategy.

Mental Health

Table 1 – 3 below sets out the use of compulsory measures of care and treatment and the use of welfare guardianship

Table 1 – This table shows the number of assessments carried out by MHOs under the Mental Health (Care & Treatment)(Scotland) Act 2003 (MHA) and the Adults with Incapacity (Scotland) Act 2000 (AWIA). It is recorded that in 2019/2020 of 1275 assessments, 803 individuals became

subject to compulsory measures, of these some 472 individuals were assessed at least twice in terms of the appropriateness of compulsory measures under MHA and/or AWIA. The table shows that 144 more assessments were carried out in 2019/2020 than in the preceding year. This represents an increase of 12.7%, although there is a decrease in the number of assessments carried out from 2016/17.

Table 1										
	2015/16		2016/17		2017/18		2018/19		2019/20	
	No.	People	No.	People	No.	People	No.	People	No.	People
Contacts	590	506	471	424	NA	NA	NA	NA	NA	NA
Assessments completed	1380	845	1380	835	1213	757	1131	706	1275	803

Table 2 - This table shows an increase in the use of Emergency Detention Orders (EDOs) – there are 30 more EDOs in the period 2019-20 than in the preceding year which is an increase of 11.2%. Comparison of the number of EDOs granted in 2016-17 with those granted in 2019-20 shows a marked increase in use of this type of compulsory order of 52.9%. This is concerning as the use of EDOs should be the exception with the correct gateway to hospital on a compulsory basis being the Short-Term Detention Order (STDO) which affords the individual more rights. It is noted that there is an increase in all types of detention covered within the table, however EDOs have become a significantly increased proportion of all types of detention since 2016-17.

Table 2					
	Commenced Apr - Mar 16	Commenced Apr - Mar 17	Commenced Apr– Mar 18	Commenced Apr– Mar 19	Commenced Apr– Mar 20
Emergency detention in hospital (72 Hrs)	208	195	241	268	298
Short term detention in hospital (28 days)	411	484	472	478	515
Compulsory Treatment orders (indefinite with 6 monthly review in first year and then	125	107	151	147	151

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annual review)					
Interim compulsory treatment orders (28 days)	61	47	72	65	66

Table 3 shows significantly revised figures for EDOs and STDOs than those published in this report last year following correction of the method used to collect these figures. The figures represent a snapshot of MHA orders active on one particular day; 31 March and may become more meaningful in respect of EDOs and STDOs if compared to additional days through the year such as mid-summer or a date around the Christmas period. Year to year comparison identifies there was a reduction in the number of Compulsory Treatment Orders (CTOs) in operation in 2019 from the previous year, there is a significant increase from 2019 to the same point in 2020; 52 more CTOs in operation representing an increase of 12.9%. In comparing this day in 2016 with 2020, the figures indicate that there were 149 more CTOs in operation in 2020, representing a considerable increase of 48.7%.

Table 3					
	As at 31 March 2016	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020
Emergency detention in hospital	0	1	1	1	3
Short term detention in hospital	28	51	37	27	37
Compulsory treatment orders	306	343	416	403	455

Table 4 shows the total number of orders under the Criminal Procedures (Scotland) Act open to the MHO service. The table shows that the number of these types of orders made by the court through 2019-20 was the same as in the previous year; 36. The number of orders being made exceeds the number being closed and that there are 45 more open at the end of the reporting period in 2020 than in 2016, representing an increase of 63.4%.

It is notable that there has been an increase of eight Compulsion Orders with Restriction Orders (CORO) which are the orders related to the highest perceived level of risk and requiring the greatest level Mental Health Officer supervision. In comparing 2015/16 to 2019/20 an increase of 16 COROs in operation, representing an increase of 66.7%.

Table 4					
	2015/16	**2016/17**	**2017/18**	**2018/19**	**2019/20**
Total legal orders started	25	20	41	36	36
Total legal orders open at period end	71	80	94	101	116
Compulsion orders with Restriction order open at end of period	24	27	27	32	40

Table 5 shows a substantial increase; 159 (18.6%) in the total number of guardianships in operation in 2020 compared with the previous year and a significant increase of 39.5% from 2016. Of the 159 more guardianships in operation, private guardianships of all types account for 73% (although it should be noted that the vast majority of these orders include welfare powers with only one being solely financial).

The total number of local authority guardianships with welfare powers has increased significantly from 186 in 2019 to 229 in 2020 which is an increase of some 18.6%.

	2016	**2017**	**2018**	**2019**	**2020**
Welfare Guardianship					
CSWO welfare guardianships	116	146	148	153	181
Private Welfare guardianships	167	203	205	214	265
Financial guardianship (private only)	92	100	97	73	74
Welfare and Financial guardianship					
CSWO welfare and financial guardianships (guardian for financial element must be non-Council)	32	39	29	33	48

Private welfare and financial guardianships	319	366	385	381	445
Total	**726**	**854**	**864**	**854**	**1013**

CHILDREN'S SERVICES

Children's social work services have continued to operate throughout the pandemic, working both from home, as well as using office locations to manage duty arrangements.

Social Care Direct have continued with staff working from home to be the first point of contact for access to our services. This service has supported our wider services to ensure that families are able to receive advice support and assistance in a timely fashion.

Our out of hours service have likewise adapted to new ways of working ensuring that families in crisis are supported out of hours.

Table 1: Child Protection and Looked After Children			
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Child protection Interagency Referral Discussions (IRDs)	1,210	1,205	1,086
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Child protection case conferences	787	598	568
Item	**Figures as at 31 March**		
	2019	**2020**	**2021**
Children on Child Protection Register	132	115	101
Children looked after at home	356	290	236
Children looked after away from home	900	899	856

There has only been a slight drop in IRD's this year and that may be as a result of the pandemic's lockdowns. The drop is not of a level to raise concerns and overall the level of child Protection actions has been high considering the adjustments that all agencies have had to make in response to Covid.

Early on a rights-based approach was taken to all activity, which balanced the need to investigate and protect children whilst also ensuring that our actions respected families wider health circumstances.

Practice Team Staff have continued to ensure that children are seen both directly and with the use of virtual tools. The level of creativity by staff to build new forms of practice has been a significant feature of the last year.

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The Children and Young People's Review team have been able to hold case conferences using digital platforms and where families have struggled with this, they have held face to face meetings in safe environments with appropriate social distancing and risk assessments in place.

The service has ensured that key child protection activities have continued. Some families have fed back that they have felt more in control with virtual means and the fact that everybody has had to learn together facing the same challenges leading to a different sense of partnership.

Social work staff have managed complex and demanding work while predominantly working from home and teams have continually looked at how best to creatively support each other in what has proved to be very challenging times both personally and professionally.

Table 2: Child Protection Case Conferences			
Item	Figures for period April to March		
	2018/19	2019/20	2020/21
Initial	172	136	145
Pre-birth	57	58	60
Review	547	396	355
Transfer	11	8	8
Total	787	598	568

There has not been any significant drop in case conferences this year. The Young People's Review Team have continued to develop their practice in supporting families to engage in key meetings.

Table 3: Looked After Children			
Item	Figures as at 31 March		
	2019	2020	2021
Total number of children and young people Looked After	1,256	1,189	1,092
At home with parents	356	290	236
In Foster Care	520	519	466
In Residential	88	101	98
With Kinship Carers, Friends/Relatives	249	248	244
With Prospective Adopters	27	14	24
In Secure Accommodation	7	6	7
Other	9	11	17

The drop in looked after numbers reflects the continuing trend in recent years. There has also been an increase in the number of children placed with adopters. There have been some changes

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with court work because of Covid but over all this has not impacted upon the progress of care plans including permanence cases, this has been a continuation of the Permanence and Care Excellence agenda and work undertaken in the last three years.

The Children and Young People's Review Team has continued further developing support to young people to engage in Looked After reviews and are developing more creative ways of writing outcomes and plans in a more child friendly format, in keeping with the language requirements in The Promise.

Table 4: Children with Additional Support Needs and their Families			
Item	**Figures for period April to March**		
Residential respite nights	No longer collected		
Day respite hours	No longer collected		

Table 5: Secure accommodation			
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Total number of admissions	17	20	27
Admissions to out of Edinburgh provision	7	9	15
Average length of time in secure for young people discharged (in days)	152	132	229

There has been an increase in secure admissions which reflects increased pressure on more vulnerable young people and likewise pressures on the resilience of Edinburgh's residential estate.

Table 6: Adoption and Permanence			
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Adopters approved	11	11	14
Children registered for Adoption (Permanence Order with Authority to Adopt)	24	22	23
Children registered for Permanence (Permanence Order)	47	59	24
Children placed for adoption	23	18	19

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Children adopted	29	27	11
% of Permanence panels within timescale	33%	43%	32%

Table 7: Other context information			
Item	**Figures as at 31 March**		
	2019	**2020**	**2021**
Approximate number children allocated within Children & Families teams	3,200	3,300	3,300
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Monthly number of reports submitted to the Children's reporter	175	165	50

Table 8: Domestic Abuse - Child Welfare Concerns and Child Protection Registrations			
Item	**Figures for period April to March**		
	2018/19	**2019/20**	**2020/21**
Total number of child welfare concern forms sent to Social Care Direct	10,754	10,139	10,959
Number of child welfare concern forms with domestic abuse as a concern	3,387	3,010	3,216
Item	**Figures as at 31 March**		
	2019	**2020**	**2021**
Children on Child Protection Register	132	115	101
Percentage of children on the Register who had a domestic abuse concern identified	42%	47%	33%

There had been significant worries that children at risk may not be identified in lockdown as there were less contacts with schools and other agencies. This is not reflected in Child Welfare Concern forms received.

Work is ongoing to achieve an increase in the percentage of permanence panels being held within timescales.

The pattern of a number of IRDs being concluded with single agency responses or child planning meetings has continued and this is seen to be a reflection of a strong GIRFEC culture and robust interagency work in Edinburgh. The development of the Locality Operational Groups (LOGS) and the Taskforce, at the onset of the pandemic, has meant that there are strengthening partnerships in the City and the Children's Practice Team Managers as co-chairs of the LOGs have taken a

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lead role in this innovative culture shift. The objectives were set out clearly and that was to improve opportunities to share information regarding vulnerable families and collectively find solutions and provide support.

There has been no drop in the number of children and young people open to the social work teams and this is a clear indication that despite the challenges of Covid it has been very much business as usual. The Four Locality Practice Teams and Disability Team have overcome the limitations set by operating and navigating in a Covid affected world. Social Work Assistants supported families to maintain contact with looked after and accommodated children. This has at times involved outdoor contacts or along with social workers having to creatively find space in an environment when most indoor venues have been closed. The challenges overcome and the commitment of staff to fulfil statutory duties and to do the best for Edinburgh's looked after children cannot be overstated.

Edinburgh's Disability Team have continued to develop their practice and are currently working with the Scottish Government in an innovative project on Self Directed Support and worker autonomy. This team has experienced a rise in demand, and this has increased both the workload and costs associated.

There have been significant changes in Edinburgh's Communities and Families Senior Management arrangements in the last year as well as other challenges for the service. Nevertheless, the managers of all teams and their Team Leaders have with their colleagues continued to provide support to Edinburgh's most vulnerable children and their families. Practice has developed, and supported innovations underpinned by a strong restorative culture. The service is now routinely exploring with families what would make a difference and developing a clearer focus on strengthening families, further developing relationship based social work practice.

This will equip the service to engage in the Balance of Care 2 (an exploration of how services improve for our looked after and accommodated children and move towards a more preventative approach). Likewise, the willingness to learn, and to change and adapt will support Edinburgh engage and fully support The Promise.

Throughcare Aftercare Service

The Throughcare Aftercare service provides support and guidance to young people who have left care and are entitled to support until their 26th birthday. The service is available to our young people on a voluntary basis.

Covid-19 and the required restrictions has created challenges to engaging with children, young people and families. Services have adapted to ensure support remains available.

- Over 300 young people eligible for our service have been contacted on a fortnightly basis as a minimum throughout the pandemic.
- The Throughcare and Aftercare (TCAC) job club which supports young people in seeking employment and operates in partnership with Skills Development Scotland has been meeting weekly online since June 2020.
- A virtual study group has also been developed to provide online support to care experienced students in further and higher education. The group provides a sense of community and ensures they stay connected, particularly to support and encourage those struggling to continue their studies online. All students are sent a weekly email inviting them to groups and one-one sessions, reminding them of the support and offering encouragement.

