Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 1st March, 2022

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

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·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

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

Director of Corporate Services

8. Routine decisions

9. Motions

9.1   Motion by Councillor Laidlaw - Preparation of School Meals

"Committee

Notes that across the school estate there is a split between schools that produce their meals in on-site production kitchens and those with 'dining centres' that rely on re-heating facilities for meals produced in other schools.

Recognises that despite the best-efforts of catering staff, food served in dining centres can fall short of the quality standards of that produced on-site and that this is exacerbated by longer journeys.

Acknowledges that the ambition would be to have production facilities in all schools but that current resources do not allow for that ambition to be fulfilled in the short-term.

Notes that Scottish Government has committed to offering free school meals to all children in primaries one to five from January 2022 and recognises the additional pressure this puts on kitchens and dining centres.

Supports officers in their efforts to secure additional Scottish Government funding to help grow the number of production kitchens.

Asks officers to review the current relationships between Production Kitchens and Dining Centres with the aim to reduce the journey times and prepare food as close to the destination as possible, and to look to optimise menus for food items that both 'travel' well and appeal to young diners."

9.2   Motion by Councillor Laidlaw – Scottish Government Health and Wellbeing Census

"Committee

Notes the concerns that have been raised by pupils, parents and educationalists with regard to the Health and Wellbeing Census that is being asked of school pupils across Scotland and the decision of a number of local authorities to halt its rollout.

Recognises that following debate, Council agreed to its implementation in CEC schools.

Notes that this decision was made without receipt of information about scope and scale of the Census and that concerns continue to be raised.

Asks for a report detailing the roll-out in Edinburgh to be submitted to Full Council on March 17th 2022 to include:

- Questions being asked of pupils in each year group

- Number of pupils included (per schools and year group)

- Number of opt-outs (per school and year group)

- Number of completed questionnaires received

- Number of 'cause for concern' responses logged by CEC"

Nick Smith

Service Director, Legal and Assurance

Committee Members

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

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Therese Laing and Rabbi David Rose

Parent Representative (non-voting)

Alexander Ramage

Information about the Education, Children and Families Committee

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

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 , Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel , email lesley.birrell@edinburgh.gov.uk/matthew.brass@edinburgh.gov.uk.

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Minutes

Education, Children and Families Committee

10am, Tuesday 7 December 2021

Present:

Councillors Perry (Convener), Dickie (Vice-Convener), Bird, Burgess, Griffiths, Douglas, Key, Laidlaw, Miller (substituting for Councillor Mary Campbell), Rae (substituting for Councillor Burgess for item 8), Rust and Louise Young.

Religious Representatives
Fiona Beveridge, Therese Laing and Rabbi David Rose.

Parent Representative (non-voting)
Alexander Ramage

1. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 12 October 2021 as a correct record.

2. Work Programme

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

Decision

1)   To note the Work Programme.

2)   To confirm the approach implemented by other Executive Committees regarding the timeline for reporting the 'Implementing Programme for the Capital Coalition Commitments' prior to Local Government Elections in May 2022.

(Reference – Work Programme, 7 December 2021, submitted)

3. Rolling Actions Log

The Rolling Actions Log updated to December 2021 was presented.

Decision

1)   To agree to close the following actions:

- Action 5 – Reducing Child Poverty

- Action 10 – Standards & Quality Report

- Action 11 – Teaching, Learning and Assessment in the Broad General Education

- Action 19 – Motion by Rabbi David Rose – Promoting Equality in Schools

- Action 20A – Motion by Councillor Louise Young – West Edinburgh High School

2) Action 2 – Community Access to Secondary School Sport Facilities – Non-Core Hour Changes – to circulate a briefing to members explaining why a report was no longer required.

3) Action 13A & 13B – School Sports and Extracurricular Activities – To keep these actions open until the questions and concerns raised in the motion at the October meeting had been addressed.

4) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 7 December 2021, submitted)

4. Business Bulletin

The Business Bulletin for December 2021 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

5. Early Years Report – Covid-19 Pandemic Recovery for Provider in Edinburgh – Holy Corner Play Group

Information was presented to the Committee on the pandemic recovery programme for the provision of childcare providers across Edinburgh. The update followed from a deputation made at the last Education, Children and Families Committee meeting from Holy Corner Play Group.

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.

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 were 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.

Decision

To note the report.

(References – Education, Children & Families Committee 12 October 2021 (item 1); Report by the Executive Director of Education and Children's Services, submitted)

6. Early Years Update

An update on the delivery of 1140 funded Early Learning and Childcare (ELC) hours was presented to the Committee. The report noted the delays in securing the funded hours as a result of the pandemic and delays to the Capital Programme, however, noted that the Council were now fully delivering the hours which had been a statutory requirement since August 2021.

Decision

1) To note the achievement of the Council in meeting the requirement to provide all eligible children with their full funded entitlement of 1140 hours should their parents/carers choose to use this.

2) To agree to explore the cost of an increased hourly rate paid to partner providers for the provision of funded places for eligible two-year-olds.

3) To note the early years support for Primary 1 settings to provide play-based learning.

4) To note the intention to return to Committee in March 2022 with the findings of the session 2021-22 parent survey.

5) To 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.

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

7. School Sports and Extracurricular Activities – Progress Update

(a)   Deputation - Comhairle Nam Parent, Bunsgoil Taobh na Pairce

The deputation made the following key points:

- Concern, disappointment and frustration had been expressed by parents over the implementation by the Council of recent changes in the role of active schools co-ordinators and the SportScotland requirement that activity was free to the participant at the point of access

- Parent Councils recognised and supported the aim of the policy to make opportunities for wider achievement accessible for all but felt that this objective had been undermined by fundamental flaws in implementation including the failure to carry out stakeholder consultation in advance, the

absence of any economic or equality impact assessment, the lack of clarity and detail concerning administration and funding, and the lack of notice of the changes to the schools or to families. Despite continued advocacy for action at the Consultative Committee with Parents and through motions at the Education, Children and Families Committee the deputation remained concerned that the parent voice remained unheard.

The deputation requested the Council to take the following actions:

1) CEC undertake an immediate and extensive consultation with parents, pupils, volunteer coaches, teachers and schools - to build a new delivery model and framework collaboratively, ensuring that it is a sustainable model for all schools (particularly those with limited Parent Council resources), fit for the future.

2) CEC or Sports Scotland fund the start-up costs and hidden running costs of the Active Schools programme for all schools, including its administration, sports kit, training, match/court equipment and upkeep, first aid boxes & refills, national sporting body membership, transport (to tournaments, competitions or matches) and recruitment of volunteers.

3) CEC alleviate the administrative and governance burden (registration, invoicing, PVG's, governance, assurance, insurance, accounting and bookkeeping) and provide centralised support in policy provision (safeguarding, C-19 mitigation etc) to ensure consistency of provision across all schools.

4) CEC build on the previous successes of the Active Schools Program; working with volunteers and professional coaches with past experience of Active Schools to ensure the quality of provision and increased opportunity for participation and to explore new and reinforce existing progression pathways to club sport.

5) CEC undertake a full evaluation of the impact of these changes including quantitative evaluation to track their impact on the "hard to reach groups" who are supposed to benefit from the change, as well as the wider impact on the school population. This should focus on both outputs and outcomes and should include wider benchmarking measures and an EQIA.

(b) **Report by the Executive Director of Education and Children's Services**

An update on the approach taken to progress the implementation of school sports and extracurricular activities was presented to Committee. The report followed from the October 2021 Committee meeting and addressed each section of the composite motion agreed at that meeting.

Decision

Following a discussion in the Consultative Committee with Parents, to request the Executive Director to provide the following information to the next Education, Children and Families Committee scheduled for 1 March 2022:

1) To list all the schools that have not managed to re-start three or fewer Active Schools activities.

2) To identify the barriers to schools returning to pre-Covid level of activities and suggest ways these barriers can be removed.

3) To determine if parents in any school have been asked to make a larger financial contribution, including indirect costs, than pre covid in order to restart activities.

4) To update the table in Appendix 1 to include all schools.

5) To extend 1), 2) and 4) above to include progress about the resumption of wider extracurricular opportunities.

6) To arrange a meeting between the Executive Director of Education and Children's Services and parent representatives to address the specific issues raised in the deputation by the Parent Council Chairs.

7) To note the over 50% reduction in the number of clubs operating between November 2019 and November 2021 and reduction of 4,150 participants.

8) To note that substantial elements of the motion agreed by Committee on 12 October had not been delivered as requested and instructs officers to prioritise the following:

• To issue the communication referred to in Item 4.1 before the return of pupils after the Christmas break.

• To include in this communication the offer referred to in item 4.3, and agreed by Committee on 12 October, that one evening, per school, per week, will offer the period 6-9pm for volunteer delivered sport free-of-charge in three one-hour slots, and to set this up in the school-lets booking platform accordingly.

• To deliver the ask of item 4.6, as agreed by Committee on 12 October – through liaison with CEC school staff and PTAs, and using the information already included in Appendix 1 – to feedback on 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.*

• To provide evidence to quantify the assertion in 4.7 that "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".

• To clarify what percentage of clubs are being delivered by 'volunteers'.

• To revisit the decision not to conduct an Equalities Impact Assessment given there had been a significant change in the programme of work in terms of how it was organised, administered, governed, delivered.

(References – Education, Children & Families Committee 12 October 2021 (item 2); report by the Executive Director of Education and Children's Services and written submission from Comhairle Nam Parent, Bunsgoil Taobh na Pairce, submitted)

8. Update on Gaelic Medium Education Statutory Consultation

An update on the ongoing engagement with the Scottish Government on the site options for a Gaelic Medium Education (GME) school was presented. The report highlighted the progress since May 2021 and recommended that a statutory consultation paper be presented for consideration at a special meeting of the Committee in January 2022.

Motion

1) To note the report.

2) To agree that a report including a proposed Statutory Consultation paper on the future of GME in Edinburgh be presented to a special meeting of the Education, Children and Families Committee in January 2022.

- moved by Councillor Perry, seconded by Councillor Dickie

Amendment

1) To note the content of this report.

2) To agree that a report including a proposed Statutory Consultation paper on the future of GME in Edinburgh be presented to a special meeting of the Education, Children and Families Committee in January 2022.

3) To welcome the ongoing engagement between the Council and the Scottish Government regarding the provision of a Gaelic Medium High (GME) school in Edinburgh, to support development of Gaelic education and language, in line with City of Edinburgh and Scottish Government policy.

4) To note that the Council had identified two possible sites for a stand-alone GME High School - at Fettes Police Headquarters and the Royal Victoria Hospital site. However, that Fettes had been ruled out because the site may not be available for two years.

5) To note that the Scottish Government had requested further information from the Council about development of a GME high school at the site of the Royal Victoria Hospital - which could be opened by 2026/27.

6) To request that council officers continue to work with the Scottish Government to provide the information required to inform government decision making about their support for a stand-alone school at the Royal Victoria Hospital site, and consequently the options that could be included in the Council's forthcoming statutory consultation.

7) To note that a letter from the Council to the Scottish Government (Appendix 2) acknowledged that any overcapacity at James Gillespie's High School in the year 2026/27 would have to be managed for a year to allow a standalone GME High School to be opened in 2027.

8) However, to recognise that successful management of a limited overcapacity at JGHS for one year would allow sufficient time to develop options and consult fully on those options for a GME high school in Edinburgh, whilst not impacting on the education of pupils at JGHS.

9) To request that the capacity at James Gillespie's high school in each year up to 2029/30 is reassessed to inform the forthcoming committee decision, particularly given anecdotal reports that the roll at the Gaelic primary school, Taobh na Pairce had recently been declining.

10) To believe that an informal consultation on the Royal Victoria site and other options as described in this report could be useful, however recognises that, at present, limited information on this option was available for parents and other stakeholders and that information may need to be worked up before a consultation could become meaningful.

11) To note that an <u>informal</u> consultation over the Christmas holidays and a 30-day statutory consultation starting in January, may not accord with the Council's consultation policy and therefore requests that the proposed consultation timeframe be reviewed and conclusions reported to the next committee meeting.

12) To note that this report stated that a statutory consultation started in June 2022 (rather than January 2022 as proposed) and completed by July 2022 would still be able to deliver a GME co-located high school by 2025 and a stand-alone school by 2027.

13) To note that the location at Castlebrae in Craigmillar as suggested in the report as a possible second choice to Liberton, is a similar distance, over 4miles, from the existing Gaelic primary school in Leith, and is on the periphery of the City and therefore recognises the concern of parents and stakeholders that such location may discourage families from joining GME education and could undermine the future of Gaelic in the City.

14) To request that the options of the site at Fettes Police station and the Council depot at Russell Road and any other feasible sites continue to be investigated by officers as a possible location for the GME high school and findings included in the report to committee in January.

15) To confirm that the provision of a new English-medium high school at Liberton would not be delayed as a result of ongoing consultation about the future of GME.

16) To recognise that Committee may decide not to proceed with a Statutory Consultation in January 2022 if there is insufficient information to provide definite options and particularly if negotiations were ongoing with the Scottish Government about the Royal Victoria or other sites.

- moved by Councillor Miller, seconded by Councillor Rae

Voting

The voting was as follows:

For the Motion   -   12 votes
For Amendment   -   2 votes

(For the Motion: Councillors Bird, Dickie, Douglas, Griffiths, Key, Laidlaw, Perry, Rust and Louise Young; Rabbi David Rose, Fiona Beveridge and Therese Laing.

For the Amendment: Councillors Miller and Rae.)

Decision

To approve the motion by Councillor Perry.

(References – Education, Children & Families Committee 24 August 2021 (item 5); Report by the Executive Director of Education and Children's Services and written deputation from Comann nam Pàrant, submitted)

Declaration of Interest

Councillor Steve Burgess declared a non-financial interest in the above item as the parent of children who attend the Gaelic Primary School, left the meeting and took no part in consideration of the item.

9. Promoting Equality

An update was provided to the Committee on the promoting equality work undertaken since the last meeting. The update focused specifically on instances of racial and LBGTQ+ reports across Edinburgh schools.

Decision

To note the verbal update.

10. Holiday Support for Children Affected by a Disability

As requested at the March 2021 meeting of the Education, Children and Families Committee, an update on holiday support for children affected by a disability was presented for noting.

The report updated Committee on changes to the support as a result of the changing guidance and restrictions, as well as the next steps, which included further consideration of the future model of service delivery, the progress of which would be presented at the March 2022 meeting.

Decision

1) To 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 had been put in place in light of Covid restrictions and the lessons learned.

2) To note that wider consideration of the provision was 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 would be developed as outlined in section 5 (Next Steps).

3) To agree that the next iteration of the report be submitted to the Consultative Committee with Parents in draft form prior to Committee consideration.

4) To note that Committee agreed in March 2021 to commit to achieving 2019 levels of provision as a minimum and should seek to achieve these levels whilst augmenting the provision.

(References – Education, Children & Families Committee 2 March 2021 (item 12); Report by the Executive Director of Education and Children's Services, submitted)

11. New Primary School Name

The results of the survey for naming the new primary school being constructed at Canaan Lane were presented. The preferred option of all consultees from the three shortlisted names was "Canaan Lane Primary School."

Decision

1) To note the results of the survey undertaken.

2) To agree to adopt the name 'Canaan Lane Primary School'.

3) To formally record thanks to the participants of the survey.

(References – Education, Children and Families Committee 12 October 2021 (item 9); Report by the Executive Director of Education and Children's Services, submitted)

12. Learning Together – Parental Engagement, Parental Involvement, Family Learning and Learning at Home

A summary was presented of the actions taken over the last 12 months to develop the ways in which schools work with families to improve learning and achievement both in schools and in everyday life.

The report noted the strengthened relationships between schools and parents/carers which had allowed them to be more responsive to specific needs.

Moving forward, the intentions to develop and further-improve this relationship between parents/carers and schools was a key objective over the next 12 months.

Decision

1) To note the update regarding Learning Together: Parental Engagement, Parental Involvement, Family Learning and Learning at Home.

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

3) To agree to receive further annual reports on Learning Together: Parental Engagement, Parental Involvement, Family Learning and Learning at Home.

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

13. Edinburgh Child Protection Committee Annual Report 2020-21

An update was provided on the work of the Edinburgh Child Protection Committee over the past year. The report highlighted the core business of the Child Protection Committee as well as areas of strength and good practice and identified priority areas for the year ahead.

Decision

1) To note the content of the Edinburgh Child Protection Committee Annual Report 2020-21.

2) To note the positive contribution made by services and partners across the City in keeping children safe.

(Reference – Report by the Chief Social Work Officer and Service Director for Children's Services and Criminal Justice, submitted)

14. Professional Review and Development Policy

The updated Professional Review and Development (PRD) Policy was presented for approval. The updated Policy reflected the revised guidelines and recommendations following a period of consultation.

Decision

1) To note the report.

2) To approve the new policy.

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

15. Learning Estate Update

Approval was sought to undertake an informal consultation process in West Edinburgh to help shape the Learning Estates strategy to address current and future accommodation pressures. It was noted that the projections scheduled to be published in January 2022 would support the consultation.

The paper also provided an update on the Trinity Academy Phase 2 replacement project.

Decision

1) To note the intention to publish the latest school roll projections in January 2022.

2) To note the intention to return a report to Committee in March 2022 setting out how any accommodation pressures arising from the new projections would be addressed.

3) To note the update on the Trinity Academy Phase 2 replacement project.

4) To agree that a detailed informal consultation on future learning estate infrastructure requirements in West Edinburgh be progressed with an outcomes report to Committee in June 2022.

5) To affirm the essential goals set out in the Council's sustainable Capital Budget Strategy 2022-2032, that future developments in the Educational Estate must include strategic briefs outlining the teaching, learning and wider community requirements from the outset to ensure that the buildings constructed were fit for purpose, and that this should include options for wider service delivery and active listening to/engagement with all potentially impacted local communities.

6) To request a progress update at the March Committee to include issues remaining outstanding at that point and proposed next steps.

7) To agree that Ward Councillors be invited to participate in the planned school working group sessions.

(References – Education, Children & Families Committee 12 October 2021 (item 10); Report by the 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 a parent of children who attend one of the feeder primary schools affected by the proposals.

16. School Excursions - Equity (Update)

Information on a potential central fund for school residential visits was presented to Committee. The report came after a request at the August 2021 Committee meeting for more information on the potential for a central fund, and included details on the feasibility, practicality and comparison with the current funding model.

Decision

1) To note the value of school residential excursions for pupils but also the pressures, often hidden, felt by many families around the costs.

2) To commend the workload taken forward by schools and parent councils to mitigate the costs to ensure every child is able to attend, as per our equity for all learners and poverty proofing the school day agendas.

3) To agree to forward the costs at Appendix 9.1 for creating a city-wide fund to the next Finance and Resources Committee for future budget consideration, along with any other identified funding information.

4) To agree that the Convener write to the Scottish Government to ask that a residential school excursion be considered for national funding.

5) To ask officers to report back to Committee in one cycle on the full scope of possible alternative and equitable options, including EPIC days and on all of the above.

6) To request that a briefing be circulated to members in early 2022 on the funding needed to implement the poverty proofing policies prior to consideration of the Council budget.

(References – Education, Children & Families Committee 24 August 2021 (item 9); Report by the Executive Director of Education and Children's Services, submitted)

17. Response to Consultation on Education Reform

The proposed response to the Consultation on Education Reform was presente. The response supported the continuation of the Curriculum for Excellence, though suggested it be refreshed. The response also supported a revised approach to quality assuring schools that worked more in-line with the collaborative and empowered system.

Decision

1) To note the response to the Consultation on Education Reform.

2) To request updates on how the Education Reform proposals would be addressed through strategic planning within Education and Children's Services.

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

18. Revenue Monitoring 2021-22 – Month Six Position

The projected month six revenue monitoring position for Education and Children's Services was submitted. The projected position was based on analysis of actual income and expenditure up to September 2021 and the projections for the end of the year.

Decision

1) To note that a balanced overall monitoring position was forecast at month six, an improvement of £1.362 million from the previously reported position.

2) To note that the temporary accommodation monitoring position would be reported to Housing, Homelessness and Fair Work Committee on 20 January 2022, and was not reported in the forecast balanced budget for Education and Children's Services.

3) To note that approved savings and operational efficiencies in 2021/2022 totalled £2.584m. Further savings of £1.658m, relating to pressures from the delivery of prior year approved budget savings also required 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.

4) To note that a further update would be provided to Committee on 1 March 2022.

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

19. Chief Social Work Officer Annual Report 2020-2021 – Referral from the Policy and Sustainability Committee

The Chief Social Work Officer Annual Report for 2020-2021 had been referred to this Committee by the Policy and Sustainability Committee.

Decision

To note the information provided in the report.

(References – Policy and Sustainability Committee 30 November 2021 (item 7.16); report by the Executive Director of Corporate Services, submitted)

19. Motion by Councillor Mary Campbell – Working Group Vacancies

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

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

Decision

To approve the motion.

20. Motion by Councillor Mary Campbell – Supporting School Staff

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

"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."

Decision

To approve the motion.

21. Motion by Councillor Ian Perry – Support for Teachers and School Staff

The following motion was submitted by Councillor Ian Perry in terms of Standing Order 17:

"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."

Decision

1) To approve the motion.

2) To note that the Convener and Vice-Convener intended to write to teachers and school staff on behalf of the Committee to thank them for their continuing commitment and efforts throughout the pandemic.

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Minutes

Education, Children and Families Committee

10am, Monday 24 January 2022

Present:

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

Religious Representative
Fiona Beveridge

Parent Representative (non-voting)
Alexander Ramage

1.   Gaelic Medium Education (GME) Statutory Consultation

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

The deputation raised the following key points:

- It was noted that current status of GME in Edinburgh is a result of the collaborative working relationships between the Council and the Gaelic community, however, there has been no significant informal consultation on the options presented in the statutory consultation today.

- The deputation requested the need to take time in developing a coherent plan for GME with realistic timescales that parents could have confidence in and support to deliver. These plans would ultimately benefit the Gaelic children attending the proposed new school.

- The deputation provided details of their own survey, which had asked Gaelic parents if the Council should proceed with the statutory consultation. 77% of respondents had said "no" and the deputation advised that the survey had also suggested that 86% of respondents had "little or no confidence" that the Council plans would meet the needs of the children.

- The deputation requested that the children and the GME community, who were at the heart of the decision, should be prioritised and urged the Committee to vote against the recommendation to proceed to a statutory consultation.

(References – written submission from Comann nam Pàrant (Dùn Èideann & Lodainn), submitted; video presentation from young people attending Taobh na Pàirce Primary School.

(b) **Report by the Executive Director of Education and Children's Services**

Approval was sought to progress to a statutory consultation on the future provision of Gaelic Medium Education (GME) in Edinburgh.

Decision

1) To continue consideration of the matter to the next meeting of the Committee on 1 March 2022 to allow for further discussions between the Council and the GME community.

2) To request officers to provide further additional information on the present sites and any other sites that would support the quality of education as set out in the educational benefits section in the appendix to the report by the Executive Director of Education and Children's Services.

(References – Education, Children & Families Committee 7 December 2021 (item 8); report by the Executive Director of Education and Children's Services, submitted)

Rolling Actions Log

Education, Children and Families Committee

1 March 2022

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**	1) To note the value of school residential excursions for pupils but also the pressures, often hidden, felt by many families around the costs.	Executive Director of Education and Children's Services	March 2022 December 2021		**Report on agenda for this meeting.** **December 2021** Report considered by Committee at its meeting on 7 December 2021

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) To commend the workload taken forward by schools and parent councils to mitigate the costs to ensure every child is able to attend, as per our equity for all learners and poverty proofing the school day agendas.				
			3) To agree to forward the costs at Appendix 9.1 for creating a city-wide fund to the next Finance and Resources Committee for future budget consideration, along with any other identified funding information.				
			4) To agree that the Convener write to the Scottish Government				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			to ask that a residential school excursion be considered for national funding. 5) To ask officers to report back to Committee in one cycle on the full scope of possible alternative and equitable options, including EPIC days and on all of the above. 6) To request that a briefing be circulated to members in early 2022 on the funding needed to implement the poverty proofing policies prior to consideration of the Council budget.				

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.** **Briefing note was circulated to members on 23 February 2022.** **December 2021** On 7 December 2021, Committee agreed to keep this action open until a briefing note had been circulated to members explaining why a report was no longer required. **December 2021** All club bookings have been moved to core hours therefore no additional payments being

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
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	December 2021	**Recommended for closure.** **Report was considered by Committee at its meeting on 7 December 2021.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Item has been added to the work programme for reporting annually.
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 budgets and the affordability of hardware, and Wi-Fi access at home.	Executive Director of Education and Children's Services	March 2022		**Report on agenda for this meeting.** **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 October 2020 and a report on Empowered Learning will be submitted to the

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							December Committee.
5	03-03-20	**Children and Young People's Participation**	Request a further report in March 2021.	Executive Director of Education and Children's Services	March 2022		**Report on agenda for this meeting.** **December 2021** This report has been deferred to March 2022. **March 2021** This report has been deferred to December 2021.
6	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	December 2021	**Recommended for closure.** **Report considered by Committee at its meeting on 7 December 2021 (included in the report on Learning Estate Infrastructure).**

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
7A	06-02-20 (Council)	**Motion by Councillor Laidlaw – Curriculum Concerns**	Coalition Amendment approved as follows: Council is asked: 1) To note that the Scottish Parliament passed a motion on 16 January 2020 agreeing to an independent review of how the Curriculum of Excellence implemented in the senior phase following concerns about narrowing the breadth of subject choices available and the appropriateness of multi-level teaching. 2) To recognise that a motion was passed by full Council in September 2019 asking for information on the breadth of subject choice and information was provided to the Education, Children and	Executive Director of Education and Children's Services	December 2021	December 2021	**Recommended for closure.** **Consultation response was noted at Committee on 7 December 2021.** **December 2020** The Scottish Government have paused the independent review.

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			before submission to the Scottish Government.				
7B	07-12-21	**Response to Consultation on Education Reform**	1) To note the response to the Consultation on Education Scotland Reform. 2) To request updates on how the Education Reform proposals would be addressed through strategic planning within Education and Children's Services.	Executive Director of Education and Children's Services	December 2021		
8	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 Midlothian. Pre-Covid-19 they had started work in two Edinburgh primary

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.
9	15-12-20	**Edinburgh Learns for Life – Inclusion Annual Report**	1) Noted. 2) To circulate to Committee members school exclusion figures as well as the number of appeals to these exclusions.	Executive Director of Education and Children's Services	June 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
10A	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 sports in comparison to other local authorities across Scotland	Executive Director of Education and Children's Services	October 2021		**December 2021** On 7 December 2021, Committee agreed to keep actions 10A and 10B open until the questions and concerns raised in the composite motion at the October meeting had been addressed. **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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• 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.				break. Parents and carers to be informed of the outcome of this discussion.
10B	24.08.21	**Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities**	1) Motion approved 2) To include information on in-school school lets in the report. 3) To include any outstanding or new requests from groups that have not been	Executive Director of Education and Children's Services	October 2021		**December 2021** On 7 December 2021, Committee agreed to keep actions 10A and 10B open until the questions and concerns raised in

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			actioned at the time of the report coming to Committee.				the composite motion at the October meeting

Superseded by composite motion agreed at October Committee meeting. |
| 11 | 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 | | **March 2022** Updates will be included in the Promoting Equality Reports / Verbal Updates

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,				

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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.				
12	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.	Executive Director of Education and	March 2022		**Report on agenda for this meeting.** **October 2021** An update was provided in the

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays.	Children's Services			business bulletin for the October Committee meeting on the summer 2021 holiday playscheme and included an update on engagement with SQA.
			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				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021. 5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme. 6) To confirm that the presumption was not for a reduced service but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. To note that consideration may				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this must be a part of the consultation. 7) To ask council officers to engage with SQA on feasibility options to develop a vocational qualification that those working on the play scheme can train towards which would provide a formal qualification as a result of working with our young people.				
13	18-05-21	**Business Bulletin – Outdoor Learning, Homelessness Prevention**	1) To update Committee on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated	Executive Director of Education and	August 2021	August 2021	**Decisions 1) and 2) closed by Committee on 12 October 2021.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Group and Response to Incidents Survey	guidance on outdoor learning. 2) To circulate a briefing note and impact statement from the Homelessness Prevention Group.	Children's Services			1. An update on decision 1) was included in the School Excursions report on 24 August 2021. 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.		June 2022		**December 2021** An update will be included in the Inclusion Report scheduled to be submitted to Committee in June 2022.
14A	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	Executive Director of Education and Children's Services	Ongoing		**December 2021** Update report considered by Committee at its meeting on 7 December 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the Cabinet Secretary a further update report will be submitted to Committee for consideration.				
14B	24-01-22	**Update on Gaelic Medium Education Statutory Consultation**	1) To continue consideration of the matter to the next meeting of the Committee on 1 March 2022 to allow for further discussions between the Council and the GME community. 2) To request officers to provide further additional information on the present sites and any other sites that would support the quality of education as set out in the educational benefits section in the appendix to the report.	Executive Director of Education & Children's Services	March 2022		**Report on agenda for this meeting**

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15A	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	December 2021	**Recommended for closure.** **Committee agreed the new primary school name at its meeting on 7 December 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.				
15B	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	Executive Director of Education and Children's Services	December 2021	December 2021	**Recommended for closure.** **Committee agreed the new primary school name at its meeting on 7 December 2021.**

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

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,				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
16A	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 identifying a site for West Edinburgh High School, and set out a timetable and key milestones up to and including an expected	Executive Director of Education and Children's Services	October 2021	October 2021	**Closed 07.12.21.** Report submitted to Committee on 12 October 2021.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			building completion and intake of pupils.				
16B	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	March 2022 December 2021		**Report on agenda for this meeting** <u>**December 2021**</u> Update was included in the Learning Estate Infrastructure Report approved at the Education, Children & Families Committee on 7 December 2021.
16C	07-12-21	**Learning Estate Infrastructure**	1) To note the intention to publish the latest school roll projections in January 2022. 2) To note the intention to return a report to Committee in March 2022 setting out how any accommodation pressures arising	Executive Director of Education and Children's Services	March 2022		**Report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			from the new projections would be addressed.				
			3) To note the update on the Trinity Academy Phase 2 replacement project.				
			4) To agree that a detailed informal consultation on future learning estate infrastructure requirements in West Edinburgh be progressed with an outcomes report to Committee in June 2022.				
			5) To affirm the essential goals set out in the Council's sustainable Capital Budget Strategy 2022-2032, that future developments				

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			in the Educational Estate must include strategic briefs outlining the teaching, learning and wider community requirements from the outset to ensure that the buildings constructed were fit for purpose, and that this should include options for wider service delivery and active listening to/engagement with all potentially impacted local communities. 6) To request a progress update at the March Committee to include issues remaining outstanding at that				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			point and proposed next steps. 7) To agree that Ward Councillors be invited to participate in the planned school working group sessions.				
17	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 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.	Executive Director of Education and Children's Services	December 2021	December 2021	**Recommended for closure.** **Report noted by Committee at its meeting on 7 December 2021.**

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	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	March 2022 December 2021		**Report on agenda for this meeting.** **December 2021** Update reported to Committee at its meeting on 7 December 2021.
19	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	Executive Director of Education and Children's Services	March 2022		**Report on agenda for this meeting.**

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

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	07-12-21	**Motion by Councillor Mary Campbell – Support for Teachers and 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	Executive Director of Education and Children's Services	March 2022		

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	07-12-21	**Motion by Councillor 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	Executive Director of Education and Children's Services	March 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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." To note that the Convener and Vice-Convener intended				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			to write to teachers and school staff on behalf of the Committee to thank them for their continuing commitment and efforts throughout the pandemic.				

Work Programme

Education, Children and Families Committee
1 March 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Douglas Pirie	Education and Children's Services	Quarterly	August 2022 December 2022 March 2023
2	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Education and Children's Services	Every cycle	June 2022 (verbal) August 2022 (written) December 2022 (verbal) March 2023 (written)
3	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
4	Lifelong Learning Plan	Annual Report	Linda Lees	Education and Children's Services	Annual	June 2022
5	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
7	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
8	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	June 2022
9	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Corporate Services	Annual	June 2022
10	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	August 2022
11	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Annual	August 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
12	Implementing the Programme for the Capital Coalition Commitments	Six Monthly Report	Lorna French Crawford McGhie	Education and Children's Services	Six Monthly	August 2022
13	Education Improvement Plan 2021-2024	Annual Report	Jackie Reid	Education and Children's Services	Annual Report	August 2022
14	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children's Services	Annual	December 2022
15	Edinburgh Learns Learning Together Framework for Parental Engagement and Involvement	Annual Report	Lorna French	Education and Children's Services	Annual	December 2022
16	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Paul McCloskey	Education and Children's Services	Annual	March 2023
17	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
18	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	March 2023

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Education, Children and Families Committee

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

Active Schools & Stepping Stones Partnership

Since October 2021 Active Schools have been working with Headteachers and council swim teachers to identify pupils in P3 – P6 who would benefit from additional swimming lessons. Those identified for the program are those from a low income home, ASN or those identified from the swimming teachers who are not meeting the curriculum level. These pupils who have been identified have been offered a free place in the Active Schools/Stepping Stones Programme. So far 46 pupils have attended the free sessions and there have been some incredible stories of progression. This has been a great partnership with the schools, council swimming teachers, Active Schools, Stepping Stones for the Drummond/Leith Cluster where these pupils are gaining valuable lifesaving skills for free. See below the story of one of our swimmers.

Swimmers Name: Rujita Basnet
Star Swimmer: When Rujita entered the lessons she was not a confident swimmer, however within a few weeks her confidence grew and she starting to try lots of new things in the pool. Adrianna her teacher pushed Rujita to keep trying new things and now after only 8 lessons Rujita is confidently swimming on her front and back, loving life in the pool. The Active Schools programme supported and delivered by Stepping Stones has help build her confidence in small focused classes and has transformed Rujita into a confident young swimmer. – Well Done, Keep up the great work!

Team United – Autism Football

> Maths is much more interesting when its taught using football. I cant wait to play football again next week as well. Its my favourite lesson.

St Thomas HS cluster / City wide

What happened ?

St ThomasRC HS in partnesrhip with 'Team United ' aims to break down the social barriers faced by children and young adults living with Autism when participating in sport.

We acknowledge the social challenges involved for our participants and we aim to use the topic of football to encourage development in all areas of academics, health and fitness and social inclusion.

Together we delivered a 6 week programme targeting 18 pupils consisting of both practical and classroom based sessions which included all areas of the curriculum from English and Literacy to Mathematics and Sciences and of course sports through the medium of football.

Impact

The impact was great. We had targeted 18 pupils who would not normally attend sports clubs. We boosted their confidence and esteem and now after the 6 weeks the pupils are attending Team united sessions outside of the school day.

Reflections:

The communication and organisation between Team United, Active schools and St Thomas HS was excellent.

The teachers involved, and Team United members Connor and Johnny were so enthusiastic and personable working with the children.

The response for the children was so positive. They worked really well every week in classroom tasks and enjoyed the practical football sessions as well.

If we were to do anything different it would have been great to have access to a wet weather alternative, but the kids showed great resilience dealing with the harsh Scottish winter weather.

City of Edinburgh

Community Sport Hubs

During the up and coming February break, Forrester & St.Augustines CSH is hosting a Scottish Swim Teacher Qualification and two National Pool Lifeguarding Qualification courses. This is in response to a shortage of swim teachers and lifeguards within clubs and organisations, due to a lack of training opportunities over the last two years.

30 candidates will receive the funded professional training, the majority being senior pupils from across the city. The training is being delivered by Edinburgh Leisure and in partnership with clubs and local swim providers who are providing mentoring and volunteering opportunities for the young people.

Once qualified the candidates will volunteer and support Community Sport Hub, Active Schools and local Club projects which aim to use swimming to positively change the lives of those most in need.

Jayne Smith & Jonathan Wallace

LLDO's – Sport & Physical Activity

Page 73

Sport and Outdoor Learning Unit (SOLU) – Outdoor Learning and Incremental Restart of School Residentials

The Council's Benmore and Lagganlia outdoor centres reopened in early Autumn. By the end of January, over 1600 young people from 35 schools have attended a residential. Attendance is approximately 92%, which reflects significant work around supporting residential costs, providing financial guarantees, repatriation solutions and good communication with parents/carers. These are sector-leading figures and represents a significant achievement by schools,, families, Centre staff, wider Council staff and Health Protection Lothian. The Council has developed a range of resources and repatriation solutions to minimise transmission risks. SOLU staff are co-leading the development of national materials to support other local authorities in restarting and sustaining school residentials.

The next step is to permit residential visits to non-CEC venues. A few pilots have taken place and a partnership meeting is planned with providers in late February. Again, resources have been developed to ensure safe practice and minimise financial risks (linked to the Council no longer being able to access appropriate pandemic cancellation insurance); including a newly proposed approved residential providers list. This will evolve in February.

Following the hugely successful P7 EPICS DAY programme at Bonaly Scout Centre last year delivered to approximately 3000 Edinburgh young people, SOLU via the Bangholm/Edinburgh-based staff has recently recruited a small temporary team of instructors to support the delivery of targeted provision at Bonaly and the surrounding area to pilot a new enhanced transition programme; Discover! holiday support; youthwork outdoor activity including many young people experiencing significant poverty; short duration residential offer for younger pupils; and 2-night residentials to support a very small number of schools with their P7 visits for this year.

A school evaluation toolkit resource is being finalised by SOLU which will assist schools in reviewing outdoor learning and excursions linked to equity, equality, environmental sustainability and educational effectiveness.

This is an exciting time for outdoor learning and SOLU continues to support and develop a progressive range of experiences and outcomes associated with onsite, local and residential outdoor learning.

Thank you again to all the schools for their superb support and dedication to residential visits and outdoor learning in general. Thank you also to the brilliant families across Edinburgh. The many positive comments about restarting residential visits have been uplifting and the work continues to ensure every child in Edinburgh has the opportunity to undertake the very best experiences.

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

Health & Wellbeing Team

- The Young Minds Matter S1-S4 curriculum resource currently being piloted in secondary schools in Edinburgh (9 schools so far) & Scottish Borders – we have received feedback and suggestions for improvement from nearly 2000 secondary school pupils.

- Our new Mental Health Matters staff training course being developed in partnership with CEC, LAYC and NHS colleagues has been piloted twice and in the process of finalisation. It covers topics such as mental health, brain development, stress, anxiety, attachment, trauma, resilience and wellbeing and hoped it will be rolled out to staff working with children and young people across the city.

- The HWB team continue to inform schools and offer both financial and emotional support to these families experiencing homelessness. Approximately 20-50 more children and young people every week are presenting as homeless with their families.

- Over 50 low income parents and carers (or in temporary accommodation) have been offered counselling to help deal with distress from covid, parenting and relationships which will hopefully also benefit their (110) children.

- The Discover Programme continues to support families during the summer holidays. 353 families and the 423 children living in them received Discover in a Box food boxes and art packs each week of the Christmas holidays. Any remaining Discover boxes and art packs were distributed to families in Early Years Centres. 26 families also received a digital device from the Discover project. All families could take part in an online programme of arts, dance, yoga and STEM activities over the holiday period.

- Lifelong Learning in collaboration with libraries and third sector partners is conducting a public engagement exercise as part of the roll-out of the **Period Products** (**Free** Provision) (Scotland) Act 2021 in Edinburgh. Edinburgh citizens are being invited to complete a survey to share their views of what free period products they would like to see available and in what venues . The survey is open from the 18th January to the 28th February and can be found at www.edinburgh.gov.uk/periodproducts

- Parenting programmes continue to have to be delivered online and 24 staff have enrolled onto our first online Raising Children with Confidence Training for Facilitators course due to begin in January.

- The Turn Your Life Around (TYLA) volunteers have shared their lived experience of childhood adversity, trauma and resilience with nearly 100 staff and pupils in 5 schools last term. New testimonial videos have been shot and incorporated into lessons for P7-S6 to compliment the work of a TYLA volunteer and will also to allow the TYLA project to work with pupils in a virtual way.

- The Financial Support for Families leaflet is now available online and schools have been encouraged to distribute it via their websites and email communications. This can be found here

- Since August 2021, a further seven primary schools achieved the Rights Respecting Schools Award at bronze level (Brunstane PS, Ferryhill PS, Leith PS, Leith Walk PS, Murrayburn PS, St Mary's RC PS); one new secondary achieved bronze (Leith Academy) whilst another was reaccredited at gold (Gracemount). This now means that 75 primary schools, 21 secondary schools and nine special schools are either registered as part of the programme or have achieved the RRSA accreditation.

Children's Services Update

Providers event February 2022

There was a virtual event held on 4 February with providers to look at how we could increase supports for children with a disability. The event was attended by 30+ providers and looked at what providers would offer, any barriers they experienced and how they could overcome these and look to fill the gaps that had been identified. There will be a further event in June 2022. In the time in-between, the plan is that providers will link with others so that resources can be pooled together, and support options increased.

Family Group Decision Making

The Family Group Decision Making team in Edinburgh has a long-standing commitment, working with Robert Gordon University and Children 1st to deliver an FGDM accredited course for new coordinators. We enlisted a parent who has recently used our FGDM service and agreed to come to a teaching session and tell their story. The parent spoke openly and honesty about their experience of having a Family Meeting. They showed how with the support of their family and their network they have turned their lives around, had their children returned to their care (from foster care) and now have a much stronger relationship with the practice team social worker. We can all learn from hearing an honest reflection of what it feels like to have services involved in her life and to hear what made the difference to make such a successful outcome for her and her children. We have already signed her up to talk to the next cohort of students in April and she may well speak to newly qualified social workers in Edinburgh.

Harvard Scholarship

One of the care experience young people manged through our service has been accepted to study law at Harvard's summer school programme. Her home life, her relationship with her mum, alongside her mum's poor mental health meant she needed to be looked after out with the family home. She had not been in school for 2 years and experienced poor mental and physical health. Despite the many challenges she faced before and during her time in care she has proven to have excellent academic ability. Covid had a significant negative impact on her, and she underachieved in her 5th year. However, she did not give up on her goal to study Law. She has now got several university offers to study Law and is achieving the required grades at school. To top this achievement off, she is now going to attend summer school at Harvard, one of the most prestigious American universities that has a worldwide reputation for Law graduates.

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Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Energy in Schools – Annual Report

Executive/routine	Routine
Wards	All
Council Commitments	18

1.   Recommendations

1.1   It is recommended that Education, Children and Families Committee:

1.1.1   Notes the content of the report and the detail on current and historic energy use across the Council's learning estate; and

1.1.2   Notes the progress on initiatives focussed on supporting net-zero carbon in the learning estate.

Paul Lawrence

Executive Director of Place

Contact: Paul Jones, Energy and Sustainability Manager

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

Report

Energy in Schools – Annual Report

2.   Executive Summary

2.1   This report follows on from the [Energy in Schools – Annual Report](#) in December 2020. The report provides detail on energy consumption during 2020/2021, outlining the impact of the COVID pandemic on current energy use across the learning estate, as well as providing detail on key initiatives aimed at reducing energy use.

2.2   The report also updates on the strategic programmes focussed on decarbonising the Council's learning estate including the adoption of Passivhaus as a standard for new builds, and the progress on establishing a deep energy retrofit approach for Council buildings, including schools.

3.   Background

3.1   The Council spent £8.3m on energy across operational buildings in 2020/2021 a reduction of around 16% on 2019/2020 costs. This cost reduction was predominantly the result of large-scale closure of Council buildings during 2020/2021.

3.2   Between 2019/2020 and 2020/2021, electricity prices increased by around 4% and gas prices decreased by 11%. Moving into 2021/2022 electricity and gas prices have stayed relatively static with only modest variation, largely due to market disruption caused by the pandemic.

3.3   Forecasts for 2022/23 indicate significant cost increases on the horizon. Electricity costs are projected to increase by around 21% and gas unit rates are set to more than double. Extraordinary market conditions caused by a fear of European gas shortages coupled with heightened tensions in Eastern Europe has seen wholesale costs for gas and electricity hit record highs. Current forecasts indicate that the utility price increase will lead to a spend of over £9m in electricity and gas across the learning estate in 2022/23. This compares with a projected end of year forecast in the region of £5.7m for 2021/22.

3.4   In February 2021, the Council published its new Business Plan, [Our Future Council, Our Future City](#).   This plan sets "Becoming a sustainable and net zero city" as one of the three strategic priorities for Edinburgh. The [Council Emissions Reduction](#)

Plan was finalised in November 2021 and contributes toward Outcome 8 of the Business Plan: "On track to deliver our 2030 net zero target". The emissions reduction plan provides detail on the strategic approach to building emission reduction and outlines the key interventions being progressed.

4.   Main report

4.1   This section of the report gives an overview of energy consumption, and associated carbon emissions across the learning estate in 2020/2021. The data includes details on the Council's PPP2 estate, where the Council pays directly for energy consumed, but excludes detail from Edinburgh Partnership schools (PPP1), as energy costs are factored into the unitary charge.

Graph 1: 2020/21 Carbon Emissions by Fuel and Property Type
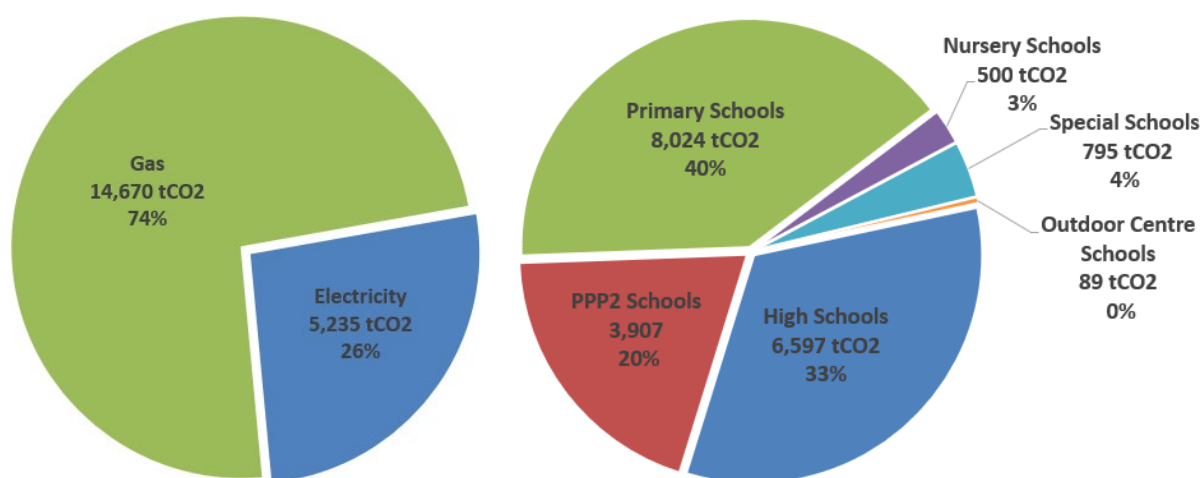
4.2   The charts above provide a breakdown of energy related carbon emissions across the Council's learning estate. In total, energy consumption in the learning estate accounts for 19,912 tonnes of CO2 equivalent (CO2e). This is a decrease of 2,284 tonnes or just under 8% on 2019/20 emissions. The learning estate accounted for around 63% of total Council emissions from operational buildings.

4.3   The carbon emissions associated with grid electricity have continued to drop, with electricity now representing 26% of total emissions from the learning estate. In a pattern that is set to continue (as electricity generation continues to decarbonise) the 2020/21 grid emission factor is 9% lower than in 2019/2020.

4.4   Energy costs across the learning estate totalled £5m in 2020/2021. This is a drop of nearly £1m on 2019/2020 expenditure. This cost saving can be attributed to lower consumption due to unscheduled property closure during school term time between March to July 2020 and from January to Easter 2021.

Graph2: 2020/2021 Grid Electricity Consumption against 2018/2019 and 2010/2011 Baseline

Legend: ■ 2010/11 ■ 2019/20 ■ 2020/21
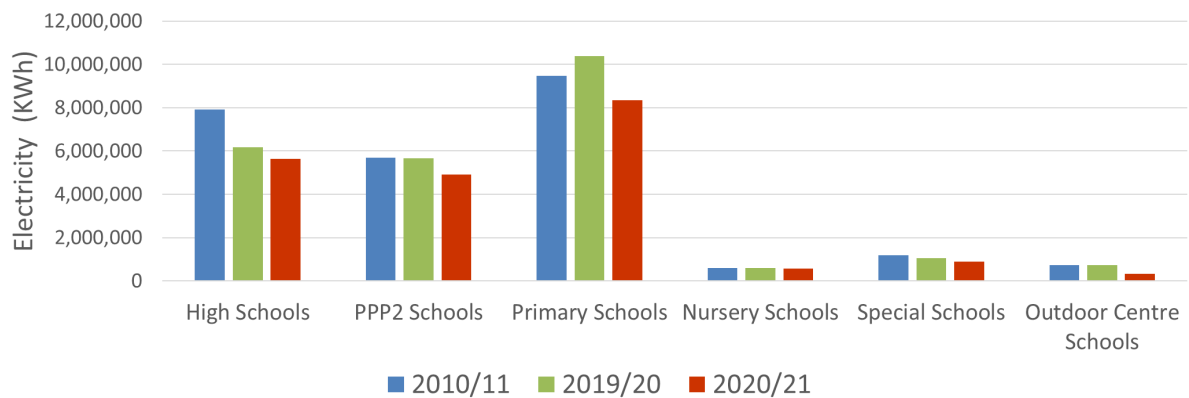
4.5   The graph above compares 2020/2021 grid electricity consumption against both the 2010/2011 baseline and 2019/2020 consumption. All establishment types experienced a drop in electricity use. A reasonable proportion of electricity use, such as lighting, is directly linked to occupancy. Given the nature of property closures and consequent restrictions on movement, opportunities to further reduce consumption during these periods were limited.

Graph 3: 2010/2011 to 2020/2021 (select years) Gas Consumption correlated against Heating Degree Days
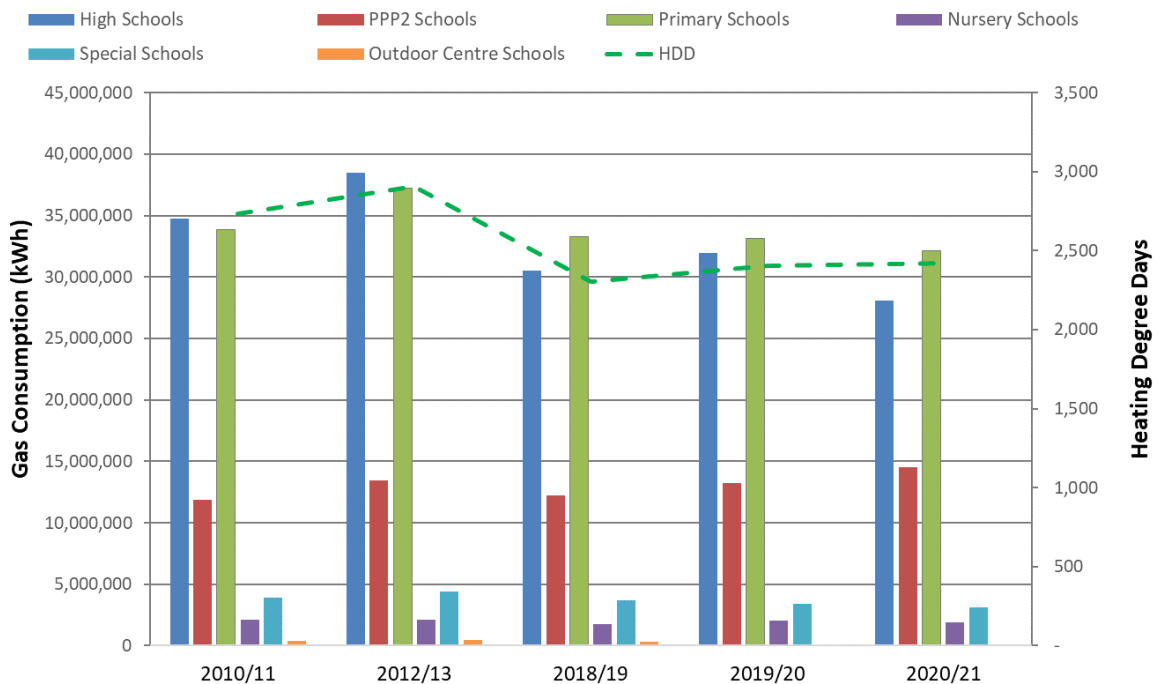
4.6   As with electricity, there were reductions in gas use across the learning estate in 2020/21. However, as many schools remained open during lockdowns, albeit with reduced occupancy, many heating systems remained fully operational. The requirement for increased ventilation levels during occupation, to mitigate against airborne transmission of Coronavirus SARS-CoV-2, has also led to increased gas use as mechanical systems work to meet higher demand for heating. This

requirement for increased ventilation has continued throughout 2021/2022 and is leading to higher gas use across the learning estate.

Operational Update

4.7   ISO50001 continues to form the baseline for Facilities Management's energy management system and provides the framework through which objectives are set and performance reviewed. The corresponding energy policy (Appendix 1) sets the aims to minimise, monitor and promote effective use of energy.

4.8   Remote working created some specific challenges, particularly with data handling. Migrating the Council's energy database to a remotely hosted server has resolved long term issues and allowed a step change in functionality which is driving continued improvements to energy data management.

4.9   In October the new Hard Facilities Management contract went live with services now split between Mitie (North Edinburgh) and Skanska (South Edinburgh). The contracts will encourage a proactive approach to energy efficiency, and, with a contract term of up to 10 years, there is an opportunity to develop long-term energy focussed initiatives with the contractors. In addition, the contract promotes a low carbon approach to delivery including a focus on circular economy, low/zero carbon transport methods and recycling.

Strategic Update

4.10   As reported previously, the Council has set a default requirement to deliver new build properties to Certified Passivhaus Standard. This will ensure that schools are designed to a high level of energy efficiency. The Passivhaus approach also accommodates the addition of low carbon heating plant which will ensure the Passivhaus schools support net zero targets. There are currently 8 projects in design targeting certified Passivhaus with Low Zero Carbon primary plant. The most advanced are the new Maybury Primary School (due for completion in 2023) and the new Currie High School (due for completion in 2024).

4.11   To address net zero challenges in the existing learning estate, the Council has been running a pilot project to review options for an EnerPHit informed energy retrofit approach. EnerPHit is the Passivhaus comfort, quality and energy standard for building retrofits. As with the new build standard, EnerPHit focusses on improving comfort and the thermal and energy performance of buildings via fabric improvements.

4.12   In support of net zero aims, the pilot project is also considering the best value balance between reducing energy demand and the installation of low carbon heating plant. The project provides information to feasibility study level of the Enerphit approach. A range of levels of retrofit (fabric improvement) based on the Enerphit analysis are also assessed. Whilst these are to lower technical standards, this Enerphit Informed Retrofit will provide information on cost, energy and carbon reduction to allow an informed investment decision on the best approach to take forward for full design and delivery.

4.13 The school buildings included in the EnerPHit Informed Retrofit pilot works include: Liberton Nursery; Brunstane Primary School; Hermitage Park Primary School; Greengables Nursery; Greengables Family Centre; Moffat Nursery; Ferryhill Primary School; Hillwood Primary School; Lorne Primary School; Trinity Academy (Block A- Victorian block) and Liberton Nursery.

4.14 To support this workstream, the Council has been awarded Green Growth Accelerator (GGA) pathfinder project status and funding to promote green growth and investment in green infrastructure. Through this project the Scottish Government will provide £120,000 to the Council to develop a full business case with the potential of a further £10 million upon successful implementation of the project and the achievement of agreed project outcomes.

5. Next Steps

5.1 Later in 2022, Facilities Management will seek ISO50001 reaccreditation for its Energy Management System. The system has been subject to annual compliance audits, but the reaccreditation audit will provide an opportunity to take steps to update the system with the strategic priorities set out in the Council's Business Plan.

5.2 As detailed in 4.9, the new Hard FM contracts present an opportunity to establish collaborative and productive working relationships with maintenance contractors that support the identification and delivery of energy management improvements. Further developing this relationship will be a key focus for 2022.

6. Financial impact

6.1 Financial efficiencies remain a clear driver for energy management and investment in energy efficiency projects. The significant utility price increases forecast for 2022/2023 bring in to focus the importance of prudent management of energy as well as long-term strategies to reduce demand in the learning estate which include the adoption of Passivhaus (detailed in 4.10) and the EnerPHit informed retrofit (detailed in 4.11 – 4.14) .

6.2 Despite the increases, natural gas remains a cheap source of heat when compared to electricity. Current strategies for decarbonising heat in the learning estate focus on both demand reduction and electrification of heating plant. The use of heat pumps can deliver an efficiency gain, returning more heat than the electricity used to drive the system, however, in many cases the cost per unit heat is still higher than that from gas fired plant.

7. Stakeholder/Community Impact

7.1 The Energy and Sustainability Team works closely with colleagues in both Facilities Management and across the wider Council on carbon reduction projects. In addition, the team works with a wide range of stakeholders, suppliers and organisations to ensure that the Council's practices are focussed towards delivering best practice.

8. Background reading/external references

8.1 Energy in Schools – Annual Report - Education, Children and Families Committee, 15 December 2020,

8.2 Council Emissions Reduction Plan – final version - Policy and Sustainability Committee, 30 November 2021

8.3 Energy Management Policy for Operational Buildings - Policy and Sustainability Committee, Tuesday 6 August 2019

9. Appendices

9.1 Appendix 1 - Energy Management Policy.

Appendix 1

ENERGY MANAGEMENT POLICY STATEMENT

Within the scope of its Energy Management System the City of Edinburgh Council will pursue efficiency in the management of energy usage, monitoring consumption, and ensuring on-going improvements of energy management across the Council's operational estate. The City of Edinburgh will seek be an exemplar to other public bodies.

The Policy Aims are:-

- Minimise: We will minimise energy consumption[1]

- Manage: We will achieve ongoing improvements through recording, benchmarking, monitoring and reporting on energy usage across the Council

- Promote: We will promote the conservation of energy amongst Council employees, contractors, partners and the wider communities we serve

The Policy's key objectives are: -.

- minimise energy consumption through building design and specification

- minimise energy consumption through appropriate operation and control

- to monitor the implementation of the policy and to set targets for future reductions in energy use

- meet or wherever practicable, exceed the requirements of all relevant legislation and regulation, and set our own demanding standards where none exist

- monitor the use of gas and electricity through meter readings and to co-ordinate and centralise energy consumption information and costs

- to ensure that the energy suppliers are informed by Asset Management of any changes to building ownership and lease arrangements

- to promote the benefits of energy efficiency to our customer, communities we serve, partners, contractors and all our stakeholders

IMPLEMENTATION

The policy will be promoted, monitored and adequately resourced by the CEC and progress reported annually. The aims, objectives and targets will be reviewed annually. CEC will undertake publicity and provide staff with information and training on saving energy. The team have no direct control and limited influence over procurement but is obliged to comply with procurement policy and therefore no targets are set for this.

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[1] Within the restrictions of providing acceptable levels of service, as defined by Council specifications, to building users.

Education, Children & Families Committee

10:00, Tuesday, 1 March 2022

Empowered Learning Programme

Executive/routine	Executive
Wards	All
Council Commitments	

1.   Recommendations

1.1   It is recommended that the Committee notes the report and the progress made to date.

Nicola Harvey

Service Director Customer & Digital Services

Contact -

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Report

Empowered Learning

2.   Executive Summary

2.1   The purpose of this report is to provide an update on the Empowered Learning programme which underpins Digital Learning across all aspects of Learning and Teaching extending from our Early Years through primary, secondary and special needs sectors.

3.   Background

Council Digital and Smart City Strategy

3.1   In October 2020, the Policy & Sustainability Committee approved the Council's Digital and Smart City Strategy which describes how we will embrace innovative technical solutions to meet rapidly evolving and changing business needs, respond to the changing shape of the organisation, provide value for money and enable us to respond to opportunities and demands for joint working with our partners.

3.2   The Strategy supports and promotes the appropriate and effective use of digital technology within education to give all City of Edinburgh learners equal opportunity to improve their educational outcomes and to develop digital skills that will be vital for life, learning and work in an increasingly digital world.

3.3   This approach complemented the work on Digital Learning which is incorporated within the Edinburgh Learns for Life programme.

Edinburgh Learns for Life

3.3   The vision, mission and goals of Edinburgh Learns for Life as the strategic framework for education was approved at the Education, Children and Families Committee on 18th May 2021.

3.4   Digital Learning is identified as one of the key delivery programmes outlined in the accompanying Education Renewal and Improvement Plan 2021-24.