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- An online support group has been created for young people socially isolated. With restrictions easing the plan is to deliver this support in person.
- The TCAC team have developed their online presence via social media apps such as Facebook and Twitter so that up to date information and ready communication channels are available for our young people.
- In 2020 the Exceptional Housing Need Award for Care Leavers was approved by the Council and we have been working with our housing colleagues to identify young people entitled to the Award apply for housing.
- Continue our work with Unaccompanied Asylum Seeking Children (UASC). On an allocated and duty basis. A drop in service is provided where advice is given for a range of issues. Funding recently received from **New Scots Refugee Integration Delivery Project** to facilitate and deliver mental health services.
- Continue our work with our core partners Barnardo's 16+ they provide a range of services to individual young people developing skills for independent living, identity work, self-esteem, and practical and emotional support. The service introduces young people to social and educational experiences and helps them access activities, training, and employment.

Young Peoples Service

The Young People's Service works with 12-18 year olds in conflict with the law. Support is offered both voluntarily and through legal orders made by either a Children's Hearing or the Court.

The service has adopted a varied approach to engaging with young people and their families over the last year using a blend of office-based, community-based and virtual contacts. Feedback from staff and young people has been positive about the benefits of some of these changes and we are considering how we take forward some of this learning.

Our statutory Children and Families/Criminal Justice work has been reflected in the statistics provided by our respective colleagues elsewhere in this report. Likewise, our continued involvement in the practice evaluation model across both areas has also been documented.

There has been an increase in Child Criminal Exploitation both nationally and locally. In 2020 we launched the Serious and Organised Crime Early Intervention Service to support children and young people at risk of criminal exploitation. Funded by the UK Lottery, this partnership approach between Action for Children, Police Scotland and City of Edinburgh Council aims to support children and young people aged 11-18 years who may be at risk of or coerced into, involvement with serious offending and criminal activity. This work has introduced us to the concept of Contextual Safeguarding to understand the risks to them and others, engage with our children and young people, and help to keep them and others safe.

Our Early and Effective Intervention multi-agency partnership approach (Pre-Referral Screening) has moved online which has proved successful owing to the strong relationships already in place with partner agencies such as Police Scotland, NHS Lothian, Education, Social Work and Family and Household Support.

As part of our work to protect the public, Edinburgh's Young Person's Risk Management Case Conference (YPRMCC) processes have also moved online and have operated as normal. Anecdotally we are seeing patterns of increasing concerns about young people's behaviour in digital spaces, and the link to Child Criminal Exploitation.

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There was a discrete period where there were increased numbers of unaccompanied minors/trafficked young people who were being exploited to work in the drug industry. This required partnership working some creative approaches to practice to achieve good outcomes.

Our colleagues in social work and housing are working together to capture the unmet needs of our 16 and 17 year olds who require suitable placements/accommodation, yet their behaviour is challenging and their needs complex.

Work to extend a Trauma Informed approach to our work is also ongoing with Trauma Skilled (Level 2) training already delivered to Action for Children colleagues and plans being developed to roll out this training to YPS colleagues in the final quarter of 2021.

In October 2021 the Age of Criminal Responsibility in Scotland will change from eight to twelve years. We have been working with our partners Police Scotland, NHS Lothian and Education colleagues to prepare for this.

Family Based Care

All Family Based Care services operated remotely during 2020/21 as a result of the restrictions imposed by the Covid-19 pandemic. Support to carers was primarily delivered virtually but also via direct contact when necessary and underpinned by comprehensive risk assessments.

The Foster Care service has continued to recruit foster carers albeit they have seen a significant reduction in new approvals compared to the previous year. In 2020/21, 13 new foster carers families were approved compared to 28 the previous year. Key factors that contributed to reduced recruitment numbers were the initial impact of Covid-19 on interest levels of prospective applicants, the reduced impact of our previously successful marketing campaigns in prominent public places, the suspension of previously successful Waverley Court monthly drop in events and challenges and delays in putting in place digital solutions to process statutory checks with external agencies. Following the initial drop in interest from potential applicants, the second half of 2020/21 saw an increase in interest resulting in a projection that foster carer approvals will return to previous levels in 2021/22.

After an initial period of adjustment to virtual delivery of services, the fostering preparation, support and training groups were re-established virtually and continued throughout the year. The annual survey of foster carers indicated that 96% of respondents were satisfied with the support they received from the service during 2020/21 with 72% responding as being very satisfied.

In 2020/21, the Council agreed to implement the Framework for Fostering and Continuing Care. This Framework is designed to ensure that independent fostering agencies provide the quality, range and volume of fostering and continuing care placement required to meet the needs of children who cannot be placed with the Council's own foster carers.

The Adoption service continued to recruit, source adoptive placements and provide adoption support during 2020/21. In terms of recruitment, 13 adoptive families were approved compared to 7 the previous year. It should be noted that recruitment was intentionally scaled back the previous year to avoid a surplus of prospective adoptive families accruing. In total 22 children were linked and matched with prospective adopters, 10 with adopters approved by this Council and 12 with adopters approved by independent adoption agencies.

The Adoption Team continued to provide post adoption support through a range of group and individual activity to adoptive families residing in Edinburgh. Additional support was provided in partnership with Scottish Adoption.

The Kinship Support and Assessment Service continued to assess new prospective kinship carers alongside supporting existing carers. The assessment of kinship carers is undertaken by a pool of experienced independent assessors. A total of 72 kinship assessments both viability (to see whether a kinship placement could be created) and full were completed in 2020/21. This resulted in 29 kinship families being approved by the Council's Agency Decision Makers.

A total of 179 kinship families were supported by the Kinship Team on an individual basis. The Kinship Involvement Group and The Kinship Youth Group moved to meet virtually. However, this did not meet the support needs of the service users as effectively as virtual training and development supports proved to be.

The Kinship Team undertook 233 Kinship Wellbeing Reviews. These reviews ensure that kinship carers for non or previously looked after children have access to practical and financial support to sustain placements and in many cases reduce the risk of children becoming looked after.

Family Group Decision Making

From April 2020 to March 2021, 398 referrals for a family meeting were received, and this led to 188 meetings and many more significant pieces of work.

There have been more pieces of work that did not go to a full family meeting because of the restrictions and some families lack of IT however this contact was then undertaken by a series of phone calls to families.

The team have counted family meetings held on Microsoft Teams, skype or Google Duo as full family meetings for the purposes of our statistics. The team have had a small number of face to face family meetings held outside, but the vast majority have been virtual. This has been hard for some families and makes the initial engagement with children and family members more difficult to achieve or more superficial. We held a number of meetings with family members in their homes or outside to assist with this.

Last year the team received 543 referrals, so this is the first decrease (a decrease of 26%) in referral rate since the team started. The referral rate was low for the months from the start of lockdown until it started picking up again in Sept 2020 and then it dipped again in Jan and Feb with the second lockdown. As services have recovered so too has the referral rate to FGDM, it is interesting, but perhaps not unexpected, to see the correlation between lockdowns and the referral rates to FGDM.

The pie chart below gives the outcomes of our family meetings within the Children and Families service.

Outcomes of family meetings/plans
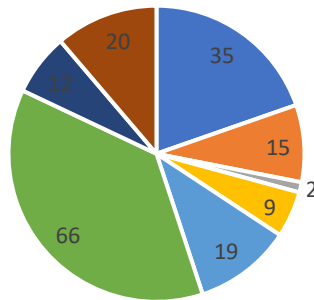
- Contact plan 35
- Plan to accommodate
- Kinship placement suppported
- Prevent accom. Kinship found
- Child protection plan
- Education plan
- Prevent accom. Family supports identified
- Rehabilitation home from care

There were 66 plans made to support children at risk of accommodation and keep them at home by pulling in the wider supports of the family and friends, 20 children who had plans to rehabilitate them home from care placements, 19 kinship placements supported, and a further 12 kinship placements identified for children at risk of accommodation. Not all of the children at risk of becoming accommodated would have come into care, however, they had been referred for accommodation to Family Based Care by their workers or this was in consideration. If only a quarter of these were actually diverted from care placements the savings are substantial (average time in placement is 18 months at a conservative cost of £52,000 for 18 months). One quarter of this number would cost £858,000 for 18 months.

Similarly, 20 children were rehabilitated from care following FGDM, obviously many of these would have come home regardless or not of whether they have the FGDM service, but even if a small percentage were due to the FGDM process this again represents a large saving

Lifelong links

Our Lifelong Links work continues with most Lifelong Links plans and meetings resulting in connecting children in care with their wider networks and family members. The team have successfully reconnected four young people to the relevant people during lockdown, virtually and using letters/photos. The team are now beginning to plan initial face to face meetings. There were 10 Referrals to Lifelong Links between April 20 and March 21, however our Lifelong Links work was suspended at the start of lockdown and did not resume until August 2020, so numbers are lower for this year compared to previous years. During the first 4/5 months of lockdown, there was uncertainty over the ability to continue. FGDM baby work and edge of care families were prioritised and FGDM staff capacity was reduced by childcare/home schooling pressures for colleagues.

Increasingly the team are recognising that Lifelong Links is a process that should and needs to be available to children and young people as and when the time is right for them to ask questions and

explore. For example; when they need more information about their lives and circumstances, or they identify an individual they want to reconnect with. As such there are several children and young people still receiving Lifelong Links from 2018/19. The team are currently working with a total of 30 young people/children.

Register House closed its doors in March 2020 and has not yet re-opened for people to be able to research family trees. The team have been fortunate enough to have the offer of assistance from Register House to do some searches to create full family trees for some of children in care placements. Over the last year they have done 12 searches on our behalf. The service has also purchased a one-line ancestry tracing programme to assist with searching and to use alongside other tracing tools

The Lifelong Links evaluation continues at CELCIS including Edinburgh data and outcomes. The evaluation for Scotland will complete in 2023 and a report will be published at this time.

Work with babies

Many referrals (36%) are for unborn babies or babies under one year.

Work with babies has increased year on year as the process becomes more embedded in Edinburgh and the automatic offer is made more regularly.

Numbers of referrals year by year

| | 2017 - 69 | 2018 - 100 | 2019 - 108 | 2020 143 |
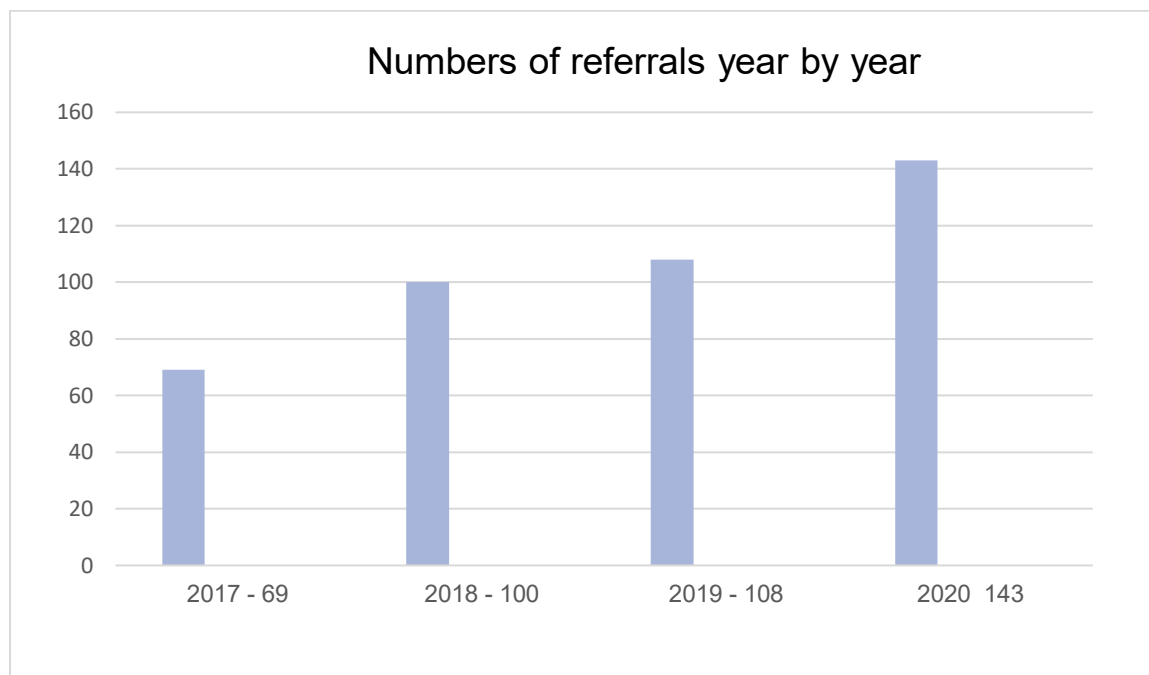
The team have also tracked babies that were referred to the service in 2018 to see where they are now. Out of the 100 referrals this is the breakdown of outcomes:

- 25 did not progress (this will be families that did not want the service, or that we were unable to contact/engage with, or the pregnancies did not continue)
- 45 Went home and two years later are still at home with their parent/s
- 17% Are in kinship placements
- 13% Are in foster care – four were at home at the end of our involvement but came into care before six months old, however for some there would have been plans for them to come into care at the end of our involvement.

The team track all baby work until the child is 16 years old – this is in order to make sure that the team are not diverting babies from care at birth only for them to come into the care system later in life where the potential for adoption would be less straightforward.

Looking at the figures for 2013, 7/8 years later tracking their progress is still in place. The table below gives an outline of where these babies are now.

At end of FGDM work in 2013	Where they are in 2020/21
At home 14	12 at home and 2 in foster care
Foster care 5	2 in foster care and 3 returned home
Kinship placements 5	2 in kinship care, 2 returned home and 1 went in to foster care

In conclusion three babies that were either at home or in kinship were moved into foster care by 2021. However, looking at the data, two of them moved into placements before they were two-year old and another came in at age three. There has not been a movement into care for children since then.

CRIMINAL JUSTICE

Criminal Justice Social Work is provided by the Scottish Government through a ring- fenced grant under Section 27 of the Social Work (Scotland) Act 1968. The funding is provided to allow the Council to discharge its statutory duties and to work towards preventing and reducing further offending in line with the Community Justice Outcomes Improvement Plan (CJOIP).

The City of Edinburgh Council received Section 27 funding of £9,921,304 for the year 2020/21. This figure was an increase of £300,872 on the grant allocation for the previous year, however, this included a specific additional allocation of £416,739 for bail supervision and MAPPA which required the Council to incur additional corresponding commitments whilst core funding reduced by £115,867. During the year a further specific grant of £75,000 was provided to address the backlog in Unpaid Work as caused by the pandemic.

In addition to the impact of the reduction in core funding, financial pressures increased in 2020/21, and will continue into 2021/22, due to the unfunded pay award for public service staff. In Edinburgh, this equates to approximately £150,000 per annum. To address the unfunded pay award a service review commenced but was suspended when Covid restrictions were imposed. This will be resumed when appropriate, allowing full consultation with staff. This may also have an impact on our ability to manage workload demands when Covid restrictions are reduced, and the backlog of work continues to have an impact on capacity. This includes work from the Scottish Courts and Tribunal Service, Unpaid work, and Parole Board Scotland backlog, leading to increased numbers of Criminal Justice Social Work Reports and community-based disposals.

Summary of Performance – key challenges, developments, and improvements

Edinburgh's Community Safety and Justice Partnership, on behalf of the Edinburgh Community Planning Partnership, is responsible for the development and implementation of Edinburgh's

Community Justice Outcomes Improvement Plan (CJOIP). An annual report for 2019/20 was submitted to Community Justice Scotland in September 2020. The [Community Justice Outcome Improvement Plan for 2019–22](#) sets out the priority areas for community justice work in Edinburgh, complementing the Community Safety Strategy 2020-23 and the Edinburgh Partnership's Community Plan 2018-28.

Covid-19 restrictions during 2020/21 significantly impacted on how criminal justice social work services were delivered, with all services (excluding our high-risk accommodation and DTTO clinical prescribing services), being delivered remotely. During this period, the service worked closely with other justice services, including Scottish Courts and the Tribunal Services, Parole Board Scotland, Scottish Prison Service and Social Work Scotland, in order to restart services in line with the Scottish Government's Route Map, moving to a Hub and Home model of service delivery, to undertake tasks which were not considered suitable to be delivered from people's homes and to have face-to-face contact with those people who were considered vulnerable, in need or at increased risk of causing serious harm.

While Covid-19 presented substantial challenges for criminal justice social work services, it presented many opportunities. During this period, the service has implemented new ways of working, supporting people to work better together and across our different services.

The Coronavirus Act (Scotland) 2020 was enacted and had two provisions which impacted on criminal justice social work services:

a. Firstly, it allowed for the early release of certain prisoners sentenced to 18 months or less who had 90 days or less left of their time in custody. This provision was enacted to protect the security and good order of prisons, as well as protect the health, safety, and welfare of those accommodated or working in a prison. The first of three tranches were released on 30 April 2020. In preparation of this provision being enacted, City of Edinburgh Criminal Justice Social Work worked in conjunction with Social Work Scotland, Scottish Government, Scottish Prison Service (SPS), Housing and Homelessness services, Adult Services, Mental Health & Substance Misuse services, Public Health, Edinburgh and Midlothian Offender Recovery Service and Edinburgh Drug and Alcohol Partnership. This enabled us to:

    - Consider and plan with partners what impact these releases might have on services and the community;

    - Work with partners to develop early release packs for people, so they could access services on release including throughcare support from EMORS;

    - Seek guidance from Public Health on how the service could manage those being released who had to self-isolate, including what accommodation might be required.

The work undertaken by Community Justice Social Work and partners in advance of provision being enacted, enabled us to effectively manage resources to support these early releases.

b. Secondly, the Act automatically extended the time period by 12 months for Community Payback Order, Unpaid Work and Other Activity Requirements to be completed. While this was necessary, the suspension of Unpaid Work Services delivery due to Covid-19 restrictions, resulted in a huge backlog of hours. There was a brief opportunity when some face-to-face service delivery was resumed, for small socially distanced groups, however, this was suspended, following advice from the Chief Medical Officer, so the backlog remained.

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The Community Orders (Coronavirus) (Scotland) Regulations 2021, was given approval by the Scottish Parliament with the purpose of reducing pressure on justice social work (JSW) services arising from the COVID-19 pandemic. These regulations reduced the number of hours imposed in each order by 35% (with some exceptions). In addition, justice services were given additional S27 funding to commission a Third Sector Provider to assist with this backlog. Apex was successful in the tendering process. As a result of the additional S27 funding, the number of outstanding hours was reduced by 1174.75 hours, with Apex engaging with 85 people. This was achieved by Apex providing specialist tablets and supported service users to complete on-line modules regarding health, well-being, and employability.

Apex also delivered on-line evening sessions for those who worked full time, as well as developing a tutored self-employment session when there was increased interest on this topic.

Work has continued throughout 2020/21 to further develop **Restorative Justice** and to offer the service to those who are subject to statutory supervision, having been convicted of a hate crime and the victim of that offence (or a representative), and to deliver training in Restorative Justice approaches.

Edinburgh Community Justice Services sought to build on their experience of developing **trauma informed services**, through 2020 into 2021. This involved developing, implementing, and evaluating a Trauma Informed Care (TIC) model of service delivery across Group Work Services (GWS). In keeping with the Scottish Psychological Trauma Training Plan (NES, 2019), the service sought to develop Criminal Justice Social Work practice, to operate at a 'trauma enhanced practice' level, due to their specific remit to provide long term interventions with people known to be affected by trauma

Supporting Staff Working from Home

In response to Covid, managers began working with our Clinical Psychologists in Criminal Justice to support staff transition to home working in March 2020 as lockdown measures were implemented. The Staying Psychologically Well - A Guide for Staff Whilst Home Working was produced in the early weeks to help employees adapt from office based, face to face client work to providing telephone-based support from home. It supported staff to devise an individual Home Working Management Plan and this was shared widely with other service areas. Additional Resources for managers, staff and service users' psychological wellbeing have been provided to promote wellbeing.

Training

During Covid, much of the face-to-face delivery of training has been suspended and has been delivered virtually during 2020/21. The 'Edinburgh Criminal Justice Trainers group' continues to assist with coordinating local and national training. The group comprises managers from across all teams and meets on a three-monthly basis; promoting access to, and development of, service specific training for all staff. General feedback is that this group has worked well to ensure that teams and staff are aware of what training is available and how to access learning events.

The Peer Mentoring Service established in 2017 in conjunction with Sacro continued to work with people who were involved in the community justice system throughout 20/21. During Covid-19 restrictions, this service was delivered remotely. The Service has now become embedded into mainstream services ensuring that those in the justice system have access to mentoring support when making decisions about their lives and seeking to access the services they need

The Edinburgh Alcohol Problem Solving Court has been in place since February 2016 and utilises community payback legislation, with frequent court reviews. Covid-19 impacted on court report requests and subsequent orders being made through this Court.

Encompass, is an education, training and employability service for people in Edinburgh in recovery from substance misuse, those moving on from past offending behaviours and those affected by homelessness. During Covid-19 the service was delivered remotely, however restrictions limited learning, volunteering and employment opportunities and work placements.

Following approval of the [Domestic Abuse Housing Policy](#) at Housing, Homelessness and Fair Work Committee in May 2020, the Council and social landlords have been empowered to formally request management transfers for victims of domestic abuse who have been assessed as being at high risk of harm. The aim of this approach is to support people to move quickly where there is an assessed risk, without having to go through the homeless route.

Performance - Community Justice

Despite Covid-19 restrictions, Edinburgh Criminal Justice Social Work Service has continued with its long-standing commitment to preventative work and to a service model that offers a continuity of service regardless of where the person is in the community justice pathway.

Covid-19 had a significant impact in 2020/21 on Criminal Justice workload, with Scottish Courts and Tribunal Service business effectively ceasing during the first six months of the pandemic, followed by a gradual restart. The number of Criminal Justice Social Work Reports completed during this period therefore reduced, having an impact on the number of community-based disposals being imposed.

- 1,871 people were supported through open community orders by Criminal Justice Social Work Service. This represents a 30.2% decrease from support given during 2019-20.

- Criminal Justice staff completed 1,041 social work reports to support decision making by the courts, representing a 59.1% decrease in comparison to 2019-20.

Table 13 - People in the community subject to statutory supervision					
Many people being managed in the community have their risk levels reduced to medium, reflecting successful risk management strategies.	31-Mar-17	31-Mar-18	31-Mar-19	31-Mar-20	31-Mar-21
Assessed as very high risk or high risk (sexual violence)	17	*7**	**10*	12	11
Assessed as very high or high risk (violence)	46	37	**37*	34	32
Probation orders	9	8	6	3	1
Community service orders	7	5	5	6	5

Community payback orders	1121	1069	940	900	838
Drug treatment and testing orders	121	145	168	144	99
Drug treatment and testing orders (II)	33	34	38	18	6
Bail supervision	16	23	24	34	20
Statutory supervision of released prisoners (e.g. life licence parole, extended sentence, supervised release orders)	128	127	121	117	134

Table 14 - People in prison who will be subject to statutory supervision on release					
	31 March 2017	31 March 2018	31 March 2019	31 March 2020	31 March 2021
People currently in prison who will be subject to statutory supervision on release assessed as very high or high risk (sexual violence)	66	69	81	69	68
People currently in prison who will be subject to statutory supervision on release assessed as very high risk and high risk (violence)	113	110	146	140	135

Partnership Working / Engagement

As part of our Community Payback Order (CPO) annual report consultation, the service consulted with the wider community, including elected members, statutory agencies and Third Sector partners to obtain their views on community payback and reducing reoffending. This annual exercise helps to gauge public opinion and support for Community Payback going forward and positive feedback received may be used to promote the benefits of community payback more widely. An online public consultation took place in July/August 2020.

Prior to formal consultation on the CPO annual report in August 2020, a communications plan was developed which utilised email, Twitter, local media and the City of Edinburgh Council's website to raise awareness of Community Payback. The communication plan incorporates stakeholder and service user feedback which includes both an online questionnaire and exit questionnaires for service users.

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QUALITY GOVERNANCE AND REGULATION

Single-Agency Practice Evaluations (94 annually across the three social work areas)

Practice evaluations (PE) are part of the quality assurance programme designed to monitor and improve performance within Edinburgh's three social work service areas. Practice Evaluations are a pro-active and participatory approach to self-reflection. Research indicates that reflecting on practice can enable practitioners to be more effective, contribute to their personal development and improve outcomes for people who use services.

All three social work areas have a target number of Practice Evaluations to be achieved annually, as follows:

- Communities & Families (C&F); 24 practice evaluations per year (average 2 per month)

- Edinburgh Health & Social Care Partnership (EHSCP); 46 practice evaluations per year (average 4 per month)

- Criminal Justice Services (CJS); 24 practice evaluations per year (average 2 per month)

The COVID-19 pandemic resulted in a temporary suspension of practice evaluations with EHSCP and C&F (EHSCP suspension April 2020 to September 2020; C&F suspension April 2020 to July 2020). Practice evaluations within CJS continued throughout.

The actual number of practice evaluations achieved across 2020-21:

- C&F – 16
- EHSCP – 18
- CJS – 21

As part of the Involving People Strategy, Criminal Justice Services is considering how the people who use services can be involved in the Practice Evaluation process.