4.   Main report

4.1   Digital Learning, supported by a device per pupil, has been the long-term aspiration of the Council. The requirement to provide remote schooling during the COVID-19 pandemic highlighted the need to progress this aspiration both to support the delivery of learning and teaching and to improve equality of access to digital technology.

4.2   The Digital Learning Workstream was established as part of the Life Chances Board and work commenced on the business case to deliver this in the latter half of 2020, with a view to embedding the funding required for this within the Council budget. Presentation of the business case was made to the Corporate Leadership Team in early 2021 and there was agreement to proceed with this and include the funding within the Council budget.

4.3   CGI, the Council's IT delivery partner provided a proposal to deliver the Empowered Learning programme. CGI have already successfully delivered similar programmes in both Glasgow and Borders Councils. This solution was compared to the cost of undertaking this in house to provide assurance that this would be best value for the Council. After due diligence, a contract was signed for the delivery of this with the overall cost of the programme being £17.6m over 4 years.

4.4   The educational ambition for the programme is detailed in Appendix A.

4.5   In September 2021, the programme was extended to include Early Years at a value of £800k to run concurrently with the main programme. The Deployment Plan has been updated to include this.

4.6   The Empowered Learning Programme Board has been established to provide governance for the programme, with Nicola Harvey as SRO. The programme has been divided into 5 delivery workstreams which report to the Programme Board: -

- Network

- Solution

- Deployment

- Learning and Teaching

- Acceptance into Service (To be established later in the programme)

4.7   There is Head Teacher representation from Primary, Secondary and Early Years sectors on the Programme Board as well as Finance, Children & Families Management, Corporate Communications, CGI and Digital Services representatives.

Empowered Learning Solution

4.8   The Empowered Learning solution will deliver

- 40,988 iPads providing:

3

- o   39,250 devices across Primary, Special and Secondary schools

- o   1150 across Early Years settings

- o   1-1 Devices for P6-S6

- o   shared devices for P1-P5

- o   devices for all teaching staff

- o   provision has been made for 1.5% 'gold stock' per school

- enhanced Wi-Fi coverage for all education establishments

- improved collaboration and classroom management tools – Apple Classroom

- progressive and personalised learning outcomes for pupils

- practitioner access to technology and the technology training through online and face-to-face sessions to transform how they deliver education to their students

- a digitally skilled workforce - with CEC leading the way in the use of technology in Education and best practice, encouraging both Teachers and Young people alike to enhance their skills and learning.

4.9   The iPads delivered to each school will reflect the teaching staff and school rolls on the day of deployment. Each school will also be given an additional 1.5% of devices as 'gold stock' to cover additional devices or lost/broken/forgotten devices to enable learners to have devices in these instances.

4.10   Schools will be able to purchase additional devices as part of the Empowered Learning programme through the familiar Service Catalogue route.

Network Workstream

4.11   The network workstream commenced with network health checks mapping Wi-Fi coverage and connectivity in each of our schools.

4.12   These health checks for the original scope completed over the summer with recommendations for improvements/enhancements to the Programme Board provided in September. Over 750 additional wireless access points will be added as part of this.

4.13   Health checks for Early Years will be completed by January 2022.

4.14   Works are underway will in each school as required which includes additional cabling, additional Wi-Fi access points or movement of existing access points.

Solution Workstream

4.15   The solution workstream will design and deliver the technical and software configuration element of the programme.

4.16   Work on optimisation of the solution continues, but the solution has been agreed, tested and is live and in use in a number of schools.

4.17   Work has also been undertaken to ensure that schools Audio-Visual devices such as Apple TVs and smartboards can be incorporated into the programme. This will be rolled out on a school by school basis dependant on devices and requirements.

Deployment Workstream

4.18   Recognising that different schools across Edinburgh are at different stages and have different experience of Digital Learning, the deployment, training and communications will be carried out in three separate streams:

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

4.19   The Deployment Plan has been agreed and discussed with all schools and is available on request.

4.20   The Royal High School and Cramond Primary School received their new devices in December 2021 as part of the agreed pilot deployment. Deployment to the rest of schools began in January 2022 in accordance with the plan. Devices will be rolled out by December 2022.

Learning & Teaching Workstream

4.21   Staff training in the technology delivered and in the acquisition of good digital skills are the key to success for both the Empowered Learning Programme and Edinburgh Learns for Life.

4.22   To support this, each school has nominated a Digital Learning Co-ordinator and three Empowered Learning Development Officers have been recruited to provide direct support for the school Digital Learning Coordinators.

4.23   As part of the adoption of Apple Classroom, strategic Apple Planning Essentials workshops for school digital teams have been made available to schools in the run up to deployment.

4.24   A menu of asynchronous online training courses at Build, Grow and Elevate levels for all staff was made available to all in November 2021 with staff also encouraged to access Apple Teacher and Microsoft Educator Centre.

New Multi-Function Device Rollout

4.25   From the 10th January 2022, we began replacing the multi-functional devices (MFDs) to deliver improved scanning, copying and printing across the Council including all schools.

4.26   Working in partnership with Apogee, we have reviewed how we use our current MFDs to determine the best device for the location and usage and, in some cases have reduced the amount of MFDs where there's less need for them.

4.27   By 2nd February 2022, Apogee had already rolled out 175 devices and are deploying these at the rate of approximately 20 devices per day. Old devices are removed the same day removing the risk of premises being left without a device. Schools are being alerted well in advance of deployment to enable them to plan round this activity.

Learning & Teaching Network Infrastructure Improvements

4.28   Over the last quarter of 2021, CGI undertook significant upgrade and transformation work on the L&T estate to improve the underlying network infrastructure and servers both for currency and to prepare for the commencement of the Empowered Learning Programme.

4.29   This work caused some disruption to the business-as-usual running of the estate, and CGI responded timeously to resolve issues which occurred as part of this work. Service performance is now stable, and we have returned to an acceptable level of incidents.

4.30   Where issues are identified relating to specific schools as part of this work, these will be investigated and monitored by CGI and Digital Services.

4.31   Improvements were also made to the configuration of MS Teams which has resulted in an improved and more stable user experience from within the L&T network.

4.32   Significant improvement, modernisation and investment in the underlying Wireless network infrastructure in Schools is also well underway and will better support the expanded rollout of wireless access points across the estate.

4.33   CGI are in the early planning stages for a redesign of the L&T network to improve the long-term support of the network. The planning work for this is likely to complete in Summer 2022, with implementation after this. Works relating to this will be carefully planned around timetable demands and communication and consultation with schools will take place in advance of the works taking place.

5.   Next Steps

5.1   The Empowered Learning Programme Board will continue to manage the delivery of the programme against the plan and provide governance for the delivery workstreams.

5.2   This progress will be reported to the Corporate Leadership Team.

5.3   The Board will begin to review the plans and funding for the continuation of the programme beyond the initial 4-year cycle.

5.4   The devices delivered to each school for Empowered Learning reflects the number of pupils on the school roll on the day of the deployment and the teaching staff employed on that day. Consideration needs to be given in future funding proposals to the funding model and cycle for additional devices purchased by schools and added to the programme and for increased school rolls and teacher numbers.

6.   Financial impact

6.1   Funding for 4 years of this programme has been agreed as part of the Council's 2021-26 Revenue Budget Settlement. Details are contained within the report highlighted in 8.3 of this report.

6.2   Finance representation on the Programme Board will ensure financial governance of the Programme.

6.3   As we move past delivery, work will commence on the financial sustainability of the solution beyond the initial four years.

7.   Stakeholder/Community Impact

7.1   Engagement has taken place with all Head Teachers, with a specific programme launch session in June 2021 and communications continuing from each of the workstreams during the lifetime of the programme delivery.

7.2   Engagement with both parents and pupils took place early in session 2021/22 to explain more about the programme.

7.3   Stakeholder engagement and communications forms part of the Empowered Learning Programme Board.

8.   Background reading/external references

8.1   [Digital and Smart City Strategy](#) – report to Policy and Sustainability Committee, 6th October 2020

8.2   [Edinburgh Learns for Life](#) – report to Education, Children and Families Committee, 18th May 2021

8.3   [Revenue Budget 2021-26](#) – report to the City of Edinburgh Council, 18th February 2021

9. Appendices

9.1 Appendix A The Empowered Learning Programme

Appendix A – The Empowered Learning Programme

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Education, Children and Families Committee

10:00, Tuesday 1 March 2022

Gaelic Medium Education (GME) Update

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 contents of this report

Amanda Hatton

Executive Director of Communities and Families

Contact: Crawford McGhie, Head of Strategic Asset Planning

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Report

Gaelic Medium Education (GME) Update

2.   Executive Summary

2.1   This report is an update which provides further detail on the potential sites for a GME secondary school and why they are considered to not be appropriate. It also outlines the implications of the decision of Committee in January 2022 to not go to statutory consultation at this time.

3.   Background

3.1   Reports on the future of GME in Edinburgh have been considered by the Education, Children and Families Committee in May, August, December 2021 and January 2022.

3.2   On 24 January 2022 the report to Committee recommended a statutory consultation on the future of GME in Edinburgh should be progressed. Committee did not approve this recommendation and asked for a further update report on GME to Committee in March 2022. The Committee requested:

To continue consideration of the matter to the next meeting of the committee on 1 March 2022 to allow for further discussions between the Council and the GME community and to request officers to provide further additional information on the present sites and any other sites that will support the quality of education as set out in the educational benefits section in the appendix to the report.

4.   Main report

4.1   Since the Committee meeting on 24 January 2022 discussions have been held with the GME community.

4.2   The first meeting with parents was on the 2 February 2022. The parents who attended were seeking further clarification on sites and their suitability (which is covered in this report). In addition, it was agreed to meet with parents to go through the educational benefits statement and the rationale that sits beneath it.

4.3   Parents also requested to meet teaching staff to understand more about how the curriculum could be delivered. In particular, the implications of co located and stand-alone provision. The second meeting was scheduled after the deadline for completion of this report. However, a verbal summary of the key points discussed will be provided at the Committee meeting.

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4.4 Further information on the sites considered and listed in the draft statutory consultation previously submitted to Committee on 24 January 2022 is provided in the table below:

Site	Reason for site being discounted	Further Information
Bus depot site adjacent to Drummond High School	Operational Lothian Buses depot with no current plans to relocate.	No further information available
Fettes Police Station	Operational Police HQ with no current timescales available for when the site would become available. Value of the site would also require to be met as part of a project to deliver a new GME secondary school which is financially unviable for the Council.	No further information available
Royal Victoria Hospital Site	Site currently being used as a temporary car park by NHS Lothian. The site has an estimated value of £20m which would require to be met as part of a project to deliver a new GME secondary school. This is financially unviable for the Council.	Scottish Government has confirmed that site will now be required by the NHS in the longer term.
Council's depot at Russell Road;	The site is not available for a school development due to a previous approval as part of the Council's depot strategy. It is also too small for a modern High School.	For a modern secondary school – particularly one which is stand alone to enhance immersion – the school would require to have direct access to at least one full size all-weather pitch - an overall site of about 10 acres. The CEC ownership at Russell Road is approximately 6 acres. The site is also not currently available for a school due to the last F&R approval https://democracy.edinburgh.gov.uk/documents/s31907/7.5%20-%20Depot%20Strategy%20-%20Phase%202.pdf as part of the depot strategy.

Even if it were to become available it is not considered a suitable site for a school development. The CEC ownership has road access, but the street frontage is owned by others. The site is triangular in |

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		shape and located between and below the main railway line and the Western Approach Road. The site is also known to be contaminated. The closest secondary school is Tynecastle High School.
Old Tynecastle High School	Not a suitable site due to ownership by the brewery, the associated health and safety issues and the small size of the site.	No further information available
Old Royal High School	Site too small and building not suitable for a modern High School.	No further information available
Princess Alexandra Eye Pavilion	Still operational and no date for closure. Site too small for a modern High School.	No further information available

Further Implications of Delaying Statutory Consultation

4.5   Contingency plans need to be put in place as a consequence of the delay in statutory consultation. In particular, consideration requires to be given to how the pressure on places at James Gillespie can be managed. Options include a catchment review for James Gillespie and/or a placement policy which will ensure GME numbers can be managed within current capacity. Without the statutory consultation it is not currently possible to fulfil the ambitions to expand GME in the city.

4.6   The delay in progressing a statutory consultation also has implications for the timescale that a dedicated GME secondary school could be developed at the Liberton campus. The construction of the new Liberton High School followed by the demolition of existing high school building need to progress. It is no longer possible to construct the GME secondary school at the same time as the new Liberton High School and therefore the timescale for the GME construction element requires to be delayed until the end of the replacement Liberton High School project. An early indication of the earliest construction for a GME secondary school is that it could be completed is 2028.

4.7   As the expansion plan was contingent on improving and enhancing GME secondary provision in the interim, at Darroch, there now needs to be a decision about funding. Additional school staffing was proposed to support the expansion, including a full management team, additional teaching and support staff and the resources needed to develop the GME population at Darroch.

4.8   If this is to progress additional funding will require to be considered as part of the budget process as the current budget model only allows for basic demographic growth and minimal support structure with no allowance for the development of a separate management team.   With no agreed next steps, in terms of a statutory consultation, a decision will need to be taken on whether these current plans are still viable.

5.   Next Steps

5.1   Continue engagement with the GME community.

5.2   Based on the output of the engagement continue to consider options for the future of GME education in Edinburgh.

5.3   At an appropriate time present a report to committee outlining the future options for GME in Edinburgh and any necessary statutory consultations which are recommended to be progressed.

5.4   Consider the implications for accommodation at James Gillespie's High School and bring forward any solutions through the rising rolls process. Options considered in a rising rolls project include catchment change, introduction of timetabling efficiencies, internal reconfiguration of existing accommodation or, if possible, provision of additional accommodation.

6.   Financial impact

6.1   One implication of the delay in progressing with a statutory consultation is that the plans for the growth of GME at primary level will be delayed. Options to consider capping the number of pupils entering primary GME in the city need to be considered until the plan for growth is determined. A placement policy which restricts numbers of GME pupils may be required and as it will not be possible to expand GME in the manner anticipated less funding will be required.

6.2   The requirement to establish a capital budget for the delivery of a secondary school will need to wait until there is more clarity on the preferred future option and can then be given consideration through an appropriate budget setting process. Similarly, any revenue budget for staffing will need to be agreed when the model required is clarified.

7.   Stakeholder/Community Impact

7.1   Details of the ongoing engagement with the GME community have been provided in this report.

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

7.3   All pre consultation engagement and any statutory consultation are considered part of the information gathering stage for an Integrated Impact Assessment (IIA) as required by the Equality Act 2010. The Council is under a duty to have due regard to the need to advance equality of opportunity between those with a protected characteristic and those who do not and to fostering good relations between such groups.

7.4   As such, any statutory consultation will be used as an opportunity for these matters to be raised and to invite comments regarding impacts. The full IIA will be completed once all responses to the consultation have been received.

8.   Background reading/external references

n/a

9.   Appendices

n/a

Education, Children and Families

10:00, Tuesday, 1 March 2022

Learning Estate Update: School Roll Projections and West Edinburgh Engagement

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   The latest school roll projections published in January 2022;

1.1.2   The briefing paper provided to Committee members in January 2022 and actions proposed for individual schools; and

1.1.3   The strategy outlined in this paper to progress an engagement process in West Edinburgh.

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Learning Estate Update: School Roll Projections and West Edinburgh Engagement

2. Executive Summary

2.1 The annual school roll projections were published at the end of January 2022 with a briefing note circulated to Committee members at that time. These are further provided in this paper for Committee to note.

2.2 This report provides an update and further details of the West Edinburgh engagement process including a programme of key events.

3. Background

3.1 An annual report on school roll projections is targeted to be presented to Committee every December. Due to delays with data availability caused by the COVID pandemic, the projections were published on the Council website at the end of January 2022. Copies of the projections were also provided at that time to all members of this Committee along with a briefing note providing commentary on the projections and details of the actions being taken to address accommodation pressures forecast by these projections.

3.2 Several of the accommodation pressures and actions identified in the latest school roll projections relate to growth in the West of the city.

3.3 The Learning Estate Update report to Education, Children and Families Committee on 7 December 2021 set out the key issues to be addressed in West Edinburgh and proposed an informal engagement process to elicit the views of school communities and residents and inform a Learning Estates Strategy for West Edinburgh. The key issues requiring engagement were defined as:

1) Primary School provision in Queensferry;

2) Secondary School provision for Kirkliston; and

3) Secondary School provision for the new Primary School at Maybury.

4. Main report

School Roll Projections

4.1 A copy of the latest school roll projections published in January 2022 are provided in Appendix 1. The briefing note provided to Committee members in January identifies trends in the latest projections and the actions being taken to address school accommodation pressures is also included.

West Edinburgh

4.2 The engagement process for a Learning Estate Strategy for West Edinburgh will include a number of stages, beginning with internal conversations to ensure strategic alignment exploring opportunities for collaborative working, avoiding duplication of effort and the potential for 'engagement fatigue'.

4.3 The engagement will focus on school management teams, parent councils, community councils and other community groups. Parent councils will play a key role as part of Working Groups designed to inform the process, agree methods of communication and support feedback. A full description of the process, its objectives and a timeline are included in Appendix 2.

4.4 This report was prepared at the end of January 2022 in the very early stages of this process. Accordingly, a verbal update setting out the progress made since January 2022 will be given at this Committee meeting.

5. Next Steps

5.1 The programme provided in Appendix 2 sets out the steps in the West Edinburgh engagement process in full.

6. Financial impact

6.1 Any financial implications arising as a result of Rising Rolls or housing led growth will be captured in the annual review of the Capital Investment Programme.

7. Stakeholder/Community Impact

7.1 Appendix 2 sets out in detail the strategy for stakeholder and community engagement. The views and opinions gathered will be reported to Education, Children and Families Committee in June 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 [Learning Estate Update](#)", Education, Children and Families Committee, 7 December 2021

8.2 [School Roll Projections and Rising School Rolls"](#), Education Children and Families Committee, 2 March 2021

8.3 [West Edinburgh High School](#)", Education, Children and Families Committee, 12 October 2021

9. Appendices

9.1 Appendix 1: Briefing Paper, January 2022 – School Roll Projections

9.2 Appendix 2: West Edinburgh Engagement Strategy and Timeline

Briefing Paper – January 2022

2021 based School Roll Projections

1. Executive Summary

1.1 This report presents the latest School Roll Projections and identifies the actions that may require to be taken for individual schools.

2. Background

2.1 Background information can be found in the following reports considered by the Education Children and Families Committee:

"School Roll Projections and Rising School Rolls" – March 2021

"School Roll Projections and Rising School Rolls" – March 2020

3. Main Report

Overview

3.1 The Council is committed to updating and publishing school roll projections annually. The projections are used to identify schools which will require future accommodation to be provided to address a rising school roll. They are also the basis for an annual update of the Education Infrastructure Appraisal associated with the Local Development Plan Action Programme which identifies the timescales for extensions and new schools required as a result of the growing city.

3.2 School Roll projections are therefore the starting point for further analysis by the Learning Estate Planning Team in relation to the future accommodation which may be required to be delivered through the Rising Rolls programme or in response to planned development. The projection methodology is published on the Council's website. In order to estimate future pupil numbers the projections take into account the latest birth data available for the NHS, the most recent new housing delivery estimates provided by planning colleagues and recent trends in every school and it's catchment area.

Citywide Trend

Primary Sector

3.3   The overall P1 intake has risen from 4,167 P1 pupils in 2020 to 4,234 pupils this year (1.6%). This is still well below the high of 4,616 P1 pupils in 2017 (-8.3%). Even with this slight increase in the P1 population the total primary roll has fallen for a 5th consecutive year. This pattern is consistent with that observed in the birth rate for the city which has fallen every year since 2012 and would suggest that primary school rolls will continue to fall.

3.4   However, while they show a small decline in the overall school roll over the next five years, from 2027 the School Roll Projections suggest that the overall primary school roll will begin to experience gradual growth. This is attributable to growth forecast from housing development. In particular, significant housing sites on the outer edges of the city identified through the Local Development Plan such as Cammo, Maybury, New Brunstane and Builyeon Road (Queensferry) are projected to be major catalysts for this growth. It is anticipated that CityPlan 2030 will add to this growth as it reaches 2030 and beyond.

Secondary Sector

3.5   In the secondary sector, reflecting the growth experienced in the primary sector from 2009 to 2018, the overall roll continues to increase. The overall secondary roll in 2021 was 21,740 pupils, the highest since 1985. This marks a considerable turnaround, with the secondary sector having experienced a 22-year low of 18,145 pupils in 2016. This represents growth in the secondary roll of 19.8% in only a 5-year period.

3.6   The Secondary School Roll Projections suggest that the overall secondary roll will continue to rise until it reaches a peak in 2029. However, analysis of the relationship between previous primary and secondary roll peaks and troughs suggests that this peak may occur sooner than the projections suggest – possibly 2025 or 2026. As is the case in the primary sector, it is likely that the decline after this peak, whenever it occurs, is likely to be less pronounced than it might otherwise have been due to populations arriving from new housing developments.

Analysing Individual Projections

3.7   Analysis continues to show that there is a strong correlation between the birth rate across the city and the number of P1 pupils coming forward five years later.

3.8   The projection methodology used by the Council is applied consistently across all schools. However, the strength of the correlation between births and P1 pupils and other factors will vary at individual school catchment level. Local issues such as changing catchment demographics, significant housing developments and catchment boundary change all present a challenge when considering projections at an individual school level. Other factors such as parental choice, stay-on rates, denominational and non-denominational split and the independent sector all compound these challenges further.

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3.9   Accordingly, rather than relying on projections to provide absolute figures, the approach taken by Learning Estate Planning Officers when assessing the roll projections is to treat them as an indicator of potential accommodation issues and, where a potential issue is identified progress one or more of the following actions: Monitoring, Investigation or creation of a Working Group. More details of these actions can be found in the report "School Roll Projections and Rising School Rolls" considered by the Education, Children and Families Committee in March 2021.

New Actions to Progress in 2022

3.10   The majority of actions arising from the 2021 School Roll Projections are not new and are addressed by 'Live' projects. 'Live' projects are those that have already been commissioned or are in the pipeline. The 'Learning Estate Update' report to Education, Children and Families Committee on 7 December 2021 provided updates on many of the 'Live' projects and reference should be made to this report for further information on these projects.

3.11   Appendix 3 of this report provides some commentary on schools where significant variation has occurred compared to the previous year's projections including details of what actions have been taken or could be set in motion.

4.   Appendices

4.1   Appendix 1 – Primary School Roll Projections 2021-2031

4.2   Appendix 2 – Secondary School Roll Projections 2021-2031

4.3   Appendix 3 – Individual School Issues

APPENDIX 1: Primary School Roll Projections 2021-2031

School	Capacity	Classes	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Action Required
Abbeyhill PS	231	9	162	169	164	162	154	155	155	150	154	156	161	No Action
Balgreen PS	420	14	369	356	343	324	290	284	272	270	271	267	268	No Action
Blackhall PS	504	18	409	404	366	338	313	300	289	289	282	284	287	No Action
Bonaly PS	462	16	420	409	413	396	380	380	380	369	373	362	369	No Action
Broomhouse PS	259	10	206	198	198	192	180	170	175	167	167	168	169	No Action
Broughton PS	462	16	329	336	344	343	360	342	349	347	358	360	362	No Action
Brunstane PS	420	14	239	255	249	249	250	241	243	236	234	246	239	No Action
Bruntsfield PS	630	21	612	618	608	611	603	572	553	538	516	510	506	No Action - Canaan Lane Catchment Change
Buckstone PS	462	16	448	432	422	413	379	352	331	312	291	287	282	No Action - Manual Adjustment Applied
Bun-sgoil Taobh na Pairce	462	16	389	411	427	418	424	415	420	426	423	425	426	No Action
Canaan Lane PS	420	14	0	39	75	114	148	180	209	238	234	234	232	No Action
Canal View PS	420	14	337	338	347	338	342	329	330	330	330	331	334	No Action
Carrick Knowe PS	504	18	326	326	326	321	313	302	308	294	288	294	289	No Action
Castleview PS	476	17	411	446	462	505	571	601	630	664	723	751	740	**Live Project - LDP New School (Greedykes)**
Clermiston PS	504	18	451	435	405	399	374	368	360	349	350	349	341	No Action
Clovenstone PS	434	15	218	202	192	186	174	155	155	151	148	145	146	No Action
Colinton PS	315	12	162	150	144	138	130	127	121	123	123	124	123	No Action
Corstorphine PS	630	21	570	549	564	621	641	709	758	826	905	889	877	**Live Project - LDP (Maybury PS)**
Craigentinny PS	420	14	307	311	308	286	287	288	280	268	266	262	271	No Action
Craiglockhart PS	476	17	333	315	304	287	280	279	278	270	281	278	288	No Action
Craigour Park PS	560	20	452	441	421	387	385	362	370	384	396	420	441	No Action
Craigroyston PS	434	15	313	329	328	345	351	366	366	358	347	345	339	No Action
Cramond PS	476	17	422	440	466	473	474	478	487	478	479	478	474	**Live Project - LDP (Maybury PS)**
Currie PS	546	19	526	522	526	524	493	478	458	451	451	445	439	No Action
Dalmeny PS	112	5	74	78	78	79	65	64	64	62	55	56	56	No Action
Dalry PS	420	14	263	246	243	236	227	219	207	196	189	186	191	No Action
Davidson's Mains PS	630	21	521	489	486	460	439	401	387	371	371	371	380	No Action
Dean Park PS	546	19	477	501	508	509	520	517	506	511	512	507	507	**Live Project - Rising Rolls/LDP (Extension)**
Duddingston PS	434	15	379	396	381	376	372	369	367	363	350	355	352	No Action
East Craigs PS	476	17	410	409	403	406	401	386	388	381	370	365	366	No Action
Echline PS	315	12	304	310	301	301	310	312	340	356	371	414	467	**Live Project - LDP (Builyeon Road PS)**
Ferryhill PS	420	14	335	325	311	287	277	258	249	239	239	235	241	No Action
Flora Stevenson PS	630	21	560	547	536	510	497	475	468	450	443	438	445	No Action
Forthview PS	434	15	401	405	403	398	383	380	361	357	345	343	341	**Monitor (High P1 Registrations)**
Fox Covert ND PS	329	13	293	302	286	278	275	278	277	274	273	282	278	No Action
Fox Covert RC PS	217	8	148	141	155	166	176	191	209	232	254	264	273	**Monitor (Shared capacity with Fox Covert PS)**
Frogston PS	420	14	178	230	271	316	350	386	411	413	419	421	428	No Action
Gilmerton PS	546	19	455	533	582	588	604	636	628	609	606	613	619	**Monitor - LDP (Additional Capacity)**
Gracemount PS	560	20	458	439	415	383	374	338	352	342	360	375	374	No Action
Granton PS	560	20	479	495	470	445	444	456	467	491	497	520	541	**Live Project - LDP (Waterfront PS)**
Gylemuir PS	546	19	482	490	509	526	541	562	580	598	611	626	640	**Investigate**
Hermitage Park PS	420	14	305	292	273	261	246	243	237	231	231	240	238	No Action
Hillwood PS	84	4	71	75	80	88	124	140	175	225	273	323	374	**Live Project - LDP (Maybury PS)**
Holy Cross RC PS	315	12	264	244	222	211	201	206	215	214	218	222	225	No Action
James Gillespie's PS	630	21	616	591	573	544	498	467	442	435	434	425	425	No Action
Juniper Green PS	434	15	402	399	400	396	383	372	374	386	387	392	386	**Monitor**

School													Action
Kirkliston PS	693	23	619	643	656	657	650	657	665	690	697	688	697	**Live Project & Manual Adjustment Applied**
Leith PS	476	17	292	288	307	303	298	301	305	311	317	322	335	No Action
Leith Walk PS	420	14	238	223	205	178	168	158	155	137	137	137	137	No Action
Liberton PS	476	17	426	418	404	408	412	409	414	418	418	418	418	No Action
Longstone PS	315	12	245	229	204	211	221	218	221	224	235	246	241	No Action
Lorne PS	259	10	182	170	164	163	146	142	144	150	150	150	151	No Action
Murrayburn PS	420	14	352	349	315	294	270	239	218	205	180	180	180	**Monitor**
Nether Currie PS	210	7	168	189	197	211	215	222	238	246	244	250	249	**Monitor**
Newcraighall PS	210	7	172	186	216	269	358	431	499	567	631	673	704	**Live Project - LDP (Replacement School)**
Niddrie Mill PS	434	15	317	333	344	370	371	372	374	363	353	355	352	No Action
Oxgangs PS	434	15	321	304	298	271	253	254	246	237	235	230	238	No Action
Parsons Green PS	420	14	287	277	260	245	251	250	253	254	253	254	256	No Action
Pentland PS	504	18	461	459	457	442	431	435	418	400	399	399	401	No Action
Pirniehall PS	329	13	291	276	259	245	219	208	204	216	227	254	282	No Action
Preston Street PS	315	12	277	271	279	265	255	250	245	246	260	255	263	No Action
Prestonfield PS	294	11	178	174	170	165	156	151	148	147	149	146	147	No Action
Queensferry PS	504	18	512	550	615	674	739	799	819	827	846	842	852	**Live Project - LDP (Builyeon Road PS)**
Ratho PS	294	11	261	263	261	261	262	261	275	286	294	297	300	**Monitor**
Roseburn PS	294	11	232	219	219	210	200	195	190	174	173	169	169	No Action
Royal Mile PS	210	7	170	163	164	156	144	131	130	120	118	114	116	No Action
Sciennes PS	630	21	619	603	573	545	528	506	483	468	459	463	469	No Action
Sighthill PS	294	11	256	249	238	241	226	233	229	223	225	225	223	No Action
South Morningside PS	630	21	625	604	582	556	514	479	467	434	428	428	428	**Live Project - Rising Rolls (Canaan Lane PS)**
St Catherine's RC PS	210	7	208	215	222	226	224	225	231	234	239	241	242	**Live Project - Replacement St Catherine's**
St Cuthbert's RC PS	210	7	193	189	191	194	189	185	184	181	181	181	179	No Action
St David's RC PS	329	13	338	352	355	340	335	323	315	314	306	309	317	**Live Project - Rising Rolls/LDP (Extension)**
St Francis' RC PS	294	11	268	283	292	288	286	293	305	305	308	312	309	**Investigate**
St John Vianney RC PS	259	10	215	228	236	251	255	249	254	263	268	275	281	**Live Project - LDP (Nursery Refurb.)**
St John's RC PS	434	15	363	362	358	354	352	352	354	358	360	366	365	No Action
St Joseph's RC PS	329	13	313	305	285	264	251	246	239	241	237	237	240	No Action
St Margaret's RC PS	210	7	104	112	116	127	138	144	152	158	161	170	180	No Action
St Mark's RC PS	210	7	143	136	138	132	126	122	119	117	116	113	114	No Action
St Mary's RC PS (Edin.)	434	15	334	318	309	278	274	272	260	244	243	243	248	No Action
St Mary's RC PS (Leith)	420	14	304	298	293	293	293	283	288	288	289	290	295	No Action
St Ninian's RC PS	315	12	215	191	168	163	145	136	135	134	134	135	137	No Action
St Peter's RC PS	434	15	358	349	344	326	322	305	291	287	282	281	281	No Action
Stenhouse PS	420	14	319	318	309	291	285	281	279	279	279	278	282	No Action
Stockbridge PS	294	11	258	243	236	230	221	202	198	189	194	199	200	No Action
The Royal High PS	420	14	324	336	363	366	368	375	379	366	360	356	356	No Action
Tollcross PS	315	12	259	258	245	242	228	219	210	204	210	213	210	No Action
Towerbank PS	630	21	554	519	483	468	421	389	377	362	353	353	344	**Monitor**
Trinity PS	630	21	570	574	551	537	525	503	481	469	452	458	463	No Action
Victoria PS	434	15	258	283	310	319	330	348	383	418	437	447	461	No Action
Wardie PS	560	20	460	427	390	371	359	339	338	343	350	355	352	No Action
Totals	**37,261**	**1,306**	**30,145**	**30,104**	**29,871**	**29,533**	**29,217**	**28,983**	**29,095**	**29,123**	**29,386**	**29,691**	**30,016**	

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APPENDIX 2: Secondary School Roll Projections 2021-2031

School	Notional Capacity	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	Action Required
Balerno Community HS	850	848	864	878	895	917	960	988	1008	1026	1059	1075	Monitor
Boroughmuir HS	1560	1431	1504	1541	1523	1525	1559	1534	1520	1502	1459	1396	Live Project - Rising Rolls/LDP (Extension) - Investigate Long Term
Broughton HS	1200	1213	1227	1245	1255	1243	1232	1223	1223	1223	1223	1210	Monitor
Castlebrae Community HS	600	347	398	452	500	554	625	689	740	775	800	867	Live Project - Replacement Castlebrae
Craigmount HS	1400	1261	1318	1363	1367	1391	1400	1423	1434	1452	1493	1493	Live Project - LDP (New West Ed HS or Extension)
Craigroyston Community HS	600	678	703	738	749	752	756	784	797	818	818	836	Working Group Required
Currie Community HS	900	761	799	800	811	821	830	830	818	832	846	861	No Action
Drummond Community HS	600	461	498	528	548	540	552	545	561	563	558	558	No Action
Firrhill HS	1150	1297	1299	1287	1274	1241	1221	1217	1214	1178	1165	1131	Monitor
Forrester HS	900	822	851	834	846	850	856	842	844	862	850	848	No Action
Gracemount HS	650	619	620	628	656	679	711	732	790	819	855	869	Working Group Required
Holy Rood RC HS	1200	1153	1148	1147	1146	1157	1176	1168	1170	1163	1147	1121	Monitor
James Gillespie's HS	1450	1524	1626	1690	1811	1906	1968	2001	2008	2004	1940	1868	Live Project - LDP/GME (Darroch)
Leith Academy	950	971	984	974	958	940	928	922	916	908	900	872	Monitor
Liberton HS	1000	780	826	869	901	940	974	1018	1028	1025	986	940	Live Project - WAVE4
Portobello HS	1400	1445	1434	1427	1426	1420	1415	1393	1369	1364	1311	1284	Live Project – WAVE3/Minor Classroom Reconfiguration
Queensferry Community HS	1200	1010	1036	1109	1197	1288	1377	1463	1521	1571	1625	1652	Live Project - LDP (New West Ed HS)
St Augustine's RC HS	900	898	947	967	986	994	1024	1071	1068	1081	1080	1073	Monitor
St Thomas of Aquin's RC HS	750	794	796	797	799	797	785	776	759	739	719	697	Monitor
The Royal HS	1200	1369	1380	1421	1452	1483	1476	1476	1452	1411	1369	1313	Live Project - Rising Rolls (Extension) & LDP (New West Ed HS)
Trinity Academy	950	946	956	972	984	984	987	985	970	974	971	980	Live Project - WAVE4
Tynecastle HS	900	708	720	724	723	739	740	754	748	723	708	678	No Action
Wester Hailes HS	750	404	418	417	416	409	403	388	382	376	370	358	No Action
Total Roll	**23,060**	**21,740**	**22,352**	**22,808**	**23,223**	**23,570**	**23,955**	**24,222**	**24,340**	**24,389**	**24,252**	**23,980**	

APPENDIX 3 - Individual School Issues

School	Action Proposed	Status
Buckstone Primary School	No Action	A drop in predicted future rolls compared to last year reflects a move to a more realistic projection. Previously the birth-to-P1 ratio was skewed by a large number of one-to-four year olds appearing in the Waterworks Development. This artificially increased the rolling ratio to predict twice as many P1s compared to the births five years previously. This no longer appears to be the case now that the development has completed. Examining this year's birth-to-P1 ratio the value is closer to a 20% increase. The projections have been manually adjusted to account for this occurrence.
Gilmerton Primary School	Monitor	The Gilmerton projection has risen again. All of the live developments in the area have now been integrated into the projections. Pupil generation from these sites is expected to peak just above 300 by 2027.
Gracemount Primary School	Monitor	The long-term projections for Gracemount are very similar to last year but there has been a significant change in the make-up of the numbers. The projections include pupil generation from LDP HSG 28: Ellens Glen Road which was not included in the 2020 housing detail. However, a drop in roll numbers across all stages this year – mainly migration to Frogston PS - has compensated for this increase.
Kirkliston Primary School	Monitor	The projections have reduced dramatically from last year. As with Buckstone PS, the birth-to-P1 ratio has been skewed by a large number of one-to-four year olds appearing in the local developments as they completed. This artificially increased the rolling ratio to predict nearly twice as many P1s compared to the births five years previously, while the true figure for this year's P1 is closer to a 10% increase. The early registrations suggest this year is not an anomaly so formulas and data have been manually altered to reflect the current position. It is possible the long-term projections could reduce further next year if pupil production in the developments has peaked.
Murrayburn Primary School	Monitor	Murrayburn PS projections have dropped significantly. Catchment births have been very low for three years. In projection modelling, all future births are based on an average of the three most recent years (combined with a near static GRO prediction). This has led to a long term drop in the Murrayburn projections, which would come to fruition if births stay at this new low level.
Newcraighall Primary School	Monitor	The Newcraighall PS projections have seen a significant increase compared to 2020. Predicting the need for a three-stream school by 2027, with a roll possibility of over 700 in ten years. This has been hastened by an increased birth rate and by the same birth-to-P1 ratio

		factor as seen in Buckstone PS and Kirkliston PS. By learning from these schools, caution should be applied in case this peak is not reached. However, even if this projection is 150 pupils over it would still require the building of three streams on the new site.
Queensferry Primary School	Monitor	Projections remain high. Currently P1 registrations (87) are below the prediction for next year (98) so this could lower projections going forward. Having a small knock-on effect on Queensferry High.
Towerbank Primary School	Monitor	There is a small long-term drop in predicted numbers compared to the 2020 projections. This is mainly down to a low number of catchment births in the two most recent years, pulling the long-term average down.
Boroughmuir High School	Monitor	As noted above, Buckstone Primary's projections have dropped dramatically, which in turn has influenced this year's long term Boroughmuir figures. Bruntsfield PS and South Morningside PS are harder to gage as their catchment areas have both changed. But remodelling previous year's births indicates relative drops which all feeds into the Boroughmuir figures falling.
Queensferry High School	Monitor	The long-term projections are down compared to 2020 largely due to the dramatic drop in Kirkliston Primary's projections, combined with small drops in Dalmeny and Echline's projections. Queensferry Primary projections have increased but not enough to compensate for the downswing in the other three schools.
The Royal High School	Monitor	The long-term projections are down compared to 2020 as all four feeder primary projections (Blackhall, Clermiston, Cramond and Davidson's Mains) are lower than last year. With three out of the four feeder primaries showing a reasonable drop in catchment births this year.

Learning Estate Strategy for West Edinburgh

Engagement Planning

1. Why are we Engaging?

1.1   In December 2021, the Education, Children and Families Committee considered the "Learning Estates Update" paper and approved that a detailed informal engagement on future learning estate infrastructure requirements in West Edinburgh be progressed. There are three key issues that require to be addressed, which are either directly or indirectly connected and form the basis for this engagement process. In summary these are:

1) Primary School provision in Queensferry

- *Should the new South Scotstoun development in Queensferry feed to a new primary school at Builyeon Road or to Queensferry Primary?*

2) Secondary School provision for Kirkliston

- *Which secondary school should Kirkliston Primary School feed to?*

3) Secondary School provision for the new Primary School at Maybury

- *Should Craigmount High School be extended at the appropriate time to accommodate pupils from the new Maybury Primary School or should Maybury feed to a new West Edinburgh High School?*

1.2   Further background information can be found in the "Learning Estates Update" paper considered by the Education, Children and Families Committee in December 2022.

2. Objectives and Aims of the Engagement Process

2.1   The main aim of the engagement is to involve the affected communities in the development of a coherent Learning Estate Strategy for West Edinburgh and inform the proposals in future statutory consultations.

2.2   The main objectives of the engagement are:

- To share with communities current and future pressures and challenges affecting the Learning Estate in West Edinburgh;

- To understand the pressures and challenges experienced by the affected communities in the delivery of services or access to them;

- To revisit the outcomes of previous engagement processes with stakeholders in light of changing circumstances, guidance and policies (e.g. Covid, CityPlan 2030, Council Business Plan, revised projections, etc.)

- To seek views and ideas on how existing and future Learning Estate pressures should be met;

- To explore and challenge assumptions and views about how services are or should be delivered;

- To identify opportunities to improve service delivery and access to services;

- To identify how future infrastructure spending should be prioritised.

3. Outcomes of the Engagement

3.1 This is an informal process. It is about generating ideas and developing a strategy for our Learning Estate in west Edinburgh.

3.2 No decisions or changes will be made as a result of the feedback received.

3.3 The output from this process will be a public report setting out a vision and strategy for our Learning Estate in west Edinburgh. The report will also recommend what the next steps should be. This may include recommending statutory consultations.

4. Scope of the Engagement

- The process will principally be focused on meeting the Council's statutory obligation to provide school places.

- It will initially include communities within the Queensferry High School and Craigmount High School catchment areas but may require limited engagement with communities beyond this.

- The process will be underpinned by the aspirations of the Edinburgh Learns for Life's vision for "a fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace."

- Accordingly, the scope will be broader than school places and capacity with few constraints, but will explore the following key themes:

  - The ability of schools to meet the needs of changing pupil populations and future demand (incorporating school suitability, school capacity and future growth);

  - The potential schools offer to meet the needs of the wider community (incorporating other Council and partner services);

  - The impact of school location and environment on user experience (incorporating educational experience and travel and transport).

  - The themes above draw in a number of principals and aspirations from the Council's: Business Plan

  - CityPlan 2030

  - 20 minute Neighbourhood programme

  - Net Zero 2030 agenda.

  Furthermore, they reflect the themes in both the Council's and Scottish Government's Learning Estate Strategies.

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5. Who are we engaging with?

5.1 The priority groups targeted through this engagement process will be the school communities and those with children in Early Years. The table below identifies the schools affected, the Wards and Community Council areas they are in:
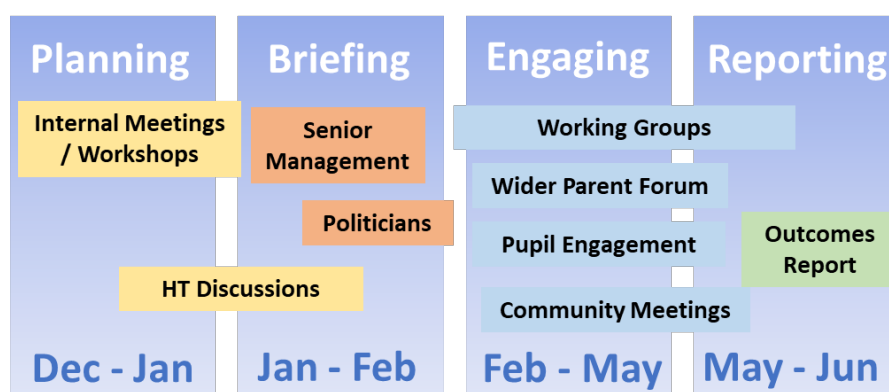
Table 1: Schools and Areas Affected

Engagement Focus	Schools Affected	Ward(s)	Community Council(s)
Primary School provision in Queensferry	• Queensferry PS • Echline PS • Dalmeny PS • St Margaret's RC PS	• 01 Almond	• Queensferry and District
Secondary School provision for Kirkliston	• Kirkliston PS • Queensferry HS	• 01 Almond	• Kirkliston • Ratho and District • Queensferry and District
Secondary School provision for the new Primary School at Maybury	• Craigmount HS • Hillwood PS • Kirkliston PS • Roseburn PS • Tynecastle HS • Corstorphine PS • East Craigs PS • Fox Covert PS	• 01 Almond • 03 Drumbrae / Gyle • 06 Corstorphine / Murrayfield • 07 Sighthill / Gorgie	• Corstorphine • Kirkliston • Murrayfield

5.1 A full Stakeholder Identification exercise will be undertaken as part of the first stage of the process with internal groups and Working Groups formed.

6. How will the engagement be structured?

6.1 The chart in Appendix 1 provides a structural diagram of the whole engagement process, identified key stakeholders and the timescales over which the process will run.

6.2 The timeline for the process runs from mid-December until 20 June 2022 when the outcomes will be reported to Committee. Broadly the phases of the full engagement process are programmed as per the diagram below:

Figure 1: Engagement Phases

Figure 1: Engagement Phases

Planning	Briefing	Engaging	Reporting
Internal Meetings / Workshops	Senior Management	Working Groups	
	Politicians	Wider Parent Forum	Outcomes Report
HT Discussions		Pupil Engagement	
		Community Meetings	
Dec - Jan	**Jan - Feb**	**Feb - May**	**May - Jun**

6.3   In summary, the approach to the engagement process is to consider the three areas of focus in parallel with a series of Working Group meetings with the school and parent representatives impacted by each of the issues. The last Working Group meetings will bring together each of the three areas of focus as required. The agenda for the second and third meetings will largely be set as a response to the outcomes of the first.

7.   Communications

7.1   The engagement process is primarily based on direct conversations with key stakeholders. However, wider communications support will ensure that all relevant audiences are aware of the process the rationale behind it and how to get involved.

7.2   A web presence and email address will be set up to allow and invite feedback outside of formal events.

APPENDIX 1: West Edinburgh Consultation Timeline

When?	What?	Who?	Why?	Other
13 December 20 December 27 December 3 January 10 January 17 January	Internal Planning Meetings	• Learning Estate Planning • Planning • 20 Minute City Team • Locality Managers • Estate Optimisation • Schools and Lifelong Learning	• Stakeholder Identification • Resourcing Requirements • Opportunity Identification • Risk Assessment • Consultation Event Planning	Developer engagement re: Potential Kirkliston HS Site
24 January	HT Group Meeting Elected Member Briefing	• HTs from all affected schools • Learning Estate Planning • Quality Improvement Officers/Manager • Ward Members, Convenor & V. Convenor, Education Reps.	• Briefing on consultation rationale, background, process and expectations. • School as Community Asset • 20 Minute City	
31 January 7 February	HT and Parent Council Chair Meetings	• School HTs and Parent Council Chairs • Learning Estate Planning	• Briefing on consultation rationale, background, process and expectations. • Identify Working Group Members • Plan pupil engagement	
14 February	FEBRUARY BREAK			
21 February	HT and Parent Council Chair Meetings CCWP Meeting (24th)	• School HTs and Parent Council Chairs • Learning Estate Planning • Learning Estate Planning	• Briefing on consultation rationale, background, process and expectations. • Identify Working Group Members • Plan pupil engagement • Update on consultation and next steps	
28 February				
7 March	Working Group Meeting 1 – Primary Provision in Queensferry Working Group Meeting 1 – Secondary Provision for Kirkliston	• Learning Estate Planning • HT and Parent Representatives from affected schools	• Setting out the issues • Outcomes of previous consultation work • Council Business Plan • Communicating with wider Parent Forum	
14 March	Working Group Meeting 1 – Secondary Provision for Maybury	• Learning Estate Planning • HT and Parent Representatives from affected schools	• Setting out the issues • Presenting the Feasibility Study • Communicating with wider Parent Forum	
21 March				
28 March	Working Group Meeting 2 – Primary Provision in Queensferry Working Group Meeting 2 – Secondary Provision for Kirkliston	• Learning Estate Planning • HT and Parent Representatives from affected schools	• Agenda set in Meeting 1	
4 April				
11 April 18 April	EASTER BREAK			
25 April	Working Group Meeting 2 – Secondary Provision for Maybury	• Learning Estate Planning • HT and Parent Representatives from affected schools	• Agenda set in Meeting 1	
2 May	Working Group Meeting 3 – Primary Provision in Queensferry + Secondary Provision for Kirkliston		• Bring together Queensferry and Kirkliston Groups to focus on QHS • Summarise previous discussions • Next Steps	Public Events / Community Council Presentations — Pupil Engagement
9 May	Write Committee Report and Draft Consultation Papers	• Learning Estate Planning		
16 May				
23 May	Finalise Committee Report	• Learning Estate Planning		
30 May				
6 June				
13 June				
20 June	Informal Consultation Outcomes Report to Education, Children and Families Committee (21 June)			

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Education, Children and Families

10:00, Tuesday, 1 March 2022

Early Years 1140 Capital Programme Update

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 It is recommended that Committee note:

1.1.1 The contingency measures being put in place to mitigate further delays in the delivery of five new nurseries at Craigentinny, Granton, Nether Currie, St John Vianney RC and St Mark's RC Primary Schools;

1.1.2 That the current Early Years expansion programme remains deliverable within the Scottish Government grant funding;

1.1.3 That any additional costs incurred on individual projects will need to be considered in terms of their impact on the wider programme.

Amanda Hatton

Executive Director of Education and Children's Services

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Report

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Early Years 1140 Capital Programme Update

2.   Executive Summary

2.1   This report provides details of Early Years expansion projects in delay and the actions being taken to mitigate their impact. It also highlights that while the Early Years 1140 Capital Programme remains within the available Scottish Government grant funding, rising costs to deliver the programme mean there is a lack of flexibility in the budget to respond to any future cost increases.

3.   Background

3.1   At its meeting in December 2021 the Education, Children and Families Committee requested that a report be returned 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."

3.2   This request follows concerns raised in the "Early Years Update" report considered by Committee in December that further delay in the delivery of nursery accommodation may require that contingency measures be put in place.

4.   Main report

Early Years 1140 Capital Programme Projects

4.1   There are currently 17 'live' projects in the Early Years 1140 Capital Programme, 3 projects that remain in early stages and a further 18 projects that have now completed. The 18 completed projects are refurbishment works at existing early years settings, new Forest Kindergarten's and the new nurseries at Frogston Primary School and Victoria Primary School.

4.2   Appendix 1 provides details of all projects that currently form the Early Years 1140 expansion programme.

New Nurseries Under Construction

Project Status

4.3   In December 2021 the Early Years Update report stated that:

"…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… 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."

4.4   Unfortunately, the contractor appointed in August 2021 has advised of further delays nearly every month since their appointment. These delays arise as a result of requests by the contractor for additional design work required to allow them to construct some elements of the nurseries. A timeline of the completion dates provided to the Early Years team is shown in Table 1 (below) including the latest dates at the time or writing:

Table 1: Five nurseries completion dates reported

Site	Original Completion dates	Revised Completion date (advised October 2021)	Revised Completion date (advised December 2021)	Revised Completion date (advised January 2022)	Revised Completion date (advised February 2022)
Craigentinny	24 Dec 2021	11 Mar 2022	11 Apr 2022	22 Apr2022	04 May 2022
Granton	17 Dec 2021	4 Mar 2022	11 Mar 2022	6 May 2022	17 May 2022
Nether Currie	26 Nov 2021	18 Feb 2022	18 Feb 2022	4 Mar 2022	4 Mar 2022
St John Vianney	17 Dec 2021	18 Feb 2022	18 Mar 2022	26 Apr 2022	17 May 2022
St Mark's	13 Dec 2021	25 Mar 2022	25 Mar 2022	11 Apr 2022	11 Apr 2022

Accommodation Pressures

4.5   The new school term following the Easter break will begin on 25 April 2022. The latest completion dates for Craigentinny (4 May 2022), Granton (17 May 2022) and St John Vianney (17 May 2022) means they will certainly not be completed in time for the start of the new term.

4.6   Given the proximity of the most recent completion date for St Mark's to the Easter break, and the repeated delays already experienced, it is considered that planning occupation of this building immediately after the Easter break would mean accepting too high a degree of risk. The Early Years team also estimate that there will be sufficient places available in the area prior to August to meet demand.

4.7   Nether Currie's revised completion date of 4 March means that there is potential for this building to be available to pupils after the Easter break. However, this is being treated with caution and it is likely that Nether Currie (which doesn't have an existing nursery relocating into the new building) will not open to pupils until the main intake period in August. There will be sufficient places available in the area prior to the summer to meet demand.

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4.8   Accordingly, the Early Years team's assessment of demand for places following the Easter break suggests that it will be necessary to provide additional places at Craigentinny, Granton and St John Vianney.

Contingency Planning

4.9   The Early Years 1140 expansion project is taking necessary measures to ensure that additional accommodation could be delivered at all sites other than Nether Currie, if it is required.

4.10   Preparatory survey work and building warrant applications are being progressed to allow installation of temporary modular nursery accommodation during the Easter break at Craigentinny Primary School and Granton Primary School. The pressure for places at St John Vianney RC Primary School's nursery can be addressed by expanding provision in the area through the minor installation of additional facilities at Liberton Nursery.

4.11   Survey work and warrant application have also been progressed at St Mark's RC Primary School to allow swift delivery of temporary modular accommodation at that site should delays extend beyond the summer.

4.12   Should it be required, installation of the temporary accommodation at Craigentinny, Granton and the additional toilet block at Liberton Nursery would be programmed to take place during the schools Easter break (8 April to 25 April 2022). The estimated costs associated with the survey work and the delivery of the temporary accommodation, should that ultimately prove necessary is set out in Table 2 below. These costs are based on a hire period of 12 weeks with removal planned during the summer break unless the new buildings are not completed:

Table 2: Cost of contingency accommodation at five nursery sites

Site	Survey etc costs	12 week hire and Installation	Action Progressing
Craigentinny	£7,428	£115,568.04	Survey only#
Granton	£7,428	£134,698.68	Survey + Installation
St John Vianney*	£5,785	£33,976.20	Survey + Installation
St Mark's	£7,428	£159,431.16	Survey only
TOTAL	**£28,069**	**£443,673**	

*Installation is temporary toilet block at Liberton Nursery

#Pending outcome of investigation of alternative accommodation option

4.13   An alternative option to temporary modular accommodation is being explored at Craigentinny. Early Years provision is highly regulated and there are requirements for outdoor space, toilet provision, kitchen facilities and play areas that either make other buildings unsuitable or in need of adaptations that cannot be delivered within necessary timescales. However; Craigentinny Community Centre already offer

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some Early Years provision and expansion of this provision may provide an opportunity to meet necessary demand. Accordingly, both options at Craigentinny will be developed in parallel.

4.14 All of these costs will be met by the Early Years grant from the Scottish Government and will contribute to the rising cost of these five nurseries. The impact of this is considered in the Financial Impact section below.

New Nurseries Awaiting Tender

4.15 The following section sets out the projects that are at the point where a tender process is required to allow the appointment of a contractor.

Kirkliston Early Level Campus

4.16 A tender package, inviting contractors to bid for this project is due to be issued in February 2022. A report to Finance and Resources Committee on Thursday 3 March seeks approval for authority to be delegated to the Chief Executive, in consultation with the Convenor and Vice-Convenor of the Committee to award a contract to the winning tenderer. Securing this approval will mean the project remains on programme with an estimated construction finish date of June 2023.

Ratho Nursery and Library

4.17 A new community hub incorporating library and nursery will replace the existing aging modular nursery and library buildings in Ratho. The project has Planning Approval and is at the point where a tender package is being prepared for issue. However, the design of this new building, which has been delayed due to COVID pre-dates the Council's Business Plan and commitment to carbon zero. Accordingly, a recent review of the building design has highlighted improvements that need to be made to the approved design to allow it to meet the Council's zero-carbon aspirations. These improvements may result in the completion date for the new building moving beyond the currently planned date of August 2023.

4.18 Until the new building is completed, Ratho's nursery will continue to operate from its existing building and the public library will continue to operate as a mobile service.

4.19 The financial implications of these changes are considered in the Financial Impact section of this report.

Spinney Lane and Carrick Knowe Nurseries

4.20 Significant extensions of Spinney Lane Nursery in Gilmerton and Carrick Knowe Primary School's nursery also have Planning approval and are at the point where a tender package is being prepared for issue. As is the case with the Ratho Nursery and Library, both of these projects were designed prior to the Council's commitment to carbon zero. Accordingly, the same review undertaken at Ratho Nursery and Library has identified a requirement to revisit the designs of these two buildings.

4.21 Currently scheduled for completion in August 2023, the redesign may delay the delivery of these nurseries.

4.22 Demand for Early Years places in these areas can be met through neighbouring services, albeit parents may not have the same degree of choice in the model by which the 1,140 hours of Early Learning and Childcare they are entitled to are delivered.

5. Next Steps

5.1 The actions being progressed to mitigate the delayed delivery of the five new nurseries at Craigentinny, Granton, Nether Currie, St John Vianney and St Mark's Primary Schools are set out in previous sections. A letter will be issued to parents at any school where the installation of temporary facilities or the introduction of alternative arrangements is considered necessary.

5.2 Any additional costs and/or delays arising from the review of designs for new nurseries at Ratho, Spinney Lane and Carrick Knowe will be considered in the context of their impact on the wider Early Years 1140 expansion programme.

6. Financial impact

Capital Position

6.1 The City of Edinburgh Council's original Capital Grant from the Scottish Government to allow expansion to 1140 hours of Early Learning and Childcare was £39.484m. The delay in the delivery of the programme has resulted in underspend in the Scottish Government's revenue grant that has been transferred to capital to cover increasing costs. Until the end of the 2020/21 financial year, this resulted in a further £16.245m being added to the capital budget. A further £7.600m is expected to be added to the capital funding from revenue underspends in the 2021/22 financial year. This will cumulatively increase the available capital budget for Early Years expansion to £63.329m

6.2 Appendix 1 shows that the current cost estimate for delivery of the Early Years programme is £57.713m. However, an allowance of £4.116m for contingency has been provided to mitigate potential market volatility. A further £1.500m has been included for the five nurseries. This can all be contained within the £63.329m capital grant available but will be kept under regular review as part of the quarterly capital monitoring process.

Further Cost Increases

6.3 It is anticipated that project costs will increase again given continuing market trends. This will require the use of contingency funding and means that there is little scope for flexibility within the Early Years expansion programme. Any additional costs incurred on individual projects will need to be considered in terms of their impact on the wider programme.

7. Stakeholder/Community Impact

7.1 The contingency measures set out in this report are to ensure all parents have access to Early Learning and Childcare provision according to their statutory

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entitlement and in line with the Council's Commitment to flexibility in how that provision is made.

8. Background reading/external references

8.1 "Early Years Update", Education, Children and Families Committee, 7 December 2021

9. Appendices

9.1 Appendix 1: Early Years 1140 Hours Capital Programme

Appendix 1: Early Years 1140 Hours Capital Programme

Project Name	Project Description	Project Status	Estimated Completion	Cost Estimate February 2022 (£)
Clifton Hall Forest School	Forest School (Including relocation of Yurt to Bonaly)	Complete	1-Aug-18	58,000
Sighthill Primary School Nursery Class (TU)	Modular Building	Complete	15-Feb-19	456,882
St Cuthbert's RC Primary Nursery Class (TU)	Modular Building	Complete	12-Aug-19	249,537
Abbeyhill Primary School Nursery Class	Refurbishment Works	Complete	15-Aug-19	29,998
Brunstane Primary School Nursery Class	Refurbishment Works	Complete	1-Oct-19	476,555
Queensferry Primary School Nursery Class	Refurbishment Works	Complete	9-Jan-20	219,674
Prestonfield Primary School Nursery Class	Refurbishment Works	Complete	1-Jul-20	280,257
Moffat Early Years Centre	Refurbishment Works	Complete	6-Aug-20	127,478
Newbattle Forest School	Forest School	Complete	15-Aug-20	15,000
Castleview Avenue Forest School	Forest School	Complete	22-Jan-21	114,156
Corstorphine Hill Forest School	Forest School	Complete	22-Jan-21	114,157
Craigmillar Forest School (Castlebrae High School)	Forest School	Complete	22-Jan-21	108,310
Queensferry Forest School	Forest School	Complete	22-Jan-21	117,536
Cammo Forest School	Forest School	Complete	15-Feb-21	227,932
New Frogston Primary School Nursery Class	New Build - part of new PS	Complete	1-Aug-21	1,279,246
Dean Park Primary School Nursery Class	Refurbishment Works	Complete	30-Nov-21	344,114
New Victoria Primary School	New Build - part of new PS	Complete	17-Jan-22	1,333,479
Gylemuir Primary School	Refurbishment Works	Complete	31-Dec-21	44,484
Gilmerton Primary School Nursery Class (Spinney Lane)	New Build - Extend Existing	Pre-Tender	1-Aug-23	2,583,846
Kirkliston Nursery	New Build - Extend Existing	Pre-Tender	1-Aug-23	3,804,914
Carrick Knowe Primary School Nursery Class	New Build - Replace Existing	Pre-Tender	1-Aug-23	3,118,277
Ratho Primary School Nursery Class	New Build - Replace Existing	Pre-Tender	1-Aug-23	3,501,998
Stanwell Nursery School	Refurbishment Works	Pre-Tender	1-Aug-22	246,000
Greengables	Refurbishment Works	Pre-Tender	1-Aug-22	200,000
Broughton Primary School Nursery Class (Powderhall)	New Build - Replace Existing with Powderhall ELCC	Tender	1-Jan-24	3,016,800
Clovenstone Primary School Nursery Class	Refurbishment Works	Tender	8-Apr-22	38,400
Craigroyston High School Cluster (Pennywell)	New Build - MacMillan Hub	Tender Approval	1-Aug-23	6,542,536
Currie Primary School	Refurbishment Works (minor)	Pre-Construction	21-Feb-22	36,000
Liberton Nursery	Refurbishment Works (staff toilet)	Pre-Construction	8-Apr-22	33,600
Nether Currie Primary School Nursery Class	New Build	Under Construction	18-Feb-22	3,636,965
Granton Primary School Nursery Class	New Build - Replace Existing	Under Construction	11-Mar-22	4,867,194
St John Vianny Primary School Nursery Class	New Build - Replace Existing	Under Construction	18-Mar-22	4,681,337
St Marks Primary School Nursery Class	New Build - Replace Existing	Under Construction	25-Mar-22	4,690,574
Craigentinny Primary School Nursery Class	New Build - Replace Existing	Under Construction	11-Apr-22	5,245,254
Canaan Lane Primary School Nursery Class	New Build - part of new primary school	Under Construction	1-Aug-22	1,352,620
Refurbishment / reinstatement of production kitchens	Granton Production kitchen	In Development	1-Apr-23	817,510
Sighthill Primary School Nursery Class	New Build - Replace Existing	In Development	1-Aug-23	3,501,998
Lauriston Castle Forest School	Forest School	In Development	1-Aug-23	200,000
		Subtotal		**57,712,618**
		Contingency		4,116,382
		Forecast Additional Costs for Five Delayed Nurseries		1,500,000
		Total Early Years 1140 Hours Capital Cost		**63,329,000**

Education, Children and Families Committee

10am, Tuesday, 1 March 2022

Holiday Support for Children Affected by a Disability

Executive/routine
Wards
Council Commitments

1   Recommendations

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

1.1.1   Note that the Holiday Hub development worker is now in post.

1.1.2   Note that work is underway on progressing support for summer 2022.

1.1.3   Note that a report will be submitted to Committee in winter 2022 giving options for a sustainable and robust holiday support model going forward.

1.1.4   Note that the holiday support continues to be impacted on by Covid-19 and now a National social care crisis.

1.1.5   Note the work that children and family's officers have undertaken over the period of the Covid Pandemic to support children with a disability.

Amanda Hatton

Executive Director of Education and Children and Families

Contact: Andrew McWhirter, Acting Senior Manager, Communities and Families E-mail: Andrew.McWhirter@edinburgh.gov.uk

Report

Holiday Support for children affected by a disability

4.   Executive Summary

2.1   Since Easter 2020, holiday support provision for children with a disability has had to adapt to the Scottish Government restrictions as a result of Covid-19.

2.2   This has changed the support offered from large venues with large numbers of children and staffing to smaller venues with more bespoke provision for those most in need.

2.3   There were concerns that this adapted holiday provision could not offer support to some families who had previously accessed this support.

2.4   There is an aim to return to the level of provision provided in summer 2019 and to include lessons learned in the time frame since then.

2.5   There is an expectation that options for how the service could be developed would be explored, costed and reported on to this committee meeting.

2.6   There is now a holiday hub development worker in post who will be looking at a sustainable and robust model going forward including considering options as noted above.

2.7   While there are positive signs of a loosening of restrictions relating to Covid 19 there is a changing landscape and a developing national care crisis which will impact on what can be achieve by Easter and possibly summer 2022. This is mainly in relation to the difficulties in recruiting and this will have implications for service delivery and future developments.

3   Background

3.1   There have been issues with providing a robust and sustainable holiday support provision for children with a disability for a number of years.

3.2   There have been challenges in finding providers to run the support hubs, to identify enough staff, and to balance the provision of support for children with different level of needs. There were also concerns about children spending lengthy periods travelling; children not always being with peers and support being spread very thinly with large groups.

3.3   In this service delivery model children, most in need were not always accessing support due to this service being allocated on a first come basis.

3.4   The number of children applying for support and the complexity of the support needed was also increasing and this impacted on the levels of support that could be offered. This related to extending our support to some children who had previously not been able to access such services.

3.5   From March 2020 as a result of the impact of Covid 19 there had to be significant changes to what could be provided.

3.6   With the landscape continuing to be unpredictable it has not been possible to consider a return to large venues with a large group of children that was provided in the summer of 2019.

3.7   This model also had serious risks associated with it but Covid-19 resulted in these not being able to be addressed. (please refer to previous reports in appendix for details)

3.8   Families have been under increasing pressure and have had significant additional stresses due to periods of lock down and the long-term stresses resulting from the impact of Covid. This has understandably increased the level of need at a time of more limited service availability.

4   Main report

4.1   The holiday support provision for children with a disability was established to provide leisure facilities for children with a disability who could not access mainstream activities.

4.2   There has been issues with holiday support provision over a number of years (refer to background reading section which outlines the history).

4.3   From contacts with other Local Authorities, it appears that Edinburgh stands out in offering such a large and accessible holiday support provision for children with a disability.

4.5   Since March 2020, following the start of the Pandemic, holiday support provision has had to change and over the last two years this has been delivered in line with Scottish Government Covid regulations.

4.6   Council officers have worked creatively with partner agencies to develop holiday hubs. This was undertaken at a time of significant uncertainty leading to challenges both professionally and personally in delivering the service. However, it did result in strengthening partnership working in aiming to support as many children as possible over this challenging time.

4.7 Holiday support has largely been delivered on a local hub basis with support being provided on a 1-1 staff to child ratio, by a range of providers. This allowed children to be placed where their needs are best met, to have a positive experience and to develop friendship groups.

4.7.1 Due to a reduction in scale of what could be offered under Covid-19 regulations, support was targeted at those most in need.

4.8 As this left a gap in support being offered to a wider range of families, at the request of Councillors and in consultation with parents, an emergency hub was set up offering support to this group. This was set up for Summer 2021 and has continued.

4.8.1 The summer hub was held in Braidburn school and was able to offer support to 116 children and they received 4 days over the holidays. There were also another 16 children offered this support due to crisis situations, resulting in 132 children taking up places at the Braidburn Hub.

4.8.2 Children were offered 4 days rather than two days due to the lower take up than was anticipated.

4.8.3 Over October 2021, the same level of support was offered

4.9 For some families who couldn't access any support, additional funding was provided in recognition of the level of need and increased vulnerability of some families.

4.10 Support for February 2022 will be limited because of the impact of Covid and recruitment issues.

4.10.1 This holiday is usually delivered at a slightly reduced capacity as staff who work other holidays take this as a holiday and students generally are not available. However, there were also exceptional circumstances that will impact on this provision, namely the unexpected issues arising from the Omicron variant for Covid-19 and there being a national social care staffing shortage for a variety of reasons.

4.11 For Easter and summer 2022, the plan is to work with providers with the aim of increasing their numbers so that provision offered can better meet the demand.

4.11.1 These plans are dependent on improvements in recruitment and restrictions easing, and remaining eased, in relation to Covid-19.

4.12 Going forward from there, the aim is to have a safe, achievable, sustainable and financially viable holiday support provision.

4.13 Possible options

4.13.1 From the information that we have gathered over the last year and views noted by stakeholders there are different needs and expectations for holiday support that will have to be considered to meet the following needs:

4.13.2 Families who are vulnerable and in crisis and who without holiday support children would not be able to remain at home and who would then need a more intensive and costly support provision.

4.13.3 Parents and carers who need support to be able to continue to work over holidays periods.

4.13.4 Parents and carers who manage without any additional support, apart from the holiday provision, but who would need more costly and intrusive interventions if this was not available.

4.13.4 The needs of the children to access a safe and appropriate resource that meets their care and support needs along with the need to access leisure facilities with their peers.

4.13.5 All the above will be important considerations to differing degrees for families but are clearly difficult to reconcile in one delivery model.

4.14 The model provided in 2019 did not address the range of needs noted above and plans and options to cover the range of needs would need to be costed and the viability considered.

4.15 While it had been hoped that we could return to this committee with initial workings and possible costings for the different models above this has not been possible.

4.15.1 More time is required to scope what the different models will involve.

4.15.2 The changed landscape and current challenges will also need to be more fully understood for us to be able to report on options with any confidence and it would not be helpful to families to raise expectations at this time.

4.15.3 The newly appointed holiday hub development worker will have the key role in this work going forward.

4.16 There continue to be challenges going forward, but we will continue to work creatively with partners and parents/carers to deliver as wide a service as possible.

5 Next Steps

5.1 Development of an implementation timeline for Easter 2022 and summer 2022.

5.2 Update the Initial Impact Assessment for holiday support.

5.3 Progress establishing a sustainable and robust model going forward.

5.4 Liaise with SQA re qualifications for holiday support staff.

5.5 Undertake detailed work on possible models relating to the different expectations and to cost these.

5.6 Work will continue to prepare a fuller options briefing to present to the Committee in October.

6   Financial impact

6.1   Budget provision – there currently is a budget for the holiday support of £1,003,000 per annum.

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

6.3.1 Going forward there may be financial implications for the holiday support provision. This will be detailed in the fuller analysis of the various options and potential costings.

7.   Stakeholder/Community Impact

7.1   There have been two survey monkey consultations with parents which will be analysed by the development worker.

7.2   The development worker will liaise with parents, carers, children, stakeholders and providers.

7.3   Consideration will be given to the feedback from the providers who have supported children.

7.4   There will be ongoing consultation with all relevant parties to assist with planning future provision.

7.5   The Integrated Impact Assessment will be updated.

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

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

7.8   We will aim to reduce 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   Committee report
       https://democracy.edinburgh.gov.uk/documents/s31994/7.9%20Holiday%20Support%20for%20Children%20Affected%20by%20a%20Disability.pdf

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   None

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Education, Children and Families Committee

10:00 am, Tuesday, 1 March, 2022

School Excursions – Equity (Further Update)

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the options available to schools to achieve progressive and creative outdoor learning experiences and an expectation to ensure that every child can participate equally in school experiences.

1.1.2 Note the rationale for residential visits within a progressive approach, which also includes regular onsite and local beyond the classroom expereinces.

1.1.3 Note the rationale and benefits of the Council operating its own centres.

1.1.4 Note the ongoing progress made since the December 2021 report.

Amanda Hatton

Executive Director of Education & Children's Services

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Report

School Excursions – Equity (Further Update)

2.   Executive Summary

2.1   The Council continues to be 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. This includes a range of progressive and creative onsite, local and residential outdoor learning and other education beyond the classroom experiences.

2.2   This is a report in response to the Education, Children and Families Committee December 2021 meeting (8.1) and a request for Council officers to: '*report back to Committee in one cycle on the full scope of possible alternative and equitable options, including EPIC days.*' A general update on progress since December 2021 is also included.

2.3   A range of options are available to schools in order to achieve progressive and creative outdoor learning experiences, including a consideration of onsite, local and residential expereinces; these are reviewed. Options chosen by schools will be determined by a range of factors linked to their context.

3.   Background

3.1   This report is linked to previous Committee Reports detailed in 8.1 and 8.2. These provide additional background information and reading, attendance data, existing good practice and the next steps for improvement and development.

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' (8.8 - Education Scotland - How Good is Our School 4 – HGIS4).

3.3   'Outdoor Learning' is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards.

3.4   Based on evidence presented in the August 2021 and December 2021 reports (8.1 and 8.2), 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 During the 2018/19 academic year (pre-Covid), there were 3032 excursions involving 24,367 participants approved by the Council's Sport and Outdoor Learning Unit – SOLU (overnight and adventurous day activity).

3.7 This report links to the 'Child Poverty Update – Schools and Lifelong Learning' which is also due to be on the Education, Children and Families Committee March 2022 agenda.

4. Main report

4.1 Council Officers approached the request from Committee in two parts.

4.2 Part 1: Review of Options Available to Schools (as part of a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum)

4.2.1 The outdoor environment offers motivating, exciting, different, relevant and accessible contexts for learning. National guidance and wider advice/models advocate this should be delivered through a progressive curriculum that considers onsite, local and residential expereinces (9.1). These 3 components are complementary and occur at different frequencies including regular onsite and local learning; all 3 are needed to achieve the very best outcomes.

4.2.2 Schools have access to a wide range of options to deliver progression in outdoor learning and other education beyond the classroom activity. 9.2 provides a summary review of different UK-based options available to mainstream primary and secondary, and special schools.

4.2.3 Linked to the expectation to deliver a range of progressive and creative outdoor learning experiences, schools choose different options specific to their context. Decisions will be determined by a range of factors including but not limited to age and needs of young people; curriculum foci; staff confidence and competency (experiences / training / qualifications); stakeholder views; group size; school and provision locations; time of year;

availability of providers; cost and access to funding; Council expectations and guidance (e.g. visiting Benmore and Lagganlia); and transport solutions. This may include sequencing residential experiences within different year groups subject to equity considerations and funding solutions. The Council expects schools to ensure that every child can participate equally in school experiences.

4.2.4   As schools are successfully using a wide range of funding (3.4 and 3.5), they should not automatically default to the cheapest option/s which may then be to the detriment of achieving high quality and relevant experiences and outcomes. Through a strategic approach, including allocated funding, identifying the most relevant options and training it is possible to enable all pupils to have access to sector leading outdoor learning which meets pupils' needs and allows them to achieve well.

4.2.5   The benefits and rationale for including residential visits within a progressive set of experiences are detailed in 9.3 and 9.4. The [Learning Away] organisation focuses on researching the impact of residential visits and states that: 'a *residential learning experience provides opportunities and benefits that cannot be achieved in any other educational context or setting. This impact is greater when residentials are fully integrated with a school's curriculum and ethos.*' The Scottish Government states that residential visits to outdoor centres (9.4 row 2) are: '*longstanding features of Scottish education as they allow young people to undergo a more immersive educational experience and develop skills for life such as resilience and independence. The overnight aspect is therefore seen as integral to the learning experience*'.

4.2.6   The rationale for the Council owning and operating its own centres are detailed in 9.5; a wide range of advantages and benefits to the Council and Edinburgh families.

4.3   Part 2: Update since December 2021

4.3.1   The Council is continuing to issue its Covid-19 Excursions Toolbox (updated periodically); providing position statements, resources and supporting forward planning. It considers national guidance, local transmission rates and reflects the Council's risk appetite.

4.3.2   The Council is continuing with its incremental restart to deliver a safe, proportionate and manageable return to high quality residential visits. 1609 pupils (up to end of January 2022) from 35 schools have visited Benmore or Lagganlia so far this year. Schools and centres are working hard to maintain a high attendance rate as described in the December Committee Report (8.1).

4.3.3   Regarding P7 residential visits and Covid-19 recovery, 79 Council schools are due to attend Benmore or Lagganlia this year, 6 will receive an offer via an interim P7 solution at Bonaly Scout Camp delivered by the Council (SOLU) and 4 with third party providers. Sector leading plans and resources

created in consultation with Health Protection Lothian and delivered by schools / Council's centres are minimising transmission and financial risks. SOLU continues to be available to support schools with any funding questions, request for advice and general support.

4.3.4   SOLU is on track to deliver its Outdoor Learning evaluation toolkit (due to be released for review in February 2022). This includes resources for reviewing excursions with staff, families and the wider community within the context of safety, education effectiveness, equity, equality and environmental sustainability (using city-wide guiding principles). This will support schools in appraising and developing the options in 9.2.

4.3.5   Speculation continues regarding a national entitlement of some form for school residential visits. A national consultation may emerge during Spring 2022.

4.3.6   SOLU is continuing to explore the Community Benefits funding to provide an additional option for schools. An initial meeting has taken place with the relevant Council Officer.

5.   Next Steps

5.1   SOLU will continue to deliver its strategic actions to maximise attendance and remove any inequality. These will assist in updating policy, checking progress, ensuring accountability and identifying priority work.

5.2   SOLU will continue to build workforce capacity to support self-led outdoor learning activity through its Career-Ling Professional Learning (CLPL) offer. This builds capacity, confidence, competency and can reduce costs. The Excursions Policy provides the safety framework.

5.3   SOLU will continue to monitor attendance on residential visits 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.

5.4   Council officers will monitor potential discussions regarding national school residential entitlements and any corresponding funding guidance and resources.

6.   Financial impact

6.1   Options and actions listed within the report are funded via a wide range of sources, including those via the Scottish Government, including Pupil Equity Funding.

6.2   Schools annually auditing their excursions programmes allow budgets to be allocated in advance, thus minimising financial risks.

6.3   There is a potential financial risk if establishments do not comply with the Education and Children's Services Excursions Policy and Covid-19 Excursions Toolbox.

7. Stakeholder/Community Impact

7.1 SOLU 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 Education and Children's 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.

8. Background reading/external references

8.1 Excursions – Equity Report (Update). Education, Children and Families Committee, Tuesday, 07 December, 2021. General link to meeting documents.

8.2 Excursions – Equity Report. Education, Children and Families Committee, Tuesday, 24 August, 2021. General link to meeting documents.

8.3 Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 10 December, 2019. General link to meeting documents.

8.4 Curriculum for Excellence Through Outdoor Learning – a planned and progressive approach: https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf.

8.5 Scottish Government guidance - Coronavirus (COVID-19): school visits and trips: https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-school-visits-and-trips/.

8.6 Educational value of Scotland's Outdoor Education Centres: https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/.

8.7 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/.

8.8 Education Scotland – How Good is Our School? – HGIOS 4:
https://education.gov.scot/improvement/self-evaluation/HGIOS4

9. Appendices

Appendix 1   Planned and progressive outdoor learning and excursions

Appendix 2   Options available to schools (UK-based)

Appendix 3   Why high quality residentials visits (fully integrated with a school's curriculum and ethos)?

Appendix 4   Rationale for residential visits / different stakeholders recognising the importance of residential visits (as part of a progressive programme)

Appendix 5   Rationale for the Council operating its own centres (Benmore and Lagganlia residential outdoor centres)

Appendix 6   Edinburgh Primary Head Teacher Survey

Appendix 1 Planned and progressive outdoor learning and excursions

1.1 Curriculum for Excellence through Outdoor Learning (national guidance)

"The Journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences"

The vision for outdoor learning in Scotland is that:

• all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum.

• schools and centres are providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors throughout their school career and beyond

• teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.

Curriculum for Excellence through Outdoor Learning

Learning and Teaching Scotland 2010

Curriculum for Excellence Through Outdoor Learning – reference to a planned and

progressive approach. Curriculum for Excellence Through Outdoor Learning.

1.2 How good is our school (HGIOS)?
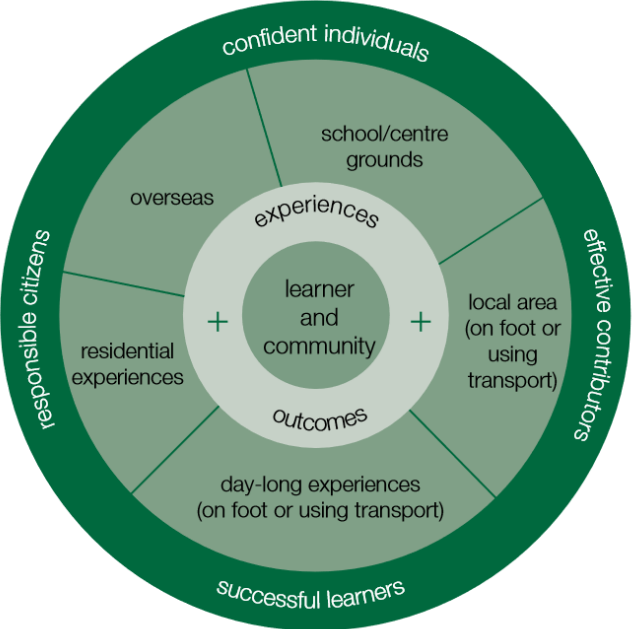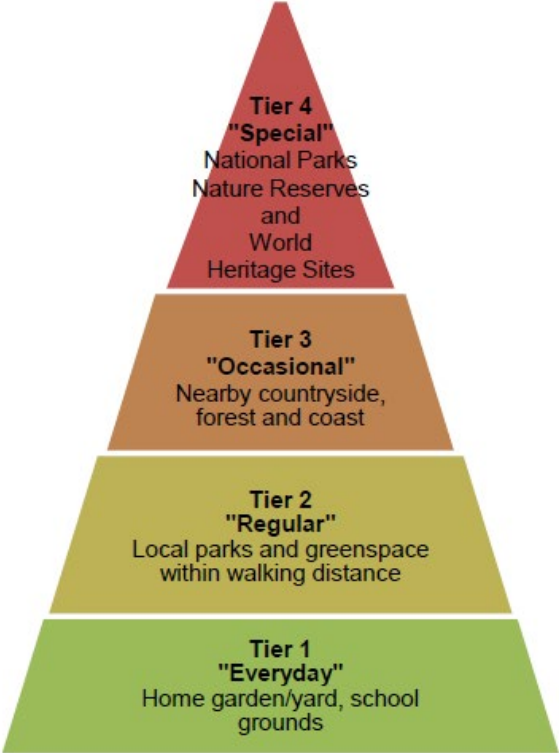
Education Scotland's 4th EDITION of HGIOS details the importance of a progressive curriculum.

2.2 Curriculum

Features of Highly Effective Practice

Outdoor learning is a regular, progressive curriculum led experience for all learners.

1.3 Diagrams presenting a progressive approach to planning outdoor learning and excursion.

Curriculum for Excellence Through Outdoor Learning	NatureScot
Residential expereinces are included as a key consideration within the planned opportunities.	The pyramid provides a useful indication of frequency.
Onsite and local greenspaces should be regular and routine.	

Appendix 2 Options available to schools – mainstream primary and secondary and special (UK-based)

Key points

- Due to the effective way schools access and use different sources of funding, the cheapest option should not necessarily be considered the default. A range of factors will be considered by schools to ensure outcomes are maximised and inequity reduced and removed.

- Due to the expectation and benefits of a progression in expereinces (onsite, local and residential) and outcomes, **the options below should therefore be considered as complimentary; residential options working alongside more frequent onsite and local activity**. The exact choice will reflect individual schools' contexts and different factors.

A: Non-Residential Options			
	A1 School self-led onsite during the school day	**A2** Third party onsite during the school day	**A3** School self-led offsite local visits during the school day	**A4** Third-party offsite local visits during the school day
Description	-Outdoor learning onsite delivered by school staff. -Frequent throughout the week.	-Outdoor learning onsite delivered by a specialist provider.	-Local offsite activity delivered by school staff. -Regular.	-Local offsite activity delivered by third parties.
Example	Orienteering around the school grounds.	-Specialist bushcraft provider.	-Regular visits to a local greenspace.	-Visits to specific locations and environments potentially requiring specialist competency and equipment e.g. local river.
Potential advantages	-No travelling. -Learning time maximised. -Suitable for all ages. -Flexible timings. -Staff tend to be more confident due to familiar location. -Supports the involvement, professional development and commitment of all school staff.	-Specialist knowledge facilitates specific activity requiring specific competences not available via a school's workforce. -Suitable for all ages. -Flexible timings.	-Active travel (environmental sustainability). -Pupils learn about their local community, including how to manage risks e.g. crossing roads. -Suitable for all ages. -Flexible timings. -Staff tend to be more confident due to familiar location. -Supports the involvement, professional development and commitment of all school staff.	-Active travel (environmental sustainability). -Pupils learn about their local community, including how to manage risks e.g. aware of more hazardous environments. -Suitable for all ages.
Key considerations	-Requires suitable clothing (equity).	-Requires suitable clothing (equity). -Cost.	-Requires suitable clothing (equity). -Following the Council's Excursions Policy.	-Requires suitable clothing (equity). -Following the Council's Excursions Policy. -Cost.
Indicative costs	-Free. -Some resource costs.	-Typically £250-£350 per day (equivalent to £7.58 - £10.60 per pupil – class of 33) – non-adventurous.	Free. Some resource costs.	Typically £250-£350 per day (equivalent to £7.58 - £10.60 per pupil – class of 33) – non-adventurous. Likely to be more expensive if adventurous activity.

		A5 School self-led offsite extended day visits (local or beyond local)	**A6** Third party offsite extended day visits (local or beyond local)	**A7** SOLU offsite events (extended day)	**A8** SOLU city-wide offsite events (school day)
	Description	-School staff lead an offsite activity during or beyond normal operating hours.	-Third party staff lead an offsite activity during or beyond normal operating hours.	-Offsite activity beyond normal operating hours organised by SOLU and located via third party locations.	-Offsite activity beyond normal operating hours organised by SOLU, located via third party locations and most activity delivered by outdoor learning partners.
	Example	-Walk into the Pentland Hills Regional Park by school staff (subject to appropriate staff competency).	-Cycling into the Pentland Hills Regional Park by third-party staff.	-2020 P7 Epic Days programme at the Bonaly Scout Centre and Pentland Hills regional Park. -2021 programme – pilot programme to support transition (targeted schools). Targeted rather than universal - reflects key considerations below.	-P6 Outdoor Learning Challenge Days at Holyrood Park (half-day slot for each school – off to all primary schools). Due to restart in September 2022, subject to approval.
	Potential advantages	-Active travel or public transport (cheaper). -Learning time increased due to extended day. -Improve pupils' sense of place: city-wide e.g. viewing Edinburgh from a different perspective.	-Access more specialist activity and/or environments. -Active travel or public transport (cheaper). -Learning time increased due to extended day. -Improve pupils' sense of place: city-wide e.g. viewing Edinburgh from a different perspective.	-Effective partnership working utilising and supporting key resources and partners within the Edinburgh area. -Potential to increase self-led activity to reduce costs. -Active travel or public transport (cheaper). -Learning time increased due to extended day. -Improve pupils' sense of place: city-wide e.g. viewing Edinburgh from a different perspective.	-Effective partnership showcasing outdoor learning partners. -Continuing professional learning incorporated into event. -Increases schools' awareness of more outdoor learning providers. -Allows pupils to explore and enjoy new environments.
	Key considerations	-Suitable for some ages. -Competency of staff linked to activity and location. -Requires suitable clothing (equity).	-Suitable for some ages. -Extending beyond hours may limit frequency. -Cost. -Requires suitable clothing (equity).	-Cost -Requires significant additional tertiary staff (at least 25), plus using existing Council staff e.g. Active Schools Coordinators (significant allocation required). -Subject to availability of sufficient tertiary workers – current sector shortage of appropriately qualified instructor staff. Significant likelihood of uncertainly between each recruitment phase. -Requires a full term to deliver 1 day to all primary schools. -Requires shared use of third-party site with increasingly more stakeholder demand following Covid.	-Outdoor learning providers provide their time free of charge (normally 2 days). Therefore unlikely to be able to extend time for schools and do more than 2 days. -Requires significant time and capacity from the SOLU team to organise.
	Indicative costs	-Free. -Potentially some transport costs.	-Typically £350-£500 per day (per person costs depends on activity and ratio). Potentially some transport costs.	-£38 per pupil per day plus transport (higher cost if unable to utilise existing Council staff). More realistic charge: £45 to backfill existing staff to ensure other duties are fulfilled. Costs could be reduced via more self-led activity (being worked into the 2021 targeted model).	-Free. -Potentially some transport costs.

A: Non-Residential

A: Non-Residential	
	A9 Multi-day programme delivered by a third-party
Description	-Third party staff lead a programme of separate days (non-residential).
Example	-Programme of multi-activity sessions.
Potential advantages	-Access specialist providers. -Flexibility – consecutive days or spread out permitting school-based work in-between. -Improve pupils' sense of place: different locations.
Key considerations	-Suitable for some ages. -Significant travel time each day, potentially minimising activity time and greater environmental impact. -Some providers will deliver within the school day which shortens activity time. -Potential lack of breadth in choice of activity and locations (restricted by location and time). -Unable to deliver breadth and depth of outcomes and experiences to the same level as detailed for residentials in Appendices 9.3 and 9.4.
Indicative costs	-Charges will vary depending on distance, activities and providers. One example – adventurous activity. £45 per person per day excluding transport costs (4 day = £180 / to support comparison with a residential). Includes technical equipment. Food and transport not included. £70 per person per day including transport by the provider (4 day = £280 / to support a comparison with a residential). Includes technical equipment. Food not included. Cost can be reduced by using school self-led activity and a more restricted selection of activity – non-adventurous (subject to staff competency).

	B: Residential		
	B1 Council owned outdoor learning centres	**B2** SOLU delivery at a third-party outdoor learning centre	**B3** Third-party owned outdoor learning centres
Description	-Residential visits to Benmore and Lagganlia (operated by SOLU).	-Residential visits organised by SOLU using third party sites.	-Residential visits to non-Council providers.
Example	N/A.	-Residential visits ta Bonaly Scout Centre. -NEW for 2022: to support a very small number of P7 schools during the Covid recovery. -Medium/long term: 2 and 1-night residential for younger pupils as part of a progression of residential expereinces.	-Many providers available via the Council's approved provider process.
Potential advantages	See Appendix 9.5.	-Part of a progression of residential experiences. Helps to reduce concerns by pupils about longer stays. -Develop skills in preparation for the next residential step. -Assured safety and quality (in-house). -Local to Edinburgh. -Activity delivered by SOLU (Bonaly no longer has instructors). -Technical kit provided.	-Some providers cater for specialist needs and outcomes e.g. physical disabilities and exam field work. -Provides increased capacity (Council centres do not have the capacity to deliver to all primary, secondary and special schools). -A small number of providers can take large numbers e.g. 180+, which can support some secondary schools. -Technical kit provided.
Key considerations	-The Council expects primary schools to use its Benmore and Lagganlia centres. -Cost (previous Committee reports indicate schools are generally effective in utilising a wide range of funding to reduce and remove the risk of inequality). -Length of stay. Cost can be reduced via a shorter stay. Research and feedback suggest an extended stay of 4 days is proportionate to planning time, transport costs and securing significant outcomes. -Time of stay – seasonal prices.	-Cost. -Capacity for staying indoors – 70 pupils (limiting factor). -Requires additional tertiary/fixed term staff. -Requires shared use of third-party site with increasingly more stakeholder demand following Covid. -Significantly less choice of activity e.g. no watersports, environments e.g. no gorges and more onsite activity e.g. onsite climbing tower rather than rock climbing. -Likely to be unable to meet universal demand – targeted offers likely and SOLU is currently devising a new innovative programme involving Bonaly. -Potential to increase capacity via camping and expand to family provision (lower cost).	-Quality (activity, food and buildings) varies between providers. -Some providers only supply onsite activity which can easily be accessed in or around Edinburgh. -Some providers allocate different instructors per day or even per activity. -Some centres rely on in-house training rather then national governing body qualifications. -Cost (previous Committee reports indicate schools are generally effective in utilising a wide range of funding to reduce and remove the risk of inequality). -Length of stay. Cost can be reduced via a shorter stay. Research and feedback suggest an extended stay of 4 days is proportionate to planning time, transport costs and securing significant outcomes. -A few providers offer subsidy schemes for disadvantaged pupils. -Time of stay – seasonal prices.
Indicative costs	4-night stay charges range from £290 - £335 (excluding transport).	Estimated 2-night stay £135.	4-night stay charges range from £244 - £424 (excluding transport).

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B: Residential			
	B4 School self-led visits to third-party owned centres	**B5** School self-led onsite residential (outdoors)	**B6** School self-led offsite camping
Description	-School staff hire third party centre. -May be self catering or pay for food.	-School staff deliver an overnight camping experience at the school – greenspace.	-School staff deliver a camping expedition.
Example	-Selection of venues across the UK, including close to Edinburgh.	-School playing field.	-Duke of Edinburgh's Award camping expedition.
Potential advantages	-Support specialist need e.g. field work or additional needs. -Smaller size support some pupils. -Self-led may deliver better outcomes. -Flexibility in programme design and ad-hoc changes.	-Lower cost, shorter duration overnight experience as part of a progression in residential expereinces. -Familiar location to assist with maximising attendance. -No transport costs / lower carbon footprint.	-Supports specific wider achievement awards. -Generally lower cost when compared to using external providers. -Flexibility e.g. not reliant on provider availability. -Potential for primary schools to develop this kind of provision.
Key considerations	-Cost. -Staff confidence and competency to self-lead. -Size of venue – often only support small groups. -Access to activity and environments (potentially limited to staff competency. -Planning and preparation time.	-Restricted in breadth of activity, experiences and location. Generally low risk non-adventurous activity. -Suitability of site including security and access to indoor resources e.g. toilets. -Subject to Council approval. -Staff confidence and competency to self-lead. -Planning and preparation time.	-Staff confidence and competency to self-lead. -Planning and preparation time. -Access to technical kit. -Access to competent staff. -Succession planning e.g. member of competent staff leaves.
Indicative costs	-Vary significantly depending on venue and location. -Normally lower cost than fully-serviced residential visits due to being self-led.	-Low. Potential cost of kit hire e.g. tents, food and facilities management costs.	-Transport, food, kit hire and camp site fees. -Typically up to £12 per day.

		B: Residential		
		B9 Third-party offsite camping	**B10** SOLU delivery of offsite camping	**B11** Third party package tours
Description		-Third party staff deliver a camping expedition for a school.	-SOLU staff deliver a camping expedition for a school.	-Package tour company for a school – accommodation, food, transport and activity.
Example		-Duke of Edinburgh's Award camping expedition.	-Duke of Edinburgh's Award camping expedition.	-Many specialist tour companies exist.
Potential advantages		-Supports specific wider achievement awards. -Access to specialist competent staff. -Potentially a wider choice of locations. -Potentially access to kit. -Some providers offer transport solutions / expedition packages – less planning time for school staff.	-Supports specific wider achievement awards. -Access to specialist competent Council staff. -Potentially a wider choice of locations. -Access to technical kit. -Transport included.	-May support specific experiences and outcomes linked to a school priority, which requires a residential experience. -Access to specialist persons. -Visit managed by a specialist thus reducing planning and preparation time for school staff.
Key considerations		-Cost. -Provider availability and capacity.	-Cost. -Availability and capacity.	-Cost. -Required expereinces and outcomes. -Location and distance.
Indicative costs		One example (paid staff not volunteers): £60 - £80 per day including transport, kit hire, campsite fees and instructors. Some organisations use volunteers and external grants which may reduce costs.	£35 - £40 per day including transport, kit hire, campsite fees and instructors.	Vary significantly. Typically more expensive than self-led activity.

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The Learning Away organisation focuses on researching the impact of residential visits and states that:

'*a residential learning experience provides opportunities and benefits that cannot be achieved in any other educational context or setting. This impact is greater when residentials are fully integrated with a school's curriculum and ethos.*'

Research via Learning Away indicates the following:

Residentials provide the opportunity and experience of living with others. This transforms relationships and develops a strong sense of community and belonging between staff and students involved. Our evaluators found that this sense of community supports a wide range of positive social and learning outcomes long after the return to school.

The table below sets out Learning Away's theory about the changes that happen to learning through high quality residential experiences (**rooted in research**).

Residentials bring:	Which in the short and medium term lead to:	Which in the longer term lead to:
The overnight stay and an intensity of experience • Extended time away from home • A new environment and routines • Fewer distractions • Opportunities to work intensively and be immersed in learning • A collaborative community environment • Unstructured time	**Enhanced relationships** • Students and staff trust each other • Students feel more able to ask staff for help • Students feel more comfortable with each other • Students are more able to empathise • The sense of community is sustained	• Improved achievement, progress and attainment • Improved knowledge, skills and understanding • Improved relationships • Improved engagement • Improved behaviour and attendance • More successful transition experiences (at all key stages) • Raised aspirations • Greater cohesion and a sense of belonging • Enhanced trajectories to work, sixth form, further and higher studies
A new context for relationships • Opportunities to break down existing barriers, hierarchies and power relationships • Students and teachers work more collaboratively in unfamiliar surroundings on unfamiliar tasks • The teacher is not automatically the expert • Residentials are a leveller for students and staff • Opportunities to develop and practise key social skills	**Improved engagement and confidence in learning** • Increased motivation and engagement • Improved behaviour and attendance • Increased participation in lessons • More enjoyment of learning • Enhanced confidence, resilience and wellbeing • Increased ability to overcome challenges and try new activities	
Different and varied opportunities to experience success • A wide range of practical and physical challenges • Opportunities for everyone to be successful at something • Opportunities to overcome fears • Immediate opportunities to revisit and build on learning experiences	**New and developing skills and understanding** • New learning continues to develop, including skills in: independent learning; study and research; self management; communication; team working and problem solving • Deeper and better understanding of specific subjects/topics • Developing vocabulary • Improving creativity • Meaningful opportunities to develop and practise leadership skills • Increased ability to apply learning and skills in new contexts	
New ways of learning • A safe space to explore new ways of teaching and learning • Focus on real-life activities and experiences • Increased levels of student responsibility		

	Key points	Links
1	High quality residentials can deliver unique and intensive opportunities to achieve significant outcomes. The Learning Away organisation focuses on researching the impact of residential stays and states that: '*a residential learning experience provides opportunities and benefits that cannot be achieved in any other educational context or setting. This impact is greater when residentials are fully integrated with a school's curriculum and ethos.*' Research indicates the importance and impact of residential experiences. For example, '*Impact of residential expereinces on pupil progress and attainment*' (A Learning Away 2015 Comparative Study in partnership with University of Cumbria).	Example research.
2	The Scottish Government describes the importance of outdoor learning school residential visits via its national COVID-19 guidance, stating these are: '*longstanding features of Scottish education as they allow young people to undergo a more immersive educational experience and develop skills for life such as resilience and independence. The overnight aspect is therefore seen as integral to the learning experience*'.	Scottish Government link
3	National education guidance incorporates residential expereinces within schools' considerations for delivering progression in outdoor learning. The *Curriculum for Excellence Through Outdoor Learning* sets out a vision which includes; '*all children and young people are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum*' Residential expereinces are included within the planning considerations: 	Link to document.

	An good practice example of a progressive approach involving onsite, local and residential learning is evidenced by St Andrew's FC RC Primary School https://standrewsfoxcovert.com/classrooms-without-walls/. St Andrew's recently become the first school in Scotland to achieve the Gold Learning Outside the Classroom Mark (https://www.lotc.org.uk/st-andrews-primary-school-becomes-first-school-in-scotland-to-achieve-gold-lotc-mark/) and took part in the recent outdoor learning thematic inspection (row 4 below). The school was included as a case study for maximising attendance in the August 2021 Committee Report (8.2).	
4	Edinburgh local authority was involved in the national Outdoor Learning thematic inspections (Autumn 2021). The importance of school residential visits was highlighted by a key strand of questioning regarding residential visits; recognising good practice and identifying potential barriers linked to Covid19 recovery.	Inspections link
5	The Scottish Cross-Party Group on Outdoor Education was set up in Autumn 2021. The importance of a progressive approach to outdoor learning was highlighted and recognised. This included residential visits and a significant portion of the meeting in November focused on the importance of high-quality school residential expereinces, current/future financial stability of providers and how best to support the reintroduction of residential visits. Two Council officers attended via membership bodies; the Scottish Advisory Panel for Outdoor Education (SAPOE) and the Association of Heads of Outdoor Education (AHOEC).	Link to agenda and minutes
5	Speculation regarding a Scottish-wide consultation on a national entitlement to residential visits continues. More information is expected soon and Council officers are engaged at the national level. This may result in parliamentary support for an entitlement of some kind to high quality residential visits. This is indicative of stakeholder support for residential visits.	N/A

	Key considerations
1	The Council operating its own centres allows it to directly control the safety, availability of residential provision and quality of its services in accordance with national guidance, Council policy and good practice; guaranteeing some of the best and safest provision in the UK to Edinburgh children and young people. The centres work closely with Edinburgh schools and are a beacon of good practice throughout the UK and beyond. This supports the delivery of meaningful programmes and there are countless examples of the Centres and School staff working effectively as Council employees to best support individual pupils and families. Council staff can also collaborate on key priorities, new programmes and access shared resources through the IT systems. A complete reliance on third parties may introduce significant capacity issues (access to high quality provision) and fluctuating charges including increased charges due to demand across the sector. Council schools have priority booking and are always accommodated first. Many non-CEC schools and LAs pursue places at Benmore and Lagganlia. The Council having its own centres allows it to better manage capacity and future charges.
2	Utilising the Council's centres delivers high quality provision via inspirational locations (National Parks) allowing Edinburgh's young people to experience at first hand Scotland's inspirational landscape (Curriculum for Excellence requires an understanding of Scotland's landscape). Instructors are generally with a group for the week; this has a profound impact on developing relationships and maximising outcomes e.g. trusting relationships and young people given time to develop and apply skills rather than experiencing a strict timetable of activity. Activity is wide-ranging and mostly offsite. Pupils build confidence and instructors are not rushed due to another group needing to use a specific resource (can be the case with venues that use just onsite activity). Cheaper alternatives do exist; these tend to involve onsite activities, which can generally be replicated in or around Edinburgh, and delivery by multiple instructors trained via inhouse qualifications. Conversely, more expensive options exist with some retaining the features of onsite activity and staff trained 'inhouse'.
3	Operating its own centres has allowed the Council to commence with a prompt incremental restart during this pandemic; delivering a safe, proportionate and manageable return to high quality residential visits. Being the user **and** the provider via Benmore and Lagganlia has allowed the Council to manage/coordinate the whole process and trial guidance and resources. This has involved developing an enviable relationship with Health Protection Lothian and the creation of

	robust sector leading resources and processes. Recognised nationally, Council staff are currently co-leading the development of generic resources for use across Scotland. The impact of all of this is that 35 schools and 1609 pupils have currently visited the Council's centres this academic year (up to January 2022). SOLU is planning for 79 out of 89 Council primary schools to visit Benmore and Lagganlia this academic year. These numbers are sector leading during the pandemic and the Council should be proud of its approach. Feedback from schools is overwhelmingly positive (100% strongly agree; 'Overall, our visit has been a success' and 100% satisfaction rates for Covid support and mitigations); the robust planning, resources, repatriation solutions and Covid financial guarantee has provided significant and unrivalled reassurance and confidence to staff and families. This has had a significant impact on maintaining a high attendance rate for Benmore and Lagganlia residentials.
4	The importance of the Council having its own centres is highly valued by Edinburgh schools as highlighted in a survey of Council Primary Head Teachers (Appendix 9.9 in the August Committee report – 8.2).100% of survey responses from primary Head Teachers (40 responses) agreed that 'Our school community values CEC having its own residential centres'. Quotes from Head Teachers are recorded in Appendix 9.6 below. *'It's particularly important that our centres are managed by our own staff who share our values, understand our contexts and ensure the high-quality provision using trained and experienced staff. The Health and Safety around our visits are simplified and are a shared responsibility.'* Head Teacher response.
5	Speculation regarding a Scottish wide consultation on a national entitlement to residential visits continues. More information is expected soon, and Council officers are engaged at the national level. If a national entitlement was proposed and introduced, the Council having its own centres is likely to be of significant benefit to implementing a plan promptly; meeting statutory requirements and ensuring high quality outcomes. A national entitlement may introduce national capacity challenges potentially resulting in a phased introduction whilst this is being addressed. This Council, depending on entitlement conditions, may be able to respond sooner. Operating its own centres is therefore future proofing potential requirements.
6	Operating two residential outdoor centres supplies significant breadth and depth of technical expertise to review, advise, support and approve a vast number of different types of excursions across Education and Children's Services (2018/19: 3032 excursions approved by the Council's Sport and Outdoor Learning Unit involving 24,367 participants - overnight / and adventurous day activity). This is an important health and safety benefit that is allowing Edinburgh young people to access a wide range of safe activity.

7	Council staff at Benmore and Lagganlia provide flexible workforce solutions. A good example is how SOLU was able to incorporate Benmore and Lagganlia staff into the 2021 P7 Epic Days programme (c3000 pupils during the 2021 summer term). This allowed for a much larger programme and a key part of the Council's Covid recovery. This innovative programme was shared with inspectors during the Outdoor Learning thematic inspections (see row 8 below).
8	Inspectors via the national thematic inspections were shown how Edinburgh invests in residential school visits and the importance of a progressive approach (onsite, local and offsite). These were noted with positive initial feedback and the Council awaits the report in Spring 2022. https://education.gov.scot/education-scotland/news-and-events/news/hm-inspectors-of-education-will-undertake-a-phased-return-to-scrutiny-activities-this-academic-year/
9	Both centres operate onsite kit stores which provide access to a comprehensive range of technical kit and general clothing. This is a key part of reducing and removing inequality, whilst allows pupils to access a wide variety of environments and enjoy/experience many kinds of activity.
10	Lagganlia (Friends of Lagganlia - FoL) and Benmore (Friends of Benmore House – FoBH) have associated charities. FoL has an established record of supporting eligible families with the cost of residentials. FoBH is more recently established and is planning fundraising activity to support eligible families in the future.
11	Having many schools visiting a fewer number of centres supports efficient working and responding to exceptional circumstances. The latter has been proven by how the Council has been able to respond to the pandemic and incrementally reintroduce residential visits (row 3).
12	The effectiveness of the Council's centres is illustrated by the demand of bookings from non-Edinburgh Council schools. Both centres regularly turn down requests for stays as Edinburgh schools are always prioritised.

Subject to Covid-19 guidance and when safe to do so, SOLU would welcome the opportunity to take Councillors to Edinburgh' centres so they can meet pupils, visiting staff and centre staff. This will allow Councillors to see at first hand the quality of expereinces and impact achieved. Any feedback and ideas will be useful in helping the service to develop further.

- Only relevant questions and responses are included.
- 40 primary Head Teachers completed the survey.

	Agree	Disagree	Not Sure
Q1 Our school community values CEC having its own residential centres?	40 (100%)	0	0

Q2 Explain your response (linked to previous question)	**Selected response to illustrate the breadth of responses:** CEC's commitment to Outdoor learning is mirrored in its protection of Benmore and Lagganlia. This sends a strong message to school communities about the value placed on residential experiences and acknowledges that these centres provide an expertise beyond our school's ability. Community values the excellent opportunity provided by highly qualified professional staff in great location. Many parents and carers also had a Benmore / Lagganlia experience and remember it as one of the most memorable and important experiences of their school career. The residential experience provided at Lagganlia is outstanding. Parents, children and staff can all rely on the excellent quality of instruction at a very reasonable price. Having staff who know how Edinburgh works, understand how education and outdoor learning can work together and support each other to develop our own practice. We love having Lagganlia staff come and visit our school following a residential. The families, staff and children consistently rank residentials as being a key and critical part of what [school name] can offer. Everyone gains from the residential and they are very well supported by almost all children taking part. Its particularly important that our centres are managed by our own staff who share our values, understand our contexts and ensure the high-quality provision using trained and experienced staff. The Health and Safety around our visits are simplified and are a shared responsibility. Benmore have always offered my schools a high-quality experience for my children - and staff. They truly do make the 'magic happen'. They have moulded determined and dedicated staff. I have had experiences where they have 'made the impossible, possible' during our residential stays at Benmore for some of my children with complex, extensive and sensitive needs. They give our children memories of a lifetime and ensure everything is led seamlessly. Benmore always provide an outstanding learning and life experience for our visiting pupils. They have the setting and skills to offer outdoor learning that is not available in the city. It's brilliant. They incorporate our resilience / growth mindset work. We know that they are 'ours'. Really important in maintaining standards, sustainability of staff. It is a very different experience to any other outdoor central I have visited and that is because it is attached to CEC. Has highly trained staff who often stay for many years and are part of the CEC CPD programme following the same priorities. At [school name] we strongly believe that a residential experience for all leaners is a key experience for all. Our CEC residential centres provide this excellent experience and so much more! Outdoor Learning is critical to pupils wellbeing, learning & development. Learning to take risks safely - challenge themselves, being organised, independent and coping with being away from home is essential and having a CEC trusted centre is invaluable as part of the CEC learning provision. Same high standards, values and policies. Investment into future - high quality recruitment, training & staff retention is evident and essential to the relationships forged between staff & pupils. CEC residential centres are *far* better than any others I have visited. They can be more expensive but even still, CEC centres represent far better value for money than the best of the rest. The centres provide an incredible opportunity for our children with new experiences ranging from their first time away from home to new activities to time away from all things electronic to time with different peers and the chance to form new friendships. Having taken P7 pupils to Lagganlia many times over the last 20 years I know what an outstanding experience it is for our learners. It's the highlight of our pupils year, the experience pupils have been most upset about missing this year but far more than just staff and pupil's love of the experience is the knowledge that in that one week the opportunities pupils have and the things they learn about themselves and others develop skills they will take with them through their life. It truly is life changing for some and for all unforgettable. The instructors are second to none but I also believe it's the experience of being away from home, eating different meals, living with people not from your family, managing your own belongings,

organising yourself that really are developed in a way we could never do in school. We couldn't underestimate the value of this week for our pupils - it is amazing.

Build relationships with staff, security of knowing the standards/risk assessment/training is the same as in council activities in Edinburgh, continuity of staff and school and know what to expect and good communication as inter authority.

A rich experience, new experiences - some of the children have never experienced such life skills, being away from the family, making beds etc HWB, independence, self-management, risk taking (safely), relationships, resilience, transitions - very positive.

It is vitally important that CEC continue to have its own residential centres where education is at the forefront of decision making in both these establishments. I believe we owe it to the children and families of CEC to ensure our community has the opportunity to experience the very best outdoor educational experience on offer in the best setting with the best staff.

There are huge benefits from having own centres from working with colleagues (rather than a provider), similar arrangements and protocols, vision and values.

This is an invaluable experience for all young people and one which cannot be replicated in school. We have seen the direct positive impact this has on the children and the new ways they develop confidence in their abilities and skills. The instructors are amazingly skilled, and the children love them.

We have a programme of outdoor learning in our school and residential experiences are a core feature of this and the fact our council also values this by owning its own centres is fantastic. We believe that every child should be given the opportunity to have at least one residential experience in primary school, but preferably more!

Reassuring for parents. Consistency and continuity.

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Education Children and Families

10am, Tuesday, 1 March 2022

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 to:

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

1.1.2   note the issues and financial impact of the proposed introduction of free use of schools and to ask for a further report on this providing more detail on the significant budget implications for 2022/23 onwards

1.1.3   agree to receive a further progress update in June 2022 which provides detail on the extent of the continued reintroduction of extracurricular activity with a focus on non-sport activity

Amanda Hatton

Executive Director of Education and Children's Services

David Bruce: Senior Education Manager

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Education Children and Families

School Sports & Extracurricular Activities: Progress Update

2. Executive Summary

2.1 Further to the information presented at the Education Children and Families Committee on Tuesday 7 December 2021, a further update report on progress was requested for the March committee. On 20 January officers from the Council and sportscotland attended a briefing with some Elected Members to provide information on progress on Active Schools delivery in schools and an update on the communication due to be sent out to schools and parent councils on the ongoing commitment to ensure that the approach to Active Schools delivery results in the activity being free of charge to participants. By ensuring that no charges apply to participants we are aligning with the vision and requirements set out by sportscotland that 'Active Schools activity should be free to all children and young people.' This report responds to requests for information in the motion which requests updates on the following:

2.1.1 List all the schools that have not managed to re-start three or fewer Active Schools activity and to update the table in appendix 1 to include all schools and to include wider extracurricular opportunities. Information should include what activities 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

2.1.2 To arrange a meeting between the Executive Director of Education and Children's Services and parent representatives to address the specific issues raised in the deputation by the Parent Council Chairs.

2.1.3 To issue the communication on the changes of the Active Schools approach before the return of pupils after the Christmas break.

2.1.4 To clarify what percentage of clubs are being delivered by volunteers.

2.1.5 To introduce free use of all schools one night per week for 3 one-hour sessions between 6pm and 9pm.

2.1.6 To revisit the decision not to conduct an Equalities Impact Assessment given there has been a significant change in the programme of work in terms of how it is organised, administered, governed, delivered.

3. Background

3.1 Extracurricular activity includes a wide range of school, lifelong learning, partner and volunteer led opportunities for children and young people. The council has a statutory responsibility to reduce poverty and to deliver against the Scottish Government's targets by 2030. The national agency for sport, sportscotland, 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.

3.2 This report responds to motions that have a particular emphasis on sport and Active Schools.

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.

4. Main Report

Responses to the updated motion are shown below:

4.1 **List all the schools that have not managed to re-start three or fewer Active Schools activity and to update the table in appendix 1 in the December report to include all schools and to include wider extracurricular opportunities. Information should include what activities 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.**

4.2 The information on the number of clubs in all schools is found in Appendix 1. It has not been possible to determine information requested on costs for Term 1, but this will be done for Term 2 and reported at the June committee.

4.3 Active Schools offered 30 different activities in term 1 2021/22, the top 10 activities are show below:

Legend:
- Football
- Basketball
- Dance and Movement
- Rugby Union
- Netball
- Hockey
- Volleyball
- Badminton
- Multisports
- Judo
- Other

Further information on activities is shown in the diagram below:

Number of activities running

	Number
FORECAST FOR TERM 2 2022	900
TERM 1 2021	647
TERM 1 2019	1000
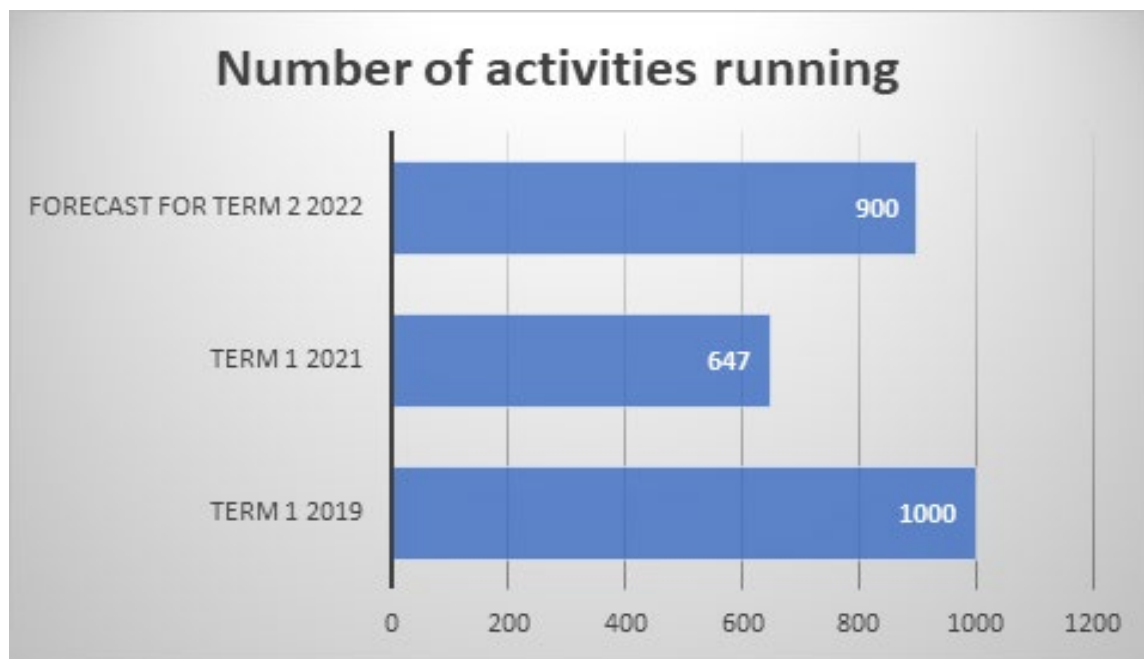
4.4 **To arrange a meeting between the Executive Director of Education and Children's Services and parent representatives to address the specific issues raised in the deputation by the Parent Council Chairs.**

This meeting took place on 20th January 2022 where a positive engagement between council officers, sportscotland officers and Elected Members took place and encouraging information was presented on the progress of Active Schools activity in Term 1.

4.5 **To issue the communication on the changes of the Active Schools approach before the return of pupils after the Christmas break.**

The communication was co-produced with sportscotland and it was agreed that the timing of the communication needed to coincide with lifting of restrictions after Christmas. The communication was sent out on 8 February 2022 and can be seen in Appendix 2.

4.6 **To clarify what percentage of clubs are being delivered by volunteers.**

Of the 647 clubs provided in Term 1, 66% were volunteer led, (424 clubs). The number of volunteer led clubs has increased from 25% to 66% since 2019.

Please refer to Appendix 1, data tab, for more detailed information.

4.7 In terms of the agreed action on the introduction of the free use of schools across the city on one evening a week the current position is that no progress on that has been made as further discussions are required about the significant financial and operational impact that would have not only for CEC but also Edinburgh Leisure. The estimated additional financial pressure to the Council of lost income and additional costs to support free use of schools would be in the region of £350k.

The Council has previously agreed that CEC charges for use of school sports facilities should be harmonised with those being applied by Edinburgh Leisure and the lost income to Edinburgh Leisure of providing free access to facilities one night per week would be in excess of £1m.

4.8 There is no budget agreed for these additional costs

4.9 Officers prepared a specific elected members briefing note at the request of the Convenor/Vice Convenor which set out the implications of progressing this aspect of the motion.

4.10 **To revisit the decision not to conduct an Equalities Impact Assessment given there has been a significant change in the programme of work in terms of how it is organised, administered, governed, delivered.**

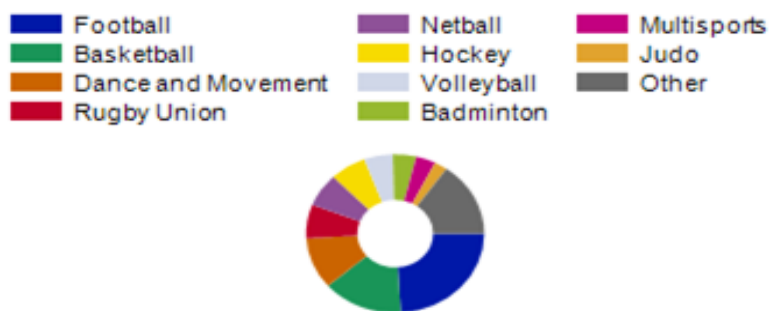4.11 Officers have revisited this decision and while the impact assessment has not yet taken place, steps are being taken to go through this process retrospectively.

4.12 In order to establish the extent to which schools have been able to reintroduce a range of extracurricular activities a school questionnaire has been sent out to all schools. When the returns from the survey are collated information will be available that will confirm what ECA opportunities were available pre Covid, what are available now and what plans there are for more opportunities in the future. Schools and Parent Councils will be asked to highlight what help they might need to support their ambitions and ongoing engagement will be available to provide what support is possible. The results of this survey will be shared in the next update Committee report.