People's Stories (36 annually across the three social work areas)

The aim of People's Stories is to embed a culture of qualitative engagement with the people who use social work services and to recognise the impact that a social work intervention can have on individuals. The model promotes a culture of quality assurance and improvement in service provision, including social work practice. By gaining direct, qualitative feedback, the quality assurance of service provision can be triangulated using the experience and views of people supported by services, staff, and management.

The Quality Assurance service carried out a successful pilot of People's Stories in Spring 2019. The model was rolled out across the three social work areas in Summer 2019.

The COVID-19 pandemic again resulted in a temporary suspension of People's Stories activity between April and September 2020. The actual number of People's Stories achieved 2020-21:

- C&F – 2
- EHSCP – 0
- CJS - 3

People's Stories completed in 2020-21 continued to highlight the difference that relationship focused social work brings to people's outcomes, as well as highlighting areas where services can improve service delivery. The following are a sample of the feedback received via a range of People's Stories regarding the social work intervention:

> *"revolutionary, almost frightening in how radically it changed our lives. People would say, you don't look ill anymore"*

> "(My social worker) *helps me in meetings and with what me and my son need.* (She) *knows I am a good parent… It's helped me manage my son's behaviour, helps me stand back and think when he's playing up. It has helped me leave* (my partner) *and the abuse and move out."*

In 2021, as part of the Involving People Strategy, Criminal Justice Services are exploring whether staff can carry on People's Stories during service interruptions, such as that caused by the COVID-19 pandemic. A group of Criminal Justice Social Workers has been carrying out People's Stories over the telephone with people who have used services and who were keen to participate. Six stories were arranged, three have been carried out and the results will be analysed on completion of all stories.

Care Service Feedback

Care Service Feedback is a mechanism for collecting, collating and reporting on concerns or positive comments made by staff and members of the public. The procedure applies to all Council colleagues in contact with care services. The purpose of Care Service Feedback is to enable identification of emerging trends.

A review of Care Service Feedback was undertaken by Quality Assurance during 2020. A low volume of Care Service Feedback's was identified, an average of three per month. The majority of Care Service Feedbacks related to commissioned EHSCP care at home providers.

Work will be undertaken during 2021/22 to review the Care Service Feedback procedure, in an effort, to increase awareness and volume.

Multi Agency Quality Assurance Meeting (Care Home and Care at Home)

Bimonthly, Multi-Agency Quality Assurance meetings, are held for both care home and care at home services. The purpose of those meetings is to:

- share information about the quality of provision in Council, independent and voluntary sector care homes and any other relevant information relating to provider organisations (including financial information);
- develop agreed actions as appropriate to address concerns and/or achieve specified improvements;
- monitor provider progress in achieving specified improvements;
- make recommendations to the Chief Social Work Officer of the Council or the Chief Officer of the Edinburgh Health and Social Care Partnership (EHSCP) where specified service standards are not met, where a provider is not progressing agreed actions or where additional concerns come to light while a service is the subject of a suspension and/or a requirement to improve;
- make recommendations to the Chief Social Work Officer of the Council or the Chief Officer of the Edinburgh Health and Social Care Partnership (EHSCP) or, in the absence of both, the Head of Operations of the EHSCP and the Council's Senior Manager for Quality, Governance and Regulation to suspend temporarily referrals to a specified care home and/or initiate the Breach and Termination procedures set out in the National Care Home Contract in respect of a specified care home;
- identify where the criteria to initiate a Large-Scale Investigation (LSI) have been met and, if so, begin an investigation;
- provide consistent and formal feedback to the Quality Assurance and Improvement Group and Edinburgh's Adult Protection Committee and independent and voluntary sector care home provider organisations about the Group's findings in respect of the quality of care and support provided to both residents of care homes in Edinburgh and those who live in care homes outside the city and for whom the Council has responsibility.

The Multi Agency Quality Assurance meetings continued during the COVID-19 pandemic with only minimal disruption at the outset of the pandemic.

Supervision Survey

An annual Social Work Supervision in Practice survey takes place across social work services to provide the Chief Social Work Officer (CSWO) with assurance in relation to policy/procedural compliance. Additional questions were included in the 2020 survey to gain an understanding of the workforce's experience of supervision during the COVID-19 pandemic.

The *Social Work Supervision in Practice* survey was launched in Communities and Families (C&F) in 2017 and extended to Edinburgh Health and Social Care Partnership (EHSCP) in 2019. 2020 saw the release of the first collective *Social Work Supervision in Practice* survey across both C&F and EHSCP. Specific reports

were prepared for EHSCP and C&F (including Community Justice) along with a report outlining the collective survey findings.

The collective findings were largely positive. 92% confirmed awareness of the policy in advance of participating in the survey; 90% confirmed supervision takes place in an environment free from interruption; 87% confirmed use of a supervision record; 87% confirmed supervision regularly includes support; 85% confirmed supervision regularly included standards of practice, accountability and workload; 80% confirmed receipt of the policy and procedure at induction; 80% confirmed supervision regularly includes personal and professional development; 78% confirmed supervision is given priority; 78% confirmed supervision regularly includes reflection opportunities and 76% understood the different types of supervision available.

Compliance with the procedure was lower in the following five areas: 73% confirmed receipt of supervision in line with the frequency and process set out within the procedure; 65% of respondents confirmed a note on each supervision session is prepared by the supervisor /supervisee, signed by the supervisor and the supervisee and retained by both; 46% confirmed a case note entry on SWIFT where a specific case has been discussed in supervision; 42% confirmed supervision contract agreement in place and 29% confirmed SWIFT accessed during supervision.

Multi-Agency Practice Evaluations

In 2019, the Child Protection Committee commissioned the Quality Assurance, Compliance and Regulation service to co-ordinate a rolling programme of Multi-Agency Practice Evaluation (MAPE) sessions within the Edinburgh Children's Partnership. Twelve sessions per year.

Multi-agency Practice Evaluation (MAPE) promote reflection and evaluation of practice and considers how effectively agencies have worked together to promote good outcomes for families. MAPE achieves this by encouraging and developing a culture of qualitative self-evaluation, whilst supporting shared communication and increased exchange of information that assists the support of children and their families. The MAPE programme for 2019 also introduced the involvement of children and families in this learning exercise, to ensure that professional views on the perceived strengths and outcomes, were validated, or not, by those receiving support. Some examples of the 2020 session reflections include:

> *'Covid-19 Pandemic and the need to use virtual platforms, more remote working presented challenges to all professionals across agencies and organizations and their communications with family. All staff had been proactive and creative in trying to maintain good communication links with each other'*

> *'Use of safe and together, strength-based models of care have shown some effectiveness in engaging non abusing parents on overcoming maternal vulnerabilities'*

> *'The responsibility on social work can almost be overwhelming i.e. if [Name] is not in school this triggers communication with multiple professionals'.*

Self-Evaluation

Self-awareness is the goal for all service areas to support and evidence knowledge about their strengths, areas for improvement, and to have enough planning in place to promote improvement, together with an awareness and understanding of the impact of services on individuals. The Quality Assurance service participates in work that will support and challenge service areas to develop and improve upon their own self-evaluation.

The Self-evaluation Improvement Guidance was updated in 2019 to assist services within the Council's social work provision to undertake self-evaluation activity and to ensure that all staff within services are included within the self-evaluation, improvement and change process. The guidance is based on the models of improvement used by both the Scottish Government as well as the Care Inspectorate.

Projects

Bespoke audit or quality assurance work is undertaken on an agreed and negotiable basis and depends on priority and the capacity of the Quality Assurance service.

A report was commissioned by the senior manager for Quality, Governance and Regulation and the Chief Social Work Officer for the purpose of reviewing the procedure, process and quality of Large-Scale Investigations (LSIs) undertaken since 2015. The review made seven suggestions about how the LSI process could be improved to deliver better outcomes for ensuring people are safely cared for. Recommendations included reviewing the LSI procedure, LSIs to produce final reports for Chief Officer/CSWO sign off, and that a more collaborative approach with service providers subject to LSI is introduced.

Multi Agency Risk Assessment Conference and Outcomes for Children - This report was commissioned by Edinburgh's Child Protection Committee and the Chief Social Work Officer to review the level of effectiveness of the Multi Agency Risk Assessment Conference (Marac) in reducing the risk of domestic abuse to children and improving outcomes for children and young people. SafeLives, the developers and owners of the Marac model undertake audits and reviews of the process every 2-3 years. This was Edinburgh's first review of the Marac process from a children's service perspective, since implementation in 2013. The review identified good practice in Edinburgh connected to clear governance of this public protection forum, inter-agency working, as well as the volume of cases the Marac process in Edinburgh review. However, key areas for improvement were identified in the challenges of recurring domestic abuse and the impact that this was having on all parties including children, challenges in services managing to contact and communicate with the perpetrator of the domestic abuse, as well as the overall auditability of a system that does not have a dedicated database for information.

As part of the Children's Services inspection of 2018, a pilot was initiated in South West Edinburgh in (2019) developing / testing a wellbeing wheel to capture outcomes and impact data. This pilot was put on hold during 2020 due to Covid-19 pandemic and currently remains on hold pending consultation with Adobe and inclusion of the wellbeing wheel in the Assessment of Need and Risk paperwork. A similar pilot was initiated within EHSCP in 2020, with the model adapted slightly to be relevant to adults.

Work was commissioned by EHSCP following a Care Inspectorate enforcement order served on a City of Edinburgh Council Care Home on 23 December 2019. Initial involvement included Quality Assurance Officers (2) attending the Care Home weekly and attending the care home improvement group. This support changed during the COVID-19 pandemic. One Quality Assurance Officer was based within the Care Home (fulltime) April to June, and this gradually reduced thereafter with all support ending February 2021. The care home was supported to undertake a range of improvement activity and the Care Inspectorate enforcement ended June 2020. A Learning Report was prepared following this piece of work and shared with senior management within EHSCP (Operations Manager (EHSCP); Chief Nurse; Senior Manager Care Homes; Quality Assurance Manager (EHSCP).

Quality Assurance has been central to the Development of a Duty of Candour Policy and Procedure for the City of Edinburgh Council; for consideration at Council committee in September 2021. The Duty of Candour Policy and Procedure will provide robust processes for staff to follow in the event that an unintended or unexpected incident occurs in the provision of the health, care or social work service provided by the Council.

Quality Assurance has been part of Daily Care Home Safety Huddle initiated in 2020 due to the COVID-19 pandemic. The multi-agency group attending this meeting reviews the data submitted by inhouse and commissioned care homes and determines the appropriate supportive action.

The creation and establishment of an early intervention model for domestic abuse has been a longstanding ambition for partners in Edinburgh. The Multi-agency Domestic Abuse Local Action Group (DALAG) is the model that Quality Assurance have taken a lead role in identifying the pathways for referral, screening, and allocation for support across a multi-agency level of service provision. Testing of the pathways is underway, and a new early-intervention model across the city will come from this work. This work will continue into summer 2021.

Regulation

The Regulation team support social service and social work professionals to deliver the Care Inspectorate and Scottish Social Service Council agendas, on behalf of the Chief Social Work Officer, making a significant contribution to the Regulation of Care (Scotland) 2001 Act, within a strategic context.

Regulation influences developments at a strategic and operational level to support improvements in the quality and compliance of the regulated care services and registered workforce.

Regular activity was impacted during 2020/21 due to COVID-19. The Care Inspectorate suspended their normal inspection programme in response to COVID-19. This resulted in lower inspections across Council Care Services.

This is a summary of the work undertaken by the Regulation service in 2020/21

Care Inspectorate (Appendix 3)

- The establishment of a COVID-focussed daily support group to provide rapid responses to Care Homes during the pandemic.
- Continued advice and guidance to support Registered Managers of care services with regulatory enquiries and actions
- Advice and support to Care Services with legal requirements for registered care services; including notifications, new registrations, variations to existing registrations and service cancellations
- COVID-themed regulatory advice and guidance during the pandemic for care managers
- Provided Care Inspectorate performance analysis for the Health and Social Care Partnership Annual Performance Report
- Monthly analysis of adult and children' inspection performance for Chief Social Work Officer
- Drumbrae Care Home Operational Improvement Group established to address Care Inspectorate requirements and improvements, chaired by the North West Locality Manager
- Royston Court Care Home Operational Improvement Group established to address Care Inspectorate requirements and improvements, chaired by the North West Locality Manager, and supported by the Partnership Quality Improvement Team

Scottish Social Services Council (Appendix 4)

- Supporting the repurposing of workforce into care roles in response to COVID-19
- Ongoing analysis of workforce registration and compliance with legislation
- Advice and support to care service managers on SSSC matters, including registration, learning and practice
- Analysis and forecasting SSSC Registrations to meet qualification conditions and support the SVQ / HNC programme
- Review and development SSSC registration processes for new recruits

Public Protection

As the Pandemic and its associated lockdown restrictions came into effect, the Child, Adult and Equally Safe Committees all established monthly senior manager strategic oversight groups, to ensure that public protection arrangements – including case conferences and risk planning – all continued to take place, albeit in ways that supported public health and infection control measures. Where necessary, especially for child and adult protection, interim guidance was drafted, agreed, and circulated to support safe decision making during episodes of pandemic lockdown.