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

5.3 Undertake the collation of the school survey returns and share the information with HTs and Parent Councils

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 on extracurricular activity in Term 1

9.2   Appendix 2 – Communication on extracurricular activity sent to schools on 8 February 2022.

Appendix 1   **Active Schools Information Term 1**

Data Field	Total			
Total number of schools	122	including Special schools cluster		
Number of clusters	24			
Total number of activity sessions across all schools/week	647			
Distinct Participants	8400	4598 Primary	3764 secondary	38 Special school
DP Males	4368, (52%)			
DP Females	4032, (48%)	Male: 2403, (52%) Female: 2195, (48%)	Male: 1940, (52%) Female: 1824, (48%)	Male: 25, (66%) Female: 13, (34%)
Schools with 3 or more activities	**78**			
Schools with 3 or less activities	**8**			
Schools with no activities	**35**			
Number of activities led by volunteers	424	66%		
Number of activities led by paid coaches	223	34%		
Deliverers	Total			
Total number of deliverers	440			
Total number of volunteers	369			
Total number of paid coaches	71			
Top Reasons for 3 or less clubs	Reason			
	No hall space			
	lack of vols			
	HT Decision			

List of Activities

Venue	Activity	Sport	Activity cluster	Income source	Volunteer /paid	level of activity	Reason behind no activities
Balerno High School	Hockey S1-6 (girls and boys)	Hockey	Balerno		v		
Balerno High School	football S1-S6	football	Balerno		v		
Balerno High School	dance S1-S6	dance	Balerno		v		
Balerno High School	netball S1-6	Netball	Balerno		v		
Balerno High School	cheerleading S1-S6	Cheerleading	Balerno		v		
Balerno High School	Athletics S1-S6	Athletics	Balerno		v		
Meggetland Sports Complex	Boroughmuir/Meggetland - P6 & P7 Hockey	Hockey	Boroughmuir		P		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S1-S3 Boys Basketball	Boys Basketball	Boroughmuir		V		
Boroughmuir High School Sports Facilities	Boroughmuir High School - Kayak Club	Kayak Club	Boroughmuir		P		
Meggetland Sports Complex	Boroughmuir High School - Girls Football	Girls Football	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S4-S6 Hockey	Hockey	Boroughmuir		P		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S1 & S2 Netball	Netball	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S1 & S2 Boys Rugby	Boys Rugby	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S2 & S3 Hockey	Hockey	Boroughmuir		P		
Hillend Ski Centre	Boroughmuir High School - Ski Race Team	Ski Race Team	Boroughmuir		P		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S1 & S2 Volleyball	Volleyball	Boroughmuir		V		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S3-S6 Volleyball	Volleyball	Boroughmuir		V		

Boroughmuir High School Sports Facilities	Boroughmuir High School - Table Tennis	Table Tennis	Boroughmuir		V		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S3-S6 Netball	Netball	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - Girls Rugby	Girls Rugby	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S3-S6 Boys Rugby	Boys Rugby	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - American Football	American Football	Boroughmuir		P		
Meggetland Sports Complex	Boroughmuir High School - S1 Hockey	Hockey	Boroughmuir		P		
Boroughmuir High School Sports Facilities	Boroughmuir High School - S1-S3 Girls Basketball	Girls Basketball	Boroughmuir		V		
Boroughmuir High School Sports Facilities	Boroughmuir High School - Seniors Basketball	Basketball	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S1 Boys Football	Boys Football	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S2 Boys Football	Boys Football	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S3 Boys Football	Boys Football	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - S4 Boys Football	Boys Football	Boroughmuir		V		
Meggetland Sports Complex	Boroughmuir High School - Senior Boys Football	Boys Football	Boroughmuir		V		
Broughton High School Sports Facilities	basketball s1-3	Basketball	Broughton		v		
Broughton High School Sports Facilities	table tennis	Table Tennis	Broughton		v		
Broughton High School Sports Facilities	football s1-6 girls	Football	Broughton		v		
Broughton High School Sports Facilities	football s3 team	Football	Broughton		v		
Broughton High School Sports Facilities	football s2 team	Football	Broughton		v		
Broughton High School Sports Facilities	football s1 team	Football	Broughton		v		
Broughton High School Sports Facilities	badminton	Badminton	Broughton		v		

Broughton High School Sports Facilities	rugby	Rugby	Broughton		v		
Broughton High School Sports Facilities	volleyball s1-6	Volleyball	Broughton		v		
Broughton High School Sports Facilities	netball	Netball	Broughton		v		
Broughton High School Sports Facilities	basketball s4-6	Basketball	Broughton		v		
Flora Stevenson Primary School	Active Schools Flora Stevenson Running Club P6-7	Athletics	Broughton		v		
Flora Stevenson Primary School	Active Schools Flora Stevenson Badminton P5-7	Badminton	Broughton		v		
Broughton High School Sports Facilities	Flora Stevenson Football P6/7	Football	Broughton		v		
Broughton High School Sports Facilities	Flora Stevenson Football P5	Football	Broughton		V		
Broughton High School Sports Facilities	Stockbridge Football P 7	Football	Broughton		V		
Stockbridge Primary	Stockbridge Parkour P1-3	Parkour	Broughton		p		
Stockbridge Primary	Stockbridge Parkour P4-7	parkour	Broughton		p		
Stockbridge Primary	Stockbridge Dance P3-7	Dance	Broughton		v		
Castleview Primary School	Active Schools - Castleview P3-4 Football	Football	Castlebrae		v		
Castleview Primary School	Active Schools - Castleview P3-4 Basketball	Basketball	Castlebrae		v		
Castleview Primary School	Active Schools - Castleview P5-7 Girls Football	Football	Castlebrae		v		
Castleview Primary School	Active Schools - Castleview P5-7 Boys Football	Football	Castlebrae		v		
Castleview Primary School	Active Schools - Castleview P3-4 Multisport	Multi Sport	Castlebrae		v		
Castleview Primary School	Active Schools - Castleview P5 Girls Basketball - lunchtime	basketball	Castlebrae		p		
Castleview Primary School	Active Schools - Castleview P6 and P7 Girls Basketball lunchtime	basketball	Castlebrae		p		
Niddrie Mill Primary School	Active Schools - Niddrie Mill P2 Multisport	Multi Sport	Castlebrae		v		
Niddrie Mill Primary School	Active Schools - Niddrie Mill P3 and 4 Multisport	Multi Sport	Castlebrae		v		

Niddrie Mill Primary School	Active Schools - Niddrie Mill Girls football P5-7	Football	Castlebrae		v		
Niddrie Mill Primary School	Active Schools - Niddrie Mill boys football P5-7	Football	Castlebrae		v		
castlebrae	Basketball S1-2	Basketball	castlebrae		v		
castlebrae	Basketball S4-6 Boys	Basketball	castlebrae		v		
castlebrae	Fitness S1-S6	Fitness	castlebrae		v		
castlebrae	Football Lunchtime Drop In S1-S6	Football	castlebrae		v		
castlebrae	Girls Football S1-3	Football	castlebrae		v		
castlebrae	Girls Rugby S1-S3	Rugby	castlebrae		v		
castlebrae	Table Tennis S1-6	Table Tennis	castlebrae		v		
Corstorphine Primary School	Corstorphine Primary P4 Football Team	Football	Craigmount		v		
Corstorphine Primary School	Active Schools - Corstorphine P5 Monday Bikeability	bikeability	Craigmount		v		
Corstorphine Primary School	Active Schools Corstorphine P5 Bikeability - Tuesday	bikeability	Craigmount		v		
Corstorphine Primary School	Active Schools Corstorphine P4 Multisports	Multi Sport	Craigmount		v		
Corstorphine Primary School	Multisports	Multi Sport	Craigmount		v		
Corstorphine Primary School	P7 Netball	netball	Craigmount		v		
East Craigs Primary School	Active Schools - East Craigs P1-2 Multisports Club	Multi Sport	Craigmount		v		Lack of volunteers
East Craigs Primary School	Active Schools - East Craigs P3-4 Gymnastics Club	Gymnastics	Craigmount		v		Lack of volunteers
East Craigs Primary School	Active Schools - East Craigs P6-7 Netball Club	Netball	Craigmount		v		Lack of volunteers
Hillwood Primary School	Active Schools - Hillwood PS P1-4 Multisports club	Multi Sport	Craigmount		p		No volunteers
Hillwood Primary School	Active Schools - Hillwood PS P1-7 Dance Club	Dance	Craigmount		p		As above

Hillwood Primary School	Active Schools - Hillwood PS P5-7 Multisports Club	Multi Sport	Craigmount		p		As above	
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P5-6 Football Club	Football	Craigmount		p		As above	
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P3-4 Football Club	Football	Craigmount		p		As above	
St Andrew's Fox Covert RC Primary School	Active Schools St. Andrews P7 Street Dance	Dance	Craigmount		p		As above	
Craigmount High School	Netball	Netball	Craigmount		v			
Craigmount High School	Rugby	rugby	Craigmount		v			
Craigmount High School	Girl Football	Football	Craigmount		v			
Craigmount High School	Boys Football S1	Football	Craigmount		v			
Craigmount High School	Boys Football S2	Football	Craigmount		v			
Craigmount High School	Boys Football S3	Football	Craigmount		v			
Craigmount High School	Boys Football S4	Football	Craigmount		v			
Craigmount High School	Boys Football Seniors	Football	Craigmount		v			
Craigmount High School	Fitness Club	Fitness	Craigmount		v			
Craigmount High School	Table Tennis	Table Tennis	Craigmount		v			
Craigmount High School	Hockey	hockey	Craigmount		v			
Craigmount High School	Badminton	Badminton	Craigmount		v			
Craigmount High School	Basketball	basketball	Craigmount		v			
Craigroyston Primary School	Active Schools Craigroyston Primary Football P1-3	Football	Craigroyston		v			
Craigroyston Primary School	Active Schools Craigroyston Primary Football P4-7	Football	Craigroyston		v			
Craigroyston Primary School	Active Schools Craigroyston Primary Basketball P4-7	basketball	Craigroyston		p			
Craigroyston Primary School	Active Schools Craigroyston Primary Funky Fitness P4-7	Fitness	Craigroyston		v			
Craigroyston Primary School	Active Schools Craigroyston Primary Funky Fitness P1-3	Fitness	Craigroyston		v			

Forthview Primary School	Active Schools Forthview Primary Basketball P4-7	basketball	Craigroyston		p		
Forthview Primary School	Active Schools Forthview Primary Football P1-3	Football	Craigroyston		v		
Forthview Primary School	Active Schools Forthview Primary Volleyball P5-7	Volleyball	Craigroyston		v		
Forthview Primary School	Active Schools Forthview Primary Football P4-7	Football	Craigroyston		v		
Forthview Primary School	Active Schools Forthview Primary Karate P4-5	karate	Craigroyston		p		
Forthview Primary School	Active Schools Forthview Primary Dance P4-7	Dance	Craigroyston		p		
Forthview Primary School	Active Schools Forthview Primary Dance P1-3	Dance	Craigroyston		p		
Pirniehall Primary School	Active Schools Pirniehall Primary Football P1 and P2	Football	Craigroyston		v		
Pirniehall Primary School	Active Schools Pirniehall Primary Football P4-7	Football	Craigroyston		v		
Pirniehall Primary School	Active Schools Pirniehall Primary Dance P4-7	Dance	Craigroyston		p		
Pirniehall Primary School	Active Schools Pirniehall Primary Dance P1-3	Dance	Craigroyston		p		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-6 Badminton	Badminton	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S4-6 Basketball	Basketball	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1 and S2 Dance	Dance	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-6 Swimming	Swimming	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-6 Table Tennis	Table Tennis	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-3 Girls Basketball	Basketball	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-6 Dodgeball	Dodgeball	Craigroyston		v		

Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-6 Basketball	Basketball	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS S1-3 Boys Football	Football	Craigroyston		v		
Craigroyston Community High School Sports Facilities	Active Schools Craigroyston CHS s1-3 Girls Football	Football	Craigroyston		v		
Currie High School Sports Facilities	Active Schools Currie Cluster WATER POLO SWIM SKILLS P5-S2	Water Polo	Currie		v		
Currie High School Sports Facilities	Active Schools Currie Cluster HOCKEY P3+4	HOCKEY	Currie		v		
Currie High School Sports Facilities	Active Schools Currie Cluster HOCKEY P5-7	HOCKEY	Currie		v		
Currie High School Sports Facilities	Active Schools Currie Cluster GYMNASTICS P4-7	Gymnastics	Currie		p		
Currie High School Sports Facilities	Active Schools Currie Cluster GIRLS JUDO FITNESS P7-S6	Judo	Currie		p		
Currie High School Sports Facilities	Active Schools Currie Cluster WATER POLO SWIM SKILLS P5-S2	Water Polo	Currie		p		
Currie High School Sports Facilities	Active Schools Currie Cluster GYMNASTICS P4-7	Gymnastics	Currie		v		
Juniper Green Primary School	Active Schools Juniper Green PS NETBALL P6+7 4-5PM	Netball	Currie		v		
Juniper Green Primary School	Active Schools Juniper Green PS HOCKEY P3+4	HOCKEY	Currie		v		
Juniper Green Primary School	Active Schools Juniper Green PS HOCKEY P5-7	HOCKEY	Currie		v		
Juniper Green Primary School	Active Schools Juniper Green PS RUNNING P5-7	Athletics	Currie		v		
Currie	Basketball S4-6	Basketball	Currie		p		
Currie	Fitness S1-S6	Fitness	Currie		v		
Currie	Football S1 boys and girls	Football	Currie		v		
Currie	Football S3	Football	Currie		v		
Currie	Football S4	Football	Currie		v		

Currie	Girls Football S1-3	Football	Currie		v		
Currie	Girls Swimming S1-6	Swimming	Currie		v		
Currie	Gymnastics S1-6	Gymnastics	Currie		p		
Currie	Hockey S1-3	Hockey	Currie		v		
Currie	Netball S1-3	Netball	Currie		v		
Currie	Netball S3-S6	Netball	Currie		v		
Currie	Water Polo Swim skills S2-6	Water polo	Currie		v		
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Football P4 - P7	Football	Drummond		p		No volunteers available.
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Judo P1 - P2	Judo	Drummond		p		as above
Abbeyhill Primary School	Active Schools - Abbeyhill PS - Judo P3 - P7	Judo	Drummond		p		as above
Broughton Primary School	Active Schools - Broughton PS - Dance P2	Dance	Drummond		v		
Broughton Primary School	Active Schools - Broughton PS - Judo P3 - P5	Judo	Drummond		p		
Broughton Primary School	Active Schools - Broughton PS - Dance P3 - P7	Dance	Drummond		p		
Broughton Primary School	Active Schools - Broughton PS - Parkour P4-P7	Parkour	Drummond		p		
Drummond High School Sports Facilities	Active Schools - Broughton PS - Parkour P4-P7	Parkour	Drummond		p		
Drummond High School Sports Facilities	Active Schools - Broughton PS - Parkour P4-P7	Parkour	Drummond		p		
Drummond High School Sports Facilities	Active Schools - Drummond Cluster - Street Steppers P3 - P7	Dance	Drummond		p		
Leith Walk Primary School	Active Schools - Leith Walk PS - Football P4 - P7	Football	Drummond		v		
Leith Walk Primary School	Active Schools - Leith Walk PS - Netball P6 - P7	Netball	Drummond		v		
Leith Walk Primary School	Active Schools - Leith Walk PS - Multi Skills P1 - P2	Multi skills	Drummond		v		

Leith Walk Primary School	Active Schools - Leith Walk PS - Athletics P4 - P7	Athletics	Drummond		v		
Leith Walk Primary School	Active Schools - Leith Walk PS - Parkour P1- P2	Parkour	Drummond		p		
Leith Walk Primary School	Active Schools - Leith Walk PS - Parkour P4-P7	Parkour	Drummond		p		
Drummond	Badminton S1-6	Badminton	Drummond		v		
Drummond	Badminton S1-6 (girls and boys)	Badminton	Drummond		v		
Drummond	Basketball S1-6	Basketball	Drummond		v		
Drummond	Dance S1 - S3	Dance	Drummond		v		
Drummond	Football S1-4	Football	Drummond		v		
Drummond	Table Tennis	Table Tennis	Drummond		v		
Drummond	Volleyball S1-6	Volleyball	Drummond		v		
Drummond	Dance S1 - S3	Football	Drummond		v		
Longstone Primary School	Active Schools - Longstone Primary - P1-3 Musical Theatre and Dance club	Dance	Firhill		v		Only offered 2 clubs this term due to lack of workforce (doubled up dance club due to low numbers). Funding from Return to Sport for dance club for targeted pupils. Athletics club provided by local club. Also limited clubs offered as many non-paying pupils attended several clubs and they weren't self-sufficient. Parkour not offered as cost increased and couldn't ask parents to pay. No teachers available to take clubs as workload too much. School not keen

							for parent volunteers due to Covid concerns.
Longstone Primary School	Active Schools - Longstone Primary - Athletics P5-7	Athletics	Firhill		v		Only offered 2 clubs this term due to lack of workforce (doubled up dance club due to low numbers). Funding from Return to Sport for dance club for targeted pupils. Athletics club provided by local club. Also limited clubs offered as many non-paying pupils attended several clubs and they weren't self-sufficient. Parkour not offered as cost increased and couldn't ask parents to pay. No teachers available to take clubs as workload too much. School not keen for parent volunteers due to Covid concerns.

Longstone Primary School	Active Schools - Longstone Primary - P4-7 Musical Theatre and Dance club	Dance	Firhill		v		Only offered 2 clubs this term due to lack of workforce (doubled up dance club due to low numbers). Funding from Return to Sport for dance club for targeted pupils. Athletics club provided by local club. Also limited clubs offered as many non-paying pupils attended several clubs and they weren't self-sufficient. Parkour not offered as cost increased and couldn't ask parents to pay. No teachers available to take clubs as workload too much. School not keen for parent volunteers due to Covid concerns.
Oxgangs Primary School	Active Schools - Oxgangs Primary - P1-2 Musical Theatre and Dance club	Dance	Firhill		p		3 clubs offered this term, funding for bb club from Return to Sport for targeted pupils. Karate club also running at school provided by community club. Free cluster hockey club running at school provided by partnership with Watson's CSH. Reduced programme offered due to limited funds and no volunteers. Teacher organises football club with parents help. No

							other teachers available to help with clubs or parents. Parents discouraged from coming into school due to Covid.
Oxgangs Primary School	Active Schools - Oxgangs Primary - P3-7 Musical Theatre and Dance Club	Dance	Firhill		p		as above
Oxgangs Primary School	Active Schools - Oxgangs Primary - P5-7 Basketball Club	Basketball	Firhill		p		as above
Oxgangs Primary School	Active Schools - Firrhill Cluster - P6 & 7 Hockey Club	Hockey	Firrhill		p		
Firrhill	Athletics S1-S6	Athletics	Firrhill		v		
Firrhill	Badminton	Badminton	Firrhill		v		
Firrhill	Basketball Juniors S1-S3	Basketball	Firrhill		v		
Firrhill	Basketball S4-6	Basketball	Firrhill		v		
Firrhill	cheerleading and tumbling	Cheerleading	Firrhill		v		
Firrhill	Football S1 Team	Football	Firrhill		v		
Firrhill	Football S2 Team	Football	Firrhill		v		
Firrhill	Football S3 Team	Football	Firrhill		v		
Firrhill	Football S4 Team	Football	Firrhill		v		
Firrhill	Football Senior Team	Football	Firrhill		v		
Firrhill	Girls Basketball	Basketball	Firrhill		v		
Firrhill	Girls Football	Football	Firrhill		v		
Firrhill	Netball	Netball	Firrhill		v		
Firrhill	S1-3 recreational football	Football	Firrhill		v		
Firrhill	Tennis S1-S6	Tennis	Firrhill		v		
Broomhouse Primary School	Active Schools Broomhouse Dance P1-2	Dance	Forrester		p		
Broomhouse Primary School	Active Schools Broomhouse Dance P3-7	Dance	Forrester		p		

Broomhouse Primary School	Active Schools Broomhouse Multi Skills P1-2	Multi skills	Forrester		v		
Broomhouse Primary School	Active Schools Broomhouse Multi Sport P3-7	Multi Sport	Forrester		v		
Broomhouse Primary School	Active Schools Broomhouse Football P1-2	Football	Forrester		p		
Broomhouse Primary School	Active Schools Broomhouse Football P3	Football	Forrester		p		
Broomhouse Primary School	Active Schools Broomhouse Karate P3-7	karate	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Dance P1-2	Dance	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Dance P3-7	Dance	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Multi skills P1-2	Multi Sport	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Multi Sport P3-7	Multi Sport	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Parkour P6-7	parkour	Forrester		p		
Carrick Knowe Primary School	Active Schools Carrick Knowe Football P3-5	Football	Forrester		p		
Forrester High School Sports Facilities	Active Schools Water Polo P6-S6	Water Polo	Forrester		v		
Forrester High School Sports Facilities	Stingrays Water Polo Club session for P6-S6	Water Polo	Forrester		v		
Forrester High School Sports Facilities	Active Schools Forrester/ St Augustine's Cluster Girls Judo P7	Judo	Forrester		v		
Forrester High School Sports Facilities	October Camp Forrester/ St Augustine's Multi Sport P3-7	Multi Sport	Forrester		v		
Forrester High School Sports Facilities	Active Schools Forrester Rugby P6-S2	Rugby	Forrester		v		
Forrester High School Sports Facilities	Active Schools Targeted swim Thursday	Swimming	Forrester		v		
Forrester High School Sports Facilities	Active schools targeted swim Friday	Swimming	Forrester		v		

Forrester High School Sports Facilities	Active Schools Water Polo P6-S6	Water Polo	Forrester		v		
Forrester High School Sports Facilities	Stingrays Water Polo Club session for P6-S6	Water Polo	Forrester		v		
Forrester High School Sports Facilities	Active Schools Forrester Rugby P6-S2	Rugby	Forrester		v		
Forrester HS Community Facilities	Active Schools Forrester cluster Karate P1-7	karate	Forrester		p		
Forrester HS Community Facilities	Active Schools Forrester Cluster Acro Dance P1-3	Dance	Forrester		p		
Forrester HS Community Facilities	Active Schools Forrester Cluster Acro Dance P4-7	Dance	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir P1-2 Football	Football	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir Football P3-6	Football	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir P3-7 Multi Sport	Multi Sport	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir Multi Sport P1-2	Multi Sport	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir Basketball P4-7	basketball	Forrester		p		
Gylemuir Primary School	Active Schools Gylemuir Fun Fitness Games P1-2	Fitness	Forrester		p		
Murrayburn Primary School	Active Schools Murrayburn Athletics P4-7	Athletics	Forrester		v		
Murrayburn Primary School	Active Schools Murrayburn Karate P1-3	karate	Forrester		p		
Murrayburn Primary School	Active Schools Murrayburn Karate P4-7	karate	Forrester		p		
Murrayburn Primary School	Active Schools Murrayburn Dance P1-3	Dance	Forrester		p		
Murrayburn Primary School	Active Schools Murrayburn Dance P4-7	Dance	Forrester		p		
Murrayburn Primary School	Active Schools Murrayburn Football P1-3	Football	Forrester		p		

Forrester	Basketball S1-6	Basketball	Forrester		v		
Forrester	Boys Swimming S1-6	Swimming	Forrester		v		
Forrester	Dance S1-6	Dance	Forrester		v		
Forrester	Football S2	Football	Forrester		v		
Forrester	Girls Fitness	Fitness	Forrester		v		
Forrester	Girls Football S1-3	Football	Forrester		v		
Forrester	Girls Judo S1-6	Judo	Forrester		v		
Forrester	Girls Swimming S1-6	Swimming	Forrester		v		
Forrester	Table Tennis	Table Tennis	Forrester		v		
Forrester	Volleyball S4-6	Volleyball	Forrester		v		
Forrester	Water Polo S1-S6	Water polo	Forrester		v		
Forrester	Basketball S1-6	Basketball	Forrester		v		
Forrester	Boys Swimming S1-6	Swimming	Forrester		v		
Forrester	Dance S1-6	Dance	Forrester		p		
Forrester	Football S2	Football	Forrester		v		
Forrester	Girls Fitness	Fitness	Forrester		v		
Forrester	Girls Football S1-3	Football	Forrester		v		
Forrester	Girls Judo S1-6	Judo	Forrester		p		
Forrester	Girls Swimming S1-6	Swimming	Forrester		v		
Forrester	Table Tennis	Table Tennis	Forrester		p		
Forrester	Volleyball S4-6	Volleyball	Forrester		v		
Forrester	Water Polo S1-S6	Water polo	Forrester		v		
Gracemount	Badminton S1-6	Badminton	Gracemount		v		
Gracemount	Basketball Juniors S1-S3	Basketball	Gracemount		v		
Gracemount	Basketball S4-S6	Basketball	Gracemount		v		
Gracemount	contemporary dance	Dance	Gracemount		v		
Gracemount	Dance S1 - S3	Dance	Gracemount		v		
Gracemount	Dance S1-6	Dance	Gracemount		v		

Gracemount	Dance seniors	Dance	Gracemount		v		
Gracemount	Dodgeball	Dodgeball	Gracemount		v		
Gracemount	Football S4	Football	Gracemount		v		
Gracemount	Football Senior Team	Football	Gracemount		v		
Gracemount	Musical Theatre	Dance	Gracemount		v		
Gracemount	Volleyball S1-6	Volleyball	Gracemount		v		
Frogston Primary School	Active Schools Frogston PS - Dance P3-P7	Dance	Gracemount		p		
Frogston Primary School	Active Schools Frogston PS - Dance P1-P2	Dance	Gracemount		p		
Frogston Primary School	Active Schools Frogston PS - Football P1-P2	Football	Gracemount		p		
Frogston Primary School	Active Schools Frogston PS - Football P3-P4	Football	Gracemount		p		
Frogston Primary School	Active Schools Frogston PS - Football P5-P7	Football	Gracemount		p		
Holy Rood High School Sports Facilities	Active Schools - Holy Rood Cluster - Girls Junior NBA Basketball - P4-7	Basketball	Holyrood		v		
Holy Rood High School Sports Facilities	Active Schools - Holy Rood RCHS - S1-6 - Rugby	Rugby	Holyrood		v		
St John's RC Primary	Active Schools - St John's RC - Football - P1-2	Football	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Run, Jump, Throw - P1-2	Athletics	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Running Club - P5-7	Athletics	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Athletics - P5	Athletics	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Football - P3-4	Football	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Gymnastics - P3-5	Gymnastics	Holyrood		p		

St John's RC Primary	Active Schools - St John's RC - Multi Sport - P3-7	Multi Sport	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Dance - P1-2	Dance	Holyrood		v		
St John's RC Primary	Active Schools - St John's RC - Basketball - P4-7	Basketball	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Tennis - P3-7	Tennis	Holyrood		p		
St John's RC Primary	Active Schools - St John's RC - Rugby - P4-7	Rugby	Holyrood		v		
St John's RC Primary	Active Schools - St John's RCPS - P1-2 - Multi Sport	Multi Sport	Holyrood		p		
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Multi Sport - P3-7	Multi Sport	Holyrood		p		
St Mary's RC Primary School (Leith)	Active Schools - St Mary's RC - Basketball - P4-7	Basketball	Holyrood		p		
St Mary's RC Primary School (Leith)	Active Schools - St Mary's RC Leith - Rugby - P4-7	Rugby	Holyrood		p		
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Gymnastics - P3	Gymnastics	Holyrood		p		
St Mary's RC Primary School (Leith)	Active Schools - St Mary's Leith RC - Football - P1-2	Football	Holyrood		v		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Netball - P5-7	Netball	Holyrood		p		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Rugby - P3-7	Rugby	Holyrood		p		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Multi Sport - P1-2	Multi Sport	Holyrood		p		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Football - P3-5	Football	Holyrood		p		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Basketball - P4-7	Basketball	Holyrood		p		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Gymnastics - P3-5	Gymnastics	Holyrood		P		
St Ninian's RC Primary	Active Schools - St Ninian's RC - Football - P1-2	Football	Holyrood		v		

St Ninian's RC Primary	Active Schools - St Ninian's RC - Dance - P1-2	Dance	Holyrood		v		
Holyrood	Athletics S1-S6	Athletics	Holyrood		p		
Holyrood	Badminton S1-6	Badminton	Holyrood		v		
Holyrood	Boys Basketball S1-3	Basketball	Holyrood		p		
Holyrood	Boys Basketball S4-6	Basketball	Holyrood		p		
Holyrood	Dance S1-6	Dance	Holyrood		p		
Holyrood	Football S1-3	Football	Holyrood		p		
Holyrood	Girls Basketball S1-6	Basketball	Holyrood		p		
Holyrood	Girls Football S1-6	Football	Holyrood		p		
Holyrood	Netball S1-6	Netball	Holyrood		v		
Holyrood	Quidditch	Quidditch	Holyrood		v		
Holyrood	Rugby S1-6	Rugby	Holyrood		v		
Holyrood	Volleyball S1-6	Volleyball	Holyrood		v		
James Gillespie's High School	Active Schools - South East Neighbourhood - Judo P1-P2	Judo	James Gillespie's		p		
James Gillespie's High School	Active Schools - James Gillespie's Cluster - Judo (P1-P3)	judo	James Gillespie's		v		
James Gillespie's High School	Active Schools - JGHS - Hockey (S1-S3)	Hockey	James Gillespie's		p		
James Gillespie's High School	Active Schools - JGHS - Football (S1)	Football	James Gillespie's		v		
James Gillespie's High School	Active Schools - JGHS - Volleyball (S1-S3)	Volleyball	James Gillespie's		v		
James Gillespie's High School	Active Schools - JGHS - Rugby (S1-S3)	Rugby	James Gillespie's		v		
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 TEAM)	Basketball	James Gillespie's		p		
James Gillespie's High School	Active Schools - JGHS - Shinty (S1-S3)	Shinty	James Gillespie's		p		
James Gillespie's High School	Active Schools - JGHS - Basketball (S1 BOYS)	Basketball	James Gillespie's		p		

James Gillespie's High School	Active Schools - JGHS - Netball (S1)	Netball	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Netball (S4-S6)	Netball	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Football (S2 Boys)	Football	James Gillespie's	p			
James Gillespie's High School	Active Schools - JGHS - Tennis (S1-S3)	Tennis	James Gillespie's	p			
James Gillespie's High School	Active Schools - JGHS - Tennis (S4-S6)	Tennis	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Cricket (S1-S6)	Cricket	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Cheerleading (S1-S6)	Cheerleading	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Fitness Club (S1-S6)	Fitness	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Swimming (Beginners S1-S6)	Swimming	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Hockey (S4-S6)	Hockey	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Volleyball (S4-S6 TEAM)	Volleyball	James Gillespie's	p			
James Gillespie's High School	Active Schools - JGHS - Basketball (S2-S3 Boys)	Basketball	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 Rec.)	Basketball	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Dance (S1-S6)	Dance	James Gillespie's	p			
James Gillespie's High School	Active Schools - JGHS - Gymnastics (S1-S6)	Gymnastics	James Gillespie's	p			
James Gillespie's High School	Active Schools - JGHS - Water Polo (S1-S3)	Water Polo	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Basketball (S1-S6 Girls)	Basketball	James Gillespie's	v			
James Gillespie's High School	Active Schools - JGHS - Badminton (S1-S6)	Badminton	James Gillespie's	v			

James Gillespie's High School	Active Schools - JGHS - Football (S3 Boys)	Football	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Swimming (Improver S1-S6)	Swimming	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Table Tennis (S1-S3)	Table Tennis	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Basketball (S4-S6 TEAM)	Basketball	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Football (S4 Boys)	Football	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Football (S1-S6 Girls)	Football	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Jiu Jitsu (S1-S6)	Jiu Jitsu	James Gillespie's	p		
James Gillespie's High School	Active Schools - JGHS - Netball (S2-S3)	Netball	James Gillespie's	p		
James Gillespie's High School	Active Schools - JGHS - Water Polo (S4-S6)	Water Polo	James Gillespie's	p		
James Gillespie's High School	Active Schools - JGHS - Swimming Team (S1-S6)	Swimming	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Football (S1-S2 Girls)	Football	James Gillespie's	v		
James Gillespie's High School	Active Schools - JGHS - Fitness - Korean Kickboxing (S4-S6)	Fitness	James Gillespie's	v		
James Gillespies High School Sports Facilities	Active Schools - JGHS - Basketball Mornings (S4-S6)	Basketball	James Gillespie's	v		
Hermitage Park Primary School	Active Schools - Hermitage Park - Street Dance P3-7	Dance	Leith	p		
Hermitage Park Primary School	Active Schools - Hermitage Park - Fun Dance P1-2	Dance	Leith	p		
Hermitage Park Primary School	Active Schools - Hermitage Park - Football - P1-2	Football	Leith	p		
Hermitage Park Primary School	Active Schools - Hermitage Park - Football - P3-7	Football	Leith	p		
Lorne Primary School	Active Schools - Lorne - Football - P1-2	Football	Leith	p		

Lorne Primary School	Active Schools - Lorne - Football - P3-7	Football	Leith		p		
Lorne Primary School	Active Schools - Lorne - Dance - P3-7	Dance	Leith		p		
Lorne Primary School	Active Schools - Lorne - Dance - P1-2	Dance	Leith		p		
Craigentinny Primary School	Active Schools - Craigentinny - Football P1-2	Football	Leith		p		After School club use the hall.
Craigentinny Primary School	Active Schools - Craigentinny - Football P3-7	Football	Leith		p		as above
Craigentinny Primary School	Active Schools - Craigentinny - Dance P1-7	Dance	Leith		p		as above
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Swimming	Swimming	Leith		v		
Leith Academy Sports Facilities	Active Schools - Leith Cluster - Rugby P3-7	Rugby	Leith		p		
Leith Academy	Active Schools - Leith Academy - Football	Football	Leith		v		
Leith Academy	Active Schools - Leith Academy - Rugby	Rugby	Leith		v		
Leith Academy	Active Schools - Leith Academy - Girls Rugby	Rugby	Leith		v		
Leith Academy	Active Schools - Leith Academy - Netball	Netball	Leith		v		
Leith Academy	Active Schools - Leith Academy - Swimming	Swimming	Leith		v		
Leith Academy	Active Schools - Leith Academy - Fitness	Fitness	Leith		v		
Leith Academy	Active Schools - Leith Academy - Volleyball	Volleyball	Leith		v		
Leith Academy	Active Schools - Leith Academy - Dance	Dance	Leith		v		
Leith Academy	Active Schools - Leith Academy - Basketball	Basketball	Leith		v		
Leith Academy	Active Schools - Leith Academy - Badminton	Badminton	Leith		v		

Liberton High School Sports Facilities	Active Schools Liberton CSH P6 - S3 Volleyball Camp 2021	Volleyball	Liberton		p		
Parsons Green Primary School	Active Schools - Parsons Green PS - Mini Kickers - P1-3	Football	Liberton		p		
Parsons Green Primary School	Active Schools - Parsons Green PS - Parkour - P5-7	Parkour	Liberton		p		
Parsons Green Primary School	Active Schools - Parsons Green - Musical Theatre - P1-7	Dance	Liberton		p		
Parsons Green Primary School	Active Schools - Parsons Green PS - Basketball - P4-7	Basketball	Liberton		p		
Parsons Green Primary School	Active Schools - Parsons Green PS - Mini Kickers - P1-3	Football	Liberton		p		
St John Vianney Primary School	Active Schools St John Vianney Mini Kickers P1-P2	Football	Liberton		p		
St John Vianney Primary School	Active Schools St John Vianney Dance P1-P7	Dance	Liberton		p		
St John Vianney Primary School	Active Schools St John Vianney Rugby P4-P7	Rugby	Liberton		p		
St John Vianney Primary School	Active Schools St John Vianney Judo Club P1-7	judo	Liberton		p		
Craigour Park Primary School	Active Schools – Craigour Park Mini Kickers P1-P2	Football	Liberton		v		
Craigour Park Primary School	Active Schools – Craigour Park Judo P1-7 3.05 - 4.05pm	Judo	Liberton		p		
Craigour Park Primary School	Active Schools – Craigour Park Hip Hop P1-7	Dance	Liberton		p		
Craigour Park Primary School	Craigour Park Gymnastics P1-7	Gymnastics	Liberton		p		
Craigour Park Primary School	Active Schools Craigour Park Rugby P4-7	Rugby	Liberton		p		
Craigour Park Primary School	Active Schools – Craigour Park Judo P1-7 4.10 - 5.10pm	Judo	Liberton		p		
Craigour Park Primary School	Active Schools Craigour Park Football P3-P4	Football	Liberton		v		
Gilmerton Primary School	Active Schools – Gilmerton Mini Kickers P1-P2	Football	Liberton		p		

Gilmerton Primary School	Active Schools – Gilmerton Dance P1-7	Dance	Liberton		p		
Gilmerton Primary School	Active Schools - Gilmerton Football P3-5	Football	Liberton		p		
Gilmerton Primary School	Active Schools Gilmerton Rugby P4-7	Rugby	Liberton		v		
Liberton High School Sports Facilities	Active Schools Liberton Cluster JUDO P1-P7 4.45 - 5.30pm	Judo	Liberton		p		
Liberton High School Sports Facilities	Active Schools Liberton Cluster JUDO P1-P7 4 - 4.45pm	Judo	Liberton		p		
Liberton Primary School	Active Schools Liberton Primary Rugby P4-7	Rugby	Liberton		p		
Liberton Primary School	Active Schools Liberton Primary Dance P4-7	Dance	Liberton		p		
Liberton Primary School	Active Schools Liberton Primary Dance P1-3	Dance	Liberton		p		
Liberton Primary School	Active Schools Liberton Primary P1-2 Mini Kickers	Football	Liberton		v		
Liberton Primary School	Active Schools Liberton Primary Football P3 - P5	Football	Liberton		v		
Prestonfield Primary School	Active Schools – Prestonfield Primary 1 - 3 Dance	Dance	Liberton		p		
Prestonfield Primary School	Active Schools – Prestonfield Primary P4-7 Dance	Dance	Liberton		p		
Prestonfield Primary School	Active Schools – Prestonfield Primary P1/P2 Mini Kickers	Football	Liberton		v		
Prestonfield Primary School	Active Schools – Prestonfield Primary Football P3-7	Football	Liberton		v		
Duddingston Primary School	Active Schools - Duddingston - Mini Kickers - P1-3	Football	portobello		p		
Duddingston Primary School	Active Schools - Duddingston PS - Parkour - P5-7	Parkour	portobello		p		
Duddingston Primary School	Active Schools - Duddingston - Mini Kickers - P1-3	Football	portobello		p		
Duddingston Primary School	Active Schools - Duddingston - Musical Theatre - P1-7	Dance	portobello		p		

Duddingston Primary School	Active Schools - Duddingston - Cheerleading - P1-6	Cheerleading	Portobello		p		
Duddingston Primary School	Active Schools - Duddingston - Street Dance - P3-7	Dance	Portobello		p		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Athletics - P2-3	Athletics	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Athletics - P4-6	Athletics	portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Water Polo - P5-7 (1)	Water Polo	portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Water Polo - P5-7 (2)	Water Polo	portobello		v		
Brunstane Primary School	Active Schools - Brunstane PS - Mini Kickers P1-3	Football	Portobello		p		
Brunstane Primary School	Active Schools - Brunstane PS - Multi Sport - P2-5	Multi Sport	Portobello		p		
Brunstane Primary School	Active Schools - Brunstane PS - Basketball - P4-7	Basketball	Portobello		p		
Brunstane Primary School	Active Schools - Brunstane PS - Tennis - P4-7	Tennis	Portobello		p		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Rugby - P5-7	Rugby	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Autism Club - P1-3	Multi Sport	Portobello		p		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Autism Club - P4-7	Multi Sport	Portobello		p		
Portobello High School Sports Facilities	Active Schools - Portobello Cluster - Girls Basketball - P4-7	basketball	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello HS - Rugby - S1-6	Rugby	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello HS - Netball - S1-3	Netball	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello HS - Running Club - S1-6	Athletics	Portobello		v		
Portobello High School Sports Facilities	Active Schools - Portobello HS - Netball - S4-6	Netball	Portobello		v		

Portobello High School	Basketball S1 boys	Basketball	Portobello High School	p		
Portobello High School	Basketball S1 Girls	Basketball	Portobello High School	p		
Portobello High School	Basketball S1-S3	Basketball	Portobello High School	p		
Portobello High School	Basketball S2 and S3 Boys	Basketball	Portobello High School	p		
Portobello High School	Basketball S2 and S3 Girls	Basketball	Portobello High School	p		
Portobello High School	Basketball S4-6 Boys	Basketball	Portobello High School	p		
Portobello High School	Basketball S4-6 Girls	Basketball	Portobello High School	p		
Portobello High School	Dance S1-6	Dance	Portobello High School	v		
Portobello High School	Football S1 Team	Football	Portobello High School	v		
Portobello High School	Football S2 Team	Football	Portobello High School	v		
Portobello High School	Girls Football	Football	Portobello High School	v		
Portobello High School	Rugby	Rugby	Portobello High School	v		
Portobello High School	Running Club	Athletics	Portobello High School	v		
Portobello High School	S1-3 Netball	Netball	Portobello High School	v		
Portobello High School	S4-6 Netball	Netball	Portobello High School	v		
Portobello High School	Swimming S1-3	Swimming	Portobello High School	v		
Portobello High School	Volleyball	Volleyball	Portobello High School	v		
Portobello High School	Water Polo	Water Polo	Portobello High School	v		
Portobello High School	Yoga	Yoga	Portobello High School	p		
Queensferry	Badminton S1-6	Badminton	Queensferry		v	
Queensferry	Basketball S1-6	Basketball	Queensferry		p	
Queensferry	Boys Football	Football	Queensferry		v	
Queensferry	Cheerleading S1-S3	Cheerleading	Queensferry		v	
Queensferry	Dance S1-6	Dance	Queensferry		v	
Queensferry	Girls Football S1-6	Football	Queensferry		v	
Queensferry	Hockey S1-6 (girls and boys)	Hockey	Queensferry		v	
Queensferry	Netball S1-3	Netball	Queensferry		v	
Queensferry	Rugby S1-6	Rugby	Queensferry		v	
Queensferry	Volleyball S1-6	Volleyball	Queensferry		v	

Queensferry Primary School	Active Schools Queensferry Primary P5-7 Hockey	Hockey	Queensferry		v		
Queensferry Primary School	Active Schools Queensferry Primary P6-7 Football	Football	Queensferry		v		
Queensferry Primary School	Active Schools Queensferry Primary P3-4 Dance	Dance	South Queensferry		v		
Queensferry Primary School	Active Schools Queensferry Primary P4-5 Volleyball	Volleyball	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P3-5 Highland Dancing	Dance	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P1-3 Multi Sports	Multi Sport	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P4-7 First Thing Fitness	Fitness	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P5-7 Netball	Netball	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P6-7 Basketball	Basketball	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P4-5 Volleyball	Volleyball	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P1-2 Yoga	Yoga	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P6-7 Run Club	Athletics	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P3-5 Team Games	Multi Sport	South Queensferry		v		
Kirkliston Primary School	Active Schools Kirkliston Primary P3 Basketball	Basketball	Queensferry		v		
St Augustine	Basketball Juniors S1-S3	Basketball	St Augustine		v		
St Augustine	Dance	Dance	St Augustine		p		
St Augustine	Football S1-3	Football	St Augustine		v		
St Augustine	Rugby	Rugby	St Augustine		v		
St Augustine	S1-3 Netball	Netball	St Augustine		v		
St Augustine	S4-6 Netball	Netball	St Augustine		v		

St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS DANCE MONDAY	Dance	St Augustines		p		
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS MULTISPORTS THURSDAY	Multi Sport	St Augustines		v		
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS BASKETBALL FRIDAY	basketball	St Augustines		v		
St Cuthbert's RC Primary School	ACTIVE SCHOOLS ST CUTHBERTS mini rugby Friday	Rugby	St Augustines		v		
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS KARATE P3-4	Karate	St Augustines		p		
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS DANCE	Dance	St Augustines		v		
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS MULTISPORTS	Multi Sport	St Augustines		v		
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS FOOTBALL	Football	St Augustines		v		
St David's RC Primary School	ACTIVE SCHOOLS ST DAVIDS RUNNING CLUB	Athletics	St Augustines		v		
St David's RC Primary School	ACTIVE SCHOOLS SPARTANS FOOTBALL	Football	St Augustines		v		
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS KARATE P1-2	karate	St Augustines		p		3 clubs ran in term 1 due to funding and gym space
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS DANCE -P3-4	Dance	St Augustines		p		3 clubs ran in term 1 due to funding and gym space
St Joseph's RC Primary School	ACTIVE SCHOOLS ST JOSEPHS BASKETBALL P4-7	basketball	St Augustines		v		3 clubs ran in term 1 due to funding and gym space
St Mary's RC Primary School (Edinburgh)	Active Schools St Marys Hibernian Football Club P3-4 (All genders)	Football	St Thomas		p		No all space
St Mary's RC Primary School (Edinburgh)	Active schools St Marys RC PS Multi Sports P2-3	Multi Sport	St Thomas		p		no hall space
St Mary's RC Primary School (Edinburgh)	Active Schools - St Marys Hockey Club p6 and P7 only	Hockey	St Thomas		V		no hall space
St Thomas	Badminton	Badminton	St Thomas		v		

St Thomas	Basketball S1 boys and Girls	Basketball	St Thomas		v		
St Thomas	Basketball S2-3	Basketball	St Thomas		v		
St Thomas	Basketball S4-6 Boys	Basketball	St Thomas		v		
St Thomas	Basketball S4-6 Girls	Basketball	St Thomas		v		
St Thomas	Baton Twirling	Baton Twirling	St Thomas		v		
St Thomas	Cheerleading S1-6	Cheerleading	St Thomas		v		
St Thomas	Joe Wicks Circuits	Fitness	St Thomas		v		
St Thomas	Multi Skills ASN S1-6	Multi skills	St Thomas		v		
St Thomas	Netball S1-S6	Netball	St Thomas		v		
St Thomas	Running Club	Athletics	St Thomas		v		
St Thomas	Volleyball S1-6	Volleyball	St Thomas		v		
St Mark's RC Primary School	Active Schools – St Marks RC Primary Dance p3-7	Dance	St Thomas of Aquin's		p		lack of volunteers and no funding to pay coaches
St Mark's RC Primary School	Active Schools – St Marks RC PS Hibernian FC Football p3-4	Football	St Thomas of Aquin's		p		as above
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		p		as above
Cramond Primary School	Active Schools Cramond - Multi Sports P1-P3	Multi Sport	The Royal High		v		
Cramond Primary School	Active Schools Cramond Dance P3-P5	Dance	The Royal High		v		
Cramond Primary School	Active Schools Cramond Basketball P6-P7	Basketball	The Royal High		v		
Cramond Primary School	Active Schools Cramond Football P4-P5	Football	The Royal High		v		
Cramond Primary School	Active Schools Cramond Netball P7	Netball	The Royal High		v		
Cramond Primary School	Active Schools Cramond Netball P5	Netball	The Royal High		v		
Cramond Primary School	Active Schools Cramond Netball P6	Netball	The Royal High		v		

Cramond Primary School	Active Schools Cramond Girls Football P4-P7	Football	The Royal High		v		
Cramond Primary School	Active Schools Cramond - Multi Sports P4-P5	Multi Sport	The Royal High		v		
Cramond Primary School	Active Schools Cramond - Football P6-P7	Football	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Basketball P4-P5	Basketball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Basketball P1-P2	Basketball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains P2-P3 Basketball	Basketball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains P6-P7 Basketball	Basketball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Netball P6-P7	Netball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Netball P4-P5	Netball	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Rugby Tots P2-P3	Rugby	The Royal High		v		
Davidson's Mains Primary	Active Schools Davidson's Mains Girls Rugby P6-P7	Rugby	The Royal High		v		
Clermiston Primary School	Active Schools Clermiston Gold and Gray Football - P1-P2	Football	The Royal High		p		
Clermiston Primary School	Active Schools Clermiston Karate P4-P5 (Starts 27th Sept)	Karate	The Royal High		v		
Clermiston Primary School	Active Schools Clermiston Table Tennis P4-P7	Table Tennis	The Royal High		p		
Clermiston Primary School	Active Schools Clermiston Gold and Gray Football - P3-P4	Football	The Royal High		p		
Clermiston Primary School	Active Schools Clermiston Netball P5-P7	Netball	The Royal High		v		
Royal High School Sports Facilities	The Royal High Water Polo - Block 1 (1st, 8th, 15th November)	Water Polo	The Royal High		v		

Royal High School Sports Facilities	The Royal High Water Polo - Block 2 (22nd, 29th November, 6th December)	Water Polo	The Royal High		v		
Royal High School Sports Facilities	(High School) The Royal High Swimming - Block 1 (16th, 23rd November)	Swimming	The Royal High		v		
Royal High School Sports Facilities	The Royal High Swimming - Block 2 (30th November, 7th December)	Swimming	The Royal High		v		
The Royal High School	The Royal High Water Polo - Block 1 (1st, 8th, 15th November)	Water Polo	The Royal High		v		
The Royal High School	The Royal High Water Polo - Block 2 (22nd, 29th November, 6th December)	Water Polo	The Royal High		v		
The Royal High School	(High School) The Royal High Swimming - Block 1 (16th, 23rd November)	Swimming	The Royal High		v		
The Royal High School	The Royal High Swimming - Block 2 (30th November, 7th December)	Swimming	The Royal High		v		
The Royal High School	Netball S1-S2	Netball	The Royal High		v		
The Royal High School	Netball S3-S6	Netball	The Royal High		v		
The Royal High School	Badminton S1	Badminton	The Royal High		v		
The Royal High School	Badminton S2	Badminton	The Royal High		v		
The Royal High School	Badminton S3	Badminton	The Royal High		v		
The Royal High School	Badminton S4-S6	Badminton	The Royal High		v		
The Royal High School	Girls Basketball	Basketball	The Royal High		v		
The Royal High School	S1-S3 Basketball	Basketball	The Royal High		v		
The Royal High School	Cheerleading/Dance	Dance	The Royal High		v		
The Royal High School	Girls Cricket	cricket	The Royal High		v		
The Royal High School	Boys Cricket	cricket	The Royal High		v		
The Royal High School	Football S1-S2	Football	The Royal High		v		

The Royal High School	Girls Football	Football	The Royal High		v			
The Royal High School	S1 Rugby	Rugby	The Royal High		v			
The Royal High School	S2 Rugby	Rugby	The Royal High		v			
The Royal High School	S3 Rugby	Rugby	The Royal High		v			
The Royal High School	S4 Rugby	Rugby	The Royal High		v			
The Royal High School	S5-S6 Rugby	Rugby	The Royal High		v			
The Royal High School	Girls Rugby	Rugby	The Royal High		v			
The Royal High School	Hockey	Hockey	The Royal High		v			
The Royal High School	Volleyball	Volleyball	The Royal High		v			
Trinity Primary School	Active Schools - Trinity Primary - Running Club (P5-7)	Athletics	Trinity		p			No Indoor Hall Space after school available
Trinity Primary School	Active Schools - Trinity Primary - Athletics (P3-5)	Athletics	Trinity		p			No Indoor Hall Space after school available
Trinity Primary School	Active Schools - Trinity Primary - Cheerleading (P6 & P7)	Cheerleading	Trinity		v			No Indoor Hall Space after school available
Victoria Primary School	Active Schools - Victoria Primary Couch to 5K	Athletics	Trinity		p			This was the only coaches/volunteers we could get in place at the time.
Victoria Primary School	Active Schools - Victoria Primary - Basketball (P4-7)	Basketball	Trinity		p			This was the only coaches/volunteers we could get in place at the time.
Victoria Primary School	Active Schools - Victoria Primary - Football (P4-7)	Football	Trinity		v			This was the only coaches/volunteers we could get in place at the time.
Wardie Primary School	Active Schools - Wardie - Dance (P4-7)	dance	Trinity		p			
Wardie Primary School	Active Schools - Wardie - Athletics (P3-7)	Athletics	Trinity		p			
Wardie Primary School	Active Schools - Wardie - Dance (P1-3)	Dance	Trinity		p			

Wardie Primary School	Active Schools - Wardie - Parkour (P4-7)	parkour	Trinity		p		
Wardie Primary School	Active Schools - Wardie - Parkour (P4-7)(4.15-5.15pm)	parkour	Trinity		p		
Trinity	Football	Football	Trinity		v		
Trinity	Basketball Senior	Basketball	Trinity		v		
Trinity	Basketball Junior	Basketball	Trinity		v		
Trinity	Hockey B	Hockey	Trinity		v		
Trinity	Girls Up	Multi sport	Trinity		p		
Trinity	Dance	Dance	Trinity		v		
Trinity	Rugby s1-3	Rugby	Trinity		v		
Trinity	Rugby S4-6	Rugby	Trinity		v		
Trinity	Badminton	Badminton	Trinity		v		
Trinity	Hockey s1-3	Hockey	Trinity		v		
Trinity	Hockey s4-6	Hockey	Trinity		v		
Trinity	Football Senior Team	Football	Trinity		v		
Trinity	Fitness	Fitness	Trinity		v		
Balgreen Primary School	Active Schools - Balgreen Primary School P3 - P4 Basketball Club	basketball	Tynecastle		v		
Balgreen Primary School	Active Schools - Balgreen Primary School P1 - P2 Dance	Dance	Tynecastle		p		
Balgreen Primary School	Active Schools - Balgreen Primary School P4 - P7 Girls Football	Football	Tynecastle		v		
Balgreen Primary School	Active Schools - Balgreen Primary School P4 - P7 Boys Football	Football	Tynecastle		p		
Balgreen Primary School	Active Schools - Balgreen Primary School P5 - P7 Basketball	Basketball	Tynecastle		v		
Dalry Primary School	Active Schools - Dalry Primary School P3 - P4 Football	Football	Tynecastle		p		

Dalry Primary School	Active Schools - Dalry Primary School P6 - P7 West Edinburgh Warriors Basketball	Basketball	Tynecastle		v		
Dalry Primary School	Active Schools - Dalry Primary School P1 - P2 Multi Skills	Multi skills	Tynecastle		p		
Dalry Primary School	Active Schools - Dalry Primary School P4 - P5 Fit and Fun	Fitness	Tynecastle		v		
Stenhouse Primary	Active Schools - Stenhouse Primary School P4 - P7 Basketball Club	basketball	Tynecastle		v		
Stenhouse Primary	Active Schools - Stenhouse Primary School P3 - P4 Football Club	Football	Tynecastle		p		
Stenhouse Primary	Active Schools - Stenhouse Primary School P5 - P7 Football Club	Football	Tynecastle		p		
Stenhouse Primary	Active Schools Stenhouse Primary School Dance P3 - P4	Dance	Tynecastle		p		
Stenhouse Primary	Active Schools Stenhouse Primary School Dance P5 - P7	Dance	Tynecastle		p		
Tynecastle High School Sports Facilities	Active Schools - Tynecastle Cluster P2 - P4 Judo Club	Judo	Tynecastle		v		
Tynecastle	Basketball S1-3 boys and girls	Basketball	Tynecastle		v		
Tynecastle	Basketball S3-6	Basketball	Tynecastle		v		
Tynecastle	Basketball S4-6	Basketball	Tynecastle		v		
Tynecastle	Dance S1-2	Dance	Tynecastle		v		
Tynecastle	Dance S3	Dance	Tynecastle		v		
Tynecastle	Fitness	Fitness	Tynecastle		v		
Tynecastle	Girls Basketball	Basketball	Tynecastle		v		
Tynecastle	Girls Football	Football	Tynecastle		v		
Tynecastle	Girls Rugby S1-6	Rugby	Tynecastle		v		
Tynecastle	Gymnastics	Gymnastics	Tynecastle		v		
Tynecastle	Judo	Judo	Tynecastle		p		

Tynecastle	Netball	Netball	Tynecastle		v		
Tynecastle	Volleyball S1-6	Volleyball	Tynecastle		v		
Canal View Primary School	Active Schools Canal View PS Running Club P5 to P7	Athletics	WHEC		v		
Canal View Primary School	Active Schools Canal View Lunch Time Dance Club P1 to P3	Dance	WHEC		v		
Canal View Primary School	Active Schools-Canal View Tuesday Football Club P6 - P7	Football	WHEC		v		
Canal View Primary School	Active Schools - Canal View PS Wednesday P5 Football Club	Football	WHEC		v		
Canal View Primary School	Active Schools Canal View PS Thursday Karate Club P2 to P4	karate	WHEC		p		
Clovenstone Community Centre	Active Schools Clovenstone Primary School Lunch time Karate Club P2 to P4	Karate	WHEC		p		
Clovenstone Primary School	Active Schools - Clovenstone PS Get UP and Dance Club P1 to P3	Dance	WHEC		v		
Clovenstone Primary School	Active Schools Clovenstone PS Girls & Boys Morning Football Club P4-P5	Football	WHEC		v		
Clovenstone Primary School	Active Schools Clovenstone PS Lunch Time Tennis Club P3-P4	Tennis	WHEC		v		
Clovenstone Primary School	Active Schools Clovenstone PS Girls & Boys Morning Football Club P6-P7	Football	WHEC		v		
Sighthill Primary School	Active Schools - Sighthill PS Lunch Time Dance Club P1 to P3	Dance	WHEC		p		
Sighthill Primary School	Active Schools Sighthill PS Football Club P4 to P5	Football	WHEC		v		
Sighthill Primary School	Active Schools Sighthill PS Basketball After School Club P6 to P7	basketball	WHEC		v		
Sighthill Primary School	Active Schools Sighthill PS Friday Karate Club P2 to P4	karate	WHEC		p		

Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Monday Fitness Club S1 to S6	Fitness	WHEC		v		
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Girls Rugby S1 to S3	Rugby	WHEC		v		
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Football Club S1 to S3	Football	WHEC		v		
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Dance Club S1 to S3	Dance	WHEC		v		
Wester Hailes High School Sports Facilities	Active Schools Wester Hailes High School Boys Rugby Club S1 to S3	Rugby	WHEC		v		

Schools

Schools	
Boroughmuir High School	1
Buckstone Primary School	
South Morningside Primary School	
Bruntsfield	
Broughton High School	2
Flora Stevenson Primary School	
Stockbridge Primary	
Granton Primary School	
Ferryhill Primary School	
Castleview Primary School	3
Niddrie Mill Primary School	
Newcraighall Primary School	
castlebrae High School	
Corstorphine Primary School	4
East Craigs Primary School	
Fox Covert	
Hillwood Primary School	
Roseburn Primary School	
St Andrew's Fox Covert RC Primary School	
Craigmount High School	
Craigroyston Primary School	5
Forthview Primary School	
Pirniehall Primary School	
Craigroyston Community High School	
Currie High School	6
Juniper Green Primary School	
Currie	
Nether Currie Primary School	

Abbeyhill Primary School	7
Broughton Primary School	
Leith Walk Primary School	
Taobh Na Pairce	
Drummond High School	
Longstone Primary School	8
Oxgangs Primary School	
Pentland Primary School	
Colinton Primary School	
Bonaly Primary School	
Firrhill High School	
Broomhouse Primary School	9
Carrick Knowe Primary School	
Forrester high School	
Gylemuir Primary School	
Murrayburn Primary School	
Gracemount Primary School	10
Gracemount	
Frogston Primary School	
St Catherine's Primary School	
St John's RC Primary	11
St Mary's RC Primary School (Leith)	
St Ninian's RC Primary	
Holyrood	
St Francis Primary School	
James Gillespie's High School	12
Royal Mile Primary School	
Tollcross Primary School	
Preston Street Primary School	
Sciennes Primary School	

James Gillespies Primary School	
Hermitage Park Primary School	13
Leith Primary School	
Leith Academy	
Lorne Primary School	
Craigentinny Primary School	
Liberton High School	14
St John Vianney Primary School	
Craigour Park Primary School	
Gilmerton Primary School	
Liberton Primary School	
Prestonfield Primary School	
Parsons Green Primary School	15
Duddingston Primary School	
Brunstane Primary School	
Towerbank Primary School	
Portobello High School	
The Royal High Primary School	
Queensferry	16
Dalmeny Primary School	
Echline Primary School	
St Margarets Primary School	
Kirkliston Primary School	
Queensferry Primary School	
Pilrig Park School	17
Woodlands School	
Oaklands	
Rowanfield	
Propsect Bank	
Redhall	

Gorgiemills	
Braidburn	
Kaimes	
St Crispins	
St Augustine	18
St Cuthbert's RC Primary School	
St David's RC Primary School	
St Joseph's RC Primary School	
St Mary's RC Primary School (Edinburgh)	19
St Thomas	
St Mark's RC Primary School	
St Peter's Primary School	
Holycross Primary School	
Blackhall Primary School	20
Cramond Primary School	
Davidson's Mains Primary	
Clermiston Primary School	
Royal High School	
Trinity Primary School	21
Victoria Primary School	
Wardie Primary School	
Trinity	
Balgreen Primary School	22
Dalry Primary School	
Stenhouse Primary	
Craiglockhart Primary School	
Tynecastle	
Canal View Primary School	23
Clovenstone Primary School	
Sighthill Primary School	

Wester Hailes High School Sports Facilities
Balerno High School
Dean Park Primary School
Ratho Primary School

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Schools with no activity

schools with 3 or more activities		less than 3 activities		no activity at all
Abbeyhill Primary School		Blackhall Primary School		Bonaly Primary School
Balerno High School		Fox Covert		Braidburn
Balgreen Primary School		Leith Primary School		Bruntsfield
Boroughmuir High School Sports Facilities		Parsons Green Primary School		Buckstone Primary School
Broomhouse Primary School		Pilrig Park School		Colinton Primary School
Broughton High School Sports Facilities		Roseburn Primary School		Craiglockhart Primary School
Broughton Primary School		Towerbank Primary School		Dalmeny Primary School
Brunstane Primary School		Woodlands School		Dean Park Primary School
Canal View Primary School				Echline Primary School
Carrick Knowe Primary School				Ferryhill Primary School
castlebrae				Gorgiemills
Castleview Primary School				Gracemount Primary School
Clermiston Primary School				Granton Primary School
Clovenstone Primary School				Holycross Primary School
Corstorphine Primary School				James Gillespies Primary School
Craigentinny Primary School				Kaimes
Craigmount High School				Nether Currie Primary School
Craigour Park Primary School				Newcraighall Primary School
Craigroyston Community High School Sports Facilities				Oaklands
Craigroyston Primary School				Pentland Primary School
Cramond Primary School				Preston Street Primary School
Currie				Propsect Bank
Currie High School Sports Facilities				Ratho Primary School
Dalry Primary School				Redhall
Davidson's Mains Primary				Rowanfield
Drummond				Royal Mile Primary School
Duddingston Primary School				South Morningside Primary School

East Craigs Primary School				St Catherine's Primary School
Firrhill				St Crispins
Flora Stevenson Primary School				St Francis Primary School
Forrester HS Community Facilities				St Margarets Primary School
Forthview Primary School				St Peter's Primary School
Frogston Primary School				Taobh Na Pairce
Gilmerton Primary School				The Royal High Primary School
Gracemount				Tollcross Primary School
Gylemuir Primary School				
Hermitage Park Primary School				
Hillwood Primary School				
Holyrood				
James Gillespie's High School				
Juniper Green Primary School				
Kirkliston Primary School				
Leith Academy				
Leith Walk Primary School				
Liberton High School Sports Facilities				
Liberton Primary School				
Longstone Primary School				
Lorne Primary School				
Murrayburn Primary School				
Niddrie Mill Primary School				
Oxgangs Primary School				
Parsons Green Primary School				
Pirniehall Primary School				
Portobello High School Sports Facilities				
Prestonfield Primary School				
Queensferry Primary School				
Sighthill Primary School				

St Andrew's Fox Covert RC Primary School				
St Augustine				
St Cuthbert's RC Primary School				
St David's RC Primary School				
St John Vianney Primary School				
St John's RC Primary				
St Joseph's RC Primary School				
St Mark's RC Primary School				
St Mary's RC Primary School (Edinburgh)				
St Mary's RC Primary School (Leith)				
St Ninian's RC Primary				
St Thomas				
Stenhouse Primary				
Stockbridge Primary				
The Royal High School				
Trinity				
Trinity Primary School				
Tynecastle				
Victoria Primary School				
Wardie Primary School				
Wester Hailes High School Sports Facilities				

Active Schools

Active Schools is a national programme to provide opportunities for all children and young people to take part in sport and physical activity, before school, lunchtime and after school and should be free to the participant. Working in partnership with primary, secondary and special schools, the Active Schools network of over 400 professionals aims to increase the number and diversity of children and young people taking part in sport and physical activity. Sportscotland works in partnership with all 32 local authorities to invest in and support Active Schools which is dedicated to developing and supporting the delivery of high-quality sport and physical activity opportunities for children and young people.

Active Schools National Priorities

Active Schools plays a key role in the sporting system and aims to demonstrate the contribution of Active Schools to the Active Scotland Outcomes Framework (ASOF). Active Schools aims to work with partners locally in health, education, transport and environment to deliver an Active Scotland..

• Providing high quality opportunities for young people to take part in sport & physical activity before school, at lunchtime and after school
• Developing, leading, and supporting effective pathways to connect schools, clubs and communities
• Providing inclusive opportunities by using targeted approaches to remove barriers to participation
• Developing a network of volunteers to deliver activity sessions
• Developing and supporting leadership opportunities for young people

Active Schools Local Priorities

Active Schools Edinburghs' local focus areas are aligned to the Active Schools National Priorities and City of Edinburgh Council priorities of Ending Poverty by 2030, becoming a sustainable and net zero city and Wellbeing and Equalities. By taking a person centred approach of engaging with children and young people who may experience barriers to participation, the Active Schools team in Edinburgh can provide targeted solutions to support their inclusion in activity, having a focus on areas of deprivation and greater impact on inactivity and inequality.

One way in which Active Schools Edinburgh address inactivity is to utilise school resources to identify pupils with lowest activity levels and provide extra-curricular introductory level sessions that are aimed at encouraging pupils to achieve 60 minutes activity per day.

Active Schools Edinburgh prioritise the provision of sport and physical activity opportunities locally, in line with the 20 minute neighbourhood strategy:

- More effective delivery of local services
- Support for a thriving local economy
- A supported and engaged community
- Accessible, green and people focussed local centres

Active Schools Edinburgh is committed to inclusion, working with a range of partners to ensure inclusion underpins everything in Active Schools. The approach is aligned to the United Nations Convention for the Rights of the Child (UNCRC) and Getting it Right for Every Child (GIRFEC) where all children and young people should feel like they belong and are part of something which will make a difference to their life, removing discrimination and other barriers to involvement.

Active Schools Edinburgh focus areas for 2021 to 2023 and how we link with the above frameworks are shown in the diagram on our website. Each cluster will focus on the areas most relevant to community need in their cluster, building capacity by training and developing local volunteers. Each Active Schools Coordinator will share agreed targets and actions through their cluster plan.

www.

Frequently Asked Questions (FAQs)

Find out more about Active Schools

Contact your Active Schools Coordinator

Frequently Asked Questions (FAQs) on Extra Curricular Activity (ECA)

What is the role of the Active Schools Coordinators (ASC) in ECA?

Active Schools Coordinators have a variety of <u>roles and responsibilities.</u> In relation to ECA, ASCs are responsible for coordinating a sport and physical activity ECA programme with the primary. secondary and special schools in each cluster.

Who will deliver the Active Schools sessions?

ASCs will grow and develop a network of volunteers ensuring they have the confidence, skills, and knowledge to deliver quality sporting opportunities.

Volunteers who may be recruited include:

- Senior Pupils
- Parents/ Carers
- Teachers and other school staff
- Clubs
- Students (Further/Higher Education)

Funding may also be sourced where the decision is made, for example, to recruit paid coaches to deliver opportunities.

How will the delivery of the Active Schools programme work?

Active Schools term time extra-curricular clubs will be free to all participants.

The extra-curricular programmes will be implemented in a variety of ways depending on local need and circumstances. Each ASC will discuss the programme and its implementation with the school.

What operational tasks are ASCs responsible for?

ASCs will work in partnership with schools to create a free of charge programme. ASC support can include the following, depending on school need:

- Creating a booklet with details of the programme on offer
- Advertising through our online booking system
- Promotion (targeting as appropriate)
- Producing registers and appropriate paperwork including Risk Assessments
- Paying coaches where applicable (if funding is sourced)
- Cancellation of bookings if required
- Minimum Operating Requirements (MORs)
- Hall booking management (Primary school LETS before 6pm)
- Processing PVGs for deliverers
- Providing appropriate training for deliverers

Who is responsible for school sports teams?

National, Regional and Local:

School teams will remain the school's responsibility and ASCs can support the school representative if required.

If a school wishes to enter a competition, festival or event where transport is required, the school would continue to make decisions on the various funding options available to them

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Can School equipment be used for Active Schools programmes?

Participants should continue to use school sports equipment such as basketballs, bean bags etc for Active Schools run sessions. Where exceptional wear and tear or loss is evident following these sessions, Active Schools will aim to support the replacement of such equipment. Other organisations including Parent Councils should discuss this with the school.

Can other organisations run a chargeable ECA programme and who will support them?

Yes, other organisations such as Parent Councils, Schools, Community Sports Clubs and Commercial Companies can run chargeable ECA programmes.

In addition to the free Active Schools term time programmes, ASCs can support partner organisations listed above to promote their sport and physical activity programmes.

The School/ Parent Council/ Club or other organisation will be responsible for:

- Creating a booklet with details of the programme on offer
- Promoting the programme and managing the bookings
- Producing registers and appropriate paperwork including Risk Assessments
- Paying coaches where applicable
- Cancellations if required
- MORs (Minimum Operating Requirements)
- Processing PVGs for Volunteers and Paid Coaches
- Providing appropriate training for Volunteers and Paid Coaches

Active Schools can support with:

- Schools and Parent Councils can use our online booking and payment system (if required). Please contact Active Schools for our terms and conditions regarding this.
- Promotion of activities
- Support with MORs and other procedures where required
- Hall booking management (Primary school LETS before 6pm)
- Spaces in the Active Schools Training Programme can be offered to Parent Council, School and Club Volunteers

What is the reporting and monitoring requirements of Active Schools for sportscotland?

Active Schools nationally collects and collates data from the Active Schools teams on a termly basis. This includes distinct participants, volunteer deliverers, club links and leadership programmes. All Active Schools teams are working to deliver their mainstream extracurricular programmes with an inclusive focus whilst targeting those groups in greatest need of inclusion. This includes areas of deprivation, children and young people with a disability and inactive children and young people. This allows for local teams to use their local data to determine who the inactive are for their school communities to ensure that they can tailor delivery on a needs led basis.

What further reporting, and monitoring is collated and analysed?

Active Schools will also collect information on all ECA physical activity and sport programmes across the City of Edinburgh Council school estate, in order to contribute towards the wider achievement report.

Will there be holiday provision?

Yes, there will be some holiday provision advertised from Active Schools and other partners. Active Schools holiday programmes may have a small charge. Where targeted opportunities are provided these will be free of charge.

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Education, Children and Families Committee

10am, Tuesday, 1 March 2022

Pathways

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the achievements and next steps in DYW (Pathways) at City of Edinburgh schools

1.1.2 note the continued hard work of teams across departments within City of Edinburgh, our staff in schools, and partners to improve employability skills and positive destinations of our children and young people, in particular, as part of the Covid-19 response.

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

Report

Pathways

2.   Executive Summary

2.1   This report summarises the main areas of focus and approaches to improving employability skills and positive destinations of our children and young people, across City of Edinburgh's schools. Sustained school leaver destinations are of strategic focus in response to the impact of Covid-19 on our regional economy.

3.   Background

3.1   Developing the young workforce and ensuring flexible pathways are in place for all learners are fundamental to the Edinburgh Learns strategy for raising the attainment and achievement of our young people. This includes access to appropriate vocational learning with parity of esteem.

3.2   Improvement in employability skills and sustained, positive school-leaver destinations for all young people is one of the key priorities within the National Improvement Framework. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement.

3.3   Data to assess progress is gathered from a range of sources, including: the School Leaver Destination Results; annual and monthly Participation Measures and 16+ Data Hub reports; School measures of attendance, attainment, engagement and inclusion also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.

3.4   Edinburgh Learns DYW (Pathways) Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board. The objective of this workstream is to ensure our education system provides high-quality information, advice and support so children and young people are confident in making the right decisions about their curriculum pathway in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning and pathways across the system as a whole.

4.   Main report

What Were our Strengths

4.1   The CEC 16+/DYW Network has continued to thrive during 2021/22 with joint briefings delivered to SDS Careers Advisers and our new DYW School Coordinators.   These meetings are helping to drive consistency across the school estate, promoting improvement in employability skills and positive sustained destinations. Subsequently Edinburgh continues to demonstrate high completion rates across all three measures for the 16+ Data Hub (above national and regional trends).

4.2   The Edinburgh Learns professional learning offer has included introductory workshops on Skills, as a core component of the Teacher's Charter. We have also worked with SEIC colleagues to produce a staff SCQF briefing to improve the quality of career information and advice. My World of Work is now embedded as the digital platform for the P7 and S3 Learning Profile - 80% of school pupils now have a MyWOW login. These activities are supporting the implementation of the Career Education Standard across settings.

4.3   Although the nature of employer engagement with schools has had to be adapted due to Covid-19, our ability to establish both engaging and influencing partnerships has continued to improve with the appointment of DYW School Coordinators across our high schools.

4.4   Several young people have engaged with employer mentors through Career Ready and MCR Pathways and the JET Programme has continued to provide work-based learning projects. As part of our Service-level agreement with SDS, 15,299 Career Information, Advice and Guidance engagements for 7,692 school pupils through a mix of group and one-to-one session were delivered from 1 June 2020 to 31 May 2021.

4.5   Through IntoUniversity, Edinburgh University has established a new learning centre in Craigmillar to engage local children, young people, parents and carers. Utilising volunteers from local business and higher education, lifelong learning and career progression is being supported through a range of activities including, mentoring, academic support and school-based programmes.

4.6   The 2021 Annual Participation Measure showed that of the 13,468 16-19 years old in the City of Edinburgh 92.5% were in education, employment or training and personal development (0.1% increase from 2020). The most recent Monthly Participation Measure (January) shows that 97.2% of 16-17 years old are participating and Edinburgh is above the national average in all measures.

5.   Next Steps

What Are our Next Steps

5.1   Our universal approach to Senior Transition must be driven by a commitment to all young people having a positive destination. This is achieved through high quality information, advice and guidance delivered by skilled and informed pupil support teams, working collaboratively with SDS, Edinburgh College and Higher education institutions.

5.2   Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust. Our Annual Participation Measure highlights the gap between the participation of 16-19 year olds living in the 20% most and least deprived – a sub-group of the Youth Employment Partnership will be convened to target appropriate interventions and resource to narrow this.

5.3   Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities. It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing. The initial School Leaver Destination Results 2021 will be published in February and we will review this data to ensure that all young people are known and being supported into a positive pathway.

5.4   Edinburgh College is upholding the guarantee offer of a place to all school leavers who apply though it may not be in the course of their first preference. The impact of SCP being delivered remotely last session has resulted in a decrease in the number of senior phase age pupils studying vocational qualifications at the college. Since 2018 there has been an improving trend in the number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college (from 304 to 492), however this dipped to 432 this session. Through the School College Partnership Governance Board and regular senior-level strategic meetings we are aiming to improve uptake and course completion rates at Edinburgh College. Our priorities include effective coursing of young people; better access to pastoral support; improved tracking of more vulnerable young people; early intervention with roles of Learning Development Tutor and SDS College adviser defined.

6.   Financial impact

6.1   There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 Edinburgh Learns DYW (Pathways) Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board.

7.2 The Youth Employment Partnership now meets bi-monthly to track and monitor the impact of the young person's guarantee and identify appropriate resource.

8. Background reading/external references

None

9. Appendices

None

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Education, Children and Families Committee

10.00, Tuesday, 1 March 2022

Child Poverty Update – Schools and Lifelong Learning

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the progress and actions delivered by Schools and Lifelong Learning towards reducing child poverty

Amanda Hatton

Executive Director of Education and Children's Services

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

E-mail: linda.lees@edinburgh.gov.uk | Tel: 07592 328644

Report

Child Poverty Update – Schools and Lifelong Learning

2. Executive Summary

2.1 This report covers ongoing activities designed to address one or more of the three drivers of poverty. It updates members on actions taken by Schools and Lifelong Learning that contribute to reducing child poverty.

2.2 The updates in this report combine to provide an overview of activity, rather than quantitative cumulative information on citywide reductions/increases in poverty.

2.3 Details and data on levels of poverty in Edinburgh are contained within the Local Child Poverty Action Report (LCPAR) which local authorities are required to submit to Scottish Government each June/July. The LCPAR annually outlines the collective progress made by the council and its partners towards child poverty targets.

3. Background

Recap of responsibilities arising from Child Poverty (Scotland) Act

3.1 The Child Poverty (Scotland) Act places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report on actions to reduce the impact of child poverty. The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:

3.1.1 describe any measures taken in the area of the local authority during the reporting year…for the purpose of contributing to the meeting of [national] child poverty targets, and

3.1.2 set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets

3.2 The Policy and Sustainability Committee is the executive committee that provides political leadership and approves the programme, targets and strategy for reducing poverty. There may be specific policy commitments or actions contained within the programme that require approval at other executive committees as appropriate.

3.3 Edinburgh's LCPAR is combined with the End Poverty Edinburgh Delivery Report, providing coherence and co-ordination across the council and its partners. As such,

the LCPAR ensures that actions to reduce poverty generally, are streamlined with actions to reduce child poverty specifically.

3.4   The first LCPAR was published in June 2019 but the impact of Covid-19 delayed the second reports. Edinburgh's second LCPAR was presented to Policy and Sustainability and referred to Education Children and Families.

3.5   Work is currently underway to produce the third LCPAR which will be presented to Policy and Sustainability, and referred to Education, Children and Families.

3.6   Several actions outlined in this report are also actions in the End Poverty Edinburgh Delivery Plan. Progress against those targets will reported in the LCPAR.

3.7   Brief updates are contained within each Education, Children and Families Business Bulletin. The Committee also agreed to receive six monthly update report on Schools and Lifelong Learning actions that are helping reduce child poverty.

4.   Main report

4.1   The End Poverty Edinburgh Delivery Plan recognises that schools, learning communities and Lifelong Learning play a significant role in meeting ambitious targets.

4.2   Schools, Early Years settings and Learning Communities across the city focus on equity and reducing the poverty related attainment and achievement gap.

4.3   The strategic Lifelong Learning teams lead and/or contribute to citywide actions to raise awareness of and mitigate the impact of poverty in schools and communities. The locality Lifelong Learning Development Officers, often in partnership with third sector organisations, focus much of their work on individuals and communities facing the greatest disadvantage.

4.4   Several the actions in this report have specific targets as part of the End Poverty Edinburgh Delivery plan and are reported annually in the LCPAR. Many other updates, such as the work of the Edinburgh Learns Boards, equity and attainment reports etc. are also reported to this committee in more detail.

1 in 5: Raising Awareness of Child Poverty

4.5   1 in 5 is led by the Lifelong Learning strategic Health and Wellbeing (H&WB) Team. Over several years the team has delivered impactful training and Career Long Professional Learning (CLPL) to many school leaders and practitioners. The team produced *Making Education Equal for All: a Framework for Equity* in 2018 when it was distributed to all schools. In November 2021, the Head Teacher conference focussed on equity and child poverty. *Making Education Equal for All* was promoted again, with all head encouraged to ensure its content is considered across the learning community, with all staff and when planning learning.

4.6   The H&WB team has delivered **1 in 5** seminars to over 120 school and multi-agency staff August and December 2021. These have covered: Talking About Money in Schools; Family and Youth Homelessness. Staff attending feedback that

they feel better informed and more confident/knowledgeable about how to better address these issues in their schools.

4.7 Over 50 low income parents and carers (including some living in temporary accommodation) were offered counselling via the Health and Wellbeing Team. This is helping families deal with distress from things ranging from Covid, lack of money through to parenting and relationships. This in turn will have a positive benefit on their children (110 children in total).

4.8 The H&WB Team produced a Financial Support for Families leaflet which is now available online. School leaders are encouraged ensure its prominence.

Discover

4.9 The Discover programme continues to support families during all school holidays. Over the Christmas holiday period, 353 families and 423 children living in poverty each received 2 boxes (Discover in a Box). The boxes contain art resources, food, ingredients and utensils linked to the Discover (online) programme as well as information and advice leaflets, free period products etc. Additional Discover boxes and art packs were distributed to families in Early Years Centres. 26 families also received a digital device from the Discover programme. All families could take part in a varied online programme of fun learning, cooking workshops and activities.

4.10 In February holiday 450 boxes were distributed to families and their children.

4.11 There have been 175 new families recommended to Discover in the past 6 months. Feedback continues to be highly positive with families reporting positive benefits. particularly on finances, wellbeing, relationships and their children's engagement.

1 in 5 and Child/Family Homelessness

4.12 Each week the Health and Wellbeing Team provides primary and secondary schools with an update on the number of children living in temporary homeless accommodation. Approximately 20-50 more children and young people every week are presenting as homeless with their families. The team works with primary and secondary schools offering practical, emotional and financial support to these families. Among other benefits this helps contribute to improved school attendance. Currently the total number of children living in temporary homeless accommodations is over 2,500.

4.13 In addition to this, the Early Years Team works on an ongoing basis to support the c.1,015 children under 5 who have presented as homeless since March 2020.
- 89% were not in a nursery/centre at point of becoming homeless
- 11% are now enrolled at a nursey /centre

Attainment Scotland Funding and Pupil Equity Fund (PEF) from 2022

4.14 In addition to PEF and the Care Experienced Children and Young People fund, from 2022, each local authority (rather than specific schools) will now be allocated Scottish Attainment Challenge (SAC) funding annually. Local authorities will be responsible for decisions on its allocation to schools with planning underway.

Edinburgh Learns for Life: Equity Board

4.15   The Equity Board Action Plan has 5 key themes, each linked to a sub-group that meets at least once between each Board meeting. The themes/sub-groups are:

4.15.1 Creating processes that ensure that staff are aware of their roles within promoting Equity: Resources to support these actions include the 1 in 5 Pupil Equity Framework, other 1 in 5 resources and the Leadership for Equity CLPL.

4.15.2 Promoting understanding of data and the ability to use data to inform next steps in closing the poverty-related attainment and achievement gap: The 2021 data by quintile is now available, showing the attainment gaps between Quintile and Quintile 5 as a city-wide measure, and as individual school measures. Across the local authority, the current gap is:

	Literacy	Numeracy
P1	28.2%	20.5%
P4	27.4%	27%
P7	27%	25%
Overall Gap	**27.5%** (57.3%-84.8%)	**24.2%** (65.1%-83.3%)

4.15.3 Self-evaluation and decisions at school level on how best to deploy resources, including financial resources, to achieve equity: CLPL for schools now includes a finance session examining self-evaluation in relation to Pupil Equity Funding and Participatory Budgeting. Schools were surveyed about the Positive Action [funding] Review. The responses will inform new models for consideration.

4.15.4 Wider partnerships and promoting these with schools: work is underway to illustrate the range of partners available to work with schools and how schools can identify them. This work links with the End Poverty Edinburgh Network of Networks and several exemplary partnerships which are designed to reduce poverty (including the Granton Learning Strategy, and Get Into Summer).

4.15.5 Sub-group 5: Leadership for Equity CLPL: The Leadership for Equity programme is an Edinburgh Learns for Life Equity Board action as well as being a deliverable within the End Poverty Edinburgh Delivery plan. Progress will also be reported in the LCPAR.

Leadership for Equity

4.16   There are 47 leaders participating in the first cohort of the programme. In relation to a range of measures, staff confidence and skills have increased and:

-   100% agree/strongly agree that the learning from this course will have a positive impact on the staff in their establishment
-   100% agree/strongly agree that the course will support them in developing key strategic actions for equity.

Three sessions for class teachers are taking place between March and May 2022 and planning for a mandatory version of the training is under way.

Strategic CLD (Community Learning and Development / Lifelong Learning)

4.17   The CLD plan 2021-24 identifies some key themes and links to wider work to mitigate the impact of poverty across the city. The themes are:

- Adult Learning: integrated learning provision (Theme 1: Maximising the use of the learning space; Theme 2: Maximising routes on the learner journey, and Theme 3: Improving digital literacies)
- Youth Work (Theme 1: Develop a citywide youth work recovery plan: Theme 2: Create a new Edinburgh youth and children's work strategy)
- Capacity Building (Theme 1: Improve engagement with the community)

4.18 The CLD Plan (2021-24) links to most of the seven areas of action needed to end poverty as identified by the Edinburgh Poverty Commission. Specific links are:

- Equality in our health and wellbeing
- Opportunities that drive justice and boost prospects
- Income security that offers a real lifeline

Citywide Creative Learning (Lifelong Learning Strategic Team)

4.19 The **Youth Music Initiative** (YMI) is completely free of charge and continues to address and tackle inequality and poverty, providing musical education to all P1 – P5 pupils and a high number of pupils in Special schools. YMI contributes to supporting the needs and health and wellbeing of young people, engaging with schools, communities and families to develop learning, and ensuring more pupils from a range of backgrounds take part in quality music making.

Since the start November 2021, YMI has delivered music lessons in schools to around 3000 pupils living in areas of social and economic deprivation ranking high in the Scottish Index of Multiple Deprivation (SIMD).

4.20 Edinburgh has continued to provide a free **Instrumental Music Service** (IMS) offering lessons in all schools from p4/5 – S6 and supporting SQA music.

One of the commitments made in the SNP's 'First Steps' document, was to abolish fees for instrumental music tuition in schools within the new Government's first 100 days. The Scottish Government has committed to working with local authorities to develop a model for a long-term sustainable Instrumental Music Services which includes sustainable funding arrangements.

Funding will be distributed to all local authorities based on the number of pupils 5-18 on the school roll in each area, regardless of current charging arrangements.

This funding is intended to see the pre-pandemic level of provision in local authorities sustained at no cost to families and is intended to cover the cost of instrument hire as well as tuition. The Scottish Government does not expect any family to receive a charge associated with any part of their music lesson.

Officials are working to establish a sustainable approach to the service and to funding for future years, which will take account of an expected increase in demand.

4.21 **Screen Education Edinburgh (SEE)** continues to deliver progressive film education programmes for some of Edinburgh's most disadvantaged young people. These programmes are all offered at no cost to families or schools and provide pathways to qualifications, HE/FE and industry. Many of the programmes are supported with high quality CLPL for teachers. All SEE's work has as at its core a

commitment to develop skills and to ensure an inclusive and diverse mix of young people participate and benefit.

4.22   These programmes include:

4.22.1 BFI Film Academy Edinburgh which develops young people aged 16 to 19 in all aspects of filmmaking, alongside industry engagement and progression support. The young people gain a level 5 BFI Screen Skills qualification Preparing to Work in Film.

4.22.2 Moving Image Arts develops young people aged 16 to 25 in film history, theory and production through the study of an A level qualification. This includes prelim, final exam and assessment of a portfolio of work culminating in the production of a film by each learner.

4.22.3 The Edinburgh City Film Education programme has been delivered from August 2021 to April 2022, with teacher development in filmmaking through online CLPL at 3 curriculum stages covering primary, secondary and media studies. Alongside this, learning resources are being developed for in-class filmmaking for all schools in the City in drama, animation and documentary. A programme targeting SIMD 1 and 2 targeted programme is also taking place with teachers and 72 pupils at Broomhouse Primary School, Craigroyston High School, Edinburgh Secure Services Howdenhall & St Katherines, Forthview Primary School and St Augustines RC High School.

4.22.4 In the Frame is a documentary filmmaking learning programme targeting learners of all ages(including adults) in North Edinburgh, (Drylaw, Graton, Muirhouse and West Pilton). From 12 adult learners, 9 are resident in SIMD 1 & 2, 5 in receipt of benefits, 2 living with a disability, 6 living with mental health conditions and 2 justice experienced. 3 projects with young people are also taking place at Craigroyston High School, Forthview Primary School and Spartans Alternative School with 41 pupils benefitting, (all SIMD 1 & 2).

Citywide Sport and Outdoor Learning (Lifelong Learning Strategic Team)

4.23   The Active Schools programme aims to narrow the gap between pupils who can and cannot access sport and physical activity. This includes ensuring that opportunities to participate in Extra-curricular and Wider Achievement activities are available at low or no cost. The national agency for sport, **sport**scotland, states 'Active Schools activity should be free to all children and young people', fully complementing the drive to poverty proofing the school day.

4.24   Curriculum swimming is universally offered to primary schools. Primary schools in lower SIMD areas are prioritised for a higher number of lessons per pupil.

4.25   The Outdoor Learning Team delivered its Outdoor Learning evaluation toolkit (February 2022). This provides resources to review excursions with staff, families and the wider community within an equity context. The team surveys schools to regarding funding for P7 residential visits and monitors attendance to ensure equity. Findings indicate schools use different funding sources and spend time successfully

reducing the cost of excursions and maximising attendance for young people from low incomes families, (including for residential visits). This work is ongoing.

4.26 A report titled **School Excursions Equity (Further update)** is also presented to this Committee and should be referenced for more detail on excursions and costs.

Early Years work with Maximise

4.27 The following data for Maximise was taken in December 2020

4.27.1 27 families actively engaged in ongoing support from the early years Maximise pilot in the 5 Early Years standalone settings in the North of the city. Out of these 27 families, 17 are accessing money or housing advice, 8 are accessing family support and 6 are accessing employability support. Some are accessing more than one aspect of support.

4.27.2 An additional 6 (mostly self-referred) families accessed very short pieces of money/housing advice. These families are not receiving ongoing support.

4.27.3 A further 8 families are on the waiting list. Initial conversations suggest that there are: 2 for employability, 6 for money/ housing advice and 2 for family support. Of these, 5 are self-referrals from a recent promotion by the Early year's settings. Turnaround from point of referrals to accessing support is approx. 8 days.

Citywide Adult Learning and ESOL (Lifelong Learning)

4.28 Approximately 260 staff locally and from across Scotland, attended six one-off CLPL webinars. These were delivered by Lifelong Learning Development Officers in collaboration with Edinburgh University and the Scottish Book Trust. Four of the six were hosted by Education Scotland. The sessions described methods used and outcomes of, a family learning programme *which had been developed and delivered to families between Feb 2020 and April 2021* utilising **Read Write Count** resources. These resources are universally gifted to families, with additional support provided to staff to encourage low income families to use and benefit from them.

Access to Free Period Products

4.29 A small team of Lifelong Learning strategic and locality officers, a Quality Improvement Education Officer (QIEO) and a representative of the Third Sector oversees the roll out of free period products in schools and community venues. The group also develops and delivers training and education, including providing information about and raising awareness of sustainable products.

4.30 As part of the roll-out of the Period Products (Free Provision) (Scotland) Act 2021, Local authorities are required to engage with citizens. Edinburgh citizens were invited to complete a survey to share their views of what free period products they would like and where they would like to access them. The survey was open from the 18 January to 28 February, with findings informing decisions about the roll out.

4.31 Individuals on low incomes in some target groups (such as Discover) can order home delivery of products. This was extremely welcome during lockdown and throughout the pandemic.

4.32 Each of the Lifelong Learning Locality Teams is developing and delivering a range of locally responsive work to reduce/mitigate the impact of poverty. Much of this is done in addition to the work carried out with the Strategic lifelong learning Teams to delivery the Discover programme, and aspects of 1 in 5.

4.33 More detailed information on each of the localities' work is contained in Appendix 1

End Poverty Edinburgh

4.34 The series of Network of Networks meetings continues to attract good participation and feedback. A recent focus was on employability. The most recent, in February 2022) focussed on the *opportunities* theme of the End Poverty in Edinburgh Delivery Plan, which spans all ages and aims to reduce the poverty-related attainment and achievement gap.

4.35 That session gave people the chance to:

- hear about plans and aspirations across Directorates from Paul Lawrence (Executive Director of Place) and Amanda Hatton (Executive Director of Education & Children's Services)
- learn about the developments in Granton to support learning for life and which demonstrates strong partnership approaches , and
- make connections, generate ideas, opportunities and constructive challenges in the breakout sessions.

5. Next Steps

5.1 Each area of work in this report has outlined its planned actions and will report to relevant Boards and via Committee Reports as required/requested

5.2 Currently work is underway to produce the third LCPAR (combined with the End poverty Edinburgh Delivery Report) for submission to Scottish Government in June/July 2022. Several updates in this report (1 in 5, Discover, Leadership for Equity) are included in the LCPAR, demonstrating progress against targets.

6. Financial impact

6.1 There are no financial implications arising from this report

7. Stakeholder/Community Impact

7.1 The End Poverty Edinburgh Citizens Group continues to engage with stakeholders including Elected Members, the Edinburgh University Community Board and EVOC, sharing their experiences and priorities, and helping inform decision making.

7.2 Each of the Lifelong Learning Teams (both citywide and locality) continue to engage with groups and communities, using feedback to inform and shape plans. This

includes work with adults, children and young people, as well specific geographic areas of the city and with communities of interest.

7.3 Schools engage with parents and carers as well as taking account of learner voice when planning learning and teaching

7.4 The Granton Learning Strategy recently undertook stakeholder engagement and a creative Learner-led consultation. Projects in 3 primary schools and 3 Early Years settings as well as with community groups, engaged artists to illicit feedback about how, why and where people like to learn. This is informing curriculum reform in the schools and settings. It is helping shape the delivery of the Granton Learning Strategy, as well as wider aspects of Edinburgh learns for Life citywide.

8. Background reading/external references

8.1 Local Child Poverty Action Report and End poverty Edinburgh Delivery Plan and Report:
https://democracy.edinburgh.gov.uk/documents/s39258/7.12%20End%20Poverty%20in%20Edinburgh%20Annual%20Report%20-%20Referral%20from%20PS%20Cttee.pdf

8.2 Financial Support for Families: The Financial Support for Families leaflet is available online can be found here

8.3 The report on School Excursions Equity Update can be found on the Education, Children and Families Committee agenda 1 March 2022.

8.4 The CLD plan is available as follows;

8.4.1 Part 1 of the CLD plan: edinburgh-community-learning-and-development-plan-2021-2024-part-1-context-and-detail (edinburghpartnership.scot)

8.4.2 Part 2 of the CLD Plan: edinburgh-community-learning-and-development-plan-2021-2024-part-two-needs-and-governance (edinburghpartnership.scot)

8.4.3 An integrated impact assessment considers the wider impact of the proposed actions in the CLD plan in terms of equalities, rights and sustainability edinburgh-community-learning-and-development-plan-2021-2024-part-three-integrated-impact-assessment (edinburghpartnership.scot)

9. Appendices

9.1 Appendix 1: Lifelong Learning Localities; work to mitigate/reduce the impacts of poverty.

Appendix 1
Child Poverty Updates by Lifelong Learning Localities

The updates on actions to reduce Child Poverty between July - December 2021 shown below are provided by the Lifelong Learning localities

All localities contribute to the citywide *Discover!* programme (see 4.9 – 4.11 of main report)

SOUTH EAST LOCALITY (LIFELONG LEARNING)

Brief update	1. *Discover!* (see 4.9 – 4.11 of main report for *Discover!* citywide)
	Some SE Lifelong Learning Development Officers (LLDO) continue to assist with **Discover in a Box** distribution during school holidays. They also contributed to supporting Picnics in the Park/Picnic in a Country Park aspects of *Discover!* Summer 2021.
	2. **South East** summer programme 21 + family Xmas 21
	• TRANSITION P7 programme- small groups- referred – included an environmental arts group in Gracemount walled garden and a series of trips/local activities
	• Family Fridays- targeted programme of free activities and picnics/food provision -local to SE -using parks /Dynamic Earth
	• Targeted S1 programme - all outdoors and free using canal and Bridge 8
	• Family Xmas 21 – gift boxes and food delivery to those at risk
	3. **Bikes and bikeability**-sports LLDO lead
	• cycle training. Non riders/less confident riders are often children who do not have, and cannot afford, a bike
	• using networks so that bikes are provided for those who cannot afford them, and servicing bikes and putting them in working order
	4. ESOL/ADULT LEARNING/SYRIAN ESOL/FAMILY LEARNING Online until centres reopened in sept/Oct 21 – delivering in 5/6 centres -mix of online and face to face
	5. MOREDUN LIBRARY
	Programmes of small group activities to encourage 8-14yr olds who have struggled with gaps in education and social contact -now offering 8 session p/w-all with registered library card
Impact	Impacts related to the *Discover!* programme and provision of food.
	Learning skills/having fun and the personal development benefits that result from this-social skills and developing awareness of what's on in local area for families
	improved health and well being

	improved life chances, access to work and training,
	improved social skills, access to learning support and reading skills
Planned Next Steps	Most will continue and develop

Poverty Driver impacted by action	Cost of Living	Income from Social Security and Benefits in Kind	Income from Employment
Please tick which	Yes		
Please state any priority groups impacted and/or targeted	1. Those who are referred to the Citywide *Discover!* programme 2. Mostly those on lower incomes - identified via contacts and through work with schools/centres/libraries/colleagues-e.g. FaHST/LOG group 3. asylum seekers /refugee status		

NORTH WEST LOCALITY (LIFELONG LEARNING)

Brief update 1	Collaborative work with 3rd sector project Stepping Stones and community Midwives based in North West. Stepping stones and lifelong learning provide one to one support through phone and face to face now that restrictions are lifting. All support carried out by phone or on doorstep, outdoor areas during time of restrictions. Support offered is Health literacy, literacy, support to attend ESL classes, engage in community groups. Support with benefit access and housing. Information and support to access food backs, local food coops and clothes from charities.
Impact	Combat isolation, support with impact of poverty, support with gaining English language, support to access literacy learning. 68 referrals made to other organisations or LLL, 34 families visited.
Planned Next Steps	Continue support to referrals from midwives. Encourage more community engagement now that services and groups are opening again.

Poverty Driver impacted by action	Cost of Living	Income from Social Security and Benefits in Kind	Income from Employment
Please tick which	x	x	x
Please state any priority groups impacted and/or targeted	Pregnant women and families identified by midwives in NW Edinburgh.		

***Brief* update 2**	1. **Bikes** - cycle training. Non riders/less confident riders are often children who do not have, and cannot afford, a bike - using networks so that bikes are provided for those who cannot afford them, and servicing bikes and putting them in working order 2. **Alternative programme** - providing outdoor learning opportunities for pupils who did not attend the Benmore residential trip. For some of these finance was an issue, even though assistance could be provided
Impact	1. Learning skills/having fun and the personal development benefits that result from this. Having a functioning bike, and the benefits of being able to do this activity – social/exercise/independence etc 2. Helping to provide an exciting and stimulating programme so these pupils had a positive experience, and did not feel left out.
Planned Next Steps	Continue with the above.

Poverty Driver impacted by action	**Cost of Living**	**Income from Social Security and Benefits in Kind**	**Income from Employment**
Please tick which	Yes		
Please state any priority groups impacted and/or targeted	1 Those who are targeted through ***Discover!*** 2 Mostly those on lower incomes - identified via contacts and through work with schools/colleagues. 3 Some from lower income families		

Brief update 3	Peep Learning Together programme - Universal provision/city wide. Supporting peep trained practitioners to implement virtual Peep Learning Together sessions for parents and carers with children aged 0 – 5 years. This delivery model is rolled out within early year's settings and developed in collaboration with Early Years' Service. Digital peep sessions are facilitated by early years' service. 135 families engaged within SIMD 1 and 2. 100 plus families engaged city wide (out with SIMD 1 and 2) . Triple P Programme Online – Targeted provision/ city wide. For parent and carers of children aged 6 – 10 years. Aims to strengthen parent- child relationship and encourage positive behaviour/build parental capacity to support children's emotional behaviours.

	Data is collected by enrolled families by primary school and postcode, reaching families within SIMD 1 and 2 areas and city wide.
Impact	Peep Learning Together Programme Reducing inequalities by reaching families within SIMD areas Reaching isolated families and engages them in their children's learning Improved parent and child interactions Increased parental self-confidence Improved understanding of how to supports children's early literacy and communication development Increased connections to early years settings Supports attainment Triple P Parenting Online programme - 22 parents engaged Assessment pre and post indicate – enhanced parent and child relationships Families are supported within SIMD 1 and 2 areas Improved family well- being, parents the intervention supports siblings and family members Improved parental capacity to manage their child's behaviours more effectively Child well -being increased and developing skills to self-regulate at home, school and social engagement Families are signposted to other services and support
Planned Next Steps	➢ Continue to implement Peep digital sessions and build capacity within early years settings to reach and engage families. ➢ Deliver Triple P group online on Microsoft Teams - new development. ➢ Continue to support parents with Triple P online with facilitation support.

Poverty Driver impacted by action	Cost of Living	Income from Social Security and Benefits in Kind	Income from Employment
Please tick which			

Please state any priority groups impacted and/or targeted	Families residing within SIMD 1 and 2 Peep Learning Together programme - Parents of children aged 0 – 5. BAME families, EAL families, families on low income. Triple P online - parents of children aged 6 – 10 years who meet assessment criteria with children displaying clinical range of behaviours

North West also has a group called 'Time for a Change' that has supported more isolated people engaging after pandemic.   Some bullet points below about how it has contributed

Includes support for 3 families , 5 adults and 7 children.

Through the Time for Change Project:

- Digital Devices: providing Discover art and food boxes, digital devices - enabling families to access food, health and wellbeing information online
- Language Support: providing language support where English is not their first language - supporting lone parent to apply to Edinburgh College for ESOL class and navigate through the ESOL system - enabling them to be more confident parent
- Learning Opportunities: Providing social and learning opportunities to meet others, practice speaking English, make connections, build a support network, increase confidence in social situations e.g. speaking with GP, teachers etc
- Building connections: Arranging visits to Botanics and Exhibitions
- Food poverty: Providing lunch and pantry at Thursday Get Togethers; reducing stigma around food poverty, supporting parents to be involved preparing lunch and development of pantry, overcoming social isolation, sharing ideas and recipes about making cheap healthy meals
- Employability - Tutoring a certified Food and Hygiene Level 2 course; tailored around individual language needs and interests. Increasing opportunities for other learning, knowledge and confidence

NORTH WEST LOCALITY (LIFELONG LEARNING)

1. **Reduce Inequalities, improve equity**

The Excel project is a partnership between CEC, Jack Kane Community Centre, and St Francis Roman Catholic Primary School. The activities offered through the Excel programme are designed to enable and equip children and families to improve their wellbeing and to improve learning and development outcomes. Participating children, aged 8-12, have access to educational activities during school break, lunchtimes, targeted group work and enhanced transition support in P7. One to one session for children and wider family support are also available.

 'Social skills are a huge part of the programme. It is important to learn to work together through collaboration and communication and a sense of achieving something together is a wonderful outcome. We are also trying to make the programme quite diverse so that children can access a wider range of learning experiences, both in the school and out with.'(Head Teacher)

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

Holiday Matters: Holiday periods are a time of great inequity for children and their families, over certain holiday periods many of their access to critical support that keep them safe, healthy, and engaged are lost to them.

Long breaks in learning can often set back children's learning, with children from disadvantaged backgrounds being disproportionately affected. To minimise their learning loss, the **Holiday Matters** programme extends learning beyond term times and throughout the year. Offering a range of diverse opportunities for children whilst providing support for extended families, **Holiday Matters** boosts confidence, increases achievement, whilst combating stress related issues especially relating to family matters and poverty.

'Individual children from my class who attended Holiday Matters came back to school really positive, motivated and ready to learn – they wanted to share their Holiday Matters experience." (Class Teacher)

3. **Universal and Targeted Youth Work:**

The CEC through its Lifelong Learning team carry out both universal and targeted open provision for young people and children in the NE which is free at the point of delivery**.** This collaboration with community centres and third sector partners means that buildings, budgets, and resources can be shared to thousands of children and young people within their communities.

'Thanks for everything that you do and keeping the group on – it's been difficult for us and xxx has struggled at times and the group has been good for her and keeping her included and involved' (Parent).

4. *Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages*

V-Inspired: is a supportive volunteering project for young people 14-20yrs of age whom reside within the greater Craigmillar area, providing volunteering placements, group work, training and one to one support.

'From volunteering, I feel a bigger part of my community and it's a good feeling. A feeling of belonging and that I am part of something bigger.'

Parent & Carer Support	The new Parent and Carer Support webpages on the council webpage www.edinburgh.gov.uk/supportforfamilies has a page specifically for Financial Support for Families which is will be updated twice per year with the support of the Health and Wellbeing Team. We are also collating information on employability support for parents to include in the February update.
	The Parent and Carer Support Team continue to respond to enquiries from parents/ carers and professionals to help parents who are requiring support. Included in our response to enquiries over the last few months we have provided support or information to help families access foodbanks, baby equipment, a bus pass, computer devices to access parenting programmes, Christmas gifts, the Discover programme, childcare, benefits and housing support services and homelessness organisations.
Drummond Community High School Librarian	Although our school provides the budget of £3 per head for the library to register for the Bookbuzz programme , where every S1 receives a free book to take home and keep. Research undertaken by the National Literacy Trust shows book ownership is a key factor that impacts on how likely a child is to read. It allows the library to share 17 different titles which students can browse and order the book of their choice.
Craigmillar Library	Over the Christmas period we (NE libraries) made craft packs to hand out to children in the area. The premise was to engage children in the library and promote reading as there was little bits of reading or a quiz in most of the packs. E.g. one pack had t'was the night before Christmas to be read with an adult. Additionally many of the families struggle financially hence the free resources from the library to provide an activity during the holidays.
	I am also sending books to Edinburgh women's aid approx. every 6 weeks , this is co-ordinated with their family workers to share books to families accommodated within a EWA refuge across the city. This might be relative to Gillian's heading : EY work – brief overview (Maximise, EY children in homeless accommodation etc. the books are for children, teenagers and adults now. I did get feedback that one of the parents is really happy we are offering this project as her child loves books and she was really struggling

financially to purchase enough to keep her child going. For some of the parents English is not the first language and we are now providing teenage titles and bilingual titles at their request to support their reading and learning.

This project promotes literacy which we know is a key skill for improving educational outcomes and life chances.

SOUTH WEST LOCALITY (LIFELONG LEARNING)

In the South West Locality we run a programme of literacy/ numeracy classes, ESOL, parenting programmes and young mums groups that work with adults and young people, including parents so that they can improve specific skills and access new opportunities and employment. In addition to this, over the summer of 2021 we delivered a programme of free activities for young people and families across our community centres and libraries, so that young people, children and parents could engage in fun activities and access opportunities to socialise again. So that we could provide new and exciting activities and work with families across the locality our programme was delivered in partnership with a range of organisations including Tasting Change, Healthy Living Centre, LOVE Gorgie Farm, Harmeny Sports Club. A result of these programmes has also been that parents and children were reintroduced to our buildings in a safe, welcoming and targeted way, so that they could then continue to access activities and services throughout the year.

Discover!: During summer 2021, locality based Lifelong Learning Development Officers along with other locality and strategic teams, delivered a series of Picnics In Local Parks. (See main report on *Discover!* citywide). Participants consistently reported that these events eased the emotional pressures of the recent lockdown and the financial pressures of school holidays. Participants also reported that these events introduced them to local greenspaces that they had not previously visited.

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. Education Children and Families Committee

10am, Tuesday, 1 March 2022

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education Children and Families Committee is asked to:

1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.

1.1.2 Agree next steps at 5.1 – 5.2.

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

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Promoting Equality

2. Executive Summary

2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan. Our work continues to involve Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Lifelong Learning, and partner organisations.

2.2 This report describes work to raise awareness of discrimination and inequality, with a sustained focus on Race Equality and anti-racism. We re-affirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.

3. Background

3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently an update at the October 2021 Committee: https://democracy.edinburgh.gov.uk/documents/s39270/7.2%20Promoting%20Equality.pdf

3.2 The 2021-22 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.

4. Main report

4.1 Two follow-up Race Equality seminars (December 2021 and January 2022) have been held for school leaders, both facilitated by Hakim Din who brings a national perspective to this work. The sessions developed themes from the full-day seminars last session, focusing on School Renewal Planning and Tackling Racist Incidents. A key part of both events has been schools sharing sector-leading practice.

4.2 A thematic review of Race Equality will take place during March/April and this will be reported at the June 2022 Committee.

4.3   Training to support all aspects of the Education Equality, Diversity and Inclusion action plan continues. A Human Library event (https://humanlibrary.org/) for school leaders is planned for March 2022, with further professional learning for wider staff groups. Six key staff across schools, Early Learning and Childcare and Lifelong Learning are participating in the first cohort of the national 'Building Racial Literacy' professional learning programme. We are working with **ScotDec** to deliver training for teachers and with **Show Racism the Red Card** to deliver training for Pupil Equality Groups in all schools.

4.4   Building on our initial aims and reflective questions for the curriculum, work is underway to develop guidance for schools on an inclusive, diverse and decolonised curriculum. This includes: a re-working of the HGIOS? 4 2.2. Curriculum Quality Indicators through an Equalities lens; a Curriculum Map with resources; a framework for criticality, providing generic and subject-specific reflective questions for teachers and Curriculum Leaders; a glossary of terms. A series of briefings and training will support the launch of this material. In addition, Edinburgh colleagues are part of collaborative project with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.

4.5   During January and early February, children and young people from P5 – S6 and their teachers have the opportunity to learn more about Edinburgh's links with slavery and colonialism and to engage in the public consultation, using a bespoke resource pack. By the end of January, 223 individual pupil responses and 61 class responses had been received.

4.6   The inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, was launched in January. An awards event is planned for April 2022. Schools are invited to nominate pupils' work in any artform under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Artivism. Headteachers are also invited to nominate a staff team whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community.

4.7   An Equalities seed event for young people was held in December 2021, with more than 20 young people from 7 schools taking part. Three of the schools (Currie CHS, Holy Rood RCHS and Leith Academy) were selected to present their Equalities work. Young people shared an impressive range of work including: developing a team of student Equalities Ambassadors; surveys to get pupil views on making reporting incidents easier; meet the author events, prominent visual displays raising awareness and promoting diversity, fundraising initiatives; curricular work; Black History Month across the curriculum (see Appendix 2). Young people noted that they valued the opportunity to hear about what other schools are doing, were proud to share their achievements and were inspired to do more. They told us that they: value greatly the support they have from teachers and senior leaders in their schools; would like more opportunities for networking across schools and sharing practice; would like more

training for students and staff. Planning is underway for a larger young people's Equalities event in the summer term 2022.

4.8   A range of measures to increase career opportunities for teachers from black and minority ethnic backgrounds is underway. This includes a proposal to ring-fence 5 temporary Principal Teacher posts for sessions 2022-23 and 2023-24. Legal advice has been sought to ensure that this is an appropriate positive action. Other measures are: training to support the application and interview process; observation and participation in recruitment and selection panels; and priority consideration for Masters-level professional learning opportunities.

4.9   A 'Grow Your Own' model for increasing the proportion of staff from minority ethnic backgrounds in teaching and other Education roles is in development. We have also started work to offer opportunities for people from minority ethnic backgrounds to gain experience in working with children and young people in volunteering roles in schools.

4.10   Twelve secondary schools and three primary schools are currently developing their practice in LGBT inclusion through the LGBT Charter programme. All secondary schools will engage with this work over the three-year funding period to 2023. A detailed update can be found in Appendix 3.

4.11   We have invited two middle/senior leaders from the secondary sector to work collaboratively to develop guidance for schools that enables them to navigate the range of training, resources and approaches available to promote understanding, and reduce the incidence of, gender-based violence and harmful sexual behaviour. Funding, from the Community Mental Health Fund, will allow each person to spend 15 days working on this project. They will liaise closely with the Health and Wellbeing Strategic lead and Depute Principal Psychologist and also link with the Equally Safe Officer and other partners as appropriate.

4.12   Bullying and prejudice incidents data continue to be monitored closely and the summary for 2019-20 and 2020-21 presented in the October 2021 report has been updated with data for August-December 2021 (see Appendix 4). Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, as we noted in the October report, trends in the Pupil Wellbeing survey data would suggest that our work in this area is beginning to have an impact. We continue to support schools with robust implementation of the procedure. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures to address bullying and prejudice.

5.   Next Steps

5.1   Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1), ensuring alignment with Children's Partnership members.

5.2   Progress additional initiatives as outlined in this report.

6.   Financial impact

6.1   Training for History teachers on teaching the Transatlantic Slave Trade – match funding TBC.

6.2   Scotdec and Show Racism the Red Card training TBC.

7.   Stakeholder/Community Impact

7.1   The Communities and Families Equalities Steering Group has representation from schools, relevant partner agencies and parents. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. A parent reference group has been established. Engagement with pupils takes place principally at school level through school Pupil Equalities Groups.

8.   Background Reading / External References

8.1   Included, Engaged and Involved (Education Scotland) 2018

8.2   City of Edinburgh Council: Included, Engaged and Involved - policy

8.3   City of Edinburgh Council: Preventing and Responding to Bullying and Prejudice Amongst Children and Young People - procedure

8.4   City of Edinburgh Council: Edinburgh Learns Framework for Inclusion

8.5   City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing

9.   Appendices

9.1   Appendix 1   Education and Children's Services, Equality, Diversity and Inclusion Action Plan 2021-22

9.2   Appendix 2   Examples from Pupil Equality Group Presentations, December 2021

9.3   Appendix 3   Update on LGBT Charter Funding

9.4   Appendix 4   Bullying and Prejudice-related Incident Count 2019/20, 2020/21 and Aug-Dec. 2021

Appendix 1
Education and Children's Services Equality, Diversity and Inclusion Action Plan 2021-22 (Year 2 of 3)

This plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty. It includes actions for specific protected characteristics, with a particular emphasis on race equality, in the context of Black Lives Matter. Planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period 2020 - 2023.

Theme	Tasks	Empowered System	Target date	Progress
1. **Representation, recruitment and retention** Diversity in the teaching, PSA and youth work workforce	• probationer teachers and mentors: Equalities training for probationers on induction day 12th August	Teachers & practitioners GTCS	August 2021	• completed
	• raise awareness of bias and inequity: Head Teachers and Lifelong Learning managers – promote '**Leading in Colour'**	School and LL leaders	Oct/Nov. 2021	• [R] HT Race Equality Seminars delivered April/May /June 2021. Follow-up task. Recall sessions Dec. 2021 and Jan. 2022.
	• consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) – recommendations.	Local Authority	June/Aug. 2021	• Summary of initial findings. Focus groups and take to subgroup February 2022.
	• identify ways to recognise and support aspiring minority ethnic teachers and youth workers (see above)	Local Authority	Dec. 2021	• Positive action measures for Masters-level professional learning Jan. 2022; planned workshop to support application and interview process Feb/March 2022
2. **Teaching and Learning** Inclusive curriculum BME / black history and culture included: • in all phases of **secondary school** education across all disciplines • BME / black history and culture across all curricular areas in **primary school education** • through youth work	• Map work to decolonise secondary Curriculum [R] • Map work to create an inclusive curriculum (primary) [R]	Teachers, Partners Local Authority	Nov. 2021 (revised as noted under progress)	• Work in progress: HGIOS?4 2.2 Curriculum Quality Indicators (Feb. 2022) Curriculum Map (March 2022) a framework for criticality - generic and subject-specific reflective questions (March 2022) Glossary of terms (Feb. 2022)
	• Professional Learning: Teaching the Transatlantic Slave trade (secondary History) [R]	Local Authority	May 2022	• Programme confirmed for session 2022-23

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Pathways	• Explore supports for community/heritage languages as L3 (1+2 Language Strategy) • Heartstone Story Circles • IYS Restless Natives	Local Authority, Partners Schools & partners Schools	Jan. 2022 Ongoing August 2021 - ongoing	• Consultation with stakeholders (parents and pupils) in progress. St. Augustine's HS, Stenhouse PS, Craigour Park PS Tynecastle HS and St. Augustine's HC
3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation. Youth Work Support for LGBT young people	• Further awareness-raising of procedures with parents-carers • Professional Learning: ✓ training for new Equality Co-ordinators and PSAs ✓ training for wider staff on dealing with racist bullying and racist incidents [R] • Ongoing authority level analysis of recorded bullying and equalities incidents data by protected characteristics / other factors [R] • Support for schools to use this data effectively: guidance on effective use of SEEMiS Bullying and Equalities module; training • Deliver training for anti-racist youth work [R] • Revise Edinburgh guidance on supporting transgender young people following publication of new national guidance (August 2021) • Progress LGBT Charter in 11 schools; develop pupil survey to support LGBT Charter schools • Write guidance on tackling homophobic, biphobic and transphobic incidents	Parents & Carers, partners Local Authority, Partners Local Authority Local Authority, teachers LL with LAYC and partners Teachers & practitioners, Local Authority and Partners Schools and Partners	December 2021 – revised March 2022 November 2021 February 2022 Ongoing December 2021 – revised March 2022 May 2022 March 2022 Sep. 2021 - ongoing Feb. 2022 – revised May 2022	• Equality Co-ordinator refresh training 19th Nov. 2021 • Scot Gov Building Racial Literacy Professional Learning programme Dec.21-April 2022 • Planning with Scotdec and Show Racism the Red Card in progress. • Review need for separate LA guidance. Plan additional stakeholder engagement. • 12 secondary schools and 3 primary schools working towards charter

Strengthen approaches to tackling gender-based violence (**Equally Safe**)	• Support ongoing implementation of **Mentors in Violence Prevention** programme and new **Equally Safe at School** resource.	Teachers & practitioners, Partners Local Authority	September 2021 – ongoing	• Guidance on range of training / resources / approaches in development.
4. Professional Learning See also Themes 1, 2 and 3.	• Race Equality recall session for school leaders (follow-on from May/June Race Equality seminars) [R]	School Leaders	November 2021	• Recall sessions 2nd Dec. 2021 and 27th Jan. 2022
	• Embed core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers in essential learning matrix.	Teachers & practitioners	October 2021	• Complete
	• Create 'professional learning packs' to support whole-school Equalities CAT (Collegiate Activity Time) sessions	Local Authority	Oct 2021/Jan 2022/May 2022	• PL pack complete Oct. 2021: How well do we know our school? and Personal Journey of Anti-Racist Praxis. Curriculum work in development.
5. School Renewal Planning Edinburgh Learns for Life	• planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R]	Local Authority School leaders	ongoing	• Mid-year reflective questions for Senior Leaders Jan. 2022
	• Equality, Equity and Inclusion page in school renewal plans 2021-22		August 2021	
6. Communication and engagement: children and young people, staff, parents, partners	• Workshops to support effective pupil equality groups	Local Authority / Practitioners Schools and partners	Ongoing	• Equality Co-ordinator workshop delivered 9th Nov. 2021, with sharing practice
	• IYS Race Ambassadors programme continuing in Liberton HS and Royal HS; starting in Broughton HS, Boroughmuir HS, Craigmount HS [R]			
	• Edinburgh Saroj Lal Award		Feb. 2021	• Launched January 2022
	• Consultation with children and young people on Edinburgh's Slavery and Colonialism Legacy	Local Authority, partners	Nov./Dec. 2021	• January/February 2022
	• Children and Young People's Equalities Event		Nov. 2021	• 1st December 2021

Note Updates are shown in blue font. [R] indicates actions related to the recommendations from the investigation in allegations of racism

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Appendix 2 Examples from Pupil Equality Group Presentations, December 2021

Equalities Ambassadors' badges, Leith Academy

Visual display, Currie CHS
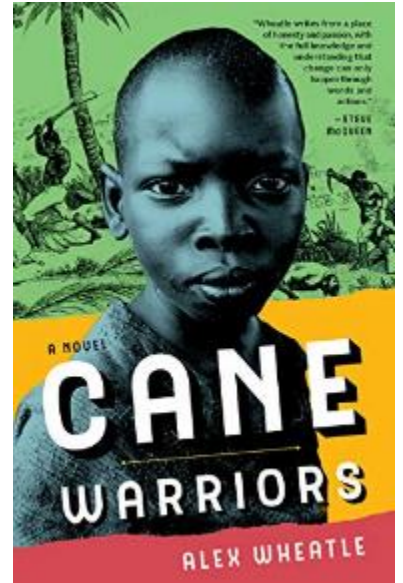
'Meet the author' event Holy Rood RCHS

International Mens' Day Collage, Currie CHS

Examples from Pupil Equality Group presentations

Young People's Equality Event December 2021
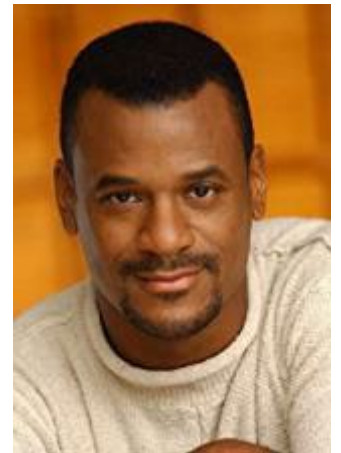
Live video call with John Eric Bentley, Holy Rood RCHS
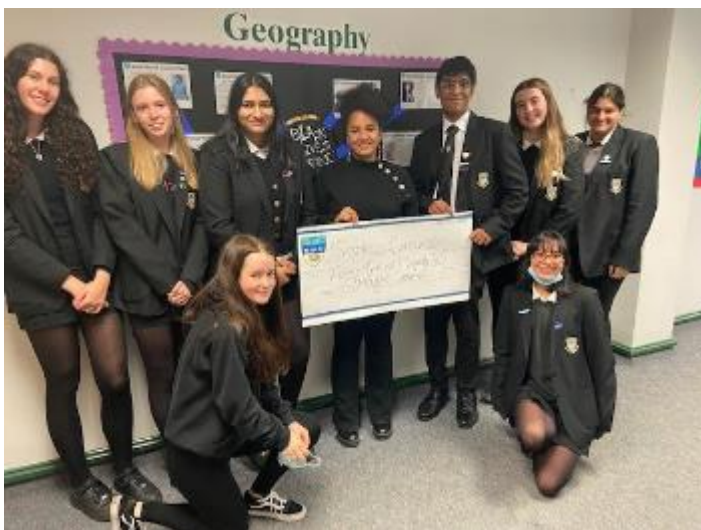
Fundraising for Score Scotland, Currie CHS

PRIDE Teacher Bake Off, Currie CHS

Appendix 3 Update on LGBT Charter Funding from Equalities Newsletter Jan/Feb 2022

The City of Edinburgh Council have partnered with LGBT Youth Scotland to support all schools in the local authority in their aims of ensuring all schools in Edinburgh are welcoming, inclusive, and equal spaces for all students. As part of this initiative City of Edinburgh Council are funding secondary schools within the local authority to go through the LGBT Charter programme over a 3-year period between 2021-2023.