Chief Officers' Group

The Chief Officers' Group (see appendix 1) has overview and governance responsibility for public protection in the city of Edinburgh. The Chief Officers' Group had a development day in early 2020 and redrew its Terms of Reference.

Child Protection Committee

Development events were conducted virtually in 2020 due to COVID 19 restrictions. In addition to an online survey of members, several focus groups were held with agency representatives to discuss the operation of the Committee and the content of the improvement plan for 2020/21. This year's plan focusses on four key themes: Neglect, participation & engagement, structure and connections, national drivers.

These themes represent the areas of practice improvement and strategic planning which Committee members deemed most relevant in the current year when considering areas of local and national development. The Improvement Plan includes focus upon the launch of a revised interagency toolkit to support the identification and assessment of neglect, as well as the embedding of consultative and participatory approaches with both staff and families as part of the Committee's approach. In addition, the partnership working which has been so crucial throughout the last year will be incorporated into Committee structures through a revitalised relationship between the Committee and third sector partners – with a focus on collaborative work. Over the coming years, significant national developments will take place with the launch of the new National Guidance for Child Protection in Scotland. A programme of work will take place to ensure the findings of the Independent Care Review (The Promise) are responded to effectively and lead to improve outcomes for all children.

Through the interagency Public Protection Budget, funding has been committed in a range of ways to support the safety and wellbeing of children. This has included the continued funding of a public protection business support post, ensuring that crucial administrative capacity is available for key public protection activity such as the coordination of Initial and Significant Case Reviews. The budget has also been used to maintain the electronic Inter-Agency Referral Discussion (eIRD) system, ensuring the continued operation of this sector leading resource, in addition to delivering a public awareness and information campaign in partnership with NSPCC Scotland - All Of Us. The aim of this campaign was to help prevent child neglect by ensuring that early help was available when required, in recognition of the fact that raising children can be hard and we all need help from time to time. The campaign plan required significant adjustment due to the pandemic, with the result that an

innovative range of virtual approaches were used to reach thousands of families and professionals.

Ongoing funding for inter-agency training has been crucial in ensuring that colleagues are skilled and knowledgeable when carrying out their roles. In addition to a full programme of child protection courses, funding has also supported the delivery of Safe and Together training in order to ensure our multiagency response to domestic abuse is informed and effective. All training has moved from face to face to virtual, online training. Adjustments were made to delivery following feedback regarding how challenging learning can be when screen based.

Data and Performance

The Committee has continued to maintain oversight of data via the National Minimum Dataset for Child Protection Committees in Scotland, which is now fully embedded in Edinburgh. This provides trend data over a three-year period and supports focussed analysis and assurance activity. In addition, weekly data captured for the purposes of SOLACE/Scottish Government COVID 19 tracking has been a useful source of real-time information as to the operation of key processes during the pandemic.

Edinburgh has continued to have a lower rate of children subject to child protection registration throughout the last year, with minor increases in the number of children subject to Child Protection Registration at several points in the year being a result of registration being continued for slightly longer periods rather than any rise in the number of children deemed at risk of significant harm. The Quality Assurance Subcommittee has also carried out assurance activity in relation to the operation of child protection processes within education and early years setting, following a reduction in the number of secondary school age pupils whose names were on the child protection register. This highlighted several examples of good joint working as well as the need to support ongoing opportunities for constructive dialogue and shared learning between services.

The Committee has also provided feedback to the Scottish Government on the use the minimum dataset and is committed to working in partnership during the development and revision of this tool, currently being ongoing between CELCIS and Scottish Government.

Adult Protection Committee

Throughout the reporting period there were extraordinary challenges for the work undertaken across all partner agencies which required the need to adapt quickly changing events. This section will reflect our wider achievements and aims, as well as what was achieved in response to the unusually testing circumstances of the Covid-19 pandemic.

The Adult Protection Committee continue to build on a more simplified and focussed improvement plan which includes the recognition that although Adult Protection has a core function, there are cross-cutting issues with other aspects of public protection, and a multi-agency approach is crucial.

Our vision for the protection of adults at risk has been informed by national priorities, including the Scottish Government's Adult Support and Protection Plan which was published in October 2019. The committee have also identified areas for improvement locally through initial and significant case reviews as well as audit and review of our services.

For the coming year the committee plan to continue to implement the actions in our improvement plan and outline our priorities for the future.

The Covid-19 pandemic has continued to have significant implications for all areas of Adult Protection activity since the social and physical distancing restrictions were put in place by the Scottish Government on 23 March 2020. The committee recognised the need for leadership and an immediate response. A Senior Manager's Strategic Oversight Group was put in place and initially met weekly to consider priorities in the face of a rapidly changing situation. This group continues to meet fortnightly and includes the Chair of the Committee, the Chief Social Work Officer, the Detective Chief Inspector of the Public Protection Unit, and the Chair of the Quality Assurance Subgroup supported by the Lead Officer.

Interim guidance was produced in relation to face to face adult protection work and for the organisation of Adult Protection Case Conferences. The interim guidance has been regularly reviewed and was found to be coherent with guidance produced by the Scottish Government. A significant effort was made to secure fast track access to Microsoft Teams for 54 staff across the EH&SCP and Community Justice services who were likely to be responsible for chairing Adult Protection Case Conferences. This has been successful and allowed for the continuation of robust safety planning for adults at risk of harm using the videoconferencing platform.

Performance

The number of ASP referrals received by the City of Edinburgh Council during the reporting period was 1868. Of these, 43% were received from Police Scotland, 19% from social work services (significantly reduced from 47% last year), and 6% from NHS Lothian. The remaining 32% of referrals were from a variety of sources, although worthy of noting 13% of all referrals were received from the person themselves, family members of members of the public.

During the reporting period 505 'ASP duty to inquire' investigations were undertaken. Investigations were undertaken where the person was male were held slightly more than for female, with men accounting for 53% of investigations. Most investigations were for people aged 65+ (37%) with those aged between 40-64 (30%), with younger adults accounting for 31% of investigations.

Of this, 209 people's circumstances were discussed at an Adult Protection Case Conference.

The percentage of adult protection case conference reviews completed within the deadline of 28 days from the IRD has continued to range from 65% - 78% across the 12-month reporting period. Reinforced arrangements regarding sign off and approval

for exceeding 28 days have been republished with colleagues involved in IRD decision making.

During the reporting period 1 April 2020 to 30 March 2021, 7 Initial Case Reviews were initiated and overseen by the APC.

During the reporting period 1 April 2020 to 30 March 2021, no Significant Case Reviews were commissioned.

During the reporting period 1 April 2020 to 30 March 2021, 6 Large Scale Investigations were started, one service was considered under LSI, but not deemed to meet the criteria and did not progress.

Equally Safe Edinburgh Committee

The Violence Against Women Partnership changed its name in October 2020 to become the Equally Safe Edinburgh Committee. The change in name and status reflects the national ambition of Equally Safe, and ensures that each of the four main themes of Equally Safe are reflected in the committee's name:

- Edinburgh embraces equality and mutual respect, and rejects all forms of violence against women and girls

- Women and girls in Edinburgh thrive as equal citizens: socially, culturally, economically, and politically

- Interventions in Edinburgh are early and effective, preventing violence and maximising the safety and wellbeing of women, children, and young people

- Men in Edinburgh desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.

The Equally Safe Edinburgh Committee (ESEC) has continued to focus on establishing a representative membership, fully reflecting the partnership of agencies as well as the communities that Edinburgh is made up of.

ESEC improvement plan is a 3-year plan. This improvement plan focuses on the key themes which the Equally Safe Edinburgh Committee has agreed as being priority areas in the coming three years:

- The ESEC seeks to improve its understanding and data measures connected to violence against woman and girls

- The ESEC seek to build and improve the infrastructure to ensure women and girls thrive.

- The ESEC seeks to better understand what works in effective violence prevention

- The ESEC seeks to strengthen its governance relating to male violence as well as create opportunities to learn what works

These themes were chosen following the Committee development day, as they are cross-cutting areas which are of relevance across the multi-agency partnership.

This plan will ensure that the committee continue to build strong multi-agency partnership working in Edinburgh and focus upon continuous improvement across the partnership in the delivery of an integrated, high quality response to violence against women, children, and young people.

Alcohol and Drugs Partnership

In 2020/21, the ADP developed a strategic plan in response to the new national strategy, "Rights, Respect and Recovery". In line with that document, the plan is structured across five areas of work:

1) Prevention and Early Intervention
2) Developing Recovery Orientated Systems of Care
3) Getting it right for Children, YP and Families
4) A Public Health Approach to Justice
5) Alcohol Framework

Consultation and coproduction of the document included involvement of:

- Staff in drug and alcohol services and wider organisations
- Service users and carers
- EADP Collaborative Managers of services
- EADP Core Group
- EADP Executive
- Young people's services
- Offender Management Group
- Inclusive Edinburgh
- Community Safety Partnership

Ongoing work includes the development of a performance framework and an Integrated impact assessment.

EADP recognised the need to develop better planning and commissioning arrangements across different sectors, including children and families, health, education, criminal justice and drugs and alcohol services to link strategic approaches to substance use, children and families and develop commissioning plans which target resources where most required. An officer was employed to address this work in September 2020.

In 2019/20, EADP initiated and participated in a NHSL-led Review of Resources & The Addiction Pathway for Drug & Alcohol Treatment in HMP Edinburgh, which reported in November 2019. This report makes a number of recommendations for consideration by NHS Lothian and Edinburgh Alcohol & Drug Partnership. It also

highlights other areas where improvements could be made that might have a beneficial effect on the prison environment, prisoners and staff in relation to coping with and addressing substance use and mental health issues. The recommendations cover the following areas:

- Remand Prisoners
- Safe discharge for all prisoners
- Equitable access for all prisoners to addiction treatment and care services
- Workforce development
- Communication
- Resources

The metric used to monitor treatment access in 2020/21 remained the HEAT target A11 (90% of people start treatment within three weeks of referral). This target was not consistently met in 20/21, with challenges particularly in clinical and social work services. New targets for treatment access have been set from 2021/22 (requiring same day initiation for some treatments and a target to provide treatment to defined numbers of people).

Mutual Aid activity (organised and informal support of one person in recovery to another) remains the largest source of support for those in recovery from addiction in Edinburgh. Professional services continue to engage people with this unique source of experience, strength, and hope where possible.

There are now peer workers (individuals who are openly in recovery) working as volunteers or paid staff in each of the Hub teams as well as the rehab, DTTO and harm reduction teams and they are having a significant impact on the work of the teams. The peers are currently much less visible to those who receive their treatment and support in Primary Care, but the Partnership hope that this can be developed in the future.

The ADP are also supporting peer interventions for the most vulnerable people in crisis by funding the inspirational police-led initiative "Operation Threshold" which pro-actively seeks out those who have had a recent non-fatal overdose and offers them peer support and engagement with services.

Offender Management Committee

A proactive multi-agency approach to Public Protection still remains a key focus for the agencies involved in the management of offenders. This is instigated by use of appropriate intervention measures by social work and Police regarding compliance concerns with statutory orders which are linked to child and\or adult protection matters. This is evidenced via the various performance Indicators which continue to show a relatively consistent 3-year re-offending rate across the various criteria of sexual, violent, and general offences.

Actual numbers of Registered Sex Offenders (Category 1, MAPPA Offenders) remain consistent over a 3-year period averaging at approximately 360 offenders with community access every year.

The number of Registered Sex Offenders (RSOs) assessed as posing a High Risk of Serious Harm continues to increase as seen in the 2018-2019 increase of 20% and the 2020-2021 increase of 8%. This means an actual increase of approximately 25 offenders in 2018 to 40 offenders in 2021.

Actual numbers of Violent Offenders (Category 3, MAPPA Offenders, colloquial known as "MAPPA Extension") with community access has seen a 50% reduction from the 2019-2020 period and 25% from the 2018-2019 period.

Actual numbers of offenders under the scheme over the last 3-year average has been; 9 offenders for the 2020-21 period; 18 offenders for 2019-20 period; 12 offenders for 2018-19 period.

Current reduction is assessed as being linked to the COVID-19 outbreak as progression to community access for these offenders, through Scottish Prison Service and Community Justice Protocols, have been hampered due to the obvious restrictions the pandemic implemented regarding free movement. It is anticipated the numbers will return to similar figures as before once COVID-19 restrictions are removed.