Born out of young people involved with LGBT Youth Scotland who wanted to see sustainable change in their learning environments, the LGBT Charter is a 12 to 18-month framework which supports schools and organisations to become more inclusive of LGBT people and identities. During their journey, schools review their policies to ensure they are inclusive, have relevant training, and deliver LGBT-inclusive campaigns alongside young people. This 12 to 18-month programme is designed to support schools by providing the training and the framework to support LGBT young people, staff, and families.

Lorne Primary Whole School Flag Signing – Currently undertaking the Charter at Silver Level.

LGBT Youth Scotland are so excited to be working with teachers and staff at primary and secondary schools in Edinburgh on their training and supporting them to create inclusive environments for LGBT young people in the area. The passion and commitment of young people, teachers and school staff never ceases to amaze us.

12 secondary schools and 3 primary schools within Edinburgh are currently undertaking the LGBT Charter programme, with several more due to begin the programme at the start of 2022. Many of these schools have undertaken activities such as increasing the amount of LGBT inclusive books in the school library, ensuring that LGBT people are represented in the school curriculum and providing safe spaces for LGBT young people and allies through lunch time groups. Additionally, all schools undertaking the LGBT Charter programme will receive LGBT Awareness Training from LGBT Youth Scotland to ensure staff are increasingly confident in supporting LGBT young people, staff, and families.

LGBT Youth Scotland is currently supporting these schools in their journey through 1-1 support meetings and providing access to a shared LGBT Charter Hub with numerous resources. One of our recent resources was a lesson plan and materials for International Pronouns Day which includes a presentation, teacher notes and pronoun badge templates. Several schools have engaged in awareness raising events to discuss LGBT identities, history, and discrimination. Students within the City of Edinburgh have participated in making pledges to contribute to an inclusive classroom environment through events such as LGBT Poster making or flag signing to raise visibility within the school.

Young people from some of these schools have been sharing their experiences of the LGBT Charter programme and LGBT inclusion by speaking at a Scotland-wide LGBT Inclusive Education event which took place in September of 2021. The young people at this event expressed how increased LGBT representation in schools has made them feel safe and supported. Pupils discussed how some new build schools are including gender neutral facilities and that they have witnessed increased visibility and representation of LGBT people in the school curriculum.

Schools have had the opportunity to share best practice and advice whilst on this journey through group meetings hosted by LGBT Youth Scotland. This has provided opportunities for the schools to showcase the impact their work has had on learners and share the progress being made across the local authority.

Several schools in Edinburgh have already completed the LGBT Charter programme and will look at upgrading their Award within 2021-2023. We asked schools who have completed the programme to describe the benefits the LGBT Charter has had in their school:

Queensferry High School - Bronze Awardee 2019

"*It forces you to evaluate your practice and really consider if your policies, practice and ethos is inclusive of LGBT identities. The pupils will definitely benefit.*" Gylemuir Primary (Silver Awardee 2020)

"*The level of training we received was fantastic and staff became more confident in their approach… Pupils commented that they felt increasingly safe, nurtured, included and respected in school.*" Queensferry High School (Bronze Awardee 2019)

We hope you'll join us in wishing the Edinburgh schools 'good luck' on their Charter journey and a huge thanks for their hard work and commitment to LGBT inclusion.

If you would like to know more about LGBT Youth Scotland, the LGBT Charter and how we can support you to be more inclusive of LGBT young people, please visit our website at https://www.lgbtyouth.org.uk/ or contact our team at LGBTCharter@lgbtyouth.org.uk

Appendix 4 Bullying and Prejudice-related Incident* Count 2019-20, 2020-21, August – December 2021

Incident count is the highest count of incidents, counting each instance of the perceived reason displayed – per pupil and per nature of incident (e.g. name-calling, hit/tripped, abusive messages)

Perceived reason	Primary						Secondary					
	2019-20		2020-21		Aug-Dec. 2021		2019-20		2020-21		Aug-Dec. 2021	
	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	**52**	290	**35**	66	**18**	52	**23**	159	**14**	159	**27**
race and racism incl. culture	25	**16**	173	**21**	133	**36**	51	**23**	316	**28**	143	**24**
actual or perceived sexual orientation	6	**4**	39	**5**	15	**4**	24	**11**	132	**12**	96	**16**
disability	0	-	5	**1**	3	**1**	3	**1**	25	**2**	5	**1**
sexism and gender	4	**3**	29	**3**	4	**1**	4	**2**	44	**4**	44	**7**
religion or belief	0	-	3	-	2	**1**	2	**1**	12	**1**	13	**2**
sectarianism	0	-	0	-	0	-	1	-	0	-	0	-
gender identity or trans identity	0	-	3	-	0	-	0	-	16	**1**	2	-
other: please specify	33	**21**	200	**24**	83	**22**	47	**21**	251	**22**	69	**12**
Additional Support Needs	3	**2**	46	**5**	4	**1**	13	**6**	22	**2**	20	**3**
Asylum Seeker or refugee status	0	-	0	-	0		1	-	1	-	0	-
Body image and physical appearance	5	**3**	38	**4**	57	**15**	23	**10**	138	**12**	36	**6**
care experience	0	-	6	-	0	-	0	-	2	-	0	-
Gypsy/Travellers	0	-	0	-	0	-	0	-	2	-	0	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	0	-	0	-	0	-	0	-
mental health	0	-	5	**1**	1	-	1	-	2	-	0	-
pregnancy and maternity	0	-	0	-	0	-	0	-	0	-	0	-
socio-economic prejudice	0	-	0	-	0	-	1	-	9	**1**	0	-
Young carer	0	-	0	-	1	-	0	-	0	-	0	-
Total	**157**		**838**		**369**		**223**		**1131**		**587**	

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (3%) on sexism and gender. In the same session, 223 incidents were recorded in secondary. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In session 2020-21, a total of 838 incidents were recorded in primary and 1131 in secondary. Of the 838 recorded incidents in primary, 173 (21%) were based on race, 46 (5%) on additional support needs, 39 (5%) on actual or perceived sexual orientation and 29 (3%) on sexism and gender. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. Of the 1131 incidents recorded in secondary, 316 (28%) were based on race, 138 (12%) on body image/physical appearance, 132 (12%) on sexual orientation, and 44 (4%) on sexism and gender. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

From August to December 2021, 369 incidents have been recorded in primary school. Of the recorded incidents, 133 (36%) were based on race, 57 (15%) on body image; 15 (4%) on actual or perceived sexual orientation. Of the 58 incidents in secondary, 143 (24%) were based on race, 96 (16%) on actual or perceived sexual orientation, 44 (7%) on sexism and gender; 36 (6%) on body image; and 20 (3%) on additional support needs.

NOTE: The SEEMiS Bullying and Equalities module for recording all bullying and prejudice-based incidents was introduced in June 2019, following pilots in a small number of schools. Prior to June 2019, schools submitted an annual return of bullying and prejudice-based incidents. The SEEMiS Bullying and Equalities module records more detailed information than previously collated, including a wider range of categories for the perceived reason. It should be noted that the incident count shown is the highest possible count of incidents: it includes each instance of the perceived reason being displayed, per pupil and per nature of incident. For example, if one pupil experienced racism by 2 other pupils and this involved both name-calling and abusive messages, this would show as 4 instances of racism. In the previous system (up to June 2019) this would have counted as only one incident.

Education, Children and Families Committee 1 March 2022

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Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Children and Young People's Participation

Item number
Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the progress with participation work during the pandemic

1.1.2   Agree the next steps outlined in section 5.

1.1.3   Request a further progress report in March 2023.

Amanda Hatton

Executive Director of Education and Children's Services

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Tel: 0131 529 6507

Report

Children and Young People's Participation

2. Executive Summary

2.1 This report sets out activity during the pandemic in relation to children and young people's participation and highlights examples from across the city. The report identifies some of the main issues that children and young people have raised across a range of participation activities.

3. Background

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

3.2 The COVID pandemic resulted in a number of planned large-scale engagement activities either being suspended or postponed (e.g. Youth Talk, Primary Climate Summit) and almost all engagement work with children and young people has taken place online or via survey.

4. Main report

4.1 Scottish Youth Parliament elections

4.1.1 The **Scottish Youth Parliament** (SYP) represents Scotland's young people. Democratically elected members listen to and recognise the issues that are most important to young people, ensuring that their voices are heard by decision-makers. All young people aged between 14 and 25 can stand for election to the SYP and all young people aged 12 to 25 are able to vote.

4.1.2 SYP elections were held in November 2021. Elections were held in four out of the six Edinburgh constituencies and a total of 2,456 young people took part in the election, the highest turnout in the city since 2015, despite many of the usual campaigning activities being curtailed due the pandemic. Edinburgh had the highest number of expressions of interest from potential candidates in Scotland and fielded the most confirmed candidates (26). Eleven candidates were successfully elected.

4.1.3   Voting took place online using the Single Transferable Vote system. Young people voted using their Young Scot cards or temporary numbers which were issued by Young Scot for those who did not have a card.

4.1.4   The work was overseen by a group chaired by Councillor Eleanor Bird, consisting of former Members of the Scottish Youth Parliament, Lothian Association of Youth Clubs, Lifelong Learning staff, Quality Improvement Education Officers and SYP staff.

4.1.5   SYP elections normally include live hustings events and visits by candidates to schools and youth work agencies. This was not possible in this election due to Covid restrictions and campaigning primarily took place in candidates' own schools and online. The support of schools was a crucial element in the success of the elections.

4.1.6   Of those elected, ten attend City of Edinburgh Council schools, seven are young women and three are from a Black and Minority Ethnic background.

4.1.7   Candidates were elected unopposed in two constituencies and there remains one seat to be filled in Edinburgh Northern and Leith. A by-election is currently being planned in the constituency to fill the vacant seat.

4.1.8   The newly elected Members of the Scottish Youth Parliament are currently undertaking training in relation to their roles along with other MSYPs from across Scotland. They will also be supported locally to engage with young people and decision-makers in their constituencies and across the city.

4.2   Youth Climate Action Summit

4.2.1   The City of Edinburgh Council is proposing to develop a City Sustainability Strategy, a ten-year plan to take action on climate change with an aim for the city to become carbon-neutral by 2030. As part of this, the Council hosted a Youth Climate Action Summit on Friday 28 February 2020 attended by over 100 S1-S3 young people.

4.2.2   On 13 October 2021, a follow-up event for primary-aged children took place on-line. More than 500 children took part from 22 primary schools across the city. The children were asked to discuss two questions: what actions (if any) are you taking within your primary school to help tackle climate change? (i.e. recycling, food growing, encouraging active travel etc.); and, what would you like to see your school do more of to tackle climate change? Their responses were collated and categorised, and each school was asked to devise an action plan for what they will do to help tackle climate change.

4.3 COP 26

4.3.1   On 4 October 2021, 12 students from six high schools took part in an on-line session to gauge their views on COP26 and climate change. They were asked how they felt about COP 26 and climate change, whether they planned to have any involvement in COP 26 and, if so, what schools could do to ensure they are safe.

4.3.2   The young people were sceptical about COP 26 and doubted whether it would achieve any meaningful outcomes. They also expressed frustration about the lack of urgency and general apathy in society about climate change. Climate change is an issue about which they feel very strongly and which they think that schools could do much more to raise awareness and understanding of. Most of them proposed to take some form of action during COP 26 and planned to protest regardless of whether or not they had permission from schools.

4.4 COVID

4.4.1   In November 2020, 21 senior phase students from 14 high schools took part in an on-line consultation about COVID. The purpose was to find out from them what had been the good and bad things about 2020, how effective COVID messaging had been and how we could improve compliance with infection control measures.

4.4.2   From this consultation, the following main points/next steps emerged:

4.4.2.1   All those consulted expressed anxiety about the future and its uncertainties. Schools need to consider ways in which they can offer reassurance or ease anxiety of some students.

4.4.2.2   Compliance is generally good in school but less so, especially amongst younger students, at break times and before and after school. Schools should consider ways in which this might be addressed.

4.4.2.3   Mask exemption system needs to be reviewed and applied more consistently

4.4.2.4   Hand sanitisers should be checked regularly. A more pleasant-smelling product might encourage greater use.

4.4.2.5   Make greater use of social media and 'influencers' that young people respect.

4.4.2.6   There is a risk of 'Covid Fatigue' setting in. There is a sense that, for some, safety routines are maybe becoming a bit more relaxed and taken less seriously.

4.4.3   These findings were fed back to senior management and to the School Risk Timeline Review Group.

4.5 Equalities

4.5.1 20 students from seven high schools took part in an online Equalities 'seed' event in December 2021 (an event to gauge ideas with a view to planning a much larger event in May).

4.5.2 The purpose of the event was to:

4.5.2.1 Share ideas and inspire young people who are already actively taking a lead in their Pupil Equalities Groups

4.5.2.2 Explore what further support the young people need

4.5.2.3 Hear ideas for a larger young people's equalities event later in the session

4.5.3 Participants welcomed the opportunity to connect with their peers from other schools, to hear about their work and to discuss what the bigger event should cover.

4.5.4 Participants were keen that the event in May focuses on the following:

4.5.4.1 Identify staff training on things to do and how to resolve issues

4.5.4.2 Learning about other cultures, particularly from communities that are living here

4.5.4.3 All Equality groups to be involved

4.5.4.4 Pupils from each year group to take part

4.5.4.5 Input from speakers and activists

4.5.4.6 Share successes and also what has not been so successful.

4.6 Young People's Participation in Schools – UNCRC training

4.6.1 The Children and Young People's Participation Board was initiated in March 2021 as one of the 15 Edinburgh Learns for Life strategies.

4.6.2 The three overarching outcomes of the C&YPP Board are as follows:

4.6.2.1 To coordinate children and young people's participation activities.

4.6.2.2 To feedback on the outcomes of children and young people's participation activities to: Children's Partnership; politicians; children and young people and staff.

4.6.2.3   To seek to influence, and keep under review, authority policy and planning in line with information gathered through Children and Young People's Participation.

4.6.3   The Action Plan is subdivided into four Arenas: Decision making groups; Learning, Teaching and Assessment; Community involvement; Wider Achievement. The Action Plan is included as Appendix 1.

4.6.4   One of the main action points was training for staff in UNCRC.

4.6.4.1   Three CLPL opportunities involving 100 members of staff were co-designed with an external provider, Scotdec, to support the philosophy of the learner being at the heart of all policy, improvement and planning. Themes included: the legislation, vision and values; The four Arenas of Participation; and Planning for Improvement.

4.7   Rights Respecting Schools

4.7.1   The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.

4.7.1.1   UNICEF UK works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

4.7.2   In the school year 2020/21, a further seven primary schools achieved the award at bronze level, two at silver and one at gold; one new secondary achieved bronze whilst another was reaccredited at gold; and one new special school achieved the award at bronze. This now means that 75 primary schools, 21 secondary schools and nine special schools are either registered as part of the programme or have achieved the accreditation.

4.7.3   Some examples of the work undertaken by children and young people in 2020/21 under the Participation, Empowerment and Action strand of the award are contained in Appendix 2.

4.8   Care Experienced Young People and enhanced transition

4.8.1   One of our Educational Psychologists set out to capture Pupil Voice in the GIRFEC and enhanced transition planning process in Edinburgh schools with the purpose of capturing and sharing best practice in the short term and creating a streamlined entitlement in the longer term.

4.8.2   With a focus on the voices of Care Experienced Learners, the researchers interviewed 12 participants working in promoted posts in primary, secondary and special school settings.

4.8.3   There are many impactful messages which stem from this report. One in particular emphasizes the nature of the approach: ''It must be time and relationship based – if you want to remove barriers you have to spend time with the child - time that is not just time spent trying to get answers from them – they need to know that you really care about them and that there isn't a right and wrong answer – you care what they think'

4.8.4   The report and findings will be shared with Senior Leaders and other professionals in Education, Communities and Families by May 2022.

4.9   Trinity

4.9.1   Trinity Primary School have gone for a different and unique approach this year in an attempt to include all children.

4.9.2   Trinity House Captains are elected in June by the rest of school. They take the 'hot seat' each week in assembly and, for example, share house points, general words of encouragement and help to support school events.

4.9.3   They call themselves 'The Rainbow School' - seven commitments allocated to a colour of the rainbow:

    4.9.3.1   Equalities and Diversity
    4.9.3.2   Outdoor learning
    4.9.3.3   Leaders of learning
    4.9.3.4   Sustainability
    4.9.3.5   Global citizens
    4.9.3.6   Health & Wellbeing
    4.9.3.7   Trinity Together

4.9.4   Each stage is the rainbow stage for 6 / 7 weeks. During their rainbow stage, all children lead on their chosen commitment and carry out learning activities. For example, leaders of learning make a foyer slide show of learning for the week ahead and have carried out class visits to observe learning and reported back. The Sustainability Group collect recycling and the Health and Wellbeing Group have stood on zig zags to encourage safe parking.

4.9.5   Each commitment has core learning assigned along with core texts to be shared with all children. This is the first year of this approach but has had positive feedback from all stakeholders so far.

4.10 Learner-led Participation

4.10.1 The Learner Led Consultation was a collaborative project between the City of Edinburgh Council, two early years centres and three primary schools in North West Edinburgh. The project was undertaken in order to meaningfully engage young people ages 0-12 years about their learning experience, interests, passions and ambitions in order to better establish how the curriculum and local learning provision can better respond to and reflect local needs. Taking a creative learner-led approach, the consultation consisted of a series of artist-led workshops in schools and EYC settings, and involved over 100 participants in engagement, consultation and creativity.

4.10.2 The themes explored by the artist, practitioners and children were set with in these four questions.

4.10.2.1   Why is learning important to you?
4.10.2.2   What would you like to learn about, what is important to you?
4.10.2.3   Where could learning take place?
4.10.2.4   How do you learn best? Ownership over learning spaces indoor and outdoor

4.10.3 The dynamic approach enabled observations and information to come to the fore that would not have been captured in a standard consultation approach. The feedback from each school and setting shows clear themes that are important to, and for, the children, and were found to be broadly consistent across each project. These include:

4.10.3.1   Ownership of both indoor and outdoor space;
4.10.3.2   Pupils having a voice in improvements and changes that impact them;
4.10.3.3   opportunities for leadership of learning;
4.10.3.4   sustainability and climate change;
4.10.3.5   citizenship and activism;
4.10.3.6   knowledge of the local assets in their area;
4.10.3.7   making time for creativity and creative skills;
4.10.3.8   working with creative practitioners.

4.10.4 As well as using the findings as part of the wider Granton Learning Strategy work, we will revisit the project with each of the settings and consider how the findings could inform their own curriculum design and reform. Colleagues who worked on this consultation will also develop the materials used in this consultation and share these with other learning communities.

4.11   YouthLink surveys

4.11.1 Whilst not initiated by Education and Children's Services, the 'Lockdown Lowdown' surveys produced by YouthLink throughout the pandemic were widely distributed by Lifelong Learning staff and, consequently, the views of

young people from Edinburgh formed a substantial part of the responses. Edinburgh-specific breakdowns were also provided by YouthLink.

4.11.1.2   The findings from the most recent survey in July 2021 can be viewed at: Impact of COVID-19 on young people as lockdown eases - Young Scot Corporate

5.   Next Steps

5.1   New Proposal

5.1.1   As this report outlines, there is a range of participation activity taking place and making a difference to establishments and services across the department. There is still a need to consolidate this so that children and young people's voices can have more strategic impact across the city.

5.1.2   We propose to set up a children and young people's liaison group, consisting potentially of MSYPs, young people from the Champions Board and young representatives from Equalities and Sustainability forums/groups. This group would act as a forum for feedback and liaison. Membership would be fluid rather than fixed and would depend on the specific issues being considered at the time. Young people could also bring forward their own priorities.

5.1.3   We envisage that the group could liaise with elected members, senior management and the Children's Partnership. Rather than one or two young people taking part in pre-existing, formal meetings – young people have told us that this can be off-putting – the group would meet in a young people-friendly setting with an emphasis on dialogue and discussion. This approach would incorporate learning from activities such as Youth Talk and What kind of Edinburgh? and focus on key issues for young people.

5.1.4   The group would also liaise with the Children and Young People's Participation Board to plan activities, identify priorities and inform children and young people and staff about the issues discussed and next steps/recommendations for action.

5.1.5   We aim to have the first meeting of the group before the end of the current school year and will invite MSYPs, Champions Board members and Equalities and Sustainability reps to participate on a broad agenda. The group should meet twice each year, or as the young people feel is appropriate. The aim is to have a pool of 25 or so young people with the participation of at least 12 at each meeting.

6.   Financial impact

6.1   There is currently no requirement for additional resources for this work; costs are met from existing budgets.

7.   Stakeholder/Community Impact

7.1   This report is specifically concerned with ensuring that children and young people's views and experiences are sought out and that their voices are listened to across the services that the department provides.

8. Background reading/external references

8.1   What Kind of Edinburgh? E, C & F Committee 21 May 2019.

8.2   Choose Youth Work, E, C & F Committee 21 May 2019.

8.3   Supporting Children and Young People's Mental Health and Well-being in Schools, E, C & F Committee 21 May 2019.

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

8.5   Children and Young People's Participation, E, C and F Committee March 2020

9.   Appendices

9.1   Appendix 1 UNCRC training action plan

9.2   Appendix 2 Rights Respecting Schools – examples of practice

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

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

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

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

Theme	Empower
Owner	Stephen Gilhooley

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

Board and Committee Dates			
Term 1	**Term 2**	**Term 3**	**Term 4**
			March 2021 May 2021

Purpose of Strategic Board	• To coordinate children and young people's participation activities. • To feedback on the outcomes of children and young people's participation activities to: Children's Partnership; politicians; children and young people and staff. • To seek to influence, and keep under review, authority policy and planning in line with information gathered through Children and Young People's Participation.
Strengths	Youth Groups School based Pupil Groups (e.g. PC; Eco Schools; Curriculum; Learning Pathways etc) Youth Climate Summit (Feb 2020) Surveys, Questionnaires and Consultations (e.g. Wellbeing Survey) Increased YP participation in CPM Health and Wellbeing Team
Weaknesses	Culture of Learner Participation and Children and Young People's Rights not effectively embedded in Schools and Youth Groups.

	Opportunities for all Children and Young People in School Groups not consistent.
	Equity and poverty proofing in C & YP participation not consistent across the City.
	Pupil opinion and influence not evident in curriculum planning, policy making and other groups who make decisions which will affect their life chances.
	No standard consistent mechanism to track and measure C&YP wider personal achievement
Opportunities	Incorporation of the UNCRC – embedding of rights-based approach to fully involve children and young people in decision-making
	School and Youth Group staff trained in Learner Participation.
	Wider and diverse representation in Scottish Youth Parliament.
	Improved collaboration with Schools and Youth Groups.
	Further improvement in balance of C&YP voice in decision making.
	SEIC work. Mapping exercise.
	Granton Learning Strategy – consultation
	Service Provision and Delivery – C&YP Voice
	Political support – huge
	Cllr Ellie Bird – Motion in full council YP Elections. Explore.
	EY responsive planning.
	Learning Environment YP involvement Commitment.
Threats	Management of change process – political aspect
	Capacity for some Youth Organisations
	Collaboration
Baseline	**Targets**
Arena 1 - Decision Making	
Children and young people are involved in all decision making in line with our commitment to incorporation of the UNCRC	

How many schools/ Youth Groups have RRS status or have recently completed work in this area? **How consistently is 'My Views' used for GIRFEC planning?** **Is equity, equality and poverty proofing in C & YP participation not consistent across the City?** **Is C&YP Voice captured consistently and effectively in crucial decisions for Care Experienced and CP cases?**	
Arena 2 - Learning, Teaching and Assessment	
All School and Youth Group staff are trained in Learner Participation, Leading the Learning and Children's Rights to support culture change. **Use of Children's Rights and Wellbeing Impact Assessment Toolkit?** **Review data and support schools and Groups to plan for change and establish targets.** **Offer training as required.**	
Arena 3 – Wider Community	
Ensure a wider and diverse representation in Scottish Youth Parliament. Schools work with their communities to shape and build the best local curriculum with partnerships developing explicit learning opportunities **Review data on Youth Work – is there effective collaboration with schools and communities – can we learn from each other?** **How can we get more children involved in Children's**	

Parliament and Youth Parliament?	
Arena 4 – Personal Achievement	
Review process for tracking and measure C&YP wider personal achievement. **Source effective mechanism for measuring and tracking personal achievement. Do we have good practice in use in CEC?**	

Actions – improvement	**Owner**	**Dates**	**Notes**
Arena 1 – Decision Making Groups			
Children and young people are involved in all decision making including in relation to additional support for learning, in line with our commitment to incorporation of the UNCRC	Stephen Gilhooley/ Jen M/ Lynn Brand	•	
Children and YP Participation in schools and Youth Groups – looking at balance, equity, frequency, poverty proofing, stigmatising etc	David Ma G/John H	• By Sept 2022	
Baseline – Is C&YP Voice captured consistently and effectively in crucial decisions for Care Experienced and CP cases?	Euan/ Sharon McG	By June 2022	
Arena 2 – Learning, Teaching and Assessment			
All School and Youth Group staff are trained in Learner Participation, Leading the Learning and Children's Rights to support culture change.	Shelley/ Stephen	• Session 2021/22	
Signpost schools to CRWIA Assessment for baselining.	SG	Session 2021-2022	
Review data and support schools and Groups to plan for change and establish targets.	SG/Shelley	Session 2021-2022	

Appropriate, bespoke CLPL for UNCRC, Learner Participation and Culture/Ethos/ Curriculum Change	SG/Shelley	Session 2021/22	
Arena 3 -Wider Community			
Work with stakeholders from SYP/CP and schools to ensure a wider and diverse representation in Scottish Youth Parliament.	John H/David	June – Nov 2021	Working group already established.
Conduct review on Youth Work – is there effective collaboration with schools and communities – can we learn from each other? Can it be better? Are Youth groups actively involved in the delivery of our school curricula?	Laurene/ Andy/ Jackie	Session 2021/22	
Arena 4 – Personal Achievement	**Owner**	**Dates**	**Notes**
Review process for tracking and measure C&YP wider personal achievement. Source effective mechanism for measuring and tracking personal achievement. Do we have good practice in use in CEC or further afield? How can this be widely shared?	Jen R/ Jacqueline S	Session 2021/22	

Appendix 2

Rights Respecting Schools - examples of practice

Roseburn Primary School:

P7 described the art show they organised with support from parents and staff which raised funds for play equipment that was for the local prison visitor centre family area. Visits were organised for children and staff to see the impact their fundraising and awareness raising had made on the environment for children to enjoy whilst they visited family members in prison.
P4 shared their input to the change and redecoration of toilets in the Huts. They recognised that the colour schemes were very "stereotypical" and wanted to change them. The final result is that the toilets are now gender neutral and much more inclusive.
The parent rep for ASN has been working with pupils on including a more diverse range of books in the library, learning a lot from them about what they feel is missing and what groups of children are under-represented.
The Parent Council plans to consult with pupils on the ongoing works on the playground and garden. They have already developed a sensory garden with input from pupils and will build on this.

Cramond Primary School:

The SLT advised that pupil voice had been an area they had really strengthened. Children can join a wide range of pupil leadership groups such as the Eco Group, Dyslexia Ambassadors, Anti-Bullying Ambassadors, Rights Reps, Play Leaders, Sport Leaders, Literacy Bookworms, Gardening Gang, Pupil Council and the Charity Committee. The impact of the pandemic on pupil voice groups being unable to physically meet has not prevented children in having their voices heard. During school closures, children recorded short video messages with ideas for improvements. Live assemblies using Teams have supported pupils to have their voices heard. Children are currently working with staff to look at how they can make pupil group meetings Covid-19 friendly, with the aim of rolling this out in the new term. Currently, pupil voice groups are meeting in their bubbles and sharing ideas. A class teacher shared an example of pupil voice, "Some girls raised the issue of sanitary products and how this linked with dignity…so we now have them available for girls as they need them, and they know they can talk to a trusted adult if they have any worries." The SLT also advised that one positive of lockdown has been much more engagement with parents and carers and shared that "Children use the Wee HGIOS resource…the impact is that changes have been made at whole school level due to child-led initiatives. Policies are also developed using parent and pupil voice as it is recognised that it works better when everyone is on board."

Children have engaged in a number of campaigns and events to promote not only their rights, but the rights of all children. Across the stages, pupils have had opportunities to engage in campaigns to promote their own rights; in P1 children learned about sustainability and the right to a safe clean environment through their recycling project, P3 were given funds to improve a small area of the garden, P6 implemented Plastic Free Fridays and grew this into a plastic pollution campaign, and P7 are currently raising awareness of the importance of building sustainable housing. P5's Plastic Pollution campaign has led to reduced use of plastic across the school, and they have also written to businesses around the world to raise concerns of the use of palm oil. The children proudly received responses from Lamborghini, Tesco and Nutella. P6 also contacted Burger King to raise the issue of how they felt their products were linked to deforestation in the Amazon rainforest. P4 are currently involved in an ongoing campaign to Clean Up Cramond. This was highlighted as a concern by pupils

due to the smell and rubbish gathering along the banks of the local river. All children have since taken part in litter picks, spreading information throughout school and the local community, and sending letters to the local MSP.

Gracemount High School:

Pupils can join a wide range of pupil voice groups, such as the Pupil Leadership Team, RRSA, Equalities, LGBTQ+ and the more recent Community Support Group. The RRSA group lead assemblies and deliver annual rights lessons, particularly to new S1 pupils. They have been involved in creating a Junior RRSA group this session, to ensure sustainability as the senior pupils leave. The LGBTQ+ group focuses on promoting inclusion and raising awareness, and the Pupil Leadership Group focuses on involvement in school improvement, linking with the SLT. Pupil surveys feature regularly across the school year with responses used to feed into areas for school improvement. Pupils shared that they have been involved in influencing numerous improvements to the school, from upgrading the toilets and school grounds, to the timings of the school day. Pupils are currently looking to increase
the options available in the canteen and hoping to secure Halal meat options.

Prior to returning to school, some pupils decided to create a video highlighting the changes being made around the school, and what to do to minimise the risk of infection; "We wanted to create a video to show how to be safe…the new one-way system and using hand sanitizer. It's important to know you are safe and we are trying our best not to be infected with Covid. We wanted to be creative with the video…so it wasn't just a poster on a wall. So, we made it fun, and got the information across. We used green paint on our hands to show how easy it is to pass on the virus. We filmed us touching a door handle, a table, school equipment…and as you could see the green paint you could see how easy it is to transfer the virus." One pupil said "We are always involved and asked our opinion…it's just what happens here. We were involved in updating and simplifying the school values recently. We have seen real improvements because of our rights work."

Pupils have engaged in numerous campaigns and events to promote not only their rights, but the rights of all children locally and globally. During the pandemic, pupils decided they needed to take more action to support the local community, so created the Community Support Group. Pupils volunteered 5 days a week, including during school holidays, to create a foodbank resource. This started initially with 100 meals, then developed to the Lunch Stop, moving from just food, to providing home learning resources and toiletries. Pupils were involved in delivering food parcels, and on return to school, continued offering support through a 'grab and go' service. The school secured funding through Cash for Kids and by teaming up with the local major supermarket who provided them with clothing. At Christmas, every pupil received a selection box through their Mission Christmas events. Pupils wanted to be inclusive, so decided to host an Eid celebration, providing 100 hot meals and gifts. This community work featured recently in an article published by Education Scotland. The school have supported families to access a number of high value financial grants, work they will continue to support in the future. A pupil told us: "It's important to remove the stigma of poverty…moving away from charity to a rights-based approach. We've turned a negative into a positive…and brought the community together."

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Education, Children and Families Committee

10am, Tuesday, 1 March 2022

Early Years Session 2021-22 Parent Survey Findings

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the findings of the parent survey and actions to address the issues raised.

Amanda Hatton

Executive Director of Education and Children's Services

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Early Years Session 2021-22 Parent Survey Findings.

2. Executive Summary

2.1 Early years consulted with parents/carers/carers through a survey, which closed on 2 November 2021. The survey covered the following themes:

2.1.1 Delivery of 1140 hours

2.1.2 The application process for a funded place

2.1.3 Parent/carer satisfaction with the quality of provision

2.1.4 Support for children with additional support needs

2.1.5 Parental engagement and involvement

2.1.6 Deferring entry to primary 1

2.2 This report outlines the findings of the survey and sets out how the council will address the issues raised.

3. Background

Duty to consult and plan on delivery of early learning and childcare.

3.1 Under section 50(1) of the 2014 Act, education authorities must, at least once every 2 years:

3.1.1 Consult with persons who appear to be representative of parents of children under school age in their area about how they should make early learning and childcare available.

3.1.2 Have regard to the views expressed in the consultation and must prepare and publish a plan setting out how they intend to make early learning and childcare available.

4. Main report

Delivery of 1140 hours

4.1 786 parents/ carers responded to the survey. 65.27% access their funded early learning and childcare at local authority nursery and forest kindergarten settings, and 29.64% in private partner provider provision. The remaining responses came from parents/carers using voluntary sector, childminder or a blend of provision.

4.2 The majority of parents/carers were able to access their first choice of setting 92.37%. Of the sixty responses who did not receive a place at their first choice setting, 95% received a place at their second or third choice setting.

4.3   1140 hour placements are provided through a variety of delivery models including full year and term time provision. 56.15% of parents/carers had a term time placement and 41.67% a full year placement. Of the full year placements, 17.82% had the option to purchase additional hours. The remaining responses had blended placements. The model provided, met the needs of 74.1% of the respondents.

   4.3.1   48.34% would prefer term time

   4.3.2   43.92 % would prefer full year

   4.3.3   8.06% would prefer a blended model

4.4   Seventy four comments were submitted in relation to the model of delivery and it was clear that many parents/carers would prefer more flexibility in the models of delivery available to them. We are confident we will be able to provide more flexible options for parents/carers from August 2022 with the completion of the five new build early years settings across the city.

The application process for a funded place

4.5   We asked parents/carers to comment on what could be done to improve the process of accessing a place at nursery. 14.6% of respondents provided feedback on how the process could be improved. The following provides details of the key themes, issues for parents/carers and what could be done do to address these:

1. **Theme -** Council website
    Issues - Difficult to find information on childcare.

    Solution – Early years is working with the communications team to update the website and make it easier for parents/carers to navigate and find the information they need.

2. **Theme –** Online centrally managed applications.
    Issues – Parents/carers complete multiple applications. Requirement to email or hand in personally to settings.

    Solution – The creation of an online application process started in 2019 and this was due to be linked with the new national SEEMIS early years system with an expectation it would be in place for August 2020. Unfortunately, significant delays to the national system has negatively impacted on the availability of the online application process for parents/carers. The newly created online application form has been tested with a sample group of parents/carers and is ready to start as soon as the new SEEMIs early years system is due to go live in session 2022-23.

3. **Theme –** Communication.
    Issues – When and how

        • to apply for a place
        • to receive notification of a place

    Solution – Although guidance on sharing placement offers with parents is available to all settings, it is evident from some parental responses, that communication about places and what happens when places are not available, could be clearer. Therefore, a flowchart will be created and added to the web page. This will then be shared with all EY settings for them to communicate with parents/carers. This communication will be updated annually and include information on what happens on receipt of their applications and the dates when parents/carers should expect notification/confirmation of their child's placement. The process for advising parents/carers when places are not available will also be included.

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The admissions criteria for allocating places

4.6   77.42% of respondents agreed with the current criteria for allocating funded places. Eighty comments were received regarding the admissions criteria; there was a wide variety of views expressed with no clear preference for change. Views expressed on the criteria related to; the inclusion of siblings; catchment areas; priority for working parents/carers and also the order of priority for the criteria.

Parent/carer satisfaction with the quality of provision

4.7   Parents/carers were asked what was important to them when considering the quality of early learning and childcare based on a scale of 1-9 where 1 is the most important. The following shows the order of importance to parents/carers and the level of satisfaction they have with their current setting for each factor.

Order of priority	Factor	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied
1	How staff interact with my child.	87.13%	11.21%	1.66%
2	How much individual care and attention my child gets.	75.48%	19.57%	4.96%
3	How much my child is learning	81.66%	15.80%	2.55%
4	The range of different experiences my child gets.	78.02%	17.28%	4.70%
5	The qualifications of staff.	77.11%	21.23%	1.66%
6	How well the provider keeps me informed and engaged.	73.66	15.27%	11.07%
7	Facilities of the setting.	82.82%	13.99%	3.18%
8	Setting's inspection reports.	75.73%	22.48%	1.79%
9	Local reputation.	75.19%	23.92	0.89%

4.8   "How well the provider keeps me informed and engaged," received the highest level of dissatisfaction which correlates to a common theme in responses throughout the survey. Parents/carers shared the impact that COVID restrictions have had on communication and engagement with their child's early years setting. Comments include;

4.8.1   *As we no longer are allowed in nursery we don't see what's going on every day – themes/topics etc.*

4.8.2   *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.*

4.8.3   *Feel detached from my son`s experience in nursery…*

4.8.4   *Would like to view my child's learning setting in person…*

4.8.5   *If 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…*

4.8.6   *Now that collection is at the door there is very little opportunity to hear from staff what children have done.*

4.8.7   *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.*

Parental/carer engagement and involvement.

4.9   In order to target support for parents/carers, it was essential to find out which areas they were most interested in being involved in. 79% wanted to find out more about their child's learning, which was a highlighted and continuous theme throughout the survey. The majority of parents were also interested in learning how families can help their child and

how everyday experiences can support their child`s learning. 58.58% of parents/carers would like to be more involved in their child's setting e.g. volunteering.

Support for children with additional support needs

4.10   27% of parents/carers (215) responded to the questions regarding additional support needs. 56.67% of total ASN responses (119) felt their child was welcomed and included in the early years setting and 69.28% (115) agreed appropriate support is in place to support their child.

4.11   A small number of parents/carers commented that their child's nursery went 'above and beyond' to support their child. None of the comments received expressed negative experiences about the level of support for their child, but there were a few comments that suggested communication could be improved and the return of access into the nursery would relieve concerns about how their child was doing. This may be why the percentage of responses above have a lower rate of satisfaction than we would expect.

Deferring entry to primary 1

4.12   Seven hundred and seventy six parent/carers responded to the question, "Do you plan to apply for a deferred year i.e. an additional year at nursery?"

    4.12.1   13.84% (106) stated yes.

    4.12.2   Three hundred and eleven comments were provided for this question. Thirty one parent/carers stated their child currently had a deferred year and thirty five stated they were undecided if they will choose to defer entry to primary 1. Several comments referred to seeking advice from their child's nursery before making their decision.

4.13   Sixty eight parent/carers who have decided to defer entry to primary 1 provided a comment. The reasons stated varied and included the following:-

    4.13.1   Child has additional support needs
    "My child is autistic and is a bit behind her peers. We feel that she will benefit from an extra year."
    "Child awaiting additional support for learning services due to global developmental delays."

    4.13.2   Their child would be too young to start school.
    "I would like her to start in 2023. I feel 4 is too young and an extra year at nursery will be for the best."
    "I feel he would benefit from being older when he starts school, rather than being one of the youngest in his peer group.

    4.13.3   Looking ahead to High School.
    "…I would prefer him to be a little older when he makes important decisions in high school regarding exams and life choices."
    "…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."

    4.13.4   COVID
    "Covid, emotional immaturity, has not had much socialisation."
    "…due to not having enough time in a nursery setting as we had a delayed start…"

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4.14 One hundred and seventy seven comments were received stating parents/carers would not apply to defer entry to primary 1. Most referred to their child being ready to start school. Some felt another year at nursery would not benefit their child:

4.14.1 *"We feel she is more than ready to start primary school and it would be detrimental to her to hold her back another year."*

4.14.2 *"I feel my child is quite advanced and would not benefit from being held back."*

4.14.3 *"I don't believe nursery would be enough for him at this stage."*

4.14.4 *"I feel it would hold him back if I kept him deferred."*

4.15 A few commented they would prefer the option for their child to start school earlier than the current school starting age.

4.15.1 *"…if anything I'd like her to be able to start earlier…"*

4.15.2 *"I wish for my child to start primary school early in 2022 rather than 2023."*

4.16 Comments were also received regarding the impact deferrals would have on the ages of children in a primary 1 class.

4.16.1 *"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 at school at a later age…someone has to be the youngest in class…"*

4.16.2 *"…she will be academically ready for school despite December birthday…I am more concerned that allowing automatic deferral will mean there are children over a year older than her…"*

4.16.3 *"I'm concerned my daughter will be in a year group with children that will be turning 6 and she will be 4."*

5. Next Steps

The admissions criteria for allocating places

5.1 A link to the early years admissions` policy will be included on the council website as this includes the criteria used by settings for allocating places. The online admissions process will be available to parents once the updated SEEMIs becomes available.

Parental/carer engagement and involvement.

5.2 There is career long professional learning (CLPL) is made available to enable all practitioners to develop their skills in working in partnership with families which continues to be a priority for early years.

5.3 Four additional learning opportunities are planned this session to support staff to develop their skills in parental engagement, parental involvement, family learning and learning at home. Developing self-evaluation and sharing good practice when working in partnership with parents is supported through network meetings throughout the year across early years, primary and secondary sectors.

5.4 The Peep Learning Together program continues to be developed through network meetings, Peep Champions as well as feedback from managers. These interventions will lead to improved approaches and parents/carers will have increased opportunities to be both involved in the life of the Early Learning and Childcare and engaged in their child's learning.

Education, Children and Families Committee 1 March 2022

Support for children with additional support needs

5.5   Many early years settings have manged to keep parents/carers well informed throughout the COVID 19 pandemic by using video chats and virtual tours of the nursery.

5.6   The Early Years Leading the Strategy sessions in January 2022 provided an opportunity to showcase innovative approaches used by early years settings to ensure parents/carers and children can be supported and welcomed, whilst also acknowledging the challenges of managing COVID restrictions.

Deferring entry to primary 1

5.7   Information for parents regarding the deferral process is available on the council website, but the landing page is not easy for parents to find and the early years information on the website is not easy to negotiate. We will work with the council website team to make this more accessible.

5.8   Information will be added to the website on how to apply for early access to primary 1 for those parents/carers who would like more information on this option.

5.9   Early years settings and schools will be supported to ensure parents/carers are aware of the approaches to developing play pedagogy in primary 1 classes to support children's continuity of learning experiences across the early level of Curriculum for Excellence.

6.   Financial impact

6.1   The additional cost of accommodating a child deferring entry to Primary 1 in a Partner Provider setting is £6,748 per annum.

7.   Stakeholder/Community Impact

7.1   The Background reading/external references

https://www.gov.scot/publications/early-learning-childcare-statutory-guidance-july-2021/

8.   Background/External Reading

N/A

9.   Appendices

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

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

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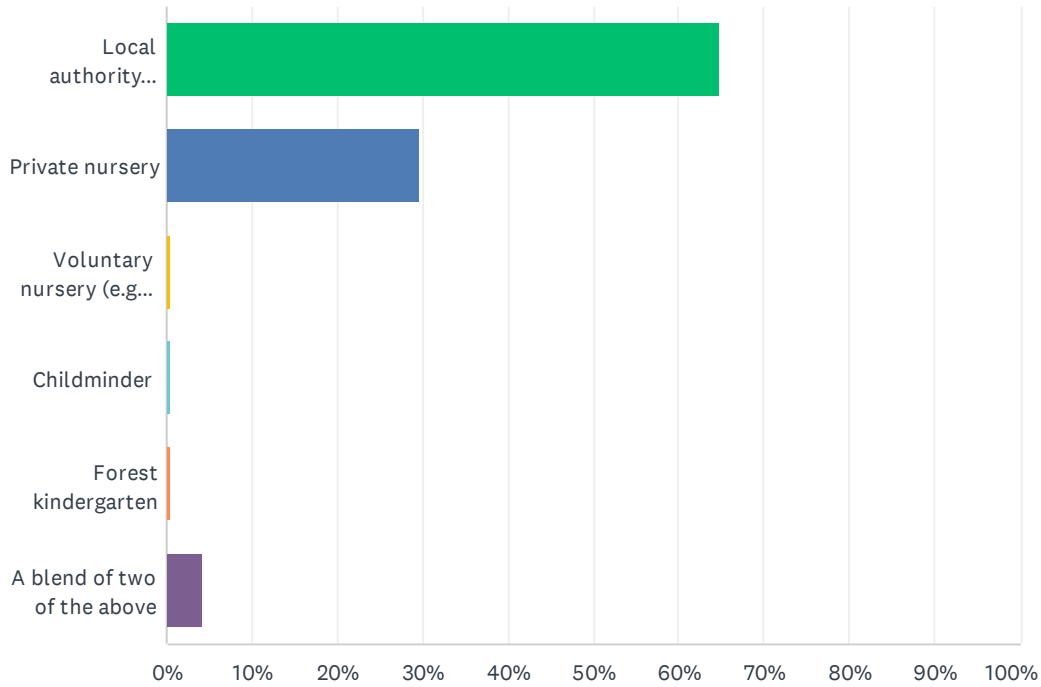
ANSWER CHOICES	RESPONSES	
Local authority nursery	64.89%	510
Private nursery	29.64%	233
Voluntary nursery (e.g. playgroup)	0.51%	4
Childminder	0.38%	3
Forest kindergarten	0.38%	3
A blend of two of the above	4.20%	33
TOTAL		786

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

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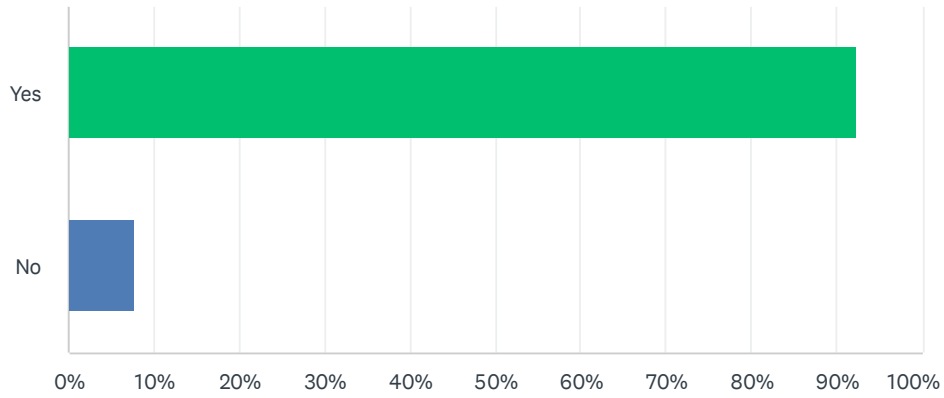
ANSWER CHOICES	RESPONSES	
Yes	92.37%	726
No	7.63%	60
TOTAL		786

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

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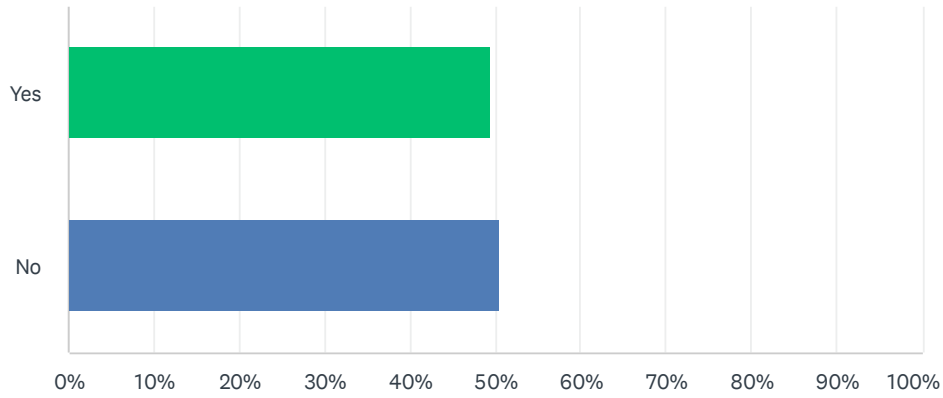
ANSWER CHOICES	RESPONSES	
Yes	49.57%	57
No	50.43%	58
TOTAL		115

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

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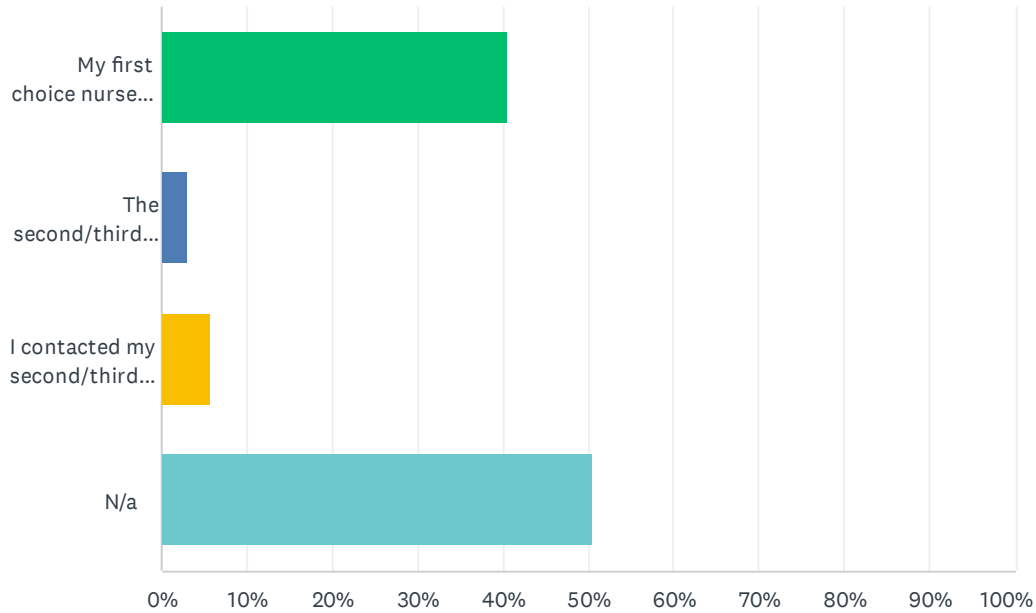
ANSWER CHOICES	RESPONSES	
My first choice nursery let me know	40.58%	254
The second/third choice nursery contacted me	3.04%	19
I contacted my second/third choice nursery	5.75%	36
N/a	50.64%	317
TOTAL		626

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

Q6 How do you receive your funded hours?

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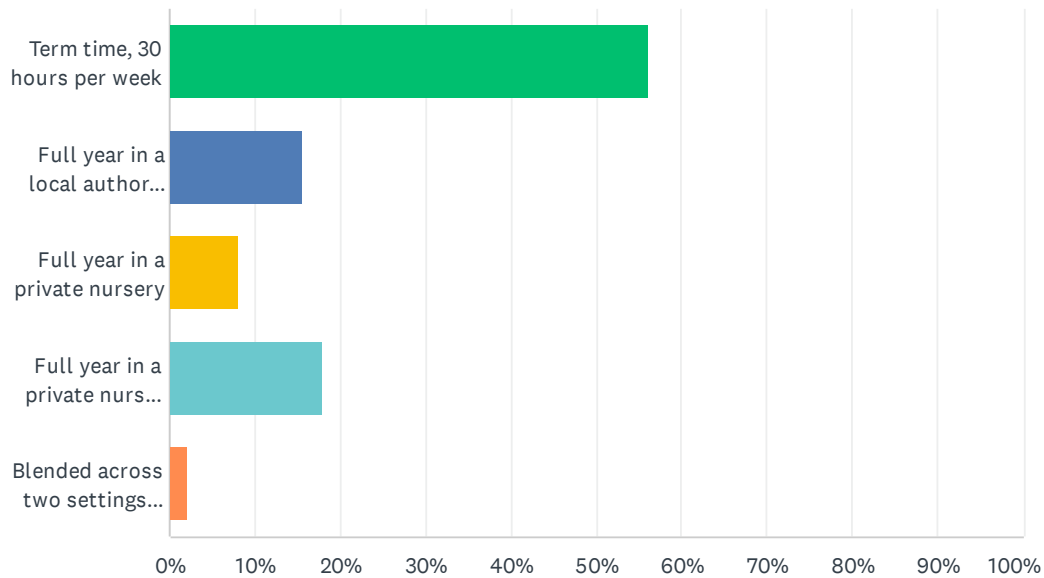
ANSWER CHOICES	RESPONSES	
Term time, 30 hours per week	56.15%	438
Full year in a local authority nursery, two full days and flexi Friday	15.64%	122
Full year in a private nursery	8.21%	64
Full year in a private nursery with the option to purchase more hours	17.82%	139
Blended across two settings (e.g.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

Q7 Does this option meet your needs?

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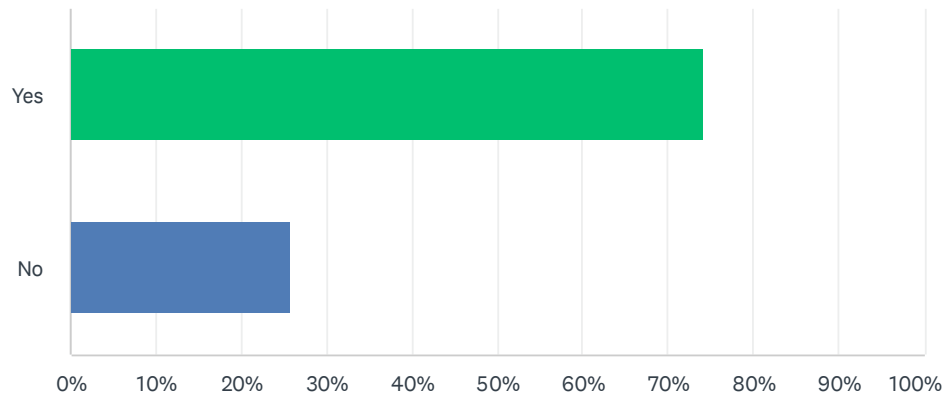
ANSWER CHOICES	RESPONSES	
Yes	74.14%	582
No	25.86%	203
TOTAL		785

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

Answered: 211　　Skipped: 582
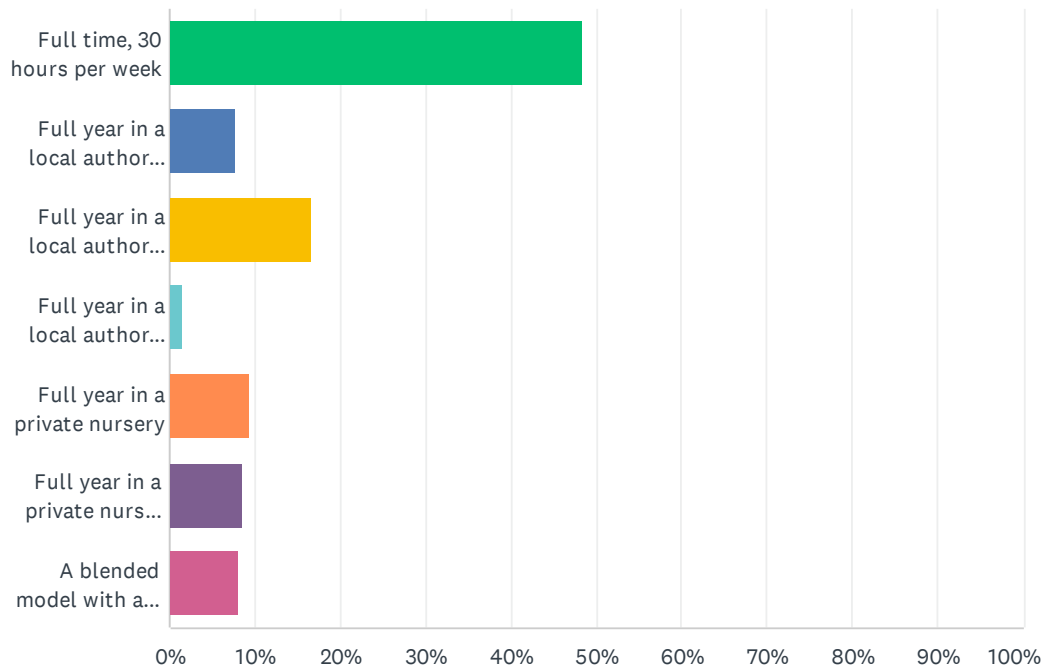
ANSWER CHOICES	RESPONSES	
Full time, 30 hours per week	48.34%	102
Full year in a local authority nursery, two full days and a flexi Friday	7.58%	16
Full year in a local authority nursery, AM only sessions	16.59%	35
Full year in a local authority nursery, PM only sessions	1.42%	3
Full year in a private 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

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
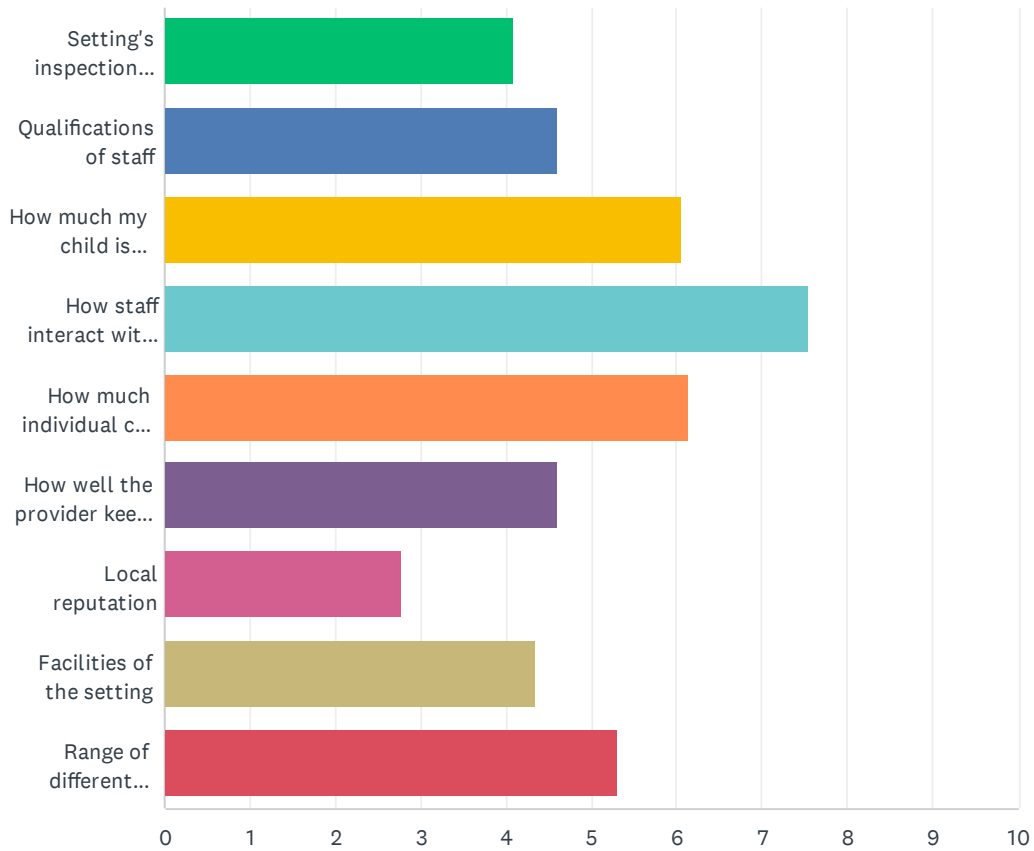
	1	2	3	4	5	6	7	8	9	TOTAL	SCORE
Setting's inspection reports	10.71% 78	5.63% 41	6.18% 45	7.69% 56	7.14% 52	11.13% 81	12.91% 94	20.47% 149	18.13% 132	728	4.09
Qualifications of staff	7.40% 54	9.59% 70	9.59% 70	9.73% 71	12.05% 88	10.96% 80	17.12% 125	13.56% 99	10.00% 73	730	4.61
How much my child is learning	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

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

Answered: 787　　　Skipped: 6
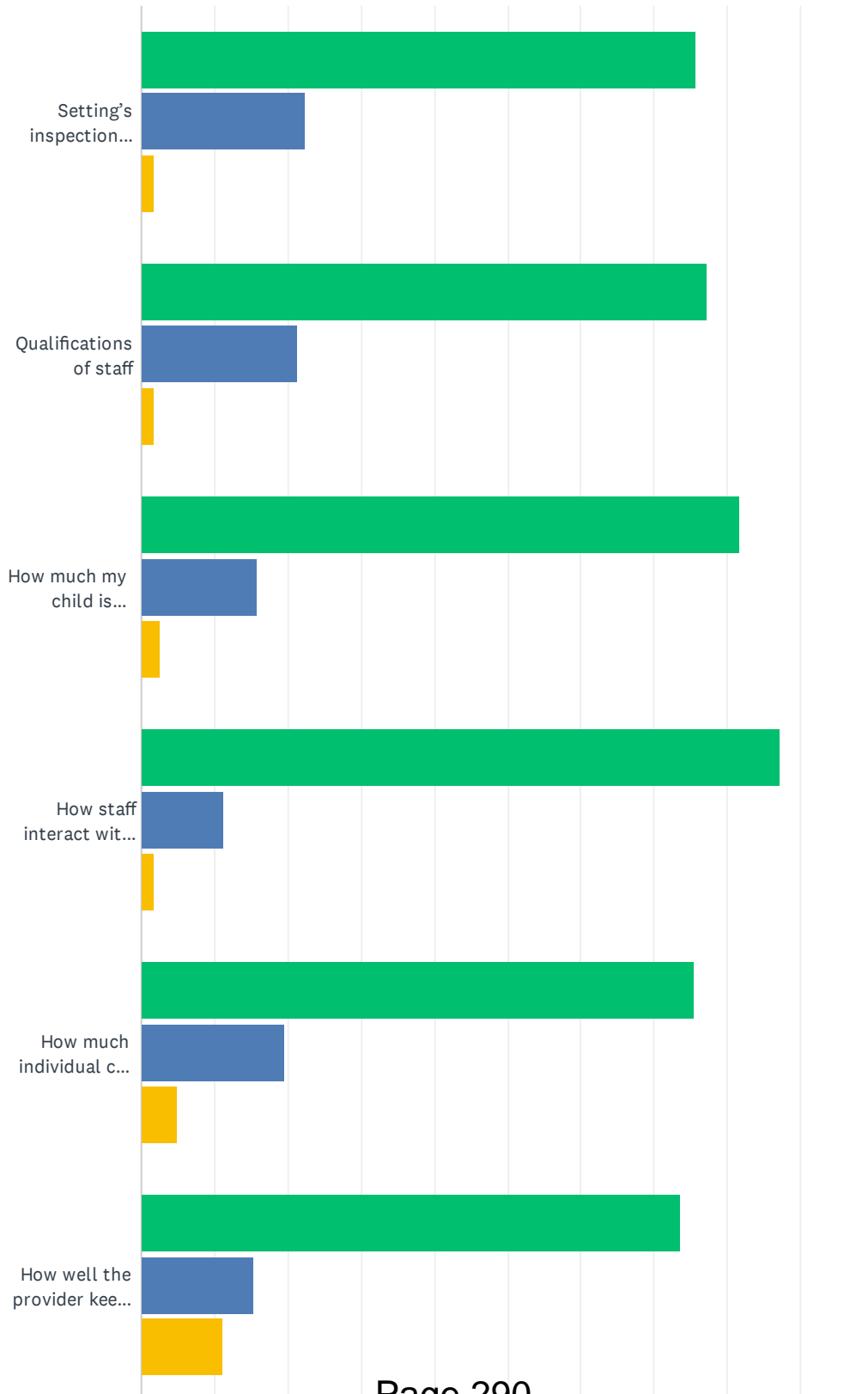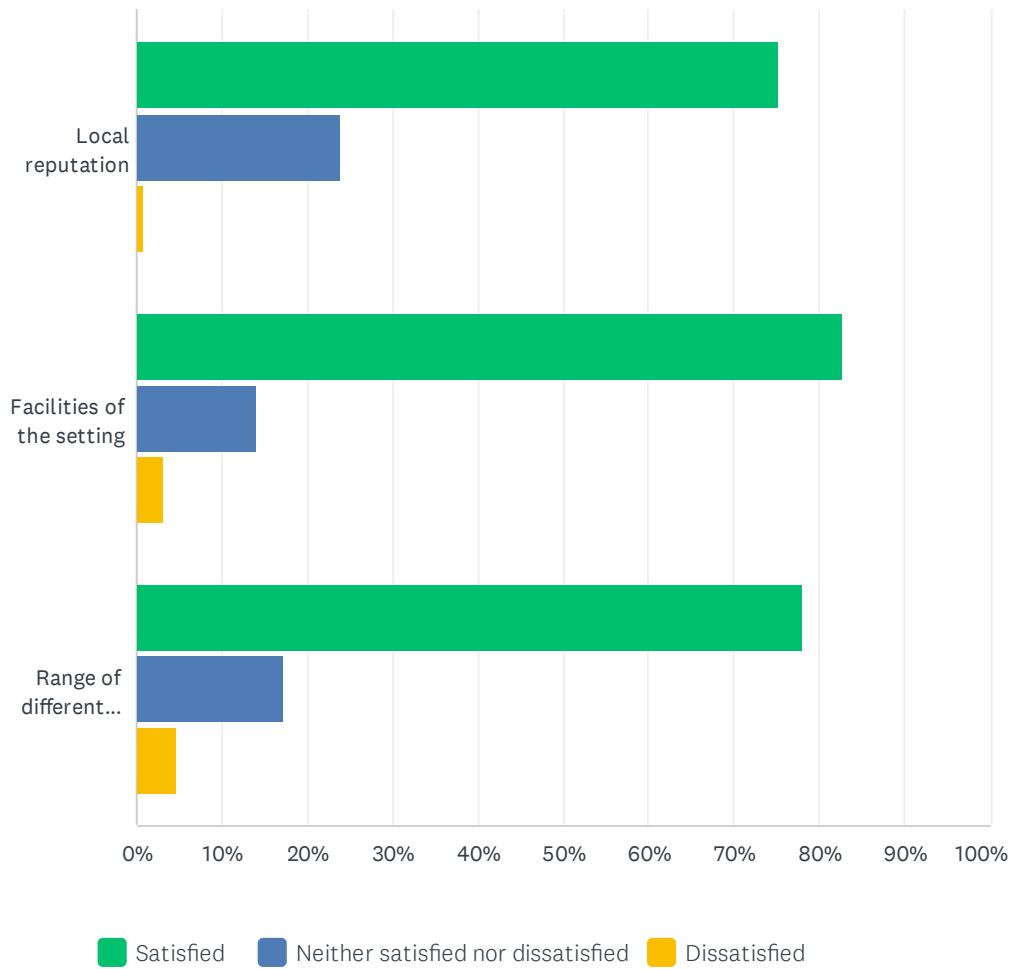
	SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	DISSATISFIED	TOTAL
Setting's inspection reports	75.73% 593	22.48% 176	1.79% 14	783
Qualifications of staff	77.11% 603	21.23% 166	1.66% 13	782
How much my child is learning	81.66% 641	15.80% 124	2.55% 20	785
How staff interact with my child	87.13% 684	11.21% 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
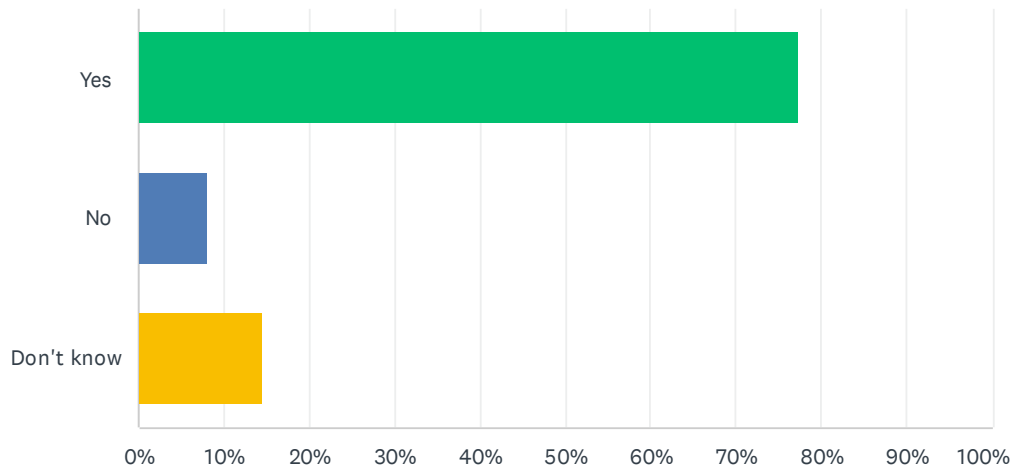
ANSWER CHOICES	RESPONSES	
Yes	77.42%	600
No	8.13%	63
Don't know	14.45%	112
TOTAL		775

Q12 Does your child have a January/February birthday?

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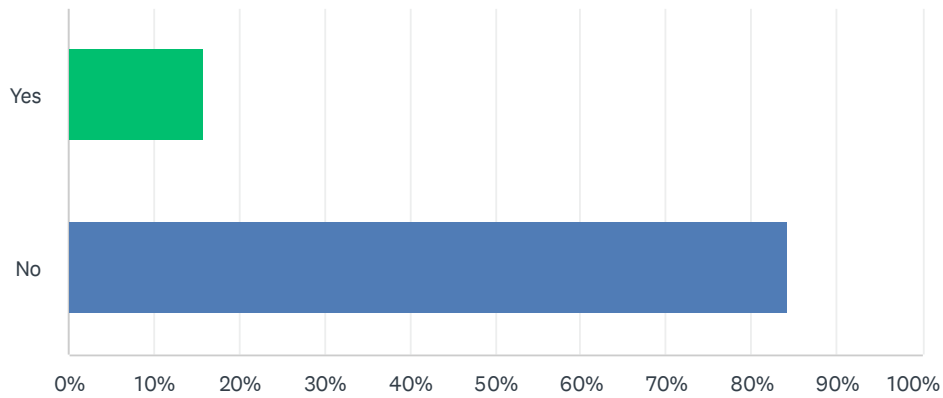
ANSWER CHOICES	RESPONSES	
Yes	15.83%	123
No	84.17%	654
TOTAL		777

Q13 Does your child have an August - December birthday?

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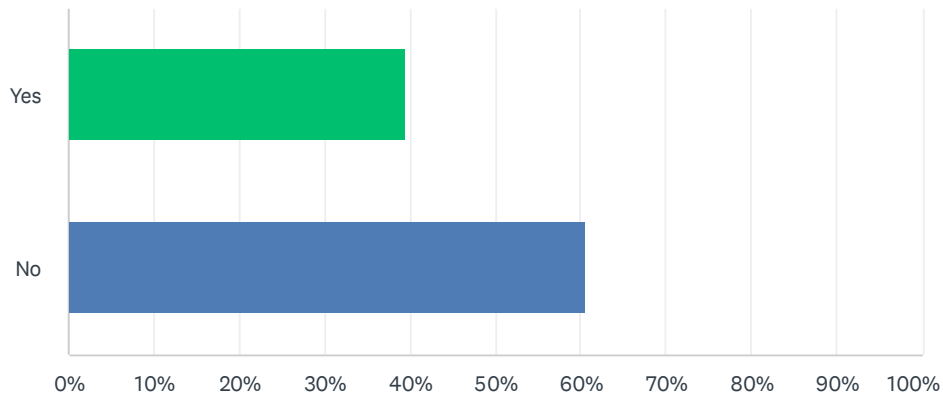
ANSWER CHOICES	RESPONSES	
Yes	39.44%	295
No	60.56%	453
TOTAL		748

Q14 When is your child eligible to start primary school?

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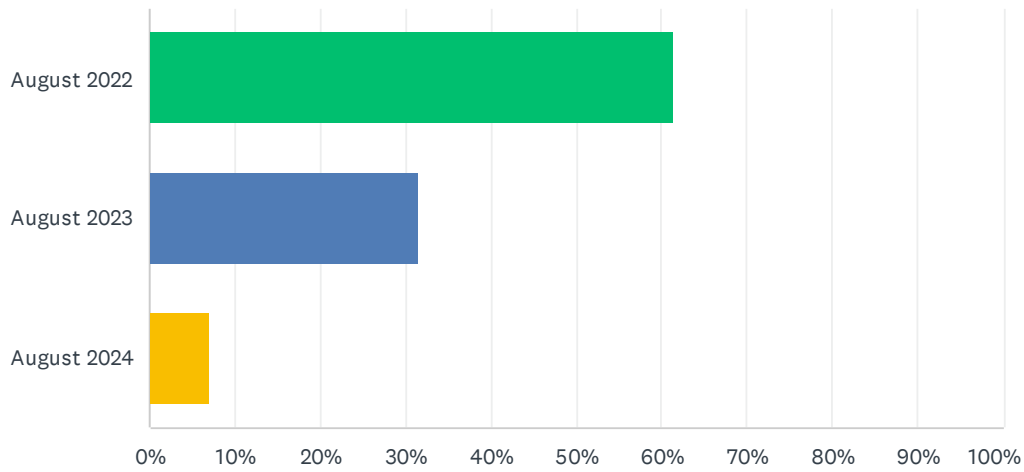
ANSWER CHOICES	RESPONSES	
August 2022	61.42%	476
August 2023	31.48%	244
August 2024	7.10%	55
TOTAL		775

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

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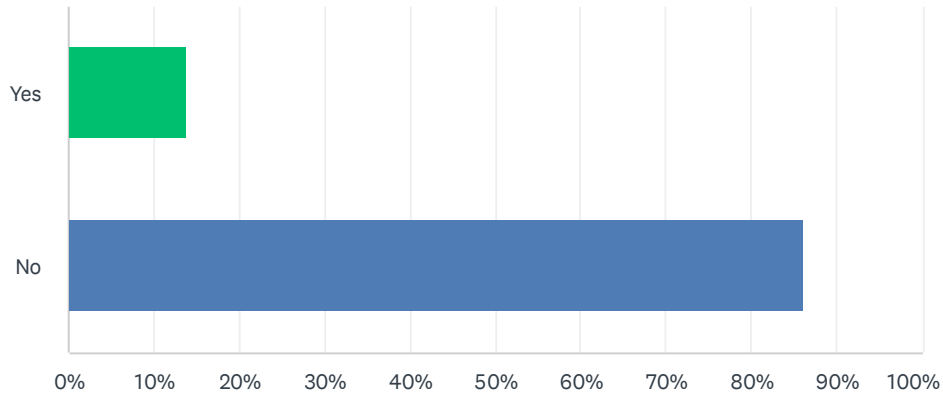
ANSWER CHOICES	RESPONSES	
Yes	13.84%	106
No	86.16%	660
TOTAL		766

Q16 If you have a child with additional support needs:

Answered: 215　　Skipped: 578
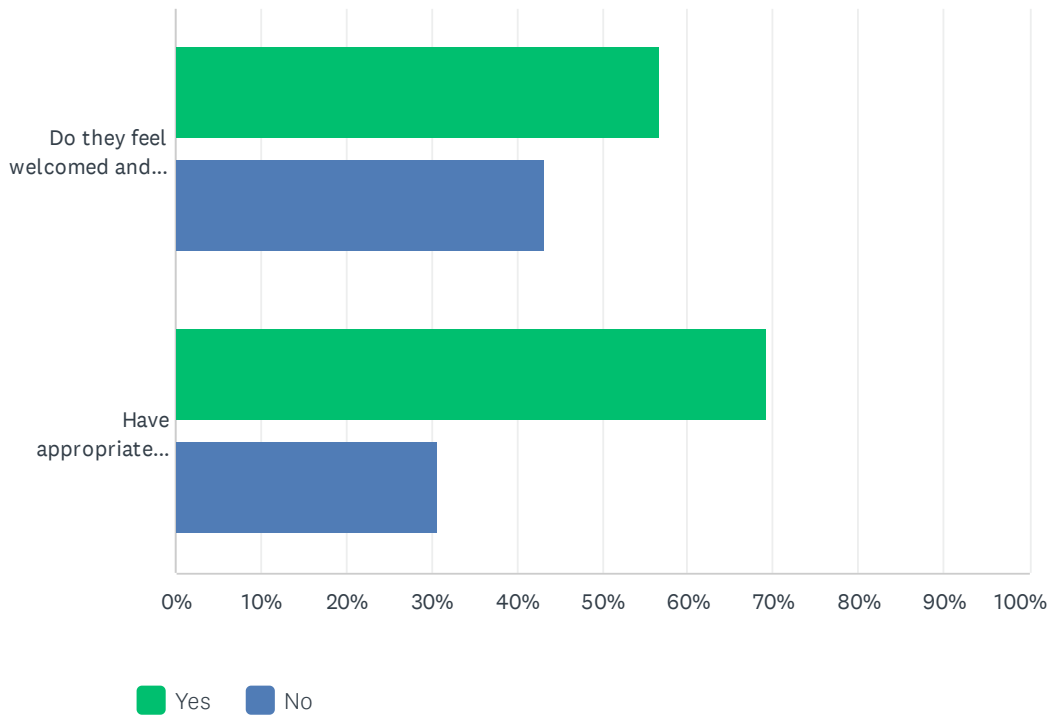
Yes　No

	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

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 (green), Neither agree nor disagree (blue), Disagree (yellow)
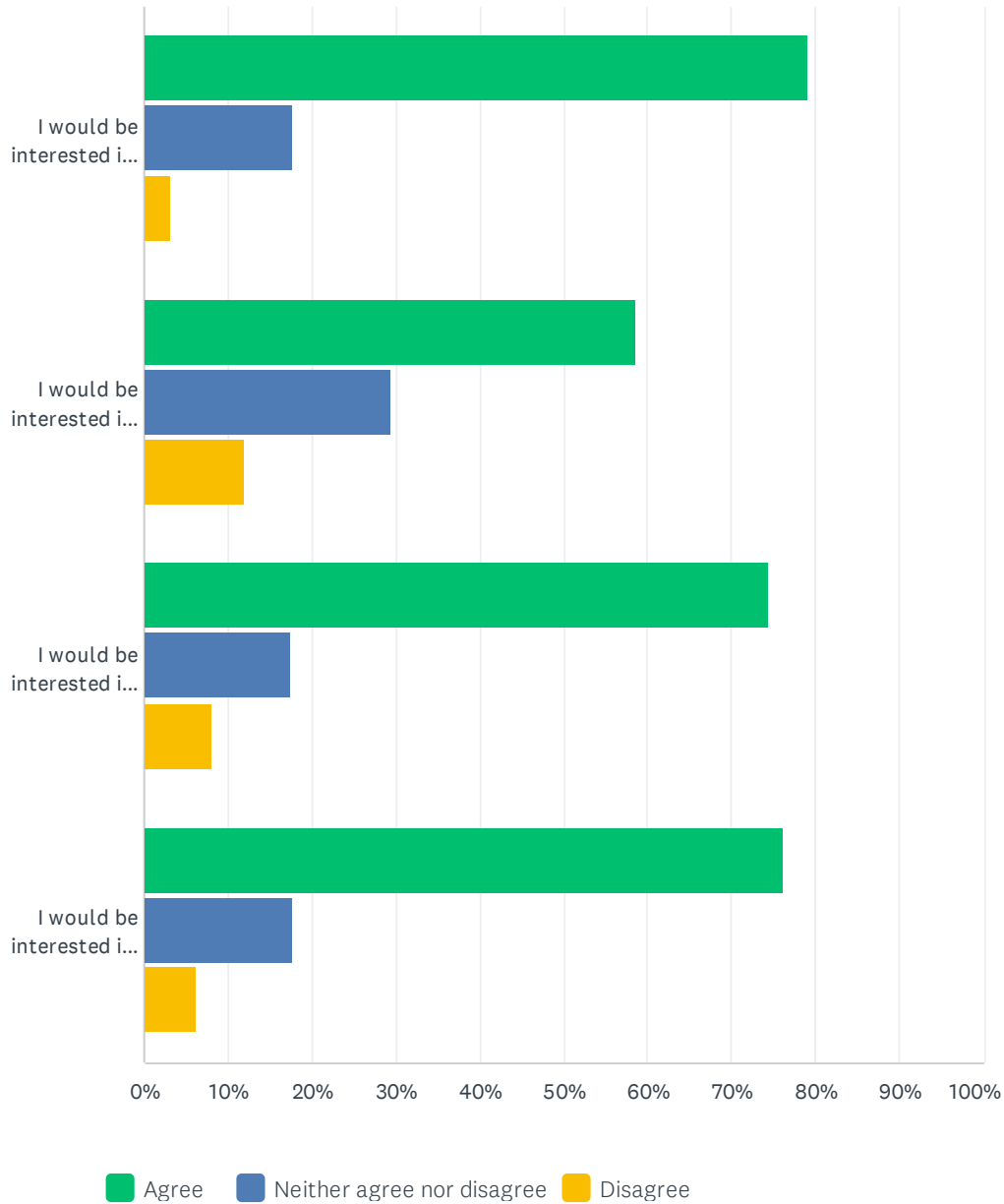
	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	TOTAL
I would be interested in finding out more about engaging in my children's learning e.g. linking learning from home to early years setting and vice versa.	79.08% 616	17.72% 138	3.21% 25	779
I would be interested in finding out more about how to be involved 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

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

Answered: 136   Skipped: 657

Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Attendance Thematic Review

Item number
Executive/routine
Wards
Council Commitments

1.   Recommendations

1.1   The Education Children and Families Committee is asked to:

1.1.1   To note that an Integrated Attendance Strategy will follow.

1.1.2   To note the service wide actions to improve attendance in schools.

Amanda Hatton

Executive Director of Education, Children and Families

Contact: Lorna French, Acting Head of Schools & Lifelong Learning

E-mail: lorna.french@edinburgh.gov.uk | Tel: 0131 469 3138

Report

Attendance Thematic Review

2. Executive Summary

2.1 Overall attendance is good in Edinburgh, however many children suffer from persistently poor attendance. To better understand the issues, a thematic review took place earlier this session. This report provides an overview of the Attendance Thematic Review process including the scoping, fieldwork, results and recommendations. The development of an Integrated Attendance Strategy is required to ensure the necessary service wide actions to improve attendance in schools.

3. Background

3.1 In Edinburgh, each year there has been an increase in pupils with below 85% attendance across all sectors of education, with one exception(2018/19 secondary schools), since 2017.

3.2 Covid has unavoidably impacted on the attendance of children and young people. However, there has been a significant reduction in attendance over the last 20 months not all of which can be directly attributed to covid illness/isolation.

3.3 A short life working group made up of colleagues from the Quality Improvement Team, ASL services, a Depute Principal Educational Psychologist, the Education Welfare Service, Home Link team, the third sector and primary, secondary and special schools was set up to scope out the thematic review. The aim was to identify both good practice and the challenges schools face in relation to promoting pupils' attendance and to identify service recommendations to support schools to improve attendance.

3.4 Fieldwork was carried out in 10 schools; The Royal High School, Davidson's Mains Primary School, Portobello High School, Brunstane Primary School, Duddingston Primary School, St Augustine's High School, St David's Primary School, Gilmerton Primary School, Niddrie Mill Primary School and Rowanfield School.

3.5 The fieldwork team comprised; a QIEO, an assisting senior leader from a school and a member of the Education Welfare Service/Home Link Team. . Discussions took place with senior leaders, key attendance staff, general school staff, children/young people, parents/cares and partners. These focussed on 5 key areas critical to good attendance:-

3.5.1 policies and procedures

3.5.2 managing absence and attendance

3.5.3 promoting good attendance

3.5.4 family engagement

3.5.5 partnership working and ethos and culture.

3.6 The findings from these visits have informed the recommendations in this report.

4. Main report

4.1 The Thematic Review Scoping Paper gives a summary of the local and national picture in relation to attendance, the purpose of the review and what we expected to find.

4.2 Key areas of focus include; attendance data across all sectors, covid absence, low attendance, daily attendance patterns and comparisons across different demographics, local and national guidance in relation to managing absence and attendance, systems and process in place in City of Edinburgh and research on socio-economic background and attendance.

4.3 The results from the thematic review came primarily from the fieldwork, however, information from QIEO improvement activity and a review of the Home Link Team also provide information pertinent to this report.

4.4 Results from the review identified areas of good practice across all schools. Strong relationships and communication channels with families, and removing barriers to attendance, was critical to improving attendance rates. In addition, clarity around policies, procedures, roles and responsibilities, to ensure regular and rigorous monitoring of attendance, helped to ensure attendance was high on the agenda. Early intervention and partnership working were also key components to success in improving attendance.

4.5 A range of challenges was also identified including; capacity of teams – internal and external to deal with the volume of attendance concerns, the broader impact of covid on attendance, effectiveness and functionality of recording systems, entrenched generational attitudes to attendance, systems to deal with very poor attendance and the need to develop a whole community approach to tackle this issue.

4.6 The Attendance Thematic Review; Results and Recommendations gives details of the findings and proposed next steps.

5. Next Steps

5.1 We will develop and Integrated Attendance Strategy to action the recommendations from the review.

5.2   We will monitor attendance levels across the authority and report to Council in one year.

6.   Financial impact

6.1   There are no financial implications contained in this report.

7.   Stakeholder/Community Impact

7.1   Engagement took place with senior leaders, staff in schools (teaching and non-teaching), children/young people, parents/carers and partners.

8.   Background reading/external references

8.1   Included, engaged and involved part 1: promoting and managing school attendance Scottish Government 2019

9.   Appendices

9.1   Appendix 1   CEC Attendance and Absence Procedure
9.2   Appendix 2   Edinburgh Learns Guidance for QIEOs

Appendix 1

Management Information		
Lead Officer	**Name:**	Gillian Barclay/Kirsty Spence
	Designation:	Depute Principal Psychologist/ Head of Inclusion Supports
	Tel:	0131 469 2832
Lead Service Area	Schools and Community Services	
Last Review Date	March 2020	
Implementation Date	November 2020	
Review Date	March 2021	
Date Agreed		
Agreed by	SLWG • Stephen Kelly – Head Teacher Liberton High School • Karen Scott – DHT Foresters High school • Karen Coull – DHT Craigmount High School • Emma Dougan – Home Links Service Leader • Irene Watt – Senior Education Welfare Officer	
Has Screening for Equality Impact been undertaken for this procedure	No Date	
Has Implementation and Monitoring been considered for this procedure	Yes Date	
If appropriate has Health and Safety section had oversight of this procedure **Name of Health and Safety contact**	Yes/No: *(please specify)* Date	

1. PURPOSE

This procedure sits alongside a number of related procedures which all promote a positive ethos of inclusion.

It provides a clear and consistent framework for all staff to promote attendance and manage absence in line with 'Getting it Right for every Child' and 'Included Engaged and Involved – part 1: a positive approach to the promotion and management of attendance in Scottish schools"(2019).

We recognise the strong link between school attendance and a positive and inclusive ethos where every child knows they belong. This procedure must be implemented within the context of a positive and supportive culture.

We aim to ensure children attend school or another learning environment for the recommended 25 hours at primary school and 27.5 hours for secondary school.

2. SCOPE

This procedure sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. It is implemented within the context of our local approach to Getting it Right for Every Child and our recognition that strong partnership working with parents and children is crucial in achieving positive outcomes.

The procedure applies to all Communities and Families Services staff, parents and pupils.

3. DEFINITIONS

- **Child / children:** Describes any person under the age of 18.

- **CME:** Children Missing in Education

- **GIRFEC:** Getting it Right for Every Child, the Scottish national practice model.

- **Opening:** The school day is made up of two openings. The first until lunchtime and the second after lunchtime.

- **Parents:** Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

- **Pupils:** Describes all children and young people who are enrolled or seeking to enroll in City of Edinburgh Council schools

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

- **Staff:** describes all Children and Families staff.

- **S2S:** School 2 School transfer system facilitates the transfer of children's data when the receiving school is known

4. ACTIONS

4.1   Register of Admission

4.1.1   A register of admission and withdrawal must be kept for each school. Although SEEMIS holds all information required, an information sheet showing brief details of admission and withdrawals should be kept for back-up. **A pupil may only be entered on one school register at any one time. Every new pupil is provisionally enrolled until they have physically arrived in the school**.

NB

- *To support this system, schools may find it helpful to update SEEMIS contact information for families more regularly than annually. 6 monthly is recommended.*
- *If there are siblings in catchment schools, it can be helpful to contact them as they may have the correct contact information for the family.*
- *P7-S1 transition can be key times to ensure handing over of accurate information.*

4.1.2 In exceptional circumstance a school may be asked to enrol a child who may not actually attend the school.
See Appendix 1: Pupil Enrolment: Exceptional Circumstances

4.1.3 When a pupil has been admitted to the school, the register should be entered with the full name and date of birth of the pupil. Where a secondary pupil attends another school for certain classes, **they should appear only on the register of their base school**.

5 Withdrawal and Removals (School Roll)

5.1.1 A pupil should be entered on the register as "withdrawn" from school when:

a) It has been confirmed that they have been enrolled in another school (this includes independent special schools but does not include school provision within secure services). This confirmation should be sought from others, e.g. the enrolling school, as well as from the parents.
b) Confirmation has been sent from Headquarters to the school that permission has been granted for the pupil to be educated at home.
c) If they have been absent for a period of four consecutive weeks. This action should be taken **only on the advice of the Education Welfare Service.** *(see 6.5 for more information)*
d) They have reached 16 years of age and have decided to leave school;

5.1.1 Where a pupil has been withdrawn from the school, the register should be entered with the full name, date of birth and reason for withdrawal.

5.1.2 The School to School Transfer System [S2S] will facilitate the transfer of children's data from school to school where the receiving school is known. However, there are a number of pupils for whom the destination is unknown. When a destination school is unknown the pupil should be recorded as Code A on SEEMIS until another school notifies S2S that they have enrolled the pupil. The pupil should be kept on the school register until they are found or the school is authorised by the department to remove them.

6 Children Missing from Education (CME)

6.1 The Education Welfare Service should be informed of all absences that appear to be for no satisfactory reason. It is the duty of the Education Welfare Service to assist in tracing the pupil. It is helpful to notify the Education Welfare Service at the earliest opportunity in these circumstances.

6.2 In this situation consideration should be made as to whether the absence constitutes a wellbeing concern that should also be raised with social care direct. If the child is known to social work they should always be alerted to any unexplained absence.

6.3 The Education Welfare Service will support schools to investigate unexplained absences. This is likely to include;

a) making contact with those named in Emergency contact details held in the school
b) enquiries with known friends or family
c) enquiries with neighbours
d) where appropriate enquiries with social work and housing

6.4 Following initial enquiries consideration should be given to a possible referral to 'Children Missing from Education' (CME).

6.5 In all instance if a pupil has been absent for four consecutive weeks and, despite vigorous checks by the school and the Education Welfare Service, it has not been possible to trace the family a referral should be made to Children Missing from Education (CME) in order to continue the search for the missing pupil on a national level.

6.6   Details of any child deemed as 'missing' from education should be passed to the relevant primary or secondary Senior Education Officers. A report should then by forwarded to the Head Teacher / EWS for completion. The report is then returned to the Local Authority Designated Officer for full referral to CME to be actioned.

6.7   Advice should be sought from the Senior Education Welfare Officer regarding removal from the school register in such cases.

7   Maintaining the Register of Attendance

7.1   A pupil attendance register will be kept on SEEMIS.

7.2   For each morning and afternoon of any day that the school is open to pupils, the attendance register must be completed. The correct code entry should be made against the name of each pupil (see Appendix 2). (Primary see 13.1)

7.3   In SEEMIS each high school should record the attendance of individual pupils on a period by period basis. This is to ensure a high level of safe-guarding and will help identify pupils who are absent from classes throughout the school day, allowing appropriate action to be taken at the earliest opportunity., All staff in schools involved in attendance monitoring should have SEEMIS access and must register pupils using this.

Recording unexplained absence in class – (dash) default setting. Teachers to change to TBC if not in class.

Office staff should record appropriate codes as and when received from home school communication. Teaching staff should not override anything already in SEEMIS and contact office staff for any anomalies.

7.4   Each school must have a clear procedure to follow up any non-attendance with the family at the earliest opportunity on the same day. The reasons for non-attendance and the code TBC / T should then be updated to confirm the reasons for the absence.

7.5   It is important to ensure that the correct code entry is made as quickly as possible as these codes determine the number of recorded absences. Following up absences in a timely manner is also a key element of our duty of care to all pupils. It is essential that anomalies are dealt with on a daily basis.

7.6   For secondary schools using period-by-period registration, where a child or young person is late but attends any period in the first half of the opening, this will be converted to an overall L1 code for the opening (even if a later period is missed). If the first class is in the second half of the opening, this will be converted to an overall L2 code for the opening (even if a later period is subsequently missed). (see 13.1)

7.7   There are a number of situations where a pupil will be credited with attendance but will not be in school. These situations should be recorded using the specific associated SEEMIS codes;

   • An approved course of study at college or another school (OAT /O)
   • Alternative timetable opportunities (OAT /O) schools should refer to Flexible and Alternative timetables procedure
   • School camp / excursion (FLD)
   • Work experience (WRK)
   • Study leave (STY)

   A pupil will not be credited with attendance when they are not in attendance and are:
   ● Excluded (EXL)
   • On holiday with parents unauthorised (UPH)
   ● On holiday with parents authorised (PHL)

7.8   For eligible post 16 learners attendance must be accurately monitored to ensure proper entitlement to the Education Maintenance Allowance (EMA). The EMA is a weekly payment, paid directly to children or young people who stay on at school, and is designed to help overcome financial barriers which otherwise may prevent them from staying on.

Education providers will be required to record attendance of EMA recipients on days when the place of learning is open to young people. Where the place of learning is closed on days when it would normally be open, for example due to public holidays, extreme bad weather, polling days, in-service days, young people should be treated as having attended for the purpose of the EMA. Similarly, any medical or dental appointments should be recorded for EMA purposes as authorised absence as long as an appointment card or note is provided.

8   **Absence from School – parent and school responsibilities and internal procedures**

8.1   A pupil is considered absent if they fail to attend school for a period greater than half of the morning or afternoon session. This will affect their percentage attendance.

8.2   Schools should have a clear mechanism for all parents regarding how to contact the school to let them know if their child will be late or not attending and the reasons why.

8.3   Parents or carers should be contacted no later than 9.30am on the first day of absence. The register is updated as explanations are received. A clear and effective system must be in place in all schools. See appendix 3a Unexplained Pupil Absence – Primary. 3b – Secondary Period by Period Monitoring Flowchart; PSO support example

Schools are asked to share effective practice with their QIEO to be added to the folder below:

Effective Practice in Attendance Monitoring (sharepoint.com)

8.4   If no satisfactory explanation is received, or if the absence continues beyond a reasonable period, two weeks, then the Head Teacher (or whoever they have delegated responsibility) should consider a formal referral to the Education Welfare Service and/or whether to initiate the GIRFEC assessment and planning process. For schools who do not have ready access to the EWS, it may be beneficial to include the school's Home-Link support at this stage where available.

8.5   Home Link Support Staff should be used to target support for children whose attendance is between 85-90% as an early intervention support.

8.6   In all situations if a pupil's attendance drops below 85% and the school are not able to resolve this, the education welfare service should be alerted and consideration should be given to initiating the GIRFEC assessment and planning process.

8.7   The Education Welfare Officer should be given a computer printout of the pupil's attendance, a white record card and any notes or medical certificates as well as an Education Welfare Service Initial Referral Form.

8.8   Any absences which are explained as 'medical' shall be recorded using either:

D (Self Certified) – If a note of explanation is received which is written and signed by the parent or guardian of the pupil.

F (Medically Certified) – If a note of explanation is received which is written and signed by a General Practitioner or Hospital Doctor or equivalent medical professional.

9   **Identifying and Addressing Barriers to Attendance**

As Education Authorities under section 40 of the Standards in Scottish Schools 2000 Act we must ensure young people within their catchment areas do not miss out on their entitlement to an education.

9.1   Poor attendance can often be related to, or be an indication of, an additional support need. Schools should work with parents, pupils and partners to ensure that any barriers to learning are identified and appropriate support is provided. A useful starting point is the use of the primary or secondary CIRCLE resources.

9.2   It is important we understand the individual circumstances of children who are struggling to attend. Being a young carer, struggling to provide clean uniforms, payment for activities or a range of other family challenges can easily become barriers to attendance. Working together through our GIRFEC assessment and planning process can help us identify and overcome barriers together with families.

9.3   A solution must be found for the long-term educational needs of pupils with care responsibilities (Information on carers and young carers' entitlement to assessment can be found in the Health and Social Care Act 2001.)

If a pupil is unable to attend school due to such responsibilities, and their absence from education will not be long term and therefore categorised as Authorised Absence, there is an expectation that additional support services will be accessed to support the pupil. However, where additional services have not been accessed and care responsibilities become long term, the absence should be categorised as Unauthorised Absence (code R – considered unreasonable by EWO).

9.4   Unfortunately, in some situations a child's health needs may make attending school very challenging. As a local authority where appropriate we will provide outreach teaching during times of extended health absence. Research shows that maintained school contact can make a positive difference in enabling the child to settle in and make progress on their return to school. Schools should therefore maintain contact with children and young people and parents making arrangements to support learning such as the provision of curricular work, virtual teaching, research suggestions or advice and provision of relevant education programmes to outreach teaching teams as agreed appropriate by the team around the child.

Hospital teaching should be recorded for the duration of the session as SEP / B.
Outreach teaching should be recorded for the duration of the session as OAT / O if the session is out with the school building.

9.5   For some children they may be physically able to attend school but difficulties related to their emotional wellbeing and mental health are significant barriers to their attendance. For pupils with reported medical absences where Emotional Based School Refusal is suspected, every effort should be made to facilitate attendance. Schools should refer to the local authority resources for Emotionally Based School Refusal which can be found on the Inclusion Hub.

9.6   Community issues can either result in reluctance to attend school for fear of repercussions or disengagement from school due to the pull of other activities. Schools should work with families and key partners through the GIRFEC assessment and planning process to understand the local context and the impact it might be having on individual pupil engagement with school.

9.7   The use of drugs and alcohol by children and young people can affect school attendance and achievement in a number of ways and is important to intervene and implement supports at the earliest opportunity.

Similarly it is also crucial that children and young people affected by a family member's substance misuse problem are effectively supported.

9.8   Difficulties with relationships can develop into anxieties that may impact on school attendance. Every school should implement clear strategies and supports in relation to bullying, pastoral support and developing positive relationships described locally as the 4 R's; Relationships, Rights Respecting, Resilience building, Restorative.

9.9   Promoting the attendance of care experienced children and young people is a local authority priority. Every school must have a system for tracking the attendance of care experienced learners. This must include a monthly update to any allocated social worker along with a summary of achievements. Allocated social workers should be alerted immediately to any unexplained absences.

10 Flexible (Part time) and Alternative Timetables

10.1 Schools should refer to the local authority Flexible and Alternative Timetable procedure for guidance on implementation and recording if consideration is being given to a flexible or alternative timetable.

11 Home Education and Flexi-Schooling

11.1 An application to seek permission to home educate must be made to the local authority. If authorised the child is entered as withdrawn from the school roll. Until such time as the application to home educate is agreed, any non-attendance should be recorded as an unauthorised absence. If home education is later agreed this recording can be changed retrospectively at the school's discretion.

11.2 The same application must be submitted if the parent is requesting to home educate part-time known as flexi-schooling. Until such time as the application is agreed any non-attendance should also be recorded as an unauthorised absence.

11.3 If the flexi-schooling request is agreed. The times agreed for home education should thereafter be recorded as 'Other Attendance Out of School' (OAT / O).

12 **Unauthorised Absence**

12.1 There are several categories of unauthorised absence;

- Occasional absence with parental awareness (unauthorised absence from school for any period as a result of action on the part of the parent for example a preferred trip or during a period of difficulty with the school or partners.) OUA / N
- Occasional absence without parental awareness (unauthorised absence from school for any period as a result of action on the part of pupil) TRU / @
- Most family holidays during term time (see point 15.1 – UPH / G)
- Longer term absence – school related issues
- Longer term absence – home and wider community
- Absence relating to substance and alcohol misuse

13 **Patterns of lateness**

13.1 A pupil who arrives late for an opening will be recorded as an attendance under the following category:

Late Arrives during registration   attendance category   ¬
Late 1 Arrives before 50% of opening   attendance   category J
Late 2 Arrives after 50% of opening   authorised absence   category K

A record should be kept of when pupils arrive late, or leave early, and this situation should be managed through the normal school procedures.

13.2 In circumstances where a pattern of lateness is emerging each case should be looked at on its own merit however further action is likely to be required;

(a) In the first instance, the Head Teacher (or delegated other) should make every effort to obtain the parent's co-operation to ensure the pupil's punctuality. This will ordinarily involve a conversation with the parent to discuss the matter. The pupil should be included in this where possible in line with our local approach to GIRFEC.

(b) Once contact has been established with the parent, the Head Teacher (or delegated other) should explain the concerns and procedure in relation to patterns of lateness and agree a way forward. For cases of persistent lateness, it may be appropriate to begin the child planning process with an Assessment of Need. If this has already been completed it may be appropriate to agree to arrange a child planning meeting.

14 **Unresolved Unsatisfactory Attendance**

14.1 Each school is allocated to an Area Attendance Advisory Group which deals with cases of non-attendance which have not been resolved. The Education Welfare Service prepares reports for and acts as Clerk to this Group. The Head Teacher (or delegated other) provides the Group with updated information on the pupil's attendance.

14.2 Cases are referred to the Area Attendance Advisory Group in liaison with the Education Welfare Service when all of the steps noted in section 8 above have insufficiently improved the non-attendance.

15 **Application for Absence due to Exceptional Domestic Circumstances (EDC)**

15.1 Applications for absence due to EDC refer to a parent or guardian requesting exemption from school attendance for a child. Each case should be looked at own its own merit in consultation with the EWS.

15.2 Absence related to EDC can be classified as either Authorised or Unauthorised. Authorised absence (code Q) must be subject to approval by the EWO and covers situations such as:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Unauthorised absence (code R) must also be subject to approval by the EWO and would be used in cases where the amount of time for such absences is deemed inappropriate or unnecessary by the EWO.[1]

16 Family Holidays during Term Time

16.1 The majority of family holidays taken during term time should be categorised as Unauthorised Absence (code G).

16.2 However, it is acceptable under exceptional circumstances, and provided the parent has made a written request to the Head Teacher, for schools to authorise a family holiday of not more than two weeks duration, during term time. Such circumstances are coded as (E) and only include:

- Constraints to parental annual leave due to the nature of employment of one or both parents eg. military, police.
- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

16.3 A family holiday classified under the 'Authorised Absence (code E)" category should **not** include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which have overlap at the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that leave cannot be accommodated during school holidays without serious consequences).

16.4 Family holidays with the above or similar characteristics should be classified as Unauthorised Absence. The decision on recording absence as authorised and unauthorised, should be based simply on whether the school has given prior agreement to the absence or not, using the criteria outlined above. Where a school's prior agreement has **not** been sought, the absence should automatically be classed as unauthorised.

17 Other Authorised Absences

17.1 In some exceptional circumstances parents can request other authorised absences from school. These include:
- Parental work placement abroad
- Cultural or heritage trip
- Return to country of origin eg. to care for relative, bereavement, family wedding
- Religious Observance
- Arranged absence in relation to children in Gypsy/Traveller families
Parents should make these requests in writing to the school.

17.2 The school can authorise requests for a maximum of 10 school days. Requests for longer than 10 school days must be authorised by the identified manager at the centre.

17.3 For requests over 10 days the parental letter should be submitted with appendix 4 and an attendance print out to the relevant primary or secondary Senior Education Officer at the centre. For requests of 10 days or less the school may find the checklist helpful for their own reference and records. (see 16.4)

17.4 It is important that the school and subsequently the centre consider any unreasonable risk the request might pose to the child. These include;
- Already poor attendance
- Context of Child Protection or compulsory supervision – discuss with Social Work
- Risk of Female Genital Mutilation (FGM) – see FGM guidance
- Forced Marriage

18 **Information for Parents**

Information on supporting and recording attendances and absences should be provided to parents in the school handbook.

19 **Referral to the Reporter to the Children's Panel**

Non-attendance at school without reasonable excuse is a ground for referral to the Reporter. A referral will only be made if it is considered that the child is in need of a compulsory measure of supervision. This would mean that the child would attend a children's hearing and may be placed on supervision requirement, which could include a condition of attendance at a named school.

A referral will only be made to the children's reporter after there has been full discussion with other agencies including social work / social care direct. Non – attendance at school is likely to be indicative of other difficulties in the child's life, which may also be grounds for referral to the Reporter (section 9). School can contact the Reporter for advice in this regard.

20 **Responsibilities**

20.1

Other Authorised Absence and codes
• Illness where no learning provision is made (including ongoing mental health concerns) – Self certified – SEL / D Medically certified – MED / F • Medical and dental appointments - PER / P • Meetings prior to, and during court appearances and other legal processes – ABS / A • Attendance at, or in connection with, a Children's Hearing or Care Review, or appointment with another service provider, e.g. social worker – ABS /A • Participation in non-school debates, sports, musical or drama activities agreed by the school – ABS / A • Lack of transport – including due to bad weather – ABS /A • Period of exclusion category – EXC / X • Extended leave with parental consent including some young carer activities – EXL / Z

20.2 **Communities and Families**

Reviewing and maintaining a procedure and overall framework for the promotion of attendance at school. Establishing an overall framework of Area Attendance Advisory Groups for the consideration of cases of persistent non-attendance at school which advise the Chief Education Officer of any action required to be taken.

Monitoring levels of attendance at schools. Publishing data on school attendance and school leaver destinations as required by the Scottish Executive Education Department (SEED). Taking legal action where necessary in cases of persistent non-attendance at school.

Information on attendances and absences in schools is to be submitted to the Scottish Government by 15 September each year.

20.3 **School**

Monitoring attendance of individual pupils at the school. Working collaborative through our GIRFEC framework with Education Welfare Service and other agencies in improving attendance and preventing patterns of non-attendance from developing.

Maintaining attendance records for all pupils enrolled at the school on behalf of the Director of Communities and Families; these records to be of sufficient accuracy and detail to enable the publication of data required by the SEED, via ScotXed data transfer, and for legal action to be taken where necessary.

School attendance is measured centrally and ragged to monitor improvements based on a school SIMD profile. Schools should set their own attendance target annually based on this data and monitor progress in relation to this regularly throughout the session. *See appendix 9*

21 **Education Welfare responsibilities**

The Education Welfare Service will work with schools and families to identify and address emerging attendance concerns. The welfare officer has a key role in linking between home and school to assist in re-engaging the child and parent with school. The Education Welfare Service will support schools and the local authority in investigating children missing from education. The welfare officer reports to and attends Attendance Committees and meetings with the Children's Panel.

22 Parental responsibilities

The responsibility for a child's education rests with their parent. Once a child/young person is enrolled at an authority school the law states that the child must attend school unless permission has been given by the authority to withdraw the child / young person from school.

5 POLICY BASE

This procedure has been developed to promote attendance and manage absence. It sits within the overarching Policy document Included, Engaged and Involved in Edinburgh . Schools should use the template in appendix 7 to update their own Attendance Management procedure relevant to their context.

6 ASSOCIATED DOCUMENTS

see Inclusion Policy and Procedures Prompt Sheet (Appendix 8)

Included, Engaged and Involved 1, Scottish Government, 2019

Home Education Guidance, Scottish Government

7 RECORD KEEPING

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

Record Title	Location	Responsible Officer	Minimum Retention Period

Pupil Enrolment – Exceptional circumstances.

This only happens when there is no expectation of YP attending school.

Young Person arrives out of authority with a lead profession already identified.

Lead profession to contact catchment school and ask for enrolment under exceptional circumstances – barriers that prevent young person attending school. Roll cap to be breached if required to enrol.
.

School to enrol young person in school, within calendar month. Enrolment forms can be completed in person, via email or post.

Head Teacher to become named person, holds the child's records and responsible for recording SQA results.

Lead professional is responsible for organising GIRFEC meetings and communicating with school.

SEEMIS code, ABS, or OAT if young person is engaging with flexible pathways communicated weekly from lead professional. If young person does not attend flexible pathway lead professional is responsible for locating young person in line with included, engaged and involved requirement.

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Appendix 2– SEEMIS codes

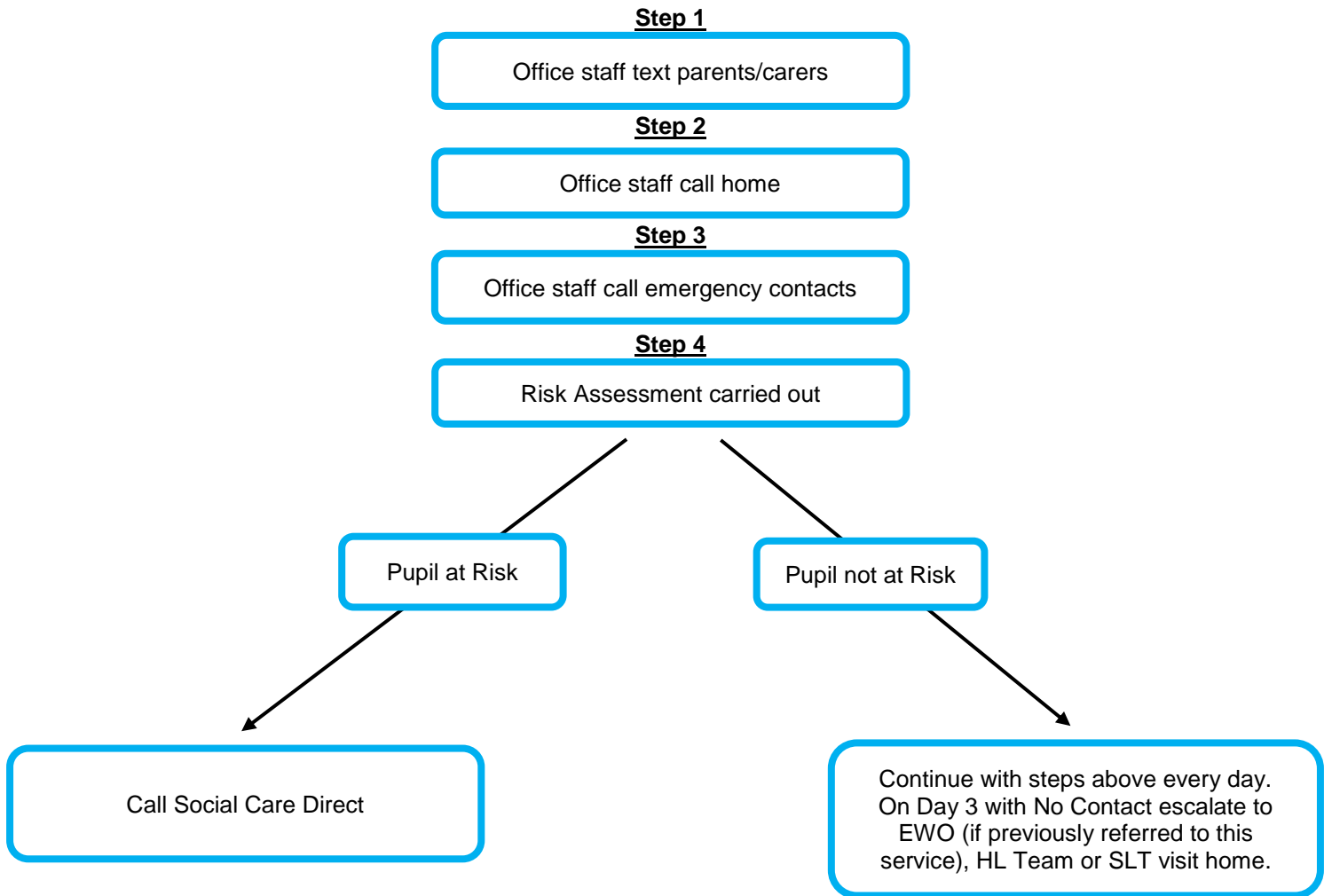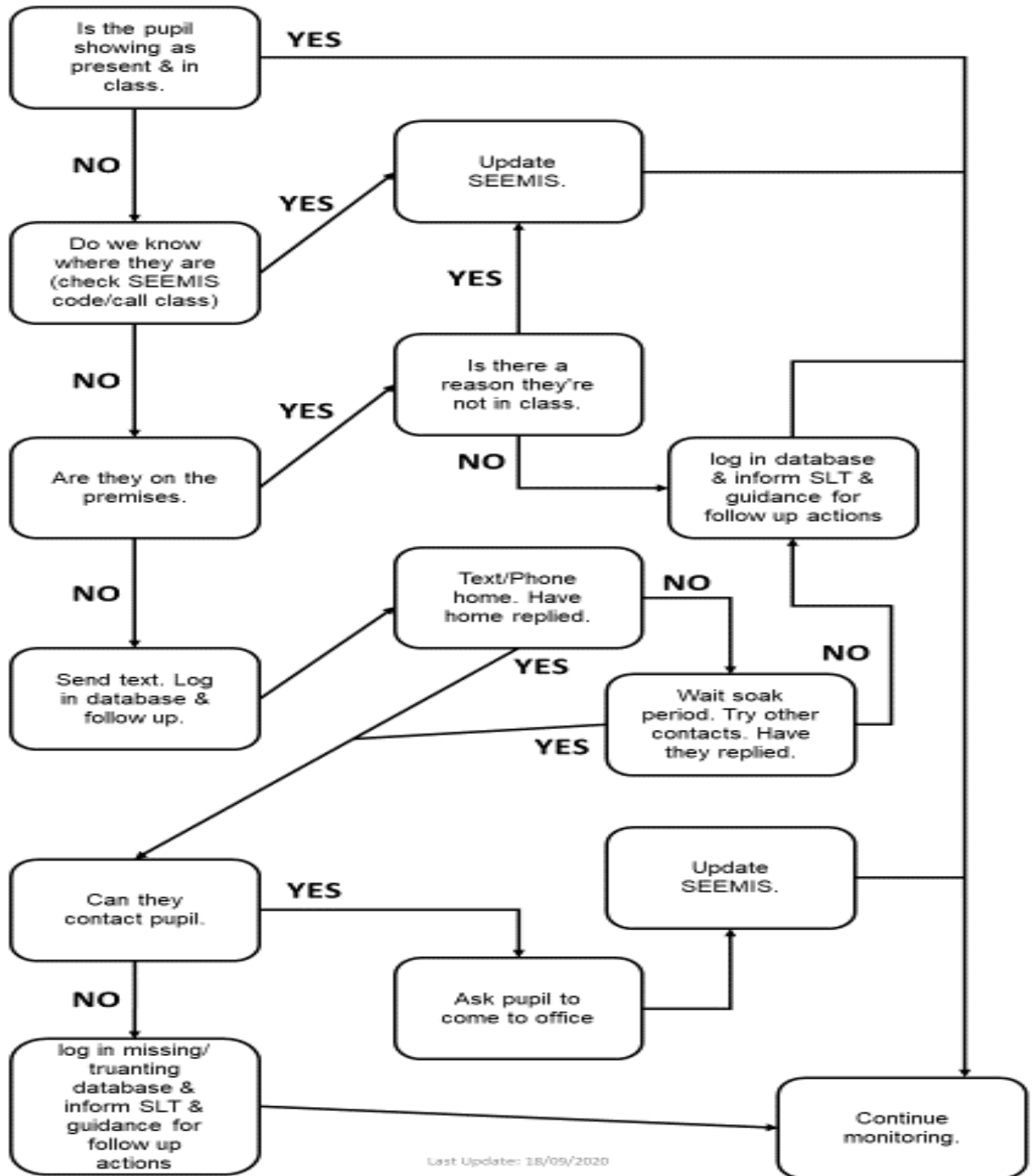| SEEMIS Codes				
SEEMIS Code	**SEEMIS Short Code**	**Description**	**Counted by SEED as**	**Comments**
---	-	Present	Attendance	
TRU	@	Truancy	Unauthorised Absence	Parents are unaware of absence
SCH	~	In school but not in class	Attendance	e.g. Secondary pupils in Support Base
LRG	¬	Late During Registration	Attendance	
PTH	=	Part-time (Health Related)	Authorised Absence	
ABS	A	Other Authorised Absence	Authorised Absence	
SEP	B	Sickness with educational provision	Attendance	
CLO	C	Closed (e.g. FRI pm for Primary and Secondary pupils)		Also used for Heating Failure, Industrial Action or Election for the **whole** school
SEL	D	Self Certified	Authorised Absence	Confirmed by parent
PHL	E	Authorised Parental Holiday	Authorised Absence	Exceptional circumstances - Applied for in advance - Maximum 2 weeks only
MED	F	Medically Certified	Authorised Absence	Confirmed by Medical Practitioner/Hospital
UPH	G	Unauthorised Parental Holiday	Unauthorised Absence	
SNA	H	Should Not Attend		e.g. AM sessions for PM Nursery Pupils
HOL	H	Holiday		Input through Calendar at SEEMIS turnaround
INS	I	In-Service		Input through Calendar at SEEMIS turnaround
LAT	J	Late (arrives before mid-point)	Attendance	
LT2	K	Late (arrives after mid-point)	Authorised Absence	
MIS	M	Missing	Attendance	Automatically generated by by SEEMIS when anomoly in dailly attendance occurs and requires further investigation
OUA	N	Other Unauthorised Absence	Unauthorised Absence	e.g. parent refuses to send child to school following a dispute with the school, or when parent refuses to sign a behaviour agreement following an exclusion
OAT	O	Other attendance out of school	Attendance	Used after final appeal against exclusion turned down - awaiting alternative placement
PER	P	Medical or Dental Appointment	Attendance	
DCA	Q	Exceptional domestic circumstances (auth)	Authorised Absence	Includes short-term caring responsibility. Approved by EWO.
DCU	R	Exceptional domestic circumstances (unauth)	Unauthorised Absence	Ongoing caring responsibility. Considered unreasonable by EWO.
STY	S	Study Leave	Attendance	
TBC	T	To be Confirmed	Unauthorised Absence	

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

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UNA	U	Unauthorised Absence	Unauthorised Absence	**Do Not Use Code**
FLD	V	Field Trip	Attendance	
VIS	V	School Visit	Attendance	
WRK	W	Work Placement	Attendance	includes volunteering
EXC	X	Exclusion	Authorised Absence	
PTX	Y	Part-time (Exclusion Related)	Authorised Absence	
EXL	Z	Extended leave with parental consent		Extended absence for Traveller Children (maximum 6 months). Extended Overseas visits to relatives (minimum 4 weeks). Confirmed by parent,

Appendix 3

Unexplained Pupil Absence in Primary School

Step 1

Office staff text parents/carers

Step 2

Office staff call home

Step 3

Office staff call emergency contacts

Step 4

Risk Assessment carried out

Pupil at Risk

Pupil not at Risk

Call Social Care Direct

Continue with steps above every day. On Day 3 with No Contact escalate to EWO (if previously referred to this service), HL Team or SLT visit home.

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

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Appendix 3b – Secondary Period by Period Monitoring Flowchart: PSO support Example

Last Update: 18/09/2020

Appendix 4 – Record of Decision making for PPR and requests sent to the centre

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School: **Headteacher:**

Date request received:
From: To: Total school days:

Grounds for Authorisation:
Exceptional Holiday Leave (code E if authorised in advance, code G if un-authorised)
Parental Work Constraints ☐   Confirmed by school or letter from employer ☐
Family Cohesion (eg. following bereavement) ☐

Extended Leave (over 4 weeks code Z, under 4 weeks code A)
Religious Observance ☐   Bereavement ☐   Close Family Wedding ☐
Gypsy / Traveller family ☐

Extended Leave with Parental Consent (over 4 weeks code Z, under 4 weeks code A)
Note maximum 12 school weeks
Extended overseas educational trips not organised by the school ☐
Short-term parental placement abroad ☐
Family returning to its country of origin (to care for relative, or for heritage trip) ☐

Exceptional Domestic Circumstances (Q - authorised, R - un-authorised) discuss with EWO
Period immediately after an accident or illness ☐
Period of serious or critical illness of a close relative ☐
Domestic crisis which causes serious disruption to the family home, causing temporary relocation ☐

Consideration of Risks

	Yes	No	Comments
Attendance			
Previous requests			
Female Genital Mutilation			
Forced Marriage			
Other welfare / CP: Click or tap here to enter text.			