Complex workload and review of cases at Level 2, under the terms of MAPPA, have remained consistent with the 2019-2020 period. It is notable that the 25% workload increase from the 2018-2019 to 2019-2020 remains in place thus becoming the new norm as anticipated in last year's Annual Report. In actual terms this means approximately 125 cases are reviewed and approved yearly via the Level 2 MAPPA forum compared to the approximate 100 from 2018

During Covid restrictions practice evaluations continued, alongside people's stories, including cases managed under MAPPA. A range of managers from across the services are now involved with practitioners, line managers and people using services. Both methods not only demonstrate high standards of practice and service, but identify areas for development, which are monitored through an improvement plan.

Resources

While the initial financial impacts of the pandemic were felt in 2019/20, the extent of this additional expenditure, and in particular loss of income, increased greatly in 2020/21. By the end of the year, the net cost to the Council, including exposure through its Arm's-Length External Organisations (ALEOs), had reached nearly £80m, with some £70m of this relating to 2020/21. The largest single contributors during the year were loss of parking income, net of reduced enforcement costs, of £13.4m, additional homelessness expenditure of £8.8m, loss of commercial rental income of £7.1m, loss of £6m of dividend income from Lothian Buses and reduced income from cultural venues of £3.9m.

Given the unprecedented scale of these impacts, elected members considered detailed financial reports on a monthly basis during 2020/21 and through a combination of savings identified in corporate budgets and significant additional grant funding received late in the financial year, expenditure and income were brought back into balance, with an overall underspend of £8.1m recorded.

Looking forward, in order to provide resilience against the longer-lasting financial impacts of the pandemic and other budget framework risks, the 2021/22 budget set aside further monies for these impacts and almost doubled the size of the Council's unallocated reserves. Significant additional service investment was also approved across a number of priority areas in February 2021, with these sums supplemented by further targeted service funding following approval by Council in May 2021.

Although the above position reflects a number of positive aspects, it has been impressed upon elected members that there is a need for additional savings proposals to be brought forward if the Council's financial sustainability is to be maintained. With this in mind, the revenue budget update report considered by Council on 27 May 2021 pointed to an anticipated incremental savings requirement of more than £50m in 2023/24 with, at this stage, no specific proposals as to how this gap will be bridged. The capital programme is projecting a funding shortfall of around £172m over the next ten years.

Demographic investment

In recent years, budget planning in the Council has provided significant protection to social work services, as well as for other priorities, such as schools. The Council's long-term financial plan continues to provide, through full pass-through of sums received from the Scottish Government, for additional funding to meet the growing needs for care services from the increasing number of older people in the population, particularly those over the age of 85, and increasing numbers of people with learning and physical disabilities due largely to greater longevity.

Funding is also provided for a growing number of children and young people, the level of which is adjusted, as appropriate, for preventative investment in early years activity and by actions intended to reduce the number of looked after children.

Workforce

The Chief Social Work Officer-sponsored Edinburgh Local Practitioner Forum (ELPF) was put on hold for a period due to the Covid-19 pandemic and the need to adapt to different ways of working.

The ELPF continues to offer opportunities for front line staff to reflect on their practice, discuss service developments across the city and how these will impact on their day to day work. The ELPF maintains an online presence and encourages participation from voluntary sector workers, front line workers, senior managers, and social work students. This year the interest in the ELPF has declined somewhat; however, this was to be expected given the pandemic and changes to people's working lives.

The ELPF webpage has been replaced with a group on Microsoft Teams. This can be used to maintain engagement with practitioners and professionals, and to supplement traditional email and face-to-face contact opportunities. The forum can share dates of upcoming meetings and copies of the agendas and presentations used, as well as sharing other articles and research documents. Members of the group can also use the chat function to generate further conversation. The forum is still in the early stages of using this technology and have so far held only one virtual meeting; however, there are many ways that this can be used to our advantage going forward. Currently the forum has 31 members in the ELPF Teams group.

The forum has had one event this year which took place virtually via Microsoft Teams on 04 May 2021. There was a presentation regarding The Promise and a presentation from the Scottish Association of Social Work (SASW) on the Review of Adult Social Care in Scotland. Unfortunately, the turn out to this meeting was quite low with only eight professionals attended. However, this provided time for plenty discussion following the presentations and the opportunity to share thoughts and ideas. The ELPF are going to explore other ways of advertising their meetings going forward to try and generate more interest.

The forum is always keen to hear from anyone interested in becoming more involved with the ELPF and any notes of interest can be emailed to localpractitionerforum@edinburgh.gov.uk.

The BME Equality Workers Forum is a long-established group supported by the Chief Social Work Officer. The Forum meets regularly to discuss common issues that affect all minority ethnic employees and their communities. They facilitate support between members and network with one another, work alongside managers and equality officers to promote policy and practices on equality issues, assist in challenging racism and discrimination, share information and experience, support the development of good practice on race equality and diversity matters and make a significant contribution in ensuring there are no discriminatory practices in the area of recruitment, training, and practice. Most recently the forum has produced a number of communications for colleagues across the Council around their work regarding 'Black Lives Matter'.

Through the EIJB transformation programme, EHSCP have been developing an inaugural workforce strategy, to help ensure there is a skilled and capable workforce that can deliver their vision of 'a caring, healthier and safer Edinburgh'. The strategy focuses on the EHSCP workforce across the City of Edinburgh Council and NHS Lothian as well as the implications for those the Partnership works with such as third and independent sectors, volunteers, and the role of carers. At the end of 2020-21, engagement began with staff on the proposed strategy.

> *'Working Together'* **is the blueprint for delivering a caring, healthier, and safer future for the population of Edinburgh.'**

This ambitious strategy has been developed to ensure Edinburgh has a skilled and capable workforce for today and tomorrow, that can deliver on our strategic priorities, and meet the health and social care needs of the citizens of Edinburgh.

The needs of our citizens and the way services deliver health and social care across Edinburgh is shifting, and as a result services need to future proof the way they work, and way they deliver services.

Edinburgh's workforce is its greatest asset and the key resource to successfully deliver these changes. It is therefore vital that services engage with a focus on , motivating, and supporting colleagues, to improve and sustain their knowledge, skills, and experience as collectively Edinburgh faces the challenges and opportunities ahead.

'Working Together' will help Edinburgh do this. It sets out Edinburgh's vision and priorities for the workforce and how services will get to where they need to be together. The strategy will deliver against an overarching vision and aspirations, which will be underpinned by 4 strategic workforce priorities: Health & Wellbeing; Culture & Identity; Workforce Capacity & Transformation; and Leadership & Development.

The strategy focusses primarily on the short-term goals that allow more immediate improvements, as well as allowing for medium and long-term aims which will be influenced by the input from engagement sessions and collaborative working.

Edinburgh are already implementing a range of transformative initiatives to the way it delivers services in light of shifting demand. All colleagues have a key role to play in successfully delivering these changes. It is critical that services are able to plan for and invest in Edinburgh's workforce.

Over the last 12 months, more than ever, the Edinburgh Health and Social Care Partnership (EHSCP) has proved that it is stronger and better together. There have definitely been some everyday challenges which sometimes make it difficult to truly work as one team, including working across two sets of policies, processes, and IT systems. However, these practical challenges, combined with the growing demand on our services, mean this is the time to stop and think about how our workforce

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needs to adapt to meet future needs, and the shared infrastructure needed to support that change.

It had been hoped that 2020 would see the compilation of the 3-year Strategic Workforce Plan due to be submitted to Scottish Government by 31 March 2021. As the Covid Pandemic impacted all services it was clear the deadline would not be met and a short life working group was established to produce a template for a 1-year Strategic Workforce Plan that would be submitted by 31 March 2021 instead, with further work to take place during 2021 on the 3-year Plan with a new submission date of March 2022.

The impact of Brexit has been felt across the social care and support sector and it is only with continued focus on succession planning and recruitment and retention strategies that we will ensure the citizens of Edinburgh receive the right standard of care and support.

The Scottish Government's Independent Review of Adult Social Care in Scotland has recognised a national need to develop the health and social care workforce. In response to this, the Lothian Care Academy Programme Board has been set up with the aim to develop a flexible, transferable workforce to work across a number of care settings with consistent high-quality education and training to deliver safe, effective, person-centred care. The Lothian Care Academy includes NHS Lothian and the four Lothian Local Authorities and it's an exciting opportunity for our L&D Team to represent the EHSCP from the outset. The Academy Programme Board has the following ambitious objectives:

• Agree core training requirements across the Health and Social Care Partnerships
• Identify the process whereby shared learning can take place
• Standardise training and content to enable a more cost-effective approach
• Enhance career pathways for care staff across health and social care
• Stabilise the care workforce (recruitment and retention) making health and social care a positive and attractive place to be employed.

Practice Learning

COVID-19 did not deter dedicated practice educators and their teams from providing a full learning experience for students. Working remotely has not impacted adversely on the number of successful placements.

Due to restrictions and guidelines, placements have been offered in a creative way and many have been offered via long-armed practice teaching methods with practice educators venturing into other areas of social work practice that they were less experienced in. Many placements were offered with combined elements or 'add-ons' to ensure the student was offered as full and as interesting a learning experience as possible.

The total number of placements offered in the period April 2020 to March 2021 was 17, a decrease in the number from 2019- 20. However, there was a five month hold on placements due to lockdown restrictions in March 2020 and January 2021 and

this affected the numbers of placements that could be offered. Placements were offered to Edinburgh University, Napier University, Stirling University, Robert Gordon University, and the Open University students. These included both first and final students with the onus on prioritising final placements. Placements were facilitated across Edinburgh Health and Social Care Partnership, Children's Services and Criminal Justice.

Interest in practice learning has been sustained with 28 people embarking on the one-day link workers course, provided by the West Consortium. Edinburgh also continue to support practice learning and are currently exploring options and a potential partnership arrangement with surrounding local authorities is being considered.

Newly Qualified Social Work Learning and Development

Due to COVID-19 restrictions, the Newly Qualified Social Worker learning programme was facilitated online with 28 people attending from across Edinburgh Health and Social Care Partnership, Children and Families and Criminal Justice. This blended approach allowed us to support full engagement and participation by all in attendance. Through combining presentations (delivered by different speakers from various areas of specialism), allowing time for small group discussions and larger group involvement, the sessions very interactive and inclusive for all. The sessions were half days but took place over an extended period (9 weeks). There was also a recall day in March for reflections and for the group to identify how they had put some of the materials from the sessions into practice. The group completed a survey for a longitudinal study by Dundee University and Glasgow Caledonian University. A Newly Qualified Social Workers Conference, 'Shaping Our Future: Power, Partnership and Participation' took place online on 17 May 2021 and was open to all our newly qualified workers.

We have a well-established mentoring and support programme for new Social Workers, and this has meant that we have been able to establish a good reputation as a supportive employer. We have had staff return to the Council and have particularly over the last year had stability in our staffing levels with less movement than previous years.

Essential Learning for Care Programme

Essential Learning for Care Programme (ELCP) has been developed so that Edinburgh Health and Social Care Partnership colleagues can complete the essential learning requirements for their role relatively soon after their commencement in post. The opportunity to have periods of protected time for learning supports the development of a workforce which is competent, confident and valued.

The essential learning provision that was put in place in response to the pandemic is continuing. Further consultation with operational managers about required role specific learning for employees has allowed refinement of the COVID-19 Condensed Learning suites of digital learning. The outcome of the consultation identified additional learning is needed, therefore new digital modules are currently being

developed. Manual Handling Awareness and Management and Administration of Medicines are being delivered in-person to newly recruited colleagues.

Between April 2020 and March 2021 –

- 145 people attended Manual Handling Awareness. This figure includes repurposed staff.
- 88 people attended Management and Administration of Medicines
- Learning for medication champions was facilitated virtually for all the Care Homes and Disability Services.
- In addition, narrated presentations with key messages in medications were made available to Care Homes and Disability Services

As services open up, Learning and Development will plan a measured approach to resuming refresher training. This will be done in line with Government recommendations and in consultation with key stakeholders.

Moving forward the ELCP will be designed with a more blended approach applied. Some of the new digital learning that works for services will remain and fewer sessions will be delivered in a classroom setting. This will mean less time away from the workplace while still providing protected time for learning.

Preparing our front-line social care colleagues for SSSC registration:

Scottish Vocational Qualification (SVQ) in Social Services and Health Care and Children and Young People Services: The Learning and Development Team continue to monitor and respond to the qualification and professional registration needs of support workers, practitioners, supervisory managers and registered managers across all settings in the department of Health and Social Care.

2021 has seen a significant increase in the numbers of staff who have registered to undertake Modern Apprenticeships (MAs) in Social Services and Healthcare at SCQF6 and SCQF7. The SVQ and MA programmes are delivered by several FHE providers. This includes Fife College, Borders College, West Lothian College, Edinburgh College and Training for Care.

The funding for MAs comes directly from Skills Development Scotland, and this means that essential qualifications can be delivered cost-free to Edinburgh Health and Social Care Partnership colleagues who are eligible.

The MA model of delivery relies on the creation of a strong network of support being provided to the MA candidate. Each MA candidate must have the support of a workplace Mentor as well as the qualification Assessor. In our first full year of delivering MAs, we have seen some very encouraging results and strong engagement from operations.

Covid-19 restrictions have continued to encourage FHE providers to become more creative in how they deliver qualifications. They have become adept at working remotely with candidates and efficient registration, induction, assessment planning and practice observations have all been able to continue without disruption.

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Qualification Completions and Qualifications ongoing May 2020-May 2021

SVQ Social Services and Healthcare (SCQF6) Fife College	
Award completions	45
Active candidates May 2021	3

SVQ Social Services and Healthcare (SCQF7) Fife College	
Award completions	1
Active candidates May 2020	1

SVQ Social Services Children and Young People (SCQF7) Edinburgh College	
Award completions	2
Active candidates	5

Modern Apprenticeship: SVQ Social Services and Healthcare (SCQF6) Fife College, Borders College, Training for Care and Edinburgh College	
Active MA Candidates	50
Award completions	21

Modern Apprenticeship: SVQ Social Services and Healthcare (SCQF7) Fife College, Borders College, Training for Care and Edinburgh College	
Active MA Candidates	48
Award completions	4

Preparing our Leaders for SSSC registration

As well as preparing front-line colleagues for their registration, Edinburgh have worked with Supervisory and Registered Managers who need to achieve an SQA accredited qualification to support their professional development and SSSC registration.

Training for Care currently deliver the Professional Development Award (PDA) Health and Social Care Supervision. In 2020/21 it was agreed that the delivery model would move online for one group of supervisory managers from Health and Social Care and from Children and Young People Residential Services. A further PDA will be delivered in Autumn 2021.

PDA Supervision in Social Services (SCQF7) Training for Care Feb 2021

Number of Candidates	12
Completions	Await Final Results

The SVQ in Social Services and Healthcare (SCQF9), the SVQ Management (SCQF9) and the Care Services Leadership and Management Units (SCQF10) continue to be made available to our SSSC Registered Managers.

SVQ Management and 2 x CSLM Units (SCQF 9 & 10) West Lothian College	
Candidate completing SVQ SSHC (SCQF9)	2
Candidate completing SVQ Management plus 2 CSLM Units	5
Qualifications ongoing	4

Providing Continuous Professional Development opportunities to the Edinburgh Health and Social Care Partnership workforce

The Higher National Certificate (HNC) Social Care supports students to explore Social Care Theory, Health, Wellbeing and Safeguarding, Care in Contemporary Society and Lifespan Development. The 2019/21 class moved to online delivery and this has proved extremely positive and effective. This group is now on track to complete in summer 2021.

HNC Social Care (intake 2018/2020) Fife College	
Intake Sept 2018 – June 2019	18
Candidates withdrawn	2
Candidate complete HNC Units	16

HNC Social Care (intake 2019/21) Fife College	
Intake September 2019 – December 2020	24
Candidates withdrawn during 2019/20	2
Active candidates May 2020	22

Continuous Professional Learning

On 30 October 2020 the Scottish Social Services Council (SSSC) replaced Post Registration Training and Learning (PRTL) with a new Continuous Professional Learning (CPL) requirement. CPL is the learning registered social service workers do which helps them develop their knowledge, skills and professional behaviour so they can deliver their best practice. The new process offers more flexibility for how a

colleague records their CPL and provides greater links to employers' own systems for reviewing and recording learning.

The Council Learning and Development team developed a CPL workshop for Health and Social Care staff who have supervisory responsibilities. Over the past six months opportunities to attend a workshop have been extended to Care Homes and Home Care Services. Managers, deputes, team leaders and home care coordinators from services across the city participated in the online discussions. During the coming months invitations to attend a CPL workshop will be offered to the remaining Edinburgh Health and Social Care Partnership services where staff are registered with the SSSC.

Mental Health Officer Programme 2020-21

In December 2020 six colleagues undertaking the Mental Health Officer programme at Edinburgh University successfully completed their Awards to join the Mental Health Officer duty rota. This was slightly later than normal as the final placements had to be postponed due to COVID-19 restrictions. A further six colleagues, four from Edinburgh Health and Social Care Partnership and two from Communities and Families were successful in gaining places on the 2020 to 2021 Mental Health Officer Programme with places on the programme being fully funded by the Corporate Learning and Development Team. The course commenced in December 2020 with all teaching being delivered online and this model of delivery is being well received.

Digital Risk and Resilience:
Empowering and Protecting Children and Young People

In December the Learning and Development Subgroup of the Child Protection Committee held an event around risk and resilience in children and young people and their online world. This was in response to the increased risk posed to children during lockdown and the reliance on connecting with the world via technology.

As the event took place virtually a range of expert speakers presented to participants and this provided an interesting opportunity to consider the current risks but also balance that with a children's rights perspective.

Over 80 colleagues from NHS, Police, Fire Brigade, voluntary services, social work services and education attended. There were opportunities to network and share experiences of how children have been supported to navigate within the virtual world.

Highlights from the event included a presentation from *Stop It Now* about their pilot project with another Local Authority, helping school-based staff to work creatively to educate and support young people displaying problematic or harmful sexual behaviour.

Internet Legends shared their expertise in giving clear and consistent messages to younger children and talked about their engagement with parents to work in

partnership with schools to address risk and promote children's digital resilience and wellbeing.

Young Scot emphasised the importance and success that peer mentoring can have. They shared some of their learning from a project where young people have been trained to help younger children navigate their digital world.

Police Scotland and Barnardo's talked about the local picture, drawing people's attention to the increased challenges of supporting neurodiversity and the unique needs of children with additional support needs.

Feedback from participants highlighted that they had found the event thought provoking. It gave them a lot of information to consider and think about in relation to their own role but also about the bigger picture and strategic response from Edinburgh as a city.

We continue to have a have a well-established learning culture both in children's social work service and in the wider multi agency partnership. We have continued to promote a restorative practice approach.

The Sub Committee has also worked effectively to prioritise multi agency child protection training activity and there is a clear plan in place to develop this. The last year has seen the success of the All of us Campaign which led to a multiagency training event with around 80 participants.

COVID-19 – Impact and Response

To protect staff and service users, EHSCP had to make the very difficult decision to pause some of their services, including day centres and respite care. Many other services, including community resources, were disrupted, offering reduced delivery, or changing the way they deliver support. Care provision was also reduced during this time, with supported people prioritised so that care continued to be provided to those who are the most vulnerable in our society
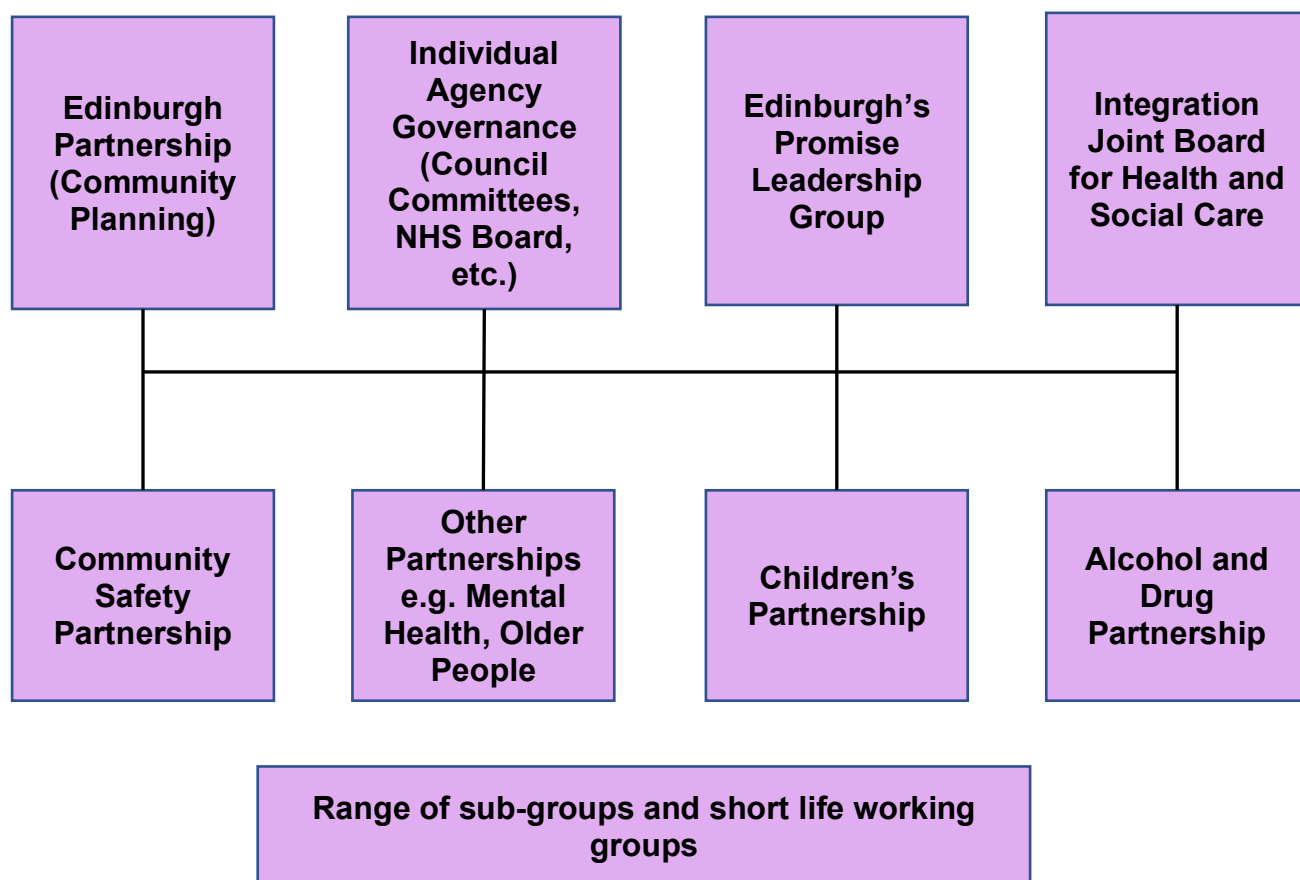
In May 2020, EHSCP set up a Route Map Project Board to implement the Scottish Government's (SG) Route Map through and out of the COVID-19 across their services. While this work was paused as restrictions returned later in 2020, EHSCP restarted this Project Board in early 2021 to support the remobilisation of services into 2021-22.

Throughout the year, EHSCP sought to innovate and improve services within the restrictions in place. While many services were disrupted by Covid-19, new and adapted ways of working allowed quality support to continue to be provided. This included making more use of telephone and online methods of connecting with people in need of support, from outbound wellbeing calls to online exercise classes. Digital technology and the redeployment of staff also allowed EHSCP to work in new ways that provided greater flexibility to service delivery.
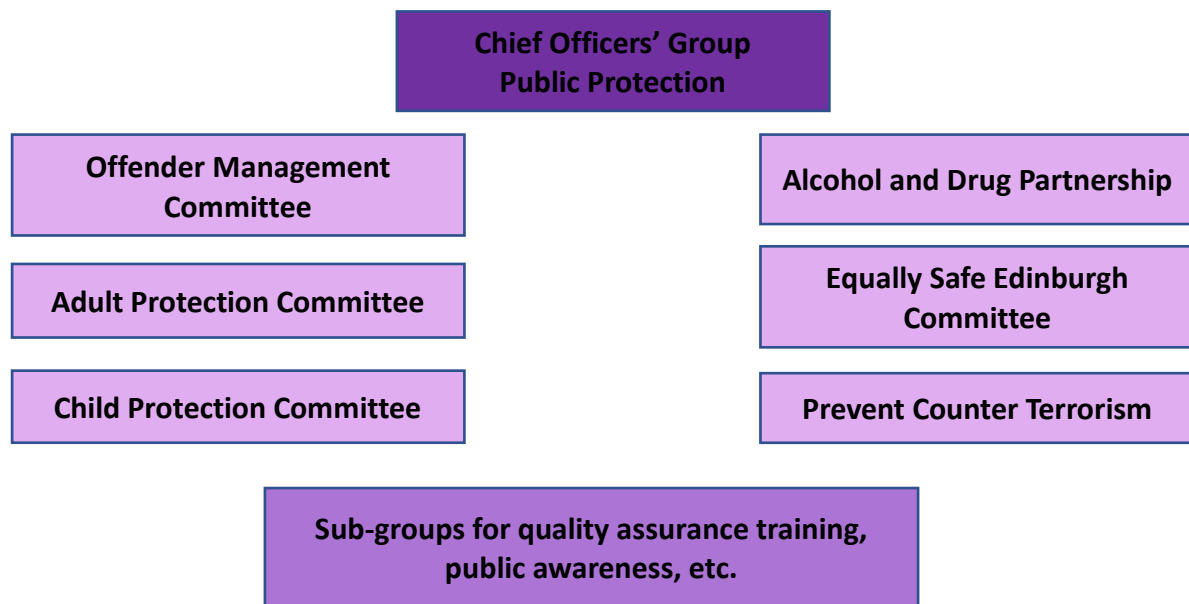
Children's services in Edinburgh have continued to develop their partnerships with the voluntary sector with the development of Locality Operational Groups (LOGs) and the joint Voluntary sector and Council Covid Task Force. This has helped us to develop new and creative ways to problem solve together and overcome obstacles for service delivery as a result of Covid restrictions. This comprises of 48 workers, a mix of Council and voluntary staff, meeting each week, 12 in each of our four localities to share learning and to problem solve. The LOGs have been operational since April 2020 and our intention is that this strengthened partnership collaboration should continue well beyond the pandemic.

The LOG's feed real time learning to the Task Force, which then feeds into the Children's Partnership and the Child Protection Committee.

Diagram 1 – Strategy and planning groups

Edinburgh Partnership (Community Planning)	Individual Agency Governance (Council Committees, NHS Board, etc.)	Edinburgh's Promise Leadership Group	Integration Joint Board for Health and Social Care

Community Safety Partnership	Other Partnerships e.g. Mental Health, Older People	Children's Partnership	Alcohol and Drug Partnership

Range of sub-groups and short life working groups

Diagram 2 – Public protection groups

	Chief Officers' Group Public Protection

Offender Management Committee

Alcohol and Drug Partnership

Adult Protection Committee

Equally Safe Edinburgh Committee

Child Protection Committee

Prevent Counter Terrorism

Sub-groups for quality assurance training, public awareness, etc.

The City of Edinburgh Council is required to report annually on complaints received from anyone who receives, requests or is affected by a social work service.

SUMMARY:

The Council is committed to improving social work services for the people of Edinburgh and recognises that complaints are an important source of customer feedback. The following table sets out the number of social work complaints over the last three years dealt with as frontline resolutions (stage one); the number of complaints that required formal investigation (stage two); the number of complaints referred to a Complaints Review Committee; and the number of complaints referred to the Scottish Public Services Ombudsman (SPSO). Along with responding to complaints the Council also respond to enquiries made by the public, and by elected members (MPs, MSPs and Councillors) on behalf of their constituents.

	2018/19	2019/20	2020/21
Stage One Frontline Resolution			
• Edinburgh Health and Social Care Partnership	111	76	56
• Children's Services	35	46	20
• Criminal Justice			
Stage Two Investigation			
• Edinburgh Health and Social Care Partnership	72	37	67
• Children's Services	45	23	17
• Criminal Justice			
Scottish Public Service Ombudsman (SPSO)			
• Edinburgh Health and Social Care Partnership	0	1	10
• Children's Services	2	0	0
• Criminal Justice			
Enquiries			
• Edinburgh Health and Social Care Partnership	143	95	125
• Children's Services	34	8	2
• Criminal Justice			

Data is also recorded by Edinburgh Health and Social Care Partnership regarding positive comments made by the public.

	2018/19	2019/20	2020/21
Positive Comments			
• Edinburgh Health and Social Care Partnership	3	11	22

EDINBURGH HEALTH AND SOCIAL CARE PARTNERSHIP

Within the Edinburgh Health and Social Care Partnership there is now an established integrated complaints team. This team provides a joint approach to the management of complaints for all services within the partnership.   For the purposes of this report the following information is based on social care complaints only.

During 2020/2021, the number of social care complaints managed as a Stage Two in the partnership was 67. This represents an increase of 81% on the previous year.

In addition, 56 complaints were completed at Stage One (frontline resolution); 125 enquiries were resolved; and 22 compliments were recorded.

Timescales for Stage Two Complaint Investigations:
In 2020/21, Edinburgh Health and Social Care Partnership formally responded to 67 Stage Two complaints. 14 (21%) were responded to within the 20 working day target or within an agreed extension; 52 (78%) did not meet these targets. One (1%) was received but was later withdrawn prior to the completion of the investigation.

Outcomes:
Of the complaints investigated at Stage Two, 14 (21%) were upheld; 34 (52%) were partially upheld; 18 (27%) were not upheld.

Complaint Trends:
Of the 67 Stage Two complaints, 48 were either upheld or partially upheld. 42 of these were reported in locality teams:

- North East: 3
- North West: 16
- South East: 12
- South West: 11

Six Stage Two complaint were reported across miscellaneous services.

The top three themes around upheld or partially upheld complaints were:

- Lack of/ poor communication
- Assessment and decision making
- Staff attitude/ behaviour

It should be noted however that many complaints have several themes.

Service Improvements:
All Stage Two complaints with an outcome of upheld or partially upheld continue to have an accompanying improvement plan. The improvement plans are the responsibility of the locality or service to ensure identified actions are implemented and learning from complaints is shared with the relevant teams.

For the period 2020/2021, communication remains a recurrent area for improvement across the services. An example of this was information not being made clear through the assessment process that some services are chargeable (income dependent). It was identified that workers need to have open and accurate conversations with service-users about potential financial contributions during the assessment period.

A further example was identified where there had been a lack of clarity, in particular within written communication, around the charging policy for Safe Haven beds. It

55

was acknowledged that as well as clear verbal communication, and clear case recording, it is important that any written communication provides an explanation of the charging policy for the different types of placement.

Complaint learning also established that more support should be offered to people attending an Adult Protection Case Conference (APCC), to ensure their views are properly captured and shared. It was recommended that referrals for advocacy should now be included as part of the APCC process, and a leaflet developed to better explain to families what the process involves.

Scottish Public Services Ombudsman:
If a complainant is not satisfied with the Stage Two response, they may request that the case be heard by the Scottish Public Services Ombudsman (SPSO), who can undertake an independent external review.

In 2020/21, we were contacted by the (SPSO) in relation to ten complaints. Two of these progressed to full investigations, but only one was upheld. This complaint spanned both EHSCP and Council Legal Services.

Communities and Families

All children's services within the Council (excluding Education who have a separate team) have a dedicated complaints section which is located within Children & Families Social Care Direct Children's Services Social Work Complaints have a duty to investigate complaints which have been raised regarding the following departments/sections:

- Central Services, including: Multi Systemic Therapy / Throughcare and Aftercare/Young People's Service
- Child and Family Centres
- Children and Young People Review Team
- Disabilities Services
- Emergency Social Work Services
- Hospital Social Work
- Family Based Care
- Kinship Care Support Team
- Practice Team Locality Based
- Residential services, including:
- Young People's Centres / Close Support/ Residential School / Secure Services
- Social Work Centres

During the period 01 April 2020 to 31 March 2021, Communities and Families (Children's Services Social Work Complaints) completed 17 formal Stage Two complaint investigations. This represents a 26% decrease on the previous year. In addition, 20 complaints (a decrease of 43% on the previous year) were completed as Frontline Resolutions and two enquiries and elected member enquiries were

responded to prior to this duty being transferred to another department within the Council.

Timescales for Stage Two Complaint Investigations:
In 2020/21, Communities and Families formally responded to seven stage two complaints (41%) within 20 working days or within agreed extensions; eight complaints (48%) were not completed within the targeted timescale. Two complaints (11%) were withdrawn.

Outcomes:
Of the Stage Two complaint investigations completed, four (24%) were not upheld, eight (48%) were partially upheld, three (17%) were upheld, and two (11%) were withdrawn.

Timescales for Stage One Frontline Resolutions:
Ten Frontline Resolutions were responded to within timescales or agreed extensions (50%). Timescales were not met on eight occasions (40%), and two (4%) were withdrawn.

Outcomes:
Of the Frontline Resolutions completed, two (10%) were upheld, two (10%) were partially upheld, fourteen (70%) were not upheld and two (10%) were withdrawn.

Complaint Trends:
There were four Stage Two complaint investigations completed regarding social work practice teams in the year 2020/21. This is a significant (74%) decrease from 2019/20. There was a broad range of reasons for the complaints lodged about practice teams, as follows: One regarded multiple issues; one regarded communication; one regarded professional practice; and finally, one regarded an assessment delay. Family Based Care received seven Stage Two complaints which is also a significant difference from 2019/2020 when they only received one. The reasons for the complaints were as follows: three regarded decisions made; one regarded a lack of financial support; one regarded a delay. These first five all had a financial element. There was also a complaint regarding professional practice and one regarding concerns about a foster carer. The Kinship Support Team received two Stage Two complaints, and both of these had a financial element to them. No other service received more than one complaint. Another trend appears to be the reduction in complaints about practice teams, with a 74% decrease this last year, and a 69% decrease the year before.

Service Improvements:
As with all other Council departments, there is a relationship between complaints received and the continuous improvement of services, and this provides a mechanism for service users to contribute to the development of services. In the reporting year, 01 April 2020 to 31 March 2021, there were two service improvements noted. This is in comparison with no service improvements having been identified the previous year.

Scottish Public Services Ombudsman (SPSO):
There were no investigations by the SPSO in relation to Children's Services Social Work Complaints in the year April 2020 to March 2021, which is the same as the previous year. There was one request for further information, but this was not progressed to an investigation by the SPSO.

Covid-19
There is no immediate research available, but the significant drop in the number of complaints about practice teams may be partly due to the different and more creative ways in which staff have been able to respond to the challenges of the pandemic. This may also have impacted upon the significant increase in complaints about Family Based Care where the challenges of managing safe care for the most vulnerable members of our society have been immense. In both cases the prioritisation of workloads has had to be uppermost. The investigation of complaints has also been impacted significantly by the restrictions around face to face contact during the pandemic. Those investigating complaints have had to manage the work in more innovative ways to ensure that complaints were investigate

Service Name	Group	Quality Framework Evaluation	Previous Grading	Latest Grading	Inspection Date
Royston Court	Adults	How well do we support people's wellbeing?	2	**3**	09-Apr-21
		How good is our leadership?	2	**3**	
		How good is our staff team?	3	Not assessed	
		How good is our setting?	4	Not assessed	
		How well is care and support planned?	2	**3**	
		How good is our care and support during the COVID-19 pandemic?	2	**3**	
Ferrylee	Adults	How good is our care and support during the COVID-19 pandemic?	Not available	4	17-Feb-21
Marionville Court	Adults	How good is our care and support during the COVID-19 pandemic?	Not available	3	13-Jan-21
Jewel House	Adults	How good is our care and support during the COVID-19 pandemic?	Not available	**4**	02-Sep-20
Drumbrae Care Home	Adults	How well do we support people's wellbeing?	2	**3**	04-Aug-20
		How good is our leadership?	1	**3**	
		How good is our staff team?	1	**3**	

		How good is our setting?	3	Not assessed	
		How well is care and support planned?	1	**3**	
Edinburgh Secure Services	Children	How well do we support people's wellbeing?	3	**4**	26-Feb-21
		How good is our leadership?	5	4	
		How good is our staff team?	3	**4**	
		How well is care and support planned?	4	4	

Appendix 4 - City of Edinburgh Council - Workforce Registered with the Scottish Social Services Council as at 13/07/2021

Register Part	Number of Registrants
Combined Register part 1 (Managers in a Care at Home and Housing Support Service)	19
Combined Register part 4 (Supervisors in a Care at Home and Housing Support Service)	110
Combined Register part 5 (Workers in a Care at Home and Housing Support Service)	873
Managers in Housing Support Services	8
Managers of a Care Home Service for Adults	9
Managers of a Day Care of Children Service	24
Managers of a Residential Child Care Service	8
Managers of an Adult Day Care Service	6
Managers of Care at Home Services	1
Practitioners in a Care Home Service for Adults	149
Practitioners in Day Care of Children Services	1173
Residential Child Care Workers	300
Residential Child Care Workers with Supervisory Responsibilities	37
Social Work Students	0
Social Workers	801
Supervisors in a Care at Home Service	1
Supervisors in a Care Home Service for Adults	66
Supervisors in Housing Support Services	19
Support Workers in a Care Home Service for Adults	254
Support Workers in a Day Care of Children Service	264
Support Workers in Housing Support Services	138
Support Workers in a Care at Home Service	19
TOTAL CEC WORKORCE REGISTERED	**4279**