Recommendation from school:
Do not authorise ☐   Authorise ☐   Further advice requested ☐
Attach: Individual attendance summary ☐   Request ☐

Appendix 5 Staged Support to Promote Attendance and Manage Absence

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Identifying and responding to concerns about attendance	
Pathways to Support	**Action to be taken/ Who and How**
Stage 5 Complex/ Intensive/ Acute	**Direct Referral to Reporter/ Attendance Order (served on parent through AAAG only)**
Stage 4	**Area Attendance Advisory Group (AAAG only in consultation with EWO after appropriate work being carried out)**
Stage 3 Unexplained absence persists	**Multi-agency assessment, planning and review** • Information gathering - use of GIRFEC tools and profile of attendance difficulties • Solution-focused planning meeting involving pupil and parents • Identify and implement appropriate intervention • Review progress and update action plan
Stage 2 Unexplained absence <85% attendance rate Persistent lates without parental support	**Referral to EWO/ On-going involvement of Pupil Support Staff** Individualised planning
Stage 1 Lates and occasional unexplained absence	**Action taken by Head Teacher/Pupil Support Staff:** • Monitor attendance data regularly • Discuss concerns with pupil and parent at earliest opportunity • Unexplained absence should result in absence enquiry letter to parents with contact details of member of staff who can offer support.*NB Standard letters are available on SEEMIS which can be adapted by schools.*
Promoting School Attendance for all pupils to ensure they are included, engaged and involved Promoting positive parental involvement Pastoral support health and well-being Positive behaviour approaches – restorative practice, solution-orientated schools Reward systems Learner engagement curricular flexibility links with FE and voluntary organisations Playground supervision Buddying and mentoring systems	

Appendix 6 SCHOOL LEAVING DATES

1.   Definition of School Leaving Age

1.1   The Education (Scotland) Act 1976 has revised the former school leaving arrangements. In future 31 May and the first day of the Christmas holiday period shall be the statutory summer and winter leaving dates in each year.

1.2   The arrangements will apply to pupils as follows:-

(a)   <u>Summer Leaving Date</u>

(i)   A pupil whose 16th birthday falls in or after 1 March and before 31 May is deemed not to have attained school leaving age until 31 May (i.e. the summer leaving date).

(ii)   A pupil whose 16th birthday falls after 31 May but before 1 October is deemed to attain school leaving age on 31 May (i.e. the summer leaving date).

(b)   <u>Winter Leaving Date</u>

(ii)   A pupil whose 16th birthday falls on or after 1 October but before the first day of the Christmas holiday period is deemed not to have attained the school leaving age until the first day of the Christmas holidays (i.e. the winter leaving date).

(ii)   A pupil whose 16th birthday falls after the winter leaving date but before 1 March is deemed to have attained 16 on the first day of the Christmas holidays (i.e. the winter leaving date).

Note: Children whose 16th birthday falls on a leaving date cease to be of school age on their birthday in terms of Section 32 of the 1962 Act.

2.   Entry to Employment

2.1   Under the new legislation, pupils who have attained school leaving age are free to enter full-time employment even though they may not have reached their 16th birthday, except in certain industries where a minimum age for entry may apply.

2.2   Under no circumstances can a pupil of school age be allowed to leave school to enter full-time employment. Section 28 of the Children and Young Persons

2.3   (Scotland) Act 1937 contains statutory restrictions on part-time employment of children, as defined in appropriate local bye-laws. Apprenticeship is regarded as full-time employment.

3.   Entry to Further Education

3.1   The legislation permits the Authority discretion to allow exemption from school attendance to those still of school age to allow a pupil to begin a full time course of formal education. Such cases will be considered on their merit in relation to the educational needs of the pupil who will remain of school age until the statutory leaving date is reached. Pupils should normally have completed 4 years of secondary education before they are withdrawn from school and will not normally be admitted to courses at the expense of those who have already attained leaving age.

3.2 Head Teachers should seek the approval of Head of Schools and Community Services for those pupils still of school age wishing to begin a full-time course of vocational further education - after prior agreement with the pupil's parents and the Principal of the College of Further Education.

4. Non attendance at School

4.1 Discretion is also still allowed to authorities to grant non attendance at school to attendance to a child over 14 years of age for the specific purpose of allowing the child to give assistance at home if a situation of exceptional domestic circumstances is proved.

4.2 Applications for such non attendance should be dealt with as described in the Guidelines (Paragraph 4.9).

5. Social Security Implications

5.1 Any young person legally employed is covered by industrial injuries legislation whether or not he has attained the age of 16 years. Liability for National Insurance Contributions does not however, begin until he attains that age. Entitlement to unemployment, sickness and related benefits is assessed in relation to earnings and contributions from the age of 16 years. A young person is not entitled to supplementary benefit in his own right until he becomes 16 although, if his family is in receipt of benefit, he could qualify as a dependant until the age 16 years.

5.2 Child Benefit is payable at least until a child attains the age of 16 years, whether or not he has ceased to be of school age. Benefit continues subject to appropriate regulations after the age of 16 years if a person continues in full-time education.

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Authorised by: []
Original Issue: []
Lead Officer: []
Current Version: []

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Review Date: [] Page off 26

Appendix 7:

Template for promoting attendance and managing absence school procedure

1. Aims and Targets
- Specific, realistic targets for improving attendance
- Resources available and how they will be used
- How communication between all partners in the process will be implemented

2. Rights, Roles and Responsibilities

- Details of school partnership with Education Welfare Service/Home -Link Support.
- The legal responsibility of the authority, Children and families Department, school, parents and pupils
- Partnership approach to promote attendance and manage absence

3. Procedures

- The stages, processes and staff involved
- Lateness procedures
- How and when attendance concerns are communicated to parents
- What processes are used to reintegrate pupils returning to school after an absence

4. Strategies for promoting attendance and manage absence

- Incentives/rewards
- Reintegration
- Building Relationships
- The school environment
- Curriculum

5. Monitoring and Evaluation

- How will the effectiveness of the strategies used be evaluated.
- When will monitoring and evaluation take place
- Who will be involved and how will they contribute

Appendix 7 – school checklist, promoting attendance and managing absence

Attendance and absence are recorded per half day session in primary and period by period in secondary, including the attendance of pupils who are late.	
There is a system to monitor attendance in every period and absence "hotspots" effectively. (Secondary)	
Information recorded is followed up immediately to ensure pupils are safe and well	
System in place to contact parents or carers as soon as an absence is noted at key points in the school day to help ensure that immediate action can be taken to find any pupils 'missing' from school. If attempts to contact the parent are unsuccessful then emergency contacts aere used.	
The SEEMIS system is effectively used to record absence..	
Social Work are notified immediately by telephone of the absence of any child who is on the Council's Child Protection Register. It will be for the Duty or case Social Worker to decide on the required subsequent course of action and to inform the school of that decision.	
School are aware of early signs of concern which may lead to absenteeism and allow preventative support to be arranged.	
GIRFEC child planning is effectively identify and address barriers to attendance.	
School staff develop positive relationships with pupils and parents to ensure difficulties are discussed and resolved. There is a collaborative approach with families in line with local GIRFEC approaches.	
There is a whole school approach to positive relationships and the 4 R's including approaches to promote equity and value diversity.	

Scottish Government and Education Scotland Self-Reflection Questions to support improved attendance.

Relationships and Behaviour
[Promoting Attendance: self-reflection questions for educational settings](#) This resource which supports the implementation of IEI 1 has now been updated.

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Appendix 8 - Inclusion Policy and Procedures Prompt Sheet

All procedures below sit underneath and within the context of our Included, Engaged and Involved in Edinburgh policy and our Edinburgh Learns Inclusion Framework.
The policy describes our one service approach;

Collaborative GIRFEC	Strengths based	Doing with not to	Relationships	Rights Respecting	Resilience Building	Restorative	Voice of the child and family

Procedure	Prompts	Targets	Key questions
Improving Outcomes for Learners at Risk of Exclusion	● Aiming for max 3 days ● Teaching post 3 days ● Must be reasonable adjustments for ASN ● Meeting offered within 7 days (should not be called re-admission meeting) ● Meeting is best practice not mandatory ● Removal from the roll agreed by director ● Flowchart and Checklist for exclusion in appendix	● Reduce repeat exclusions ● Reduce prolonged exclusions ● Zero exclusion target for LAC	● Are exclusions effective? ● Are they ⬆ or ⬇ ? ● Are they ever prolonged ? ● What are alternatives? ● Is there a GIRFEC plan with partners for learners at risk of exclusion?
Managing and Reducing Risk	● Behavioural analysis to identify triggers ● Recording of harm and weapons on SHE ● Planning and evidencing measures to reduce risk ● Safety planning ● Appendix specific guidance on weapons with flowchart ● Template for Risk Management plans	● Support resolution to exclusion ● Reduce prolonged exclusions ● Reduce likelihood of harm	● Are risk management plans being used to reduce risk and address stuck situations? ● Who collaborates with school? ● Are there any training needs? ● Are incidents recorded on SHE?
Flexible and Alternative Timetables	● Flexible is PT / Alternative is approx FT ● Flexible must be recorded on SEEMIS ● Flexible only: to prevent exclusion / return from exclusion / phased rtn for health ● Proper consideration of risks – prompts in appendix ● Guidance on recording of reduced attendance ● System for school tracking should be in place – optional template in appendix	● Accurately track ● Reduce prolonged flexible timetables ● Maximise positive school attendance	● Are flexible timetables successful in phasing children back? ● Are they recorded accurately? ● Do they have a clear purpose? ● Are alternative timetables used appropriately?
Relationships, Learning and Behaviour	● Whole school ethos and culture ● Core practice of the 4 Rs ● Practical guidance for all staff eg. strategies for positive behaviour ● Guidance on physical contact ● Guidance on physical intervention and seclusion – must be recorded on SHE ● Guidance on support and debriefing	● Template school policy in place within 3 years ● All staff complete CECIL e-learning (preferably including whole school workshops)	● How is an ethos of +ive relationships grown? ● Are all staff aware of procedure and using strategies described? ● Appropriate recording on SHE? ● Are there staff training needs eg. 4Rs?

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

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	● Template for school policy/procedure to be implemented within 3 years. ● Local authority inclusion statement in appendix		
Hosting Flowchart	● Managing alternative to prolonged exclusions flow chart added to share point Managing Prolonged Exclusions flowchart.docx (sharepoint.com) ● Hosting flow chart added to share point see Hosting Guidance	● Staff aware ● Pathway three fully involved b4 hosting considered	● Is this in the best interest of the pupil? ● Have we explored all in school and community supports first? ● What are the family and child or young person's views?

Attendance Procedure	● SLWG Set Up to look at the following
	   – Monitoring and tracking to ensure safe guarding
	   – Systems to support improved attendance
	   – Clarification around admissions in expectations circumstance.
	● Flow chart created admissions in expectations circumstance added to share point
	Pupil Enrolment – Exceptional Circumstance.docx(sharepoint.com)
	● SLWG Summary shared with Kirsty Spence
	● Examples of good practice uploaded to share point.
	Effective Practice in Attendance Monitoring (sharepoint.com)
		● Schools aware of their safe guarding role in line with included engaged and involved.
		● Schools aware of their role when admitting a pupil under exceptional circumstances
			● System in place for supply staff and new staff induction on SEEMIS use
			● Opportunities for SL to discuss how to manage attendance follow up in line with the safe guarding issue - included engaged and involved.

Management of Engagement in Remote Learning	● SLWG set up ● Guidance shared with HT at briefing 25.2.21 ● Added to share point Monitoring of Engagement in Remote Learning Guidance to share.docx (sharepoint.com)	● Consistency across schools with tracking engagement	● Schools aware of the policy ● Schools aware of their roles and responsibility
Home Links Team Guidance	● Home Links working practice flow chart added to share point. Home Links working practice flow chart.docx(sharepoint.com) ● Home Links to support city wide, Request for support available on share point Home Links – Request for Support Form.docx(sharepoint.com) ● Working collaboratively EWS	● Improve individual attendance	● Has individual attendance improved? ● Are schools aware of the service and how to access it?

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Attendance Data (below 85%)

School:
HT:

School Overall Attendance Target:

Session	Session	Session	Session	Session	Session

Primary

Year Group	Session	Session	Session	Session	Session
P1					
P2					
P3					
P4					
P5					
P6					
P7					

Secondary

Year Group	Session	Session	Session	Session	Session
S1					
S2					
S3					
S4					
S5					
S6					

Data Interpretation:

Next steps to address any attendance challenges:

School Attendance Target for Following Session (agreed with QIEO):

Appendix 2

EDINBURGH LEARNS ATTENDANCE

QIEO Attendance Support and Challenge Guidance
August 2021

Introduction

Executive Summary

All children and young people are entitled to a full and meaningful education. Every day in school counts and Edinburgh are committed to improving outcomes and addressing the poverty related attainment gap. Covid has unavoidably impacted on our attendance data and as a city we are invested in improving attendance in all our schools.

Our Quality Improvement Team have a key role to play in supporting and challenging schools to address attendance and this guidance helps highlight your role.

Kirsty Spence is the key contact in relation to attendance and Sharon McGhee is lead contact for Care Experienced.

Role of QIEO

The crucial role of the QIEO in supporting and challenging attendance:

- Ensuring the school has a clear and robust attendance procedure in place
- Having an overview of the school's attendance rates
- With the HT, monitoring attendance, noting trends and patterns and planning next steps
- Unpicking the % data that is shared into numbers of pupils, who they are and why their attendance is low. Prioritising need
- Agreeing support required
- Reporting back and informing the Attendance Strategy

All schools should have an initial discussion with QIEOs focusing on attendance. The purpose of this meeting is to reinforce the City of Edinburgh Council's focus on attendance and plan for the year. As part of this meeting QI team are asked to gather information and confirm where the school is at with their own attendance procedure and monitoring and tracking systems. This initial discussion should happen by the end of Sept for prioritized red schools. All other schools should have a discussion about attendance by the October break at the latest.

See appendix 1 for Initial Meeting Proforma (once completed these forms should be stored in the Attendance Teams file - Attendanceteamlink)

Edinburgh Learns: Standards and Quality Reporting and School Improvement Planning

We are keen to find out where the good practice is and how this is evidenced as well as where the challenges are and next steps to address these.

The QI team are being asked to support and challenge their schools as follows:

RED	Monthly attendance meetings linking with wider partners as needed (see Pathways to Support Inclusion flowchart)
AMBER	Termly meetings as per above
GREEN	Two meetings per school year

Sharing of Attendance Data

Attendance data will be shared with all schools on or around the 8th of each month beginning the 8th October. The data will RAG schools in relation to their low attendance information.

The attendance data shows low attendance, i.e. below 85% ,and uses a ragging system that shows two RAGs. The first RAG is based on the **A**ctual level of low attendance and uses the thresholds shown below to determine Red/Amber/Green. The second RAG is a **R**elative one with a formula based on the numbers of children and young people and their SIMD for each school. Schools are ragged based on the following:

Primary

Red schools	>10% of total pupil population have attendance <85%
Amber schools	5-10% of total population have attendance <85%
Green schools	<5% of total population have attendance <85%

Secondary

Red schools	>19% of total pupil population have attendance <85%
Amber schools	9-19% of total population have attendance <85%
Green schools	<9% of total population have attendance <85%

Special

Red schools	>21% of total pupil population have attendance <85%
Amber schools	9-21% of total population have attendance <85%
Green schools	<9% of total population have attendance <85%

Over and above these attendance reports, monthly reports will be pulled centrally and shared with the QI team (Quality Improvement Managers to disseminate). This will show children and young people with attendance below 85% for your schools. To support us joining up support for persistently ongoing chronic attendance be mindful that some of these pupils may be in authority green ragged schools.
Where there is such ongoing concern, it would be helpful for the QI Team to work with schools and partners where needed to ensure supports are in place for pupils.

Due to the impact of Covid, we will not set targets this session for the authority but we aim to improve upon where we are currently and reach as near to previous targets or better if we can. Please see appendix 2a (primary), 2b (secondary) and 2c (special).

Care Experience Attendance

The attendance rates for Care Experienced Children and Young People are consistently lower than the rate for all pupils in Edinburgh. In **primary** attendance the rates for care experienced compared with the rates for all pupils are **24.5% and 12%** respectively (as at Nov 2020). The gap in **secondary** is more significant. Pupils looked after within the year compared with the rate for all pupils are **44.3% and 16.1%** (as at Nov 2020).

The QIEO for Care Experienced children and young people will produce monthly attendance reports which will be cascaded as follows

A report is run centrally
Report analysed by Data Performance Team and QIEO

⇓

Meeting between QIEO and Social Work Divisional Managers

⇓

Information shared with Education and Social Work Colleagues

⇓
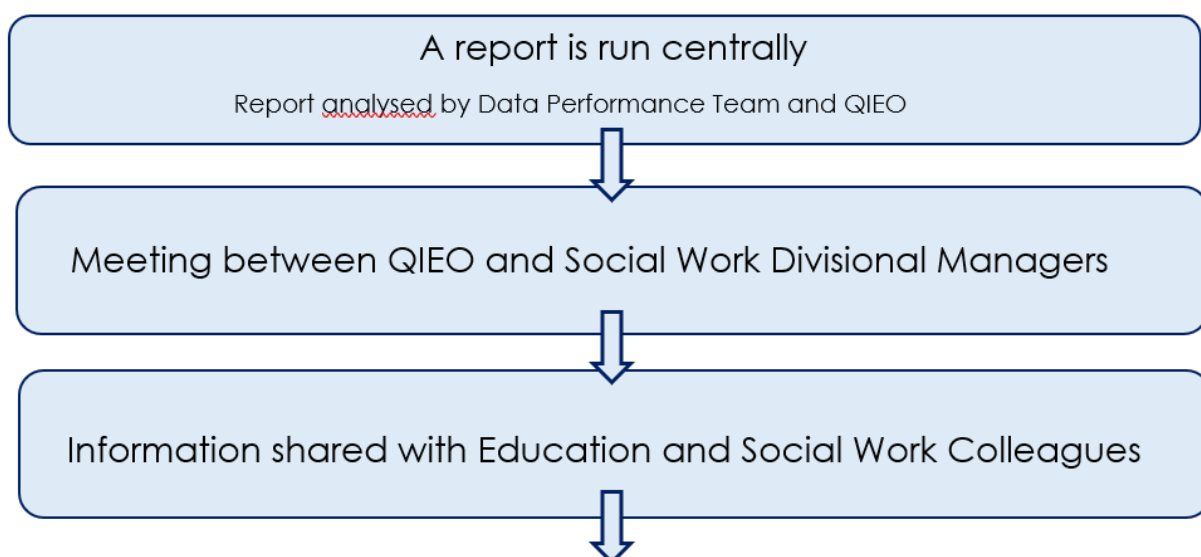
STAFF IN EDUCATION

Attendance information shared with		
QIEOs	SCHOOLS	EDUCATION PARTNERS
- City rates for currently looked after c/yp - Rates for each school the QIEO has responsibility for - Individual pupil rates for relevant schools	- City rates for currently looked after c/yp - Rates for their school - Individual pupil rates	Including EPs, EWOs, homelink, ASL. Where appropriate - City rates for currently looked after c/yp - Individual pupil rates

STAFF IN SOCIAL WORK

Attendance information shared with		
DIVISIONAL MANAGERS	TEAM LEADERS	SOCIAL WORKERS
- City rates for currently looked after c/yp - Rates for each school in their locality/specialism - Individual pupil rates for schools in their locality/specialism	- City rates for currently looked after c/yp - Rates for each school in their locality/specialism - Individual pupil rates for schools in their locality/specialism	- Individual pupil rates for the children they are directly working with

Following the sharing of information, the expectation is that there will be a:
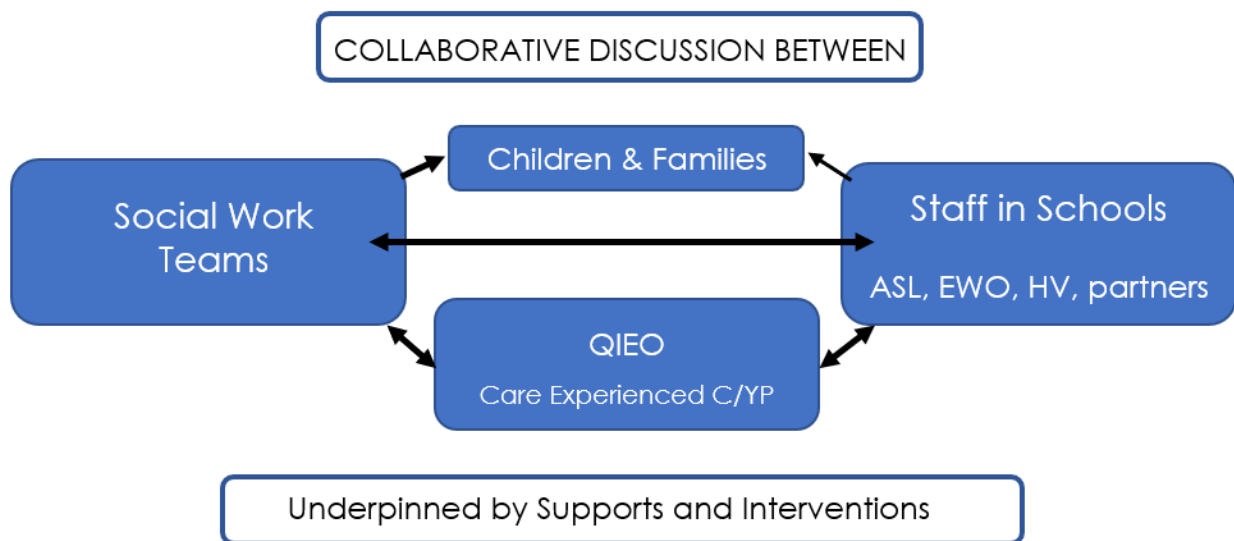
The We Matter team will monitor and follow up with schools and social workers where the attendance rate for currently looked after children and young people is below 90%. Monthly monitoring conversations will also occur with schools who have pupils on part time or flexi timetables.

Attendance Tracking and Monitoring Calendar

August - Sept
- **25 August** Attendance ASL Briefing with schools -KS/SM
- Initial Attendance discussions with all schools virtually or face to face where felt needed – QI Team

September - October
- Initial Central data shared –confirm attendance targets for the session –QI Team
- **14 Sept** - sharing effective practice secondary - SLT only

Between Sep - October
- **Red** schools monthly support and challenge– QI Team

Oct - December
- **Thematic Review of Attendance - Janice Watson**
  - Focus groups
  - Survey out to schools
  - Review of city attendance
  - Baselines and clear strategies
  - QI Team feedback into this from their field work.
- KS meet monthly with QI team to review attendance strategy and plan next steps
- Monthly central data for children and young people with attendance below 85% shared – SEWO/QI Team
- **10 Nov** - sharing effective practice secondary/primary and special - break out rooms for guidance/admins/PSOs discussions – Emma Dougan ASL HL Coordinator.

January - March
- **21 Jan** ASL Attendance Strategy Briefing
- Gather effective practice and confirm schools to share this at the Attendance Conference
- Data analysis meetings with all schools – QI Team
- Monthly attendance reports for children >85% attendance
- **17 March** Attendance Conference Draft plan
  - SW input
  - CEC Attendance Strategy updates/data shared
  - The Promise Shared and impact for schools
  - Workshops to share effective practice
  - Keynote speaker?
  - Out of authority - what can we learn from colleagues in other authorities
  - Celebrate success stories (red to green and how journeys)
  - EIP 22/23 plan for attendance shared

April – June
- **18 May** - ASL briefing celebrate success showing impact of school measure – Emma Dougan/KS/SM
- Consider need for attendance as part of school IP for session 22/23

Attendance Support

Please see the staged support chart for children and young people with low attendance below:

Identifying and responding to concerns about attendance

Pathways to Support	Action to be taken/ Who and How
Stage 5 Complex/ Intensive/ Acute	Direct Referral to Reporter/ Attendance Order (served on parent through AAAG only)
Stage 4	Area Attendance Advisory Group (AAAG only in consultation with EWO after appropriate work being carried out)
Stage 3 Unexplained absence persists	Multi-agency assessment, planning and review • Information gathering - use of GIRFEC tools and profile of attendance difficulties • Solution-focused planning meeting involving pupil and parents • Identify and implement appropriate intervention • Review progress and update action plan
Stage 2 Unexplained absence <85% attendance rate Persistent lates without parental support	Referral to EWO/ On-going involvement of Pupil Support Staff Individualised planning
Stage 1 Lates and occasional unexplained absence	Action taken by Head Teacher/Pupil Support Staff: • Monitor attendance data regularly • Discuss concerns with pupil and parent at earliest opportunity • Unexplained absence should result in absence enquiry letter to parents with contact details of member of staff who can offer support.*NB Standard letters are available on SEEMIS which can be adapted by schools.*
Promoting School Attendance for all pupils to ensure they are included, engaged and involved Promoting positive parental involvement　Pastoral support　health and well-being Positive behaviour approaches – restorative practice, solution-orientated schools　Reward systems Learner engagement　curricular flexibility　links with FE and voluntary organisations Playground supervision　Buddying and mentoring systems	

Managing difficult conversations:

We are a restorative authority and as such central staff are there to work with schools and wider colleagues to help improve outcomes.

A process to support central staff managing difficult conversations has been developed linking central teams where needed to support and challenge schools to improve attendance and attainment of our highest need children and young people.

Please see the 'Pathways to Support Inclusion' Flowchart below

<div align="right">Be curious not judgemental   by Walt Whitman</div>

Pathways to Support Inclusion

Education establishments are empowered to meet the need of our children with additional support needs using the following local authority policy and accompanying procedures.

Included, Engaged and Involved in Edinburgh policy:
- Edinburgh Learns Inclusion Framework
- Edinburgh Learns Equity Framework
- Flexible and Alternative Timetables Procedure
- Risk Management and Reduction Procedure
- Relationships, Learning and Behaviour Procedure
- Improving Outcomes for Learners at Risk of Exclusion
- Attendance Procedure

Sometimes education establishments need support and advice to meet the needs of a few learners. This is accessed through key partners such as the Additional Support for Learning Service, Psychological Service and Edinburgh Together. Every education establishment has a named EP and an ASL Service Leader. In exceptional circumstances, the team around the child and family feel they need support from service staff and managers. In such instances, please follow the pathways highlighted in the flowchart below.

The role of the QICS team is to support education establishments following this pathway to support, related policy and procedures.

SfL teacher advice and consultancy
GIRFEC Process C/YPPM arranged by ASL Team Lead for school (DHT/HT)

Team Around the Cluster/ Pupil Support Group/ Advice and Consultancy from ASL, SL or EP

ASL Teacher

ASL Service Leader

EP

ET Rep

QIEO

for Social Work advice and support call
Social care direct
Tel. 0131 200 2324
email: socialcaredirect@edinburgh.gov.uk

ASL DHT
NE David Fox
NW Joanne Matchett
SE David Fox
SW Nicola Hammond-Evans

Depute Principal Psychologist
NE Kirsty MacKay
NW Heather Gorton
SE Gillian Barclay
SW Aicha Reid

Edinburgh Together Manager
Leonee Moorhead
Leonee.moorhead@barnardos.org.uk

QIM
Primary Jackie Reid
Secondary Darren McKinnon
Special Iona Brockway

Principal Psychologist
Martin Gemmell

Kirsty Spence
Inclusion Lead Officer

SLL Senior Manager
Early Years/Primary Lynn Paterson
Secondary Lorna French
Special Anna Gray

Education Sub-Committee

If One or more of these services involved
Lead contact agreed at C/YPPM

What else can we bring to support schools in need?

Schools requiring support and challenge to improve can access the following with QI teams joining wider team around class or school meetings:

- HT mentoring system with experienced Associate HTs
- Team around the school support with SW, CE team rep, wider partners as appropriate
- Team around the cluster can be offered for clusters prioritising this within their cluster IP or for Red cluster schools.
- Attendance Inclusive Practice Reviews
- Director engagement with red schools to support and challenge
- appendix 7 in the Attendanceprocedure should help with follow up meetings with red and amber schools

Appendix 1 Initial Attendance Conversation Proforma

The purpose of the meeting is to

- share the authority focus and plan for attendance support and challenge,
- gather information on confirm where the school is at with their own attendance procedure and monitoring and tracking systems,
- identify and agree next steps and support required.

As part of the initial discussion schools can share

- their attendance procedure,
- their tracking system for attendance monitoring,
- their attendance data with any targets they may have provisionally set and
- attendance print outs for children with attendance on or below 90% and for children on flexible timetables.

School	
HT/Attendance Lead	
QIEO	
Date of meeting		Date of next meeting	

Is attendance part of the Improvement Plan for this year?	yes		no	
Has the school attendance procedure been updated in line with the authority Procedure? If not, when will it be updated?	yes		no	
	Date tbc			

What is working well? How are partners used to support engagement in attendance? What practice could be shared…?	

What do you feel the school needs to support improvements in attendance?	

What challenges are the school facing?	

What systems do you have in place to track and monitor attendance and how regularly is this looked at and by whom?	
	Next steps –

How do you track period by period attendance (secondary)/ Morning & afternoon attendance (primary)?	
	Next steps –

What systems are in place to follow up with individual children and young people and families?	
	Next steps – cchallenges/school solutions/wider potential solutions

How are you/how could the authority attendance tracking system be used to help track school improvement?	
	Next steps –

How will the updated procedure be shared with the school community?	

	Next steps –

What systems are in place to support, track and monitor the CE community in the school with attendance on or below 90%?	
	Next steps – Involvement with social worker/CE QIEO/ASL

Discuss numbers of exclusions for last session why? challenges? Solutions? Ongoing needs?	
	Next steps - Raise concerns with ASL service leader and escalate via inclusion pathways if needed.

How many children are on flexible timetables? Discuss reasons for these and timescales for increasing access to education/ plans to enable this.	
	Next steps -

Appendix 2a Primary Data at July 2021
Illustrative changes to inform target setting discussions

A **5%** reduction, from the 2020 total, in the number of pupils (120) would give a city figure of **7.6%**

To achieve a city total of **7%** a reduction of **12%** (300 pupils) on the 2020 total would be required
To achieve the 2017/18 city figure of **6.7%** a reduction of **16%** (400 pupils) on the 2020 total would be required
To achieve a city total of **6%** a reduction of **25%** (600 pupils) on the 2020 total would be required

*See page 3 for level of QIEO support and definition of Actual/Relative

School	part 2017/18	2018/19	part 2019/20	2019/20 pupils	<85%	RAG for 2019/20 Actual	Relative
City - Primary	6.7%	6.9%	8.0%	31535	2516		
Abbeyhill Primary School	7.7%	10.5%	14.5%	166	24	R	R
Balgreen Primary School	7.8%	7.9%	9.0%	377	34	A	A
Blackhall Primary School	0.4%	0.4%	2.4%	452	11	G	A
Bonaly Primary School	0.2%	0.7%	0.2%	431	1	G	G
Broomhouse Primary School	10.7%	11.6%	12.2%	237	29	R	A
Broughton Primary School	8.4%	9.9%	9.5%	391	37	A	R
Brunstane Primary School	18.0%	23.2%	28.3%	237	67	R	R
Bruntsfield Primary School	2.5%	2.8%	3.2%	633	20	G	A
Buckstone Primary School	0.7%	0.7%	2.8%	435	12	G	A
Bun-sgoil Taobh na Pàirce (Parkside Primary)	3.1%	2.6%	5.2%	425	22	A	R
Canal View Primary School	17.2%	19.1%	21.9%	375	82	R	R
Carrick Knowe Primary School	5.5%	4.8%	6.3%	350	22	A	R
Castleview Primary School	15.5%	10.9%	13.9%	332	46	R	G
Clermiston Primary School	8.3%	7.3%	7.5%	478	36	A	A
Clovenstone Primary School	11.8%	12.2%	14.8%	244	36	R	A
Colinton Primary School	3.6%	5.1%	5.0%	179	9	A	G
Corstorphine Primary School	2.0%	1.2%	1.8%	550	10	G	G
Craigentinny Primary School	4.6%	4.2%	9.0%	279	25	A	A
Craiglockhart Primary School	3.0%	4.7%	3.3%	368	12	G	A
Craigour Park Primary School	17.0%	15.9%	19.7%	529	104	R	A
Craigroyston Primary School	24.5%	22.0%	25.8%	283	73	R	R
Cramond Primary School	0.7%	0.0%	1.9%	426	8	G	G
Currie Primary School	1.6%	2.6%	5.8%	504	29	A	R
Dalmeny Primary School	3.4%	1.1%	4.6%	87	4	G	G

School	%	%	%	No.	No.		
Dalry Primary School	9.5%	10.5%	11.4%	271	31	R	R
Davidson's Mains Primary School	2.3%	1.9%	4.2%	568	24	G	A
Dean Park Primary School	1.7%	1.1%	2.7%	477	13	G	A
Duddingston Primary School	4.6%	5.7%	6.8%	380	26	A	R
East Craigs Primary School	4.1%	5.4%	4.8%	436	21	G	R
Echline Primary School	3.4%	1.4%	1.6%	308	5	G	G
Ferryhill Primary School	13.9%	15.8%	14.0%	363	51	R	A
Flora Stevenson Primary School	3.5%	3.7%	5.3%	588	31	A	R
Forthview Primary School	14.7%	18.8%	24.6%	426	105	R	R
Fox Covert ND Primary School	1.8%	1.7%	3.4%	290	10	G	A
Gilmerton Primary School	10.5%	13.3%	14.4%	480	69	R	R
Gracemount Primary School	13.2%	12.1%	14.1%	539	76	R	A
Granton Primary School	18.8%	15.4%	14.1%	490	69	R	A
Gylemuir Primary School	4.6%	4.4%	7.3%	522	38	A	R
Hermitage Park Primary School	9.3%	9.3%	9.4%	320	30	A	A
Hillwood Primary School	4.5%	3.2%	5.9%	68	4	A	G
Holy Cross Roman Catholic Primary School	9.5%	8.4%	10.8%	297	32	R	R
James Gillespie's Primary School	1.2%	1.8%	1.7%	632	11	G	G
Juniper Green Primary School	1.7%	1.5%	1.7%	416	7	G	G
Kirkliston Primary School	5.3%	4.5%	4.6%	630	29	G	A
Leith Primary School	10.6%	10.9%	12.3%	359	44	R	R
Leith Walk Primary School	6.2%	10.8%	9.2%	250	23	A	R
Liberton Primary School	6.9%	8.7%	11.7%	479	56	R	R
Longstone Primary School	7.3%	6.5%	6.7%	255	17	A	A
Lorne Primary School	15.1%	12.6%	11.6%	233	27	R	A
Murrayburn Primary School	8.4%	8.5%	10.4%	383	40	R	A
Nether Currie Primary School	3.0%	1.9%	2.8%	179	5	G	G
Newcraighall Primary School	7.0%	7.4%	9.2%	185	17	A	A
Niddrie Mill Primary School	15.0%	14.7%	14.8%	304	45	R	A
Oxgangs Primary School	6.7%	5.1%	5.1%	354	18	A	R
Parsons Green Primary School	4.4%	4.4%	5.2%	328	17	A	R
Pentland Primary School	3.8%	3.3%	7.8%	451	35	A	R
Pirniehall Primary School	13.1%	17.2%	17.5%	292	51	R	A
Preston Street Primary School	3.8%	4.7%	5.2%	308	16	A	R
Prestonfield Primary School	8.6%	10.3%	7.6%	197	15	A	A

School	%	%	%	Roll	No.		
Queensferry Primary School	1.6%	2.6%	2.8%	460	13	G	A
Ratho Primary School	3.8%	4.4%	1.8%	277	5	G	G
Roseburn Primary School	2.2%	2.5%	5.4%	257	14	A	R
Royal Mile Primary School	16.3%	19.0%	22.2%	158	35	R	R
Sciennes Primary School	2.5%	1.8%	1.4%	661	9	G	G
Sighthill Primary School	13.6%	13.0%	13.1%	251	33	R	G
South Morningside Primary School	1.1%	1.4%	1.9%	671	13	G	G
St Andrew's Fox Covert RC Primary School	6.0%	7.2%	5.8%	156	9	A	G
St Catherine's Roman Catholic Primary School	10.0%	7.6%	9.2%	217	20	A	G
St Cuthbert's Roman Catholic Primary School	3.7%	3.6%	2.5%	202	5	G	G
St David's Roman Catholic Primary School	14.7%	17.1%	11.8%	321	38	R	A
St Francis' Roman Catholic Primary School	11.7%	13.1%	15.9%	271	43	R	A
St John Vianney Roman Catholic Primary School	11.1%	16.1%	10.8%	269	29	R	A
St John's Roman Catholic Primary School	7.8%	7.7%	10.3%	369	38	R	R
St Joseph's Roman Catholic Primary School	3.8%	9.1%	13.8%	320	44	R	A
St Margaret's Roman Catholic Primary School	5.6%	1.6%	3.6%	112	4	G	G
St Mark's Roman Catholic Primary School	10.0%	5.0%	7.1%	156	11	A	A
St Mary's Roman Catholic Primary School (Edin.)	2.7%	3.3%	4.0%	346	14	G	A
St Mary's Roman Catholic Primary School (Leith)	8.0%	8.6%	5.5%	346	19	A	A
St Ninian's Roman Catholic Primary School	7.6%	11.9%	12.8%	257	33	R	A
St Peter's Roman Catholic Primary School	1.2%	2.5%	2.4%	381	9	G	G
Stenhouse Primary School	14.9%	11.4%	14.0%	363	51	R	A
Stockbridge Primary School	4.3%	2.5%	4.7%	277	13	G	R
The Royal High Primary School	5.3%	5.4%	6.3%	333	21	A	R
Tollcross Primary School	10.2%	8.7%	14.2%	267	38	R	R
Towerbank Primary School	3.1%	3.3%	3.4%	623	21	G	A
Trinity Primary School	4.3%	5.5%	5.5%	583	32	A	A
Victoria Primary School	9.7%	8.8%	10.6%	284	30	R	R
Wardie Primary School	1.5%	1.1%	2.1%	521	11	G	A
City - Primary	6.7%	6.9%	8.0%	31535	2516		

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A **5%** reduction, from the 2020 total, in the number of pupils (110) would give a city figure of **14.4%**

To achieve a city total of **14%** a reduction of **8%** (180 pupils) on the 2020 total would be required

To achieve a city total of **13%** a reduction of **14%** (310 pupils) on the 2020 total would be required

To achieve a city total of **12%** a reduction of **21%** (470 pupils) on the 2020 total would be required

	part		*part*	2019/20		RAG for 2019/20	
School	**2017/18**	**2018/19**	**2019/20**	**pupils**	**<85%**	**Actual**	**Relative**
City - Secondary	15.0%	14.2%	15.2%	14862	2258		
Balerno Community High School	10.4%	8.0%	7.8%	575	45	G	A
Boroughmuir High School	3.2%	4.8%	6.2%	943	58	G	G
Broughton High School	21.9%	20.2%	18.3%	851	156	A	A
Castlebrae Community High School	20.1%	22.7%	33.2%	217	72	R	R
Craigmount High School	9.9%	9.6%	8.4%	858	72	G	A
Craigroyston Community High School	31.3%	25.8%	27.7%	459	127	R	R
Currie Community High School	7.3%	6.1%	5.8%	534	31	G	G
Drummond Community High School	23.5%	21.5%	19.3%	301	58	R	A
Firrhill High School	7.6%	8.5%	11.4%	896	102	A	A
Forrester High School	23.0%	21.8%	23.9%	574	137	R	R
Gracemount High School	24.5%	24.3%	26.4%	443	117	R	R
Holy Rood Roman Catholic High School	22.8%	19.4%	17.8%	819	146	A	G
James Gillespie's High School	9.1%	7.2%	7.5%	953	71	G	A
Leith Academy	18.6%	16.6%	18.1%	684	124	A	A
Liberton High School	18.3%	18.8%	24.0%	541	130	R	R
Portobello High School	17.3%	15.6%	16.7%	1038	173	A	R
Queensferry Community High School	9.7%	8.4%	12.8%	670	86	A	A
St Augustine's Roman Catholic High School	19.7%	19.1%	19.6%	607	119	R	A
St Thomas of Aquin's Roman Catholic High School	9.2%	8.2%	12.5%	553	69	A	A
The Royal High School	7.7%	8.2%	7.2%	907	65	G	A
Trinity Academy	14.8%	15.0%	15.6%	642	100	A	A
Tynecastle High School	21.6%	23.7%	22.8%	501	114	R	R
Wester Hailes Education Centre	28.2%	27.3%	29.1%	296	86	R	R
City - Secondary	15.0%	14.2%	15.2%	14862	2258		

Appendix 2c: Special School Data Overview

position at: 31/12/2020

	pupils	<85% attendance	as % of all pupils	A R T
	556	167	30.0%	🔴 ⚪ ⚪

	pupils	<85%	%	
Braidburn	106	52	49.1%	🔴 ⚪ ⚪
Gorgie Mills School	42	30	71.4%	🔴 ⚪ ⚪
Kaimes School	73	18	24.7%	🔴 ⚪ ⚪
Oaklands School	39	9	23.1%	🔴 ⚪ ⚪
Pilrig Park School	40	15	37.5%	🔴 ⚪ ⚪
Prospect Bank School	50	8	16.0%	🟡 ⚪ ⚪
Redhall School	68	5	7.4%	🟢 ⚪ ⚪
Rowanfield School	37	18	48.7%	🔴 ⚪ ⚪
St Crispin's School	46	6	13.0%	🟡 ⚪ ⚪
Woodlands School	53	6	11.3%	🟡 ⚪ ⚪

Howdenhall & St. Katharines not shown as numbers too small
Low attendance here is defined as less than 85%.
The pupils included are Primary P1-P7 & Secondary S1-S4.
Only pupils with more than 36 possible openings are included.
Leavers meeting the above criteria are included.

NB To follow data on numbers of CYP with ASN with low attendance, on flexible timetables or exclusions.

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Education, Children and Families Committee

10am, Tuesday, 1 March 2022

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

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

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

1.1.2   note the ongoing work to support Dalry Primary School to adjust and engage with this approach

1.1.3   agree to the next steps proposed at section 5

1.1.4   agree that an update is presented in October 2022 to report on the overall evaluation of the implementation of Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School

1.1.5   agree that an update is presented in December 2022 to report on the recommendations and actions detailed in the Integrated Impact Assessment

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Annemarie Procter, Depute Head Teacher

E-mail: annemarie.procter@ea.edin.sch.uk Tel: 0131 469 2850

Report

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

2. Executive Summary

2.1 The authority recognises a legal requirement to make provision for learners who have English as an Additional Language under the Education (Additional Support for Learning) (Scotland) Act (2004 and amended 2009). Other relevant legislation includes: the Equality Act (2010) and UNCRC.

2.2 The number of learners with English as an Additional Language in our schools has increased significantly over the past decade and this trend continues. In this context, the authority has developed a strategic, capacity-building approach to provision for these learners.

2.3 The current report provides a second interim update on the implementation of the capacity-building approach and the implementation of the 'Language and Literacy Collaboration' in Dalry Primary school. An overview of the Language and Literacy Collaboration can be found in Appendix 3. The collaboration, due to start in August 2020 was delayed due to COVID-19 and started in April 2021.

3. Background

3.1 Following a valid petition entitled ['Review cuts to English as an Additional Language for Dalry Primary School'](#) considered on 10 December 2019, Committee requested a report on the issues set out relating to the level of EAL support in Dalry and the completion of the Equalities Impact Assessment (Integrated Impact Assessment).

3.2 A report was presented to the Committee on 3rd March 2020: https://democracy.edinburgh.gov.uk/documents/s14757/7.5%20Review%20Changes%20to%20English%20as%20an%20Additional%20Language.pdf

3.3 The next steps agreed in March 2020 were significantly impacted by COVID-19. A further was presented on 18th May 2021: https://democracy.edinburgh.gov.uk/documents/s33915/7.1%20Report%20Regarding%20Petition%20-%20Review%20Cuts%20to%20English%20as%20an%20Additional%20Language%20for%20Dalry%20Primary%20S.pdf

4. Main report

4.1 Integrated Impact Assessment (IIA) for the capacity-building model of provision (city-wide): whilst progress continues to be impacted by COVID, further recommendations and actions detailed in the IIA have been carried out. A summary of progress can be found in Appendix 1.

4.2 This capacity-building model is supported by high quality professional learning opportunities. A summary of training delivered to school and Early Years practitioners in session 2020-21 and session 2021-22 (to December 2021) can be found in Appendix 2.

4.3 Consideration has been given to a review of allocation of EAL Teacher support (currently based on the number of EAL learners) and whether allocation should take into account other factors such as the stage of English, mobility of the school population or the number of home languages spoken.

4.4 In a capacity-building model, the focus of EAL specialist teacher support is on

   4.4.1 supporting the development of class teachers' knowledge and expertise in using language-focused pedagogy in multilingual classrooms

   4.4.2 the development of inclusive whole school policies and practice for bilingual and minority ethnic learners.

4.5 There is a shift in emphasis from the amount of time the specialist teacher spends in the school to how their expertise is used to maximise impact on EAL learners' experiences and outcomes throughout the school week. In terms of learning and teaching, there is a shift from a reliance on routine targeted support to whole-class language-focused teaching, with selective use of targeted support for small numbers of learners.

4.6 As can be seen from the outcomes to date in the Language and Literacy Collaboration, including at Dalry PS (see 4.8 below and Appendix 4), this model strengthens learning and teaching, supports learners at all stages of English language acquisition, increases learner engagement and increases attainment for bilingual learners. Data also shows that it is supportive of English first language learners, especially those who have language- and literacy-related difficulties.

4.7 The planned whole-school Language and Literacy Collaboration started at Dalry Primary School in April 2021. (See Appendix 3 for a generic overview of the Language and Literacy Collaboration.) Phase 1a ran from April-June 2021; Phase 1b from September – November 2021 and Phase 1c is in progress from January – March 2022. In this way, each class teacher has the opportunity to collaborate with an EAL specialist teacher for 8-10 weeks. Due to class teacher absence, two teachers (one from Phase 1a and one from Phase 1b) will undertake the collaboration during Phase 2.

April – June 2021	Sep – Nov 2021	Jan 2022 - current	April – June 2022
Phase 1a (4/3 teachers)	Phase 1b (4/3 teachers)	Phase 1c (4 teachers)	Phase 2 (2 teachers from Phase 1a & b)

4.8 Each individual collaboration is evaluated, using agreed measures which are applied at the beginning and end: teacher self-evaluation, the Leuven scale of engagement and a pupil voice questionnaire / interview. In addition, pupils' writing is sampled and assessed using the Scottish Criterion Scale. From Phase 1b, parent voice has been added.

4.9 The data on all measures from Phase 1a and 1b have been positive. The strategies and approaches used have supported EAL learners at all stages of English language acquisition in multilingual classrooms. Further detail can be found in Appendix 4. An overall evaluation of Phase 1 will be carried out after Phase 1c.

4.10 The work with individual class teachers during Phase 1 has been underpinned by ongoing bespoke training for all teachers, with class teachers contributing to the most recent training (January 2021).

4.11 Alongside the work on Learning and Teaching, EAL specialist teachers have continued to work with school Senior Leadership Team and the school office to support a streamlined process for information-gathering for new arrival EAL learners. A second strand of wider work has focused on assessment and identification of needs for EAL learners who have other additional support needs.

4.12 The additional 0.65FTE teacher funding in place since April 2020 was extended (from March 2021) to December 2021, in view of the delayed start to the collaboration.

4.13 From the end of April to June (Phase 2), EAL teacher staffing will be 2 days per week. In August 2022, EAL teacher provision will continue at 2 days per week, to be reviewed on an annual basis. The emphasis will be on strategic support to sustain and further develop practice.

4.14 Council officers have continued to meet regularly with a subgroup of the Parent Council (meetings in June 2021; September 2021; January 2022 - postponed from December 2021) to share data from each stage of the Language and Literacy Collaboration and to answer any questions. A further meeting is scheduled for the end of March 2022 to review the data from Phase 1c.

5. Next Steps

General

5.1 Continue to carry out the recommendations and actions detailed in the Integrated Impact Assessment for a capacity-building model of provision.

Specific to Dalry Primary School

5.2   Implement and evaluate Phase 1c of the Language and Literacy Collaboration at Dalry Primary School; undertake overall evaluation of Phase 1; implement Phase 2 from April – June 2022.

6.   Financial Impact

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

7.   Stakeholder/Community Impact

General

7.1   Consultation and engagement regarding the Language and Literacy Collaboration have taken place with Head Teachers/ASL Team Leaders, teachers and pupils. Further consultation will be undertaken with any schools which engage in the Language and Literacy collaboration from January 2022, and this will include parents.

Specific to Dalry Primary School

7.2   We will continue to engage with the Dalry Primary School Parent Council as the phases of the Language and Literacy Collaboration are delivered in this school.

8.   Background reading/external references

8.1   https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/

8.2   http://www.legislation.gov.uk/ukpga/2010/15/contents

8.3   https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

9.   Appendices

9.1   Appendix 1   Progress on recommendations and actions in the Integrated Impact Assessment

9.2   Appendix 2   Summary of English as an Additional Language training 2020-21 and 2021-22 (to date)

9.3   Appendix 3   Overview of Language and Literacy Collaboration

9.4   Appendix 4   Language and Literacy Collaboration, Dalry Primary School, interim summary April - December 2021

Appendix 1: Integrated Impact Assessment for capacity-building model of EAL provision – progress update January 2022

Section 12: Recommendations
Note that progress on actions has continued to be impacted by COVID.

Area	Action	Progress
Communication	• During Language and Literacy Collaborations, continue to seek pupil views on types of support. This may include: simple questionnaires; pupil focus groups with appropriate support for pupils; Pupil Council. • Translation of parent leaflet into main community languages. May also include: parent focus groups in schools taking part in Language and Literacy Collaborations; information sharing with Parent Councils. • Continue to seek views of pupils and parents accessing targeted provisions. • Ensure all of the above are supported for those who require support for communication.	Collaborations delivered since August 2017 - have included pupils views. Information on previous Language and Literacy Collaborations has been shared with Dalry Parent Council. Regular meetings with Dalry parent EAL subgroup. Formats to seek pupil and parent views of targeted supports developed. Ongoing
English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.	• Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact. • Pilot Language and Literacy Collaboration in one secondary school and evaluate. • Continue to offer weekly or advisory* support to schools which are not yet participating in the Language and Literacy Collaborations, using the EAL Framework for Inclusive Practice. * level of support based on number of EAL learners. • Continue to deliver whole-school and Directory training.	Dalry is the 10th primary school to engage in the Language and Literacy Collaboration. Roll-out paused due to COVID. JAN. 2022: discussion and planning with schools for session 2022-23. Phase 1 delivered and evaluated - Gracemount HS Aug.-Dec. 2019. Continued up to March 2020. Remote support during school closures – guidance, training etc. Working in 2-week blocks Aug – Dec. 2020 and current. All training developed so that it can be delivered online - includes new e-learning modules and webinars. See training summary 2020-21 and 2021-22 (to date).
Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers	• Continue to deliver targeted supports and to seek views of learners and parents on this provision	Targeted supports continued to be delivered in school to March 2020. Mainly delivered online since March 2020, with some face-to-face support for most vulnerable learners.

Support for EAL learners who have other additional support needs at Pathways 2-4	• Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors.	The EAL Team has continued to work with Support for Learning teachers, other ASL Teams and Special Schools to support EAL learners with other additional support needs.
Equality and Quality Assurance	• Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race • Ensure the model is supported by robust Quality Assurance • Ensure the model is supported by effective use of the Interpretation and Translation Service • Invite external evaluation of the model by an independent, recognised body	Schools and Lifelong Learning have developed a robust Equality, Diversity and Inclusion Action Plan, with a current focus on Race Equality. EAL will be included in Inclusive Practice Reviews, especially in schools with high numbers of EAL learners. It will also be considered in other self-evaluation and quality assurance processes. Revised guidance on effective communication with parents whose first language is not English shared August 2020. To be progressed from February 2022.
In relation to the above:	• Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications. • Continue to seek views of EAL learners on their experience. • Continue to engage with Head Teachers and ASL Team Leaders. • Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board. • Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC) • Continue to develop capacity of the EAL Team to deliver this model, through high quality professional development and recruitment of appropriately experienced and qualified staff.	In progress. Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. To be progressed from February 2022. Ongoing To be progressed May/June 2022. DHT EAL and Service Leaders EAL have continued to support professional development of the team; professional learning opportunities and information from Scottish and UK-wide EAL organisations and networks shared; Edinburgh colleagues have contributed to

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		conferences in other local authorities, e.g. Wales Nov. 2021
	• Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other	Representation on Learning, Teaching & Assessment group; Literacy subgroup; Writing Strategy group
	• Continue to link with other Local Authority Officers for EAL across Scotland	Ongoing, through SEALCC (Scottish EAL Co-ordinating Council).
	• Continue to link with expert EAL colleagues in higher education	Ongoing. One of our EAL Teachers lectures at Moray House in Initial Teacher Education.
	• Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure	Revised guidance on effective communication shared August 2020; EAL-specific input as part of HT Briefing on Communication March 2021.

Section 13: Specific actions as a result of this IIA

Action	Progress
Develop risk register to help mitigate risk in relation to transition to new model.	To be progressed from March 2022.
Further communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.	A key focus has been on re-aligning support to the COVID situation and supporting immediate needs. We have continued regular communication and consultation with staff through whole team, sector and 1-1 meetings.
Strengthen consultation with pupils by seeking their views on their learning experiences.	Pupil Voice is a measure in the Language and Literacy Collaborations. We have developed formats for seeking pupil views on targeted interventions. We will identify further opportunities and ways to seek pupil views.
Effective regular communication with schools on the plans, timescales and impact of these changes.	This has not been appropriate due to continued pressures on schools. Appropriate times and formats from March 2022 onwards to be agreed with Senior Managers.
Communicate and consult with parents/carers on the plans and timescales of these changes.	Not possible or appropriate due to continued pressures on schools and the Service. Consultation to be planned by end April and undertaken in May/June 2022.
Consult with wider stakeholders on the plans to inform next steps.	Not possible or appropriate due to continued pressures on stakeholders and the Service. Consultation to be planned during summer term 2022, to take place during autumn 2022.

Appendix 2 Summary of EAL (English as an Additional Language) Training 2020-21 and 2021-22

2020-21 (full session)

SCHOOL-BASED / BESPOKE TRAINING

Title of course	No. of schools	No. of participants	Evaluation
Intro. to supporting bilingual and minority ethnic learners / Understanding the Stages of English Language Acquisition / Supporting bilingual learners (bespoke) / Developing a Culturally Inclusive Curriculum	5	57 teachers	83% (average) of delegates found the training very useful or useful. *'Lots of practical examples to apply and try in class.'* *'Helpful to have the moderation examples included and the stages of acquisition clarified'* *'It helps to focus our minds on how we can better celebrate the different cultures and languages we all have in our classrooms…'*
Supporting Bilingual Learners in Primary & Secondary School (bespoke)	Closing the Gap teachers	33 teachers	100% of delegates rated training as very useful or useful. *'Tasks were well set to allow use of previously spoken about techniques'* *'A very informative and well paced session, with great explanations of each stages of learning. '*
Supporting Bilingual Learners in Primary School - PSAs	4	24 PSAs	90% of delegates found the training very useful or useful. *'The video clips and slides were useful'*
Supporting EAL and minority ethnic learners in Enhanced Support Bases & Wellbeing Hubs	ESB and WBH teachers	11 staff	*'Made me think of some things in a different way.'* *'Once I have young people in the hub, I will ensure that with my EAL learners I am considering all aspects of (their) lives and incorporating this into their work.'*

DIRECTORY TRAINING

Title of course	No. of participants	Evaluation
Using ICT to support EAL learners in Primary and Secondary / Working with developing bilingual learners in primary and secondary / working with refugee and asylum seeker children and families / Developing Literacy Skills through Collaborative Learning / Supporting Bilingual Learners in the Early Years - TeachMeets	45 teachers 5 PSAs 29 EY practitioners	77% (average) f delegates found the training very useful or useful. *'Clear information, excellent references to resources to help children/young people'* *'Introduction of realistic ideas, straightforward ways of changing and adjusting lessons to reach more of EAL learners more effectively'.* *'The focus upon the Early Years context was very helpful, as was the opportunity to discuss what practices people had already used in a variety of settings with Early Years colleagues'.*

Total staff trained: 140 teachers; 35 PSAs; 29 EY practitioners

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2021-22 (part-session August 2021 to January 2022)

SCHOOL-BASED / BESPOKE TRAINING

Title of course	No. of schools	No. of participants	Evaluation
Understanding the Stages of English Language Acquisition / Strategies for Supporting bilingual learners / Using the Writing Cycle to support bilingual learners	8	73 teachers	90% (average) of delegates found the training useful or very useful. *'Excellent session filled with plenty of useful information and strategies to help improve my confidence in delivering, assessing, and supporting EAL students'* *'The practical nature of the course was helpful, especially the links to writing strategies and templates'; 'Practical, easy to understand and relevant for daily support of our pupils'.*
Supporting Bilingual Learners in Primary School - PSAs	4	30 PSAs	90% of delegates found the training very useful or useful. *'Simple and practical tips and resources'* *'Useful information which can be used with learners we are working with'.*

DIRECTORY TRAINING

Title of course	No. of participants	Evaluation
Working with developing bilingual learners in primary and secondary / Working with refugee and asylum seekers children and families / Supporting Bilingual Learners in the Early Years - TeachMeets	28 teachers 2 PSAs 70 EY practitioners	98% of delegates found the training very useful or useful. *'Good resources and examples and links; clearly done and with pre reading to help'.* *'Relaxed and informed manner. Relevant and current information; Informative and engaging'.* *'The sharing from teachers was great'* *'I can use things instantly in the classroom now'*

Total staff trained: 101 teachers; 32 PSAs; 70 EY practitioners

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Appendix 3: Overview of three phases of the Language and Literacy Collaboration

Outcomes (Learning and Teaching)
- Bilingual pupils are supported through inclusive, language-focused teaching to develop their English alongside the mainstream curriculum and are actively encouraged to draw on their linguistic skills and heritage/cultural backgrounds.
- Class teachers can identify the language demands of a curricular area and plan to support this language while teaching the content
- Class teachers can transfer this skill to other areas of the curriculum (Literacy across Learning)
- Class teachers feel increasingly confident and skilled in supporting EAL learners' access to the curriculum and language development at all stages of English language acquisition
- Bilingual parent/carers have a good understanding of, and can participate in, their child's learning

Whole-school development
Alongside the learning and teaching focus, EAL teachers and SLT will identify up to 3 key strategic areas to work on and develop for the school. These areas will be linked to the school's own priorities. Some examples are:

- developing/embedding effective systems to support transitions, e.g. for new bilingual pupils to school
- working with parents / involving parents in their children's education
- developing an EAL induction for new school staff
- Working with SFL staff to identify support needs for bilingual learners with other ASNs

FORMAT
To respond to different school contexts and needs we have developed two different formats:
Whole-school: develops the expertise of all teaching staff trained over 5-6 terms (approx. 2 school sessions)
'Expert Teachers': Develops the expertise of 4 teachers over 2-3 terms (approx. 1 school session)

In both formats, in Phase 1 of the collaboration, 2 EAL Teachers work with class teachers 2 days per week each (total 4 EAL teacher days/week) for approx. 10 week block. Each EAL Teacher works with 2 class teachers, for 2 teaching sessions per week each.
Before each teacher – EAL Teacher collaboration: planning meeting to agree focus area; support teacher self-evaluation; identify focus areas for developing practice. Weekly review and planning meetings (30 minutes / week)

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Whole-school format
- Develops the expertise of **all** teaching staff; trained over 5-6 terms (approx. 2 school sessions)
- Builds shared understanding of approaches and supports embedding across the school team
- Extended period for wider school development work

Preparation e.g. May/June Year 0 and Aug-Sep Year 1	PHASE 1a e.g. Sep-Dec (Year 1)	PHASE 1b e.g. Jan-Mar (Year 1)	PHASE 1c e.g. Apr-Jun (Year 1)	PHASE 2 e.g. Aug-Dec (Year 2)	PHASE 3 e.g. Jan-March (Year 2)	
Training and preparation with staff	Developing key skills and confidence through coaching and team-teaching	Developing key skills and confidence through coaching and team-teaching	Developing key skills and confidence through coaching and team-teaching	Support to continue to embed practice and share practice within school	Advice, strategic input, development and training	Review
	Wider school development work			Embedding	Embedding	
1 EAL Teacher up to 1 day per week	2 EAL Teachers, 2 days per week			2 EAL Teachers, 1 day per week	1 EAL Teacher, 1 day / month	

'Expert Teachers' format (developing expertise with identified teaching staff)
- Develops the expertise of 4 teachers over 2-3 terms (approx. 1 school session)
- Greater emphasis on school staff cascading learning to untrained teachers

Preparation e.g. May/June Year 0 and Aug-Sep Year 1	Phase 1 e.g. Sep-Dec	Phase 2 e.g. Jan-Mar	Phase 3 e.g. Apr-Jun	
Training and preparation with staff	Developing key skills and confidence of through coaching and team-teaching	Support to continue to embed practice and share practice within school (cascading)	Advice, strategic input, development and training	Review
	Wider school development work	Embedding	Embedding	
1 EAL Teacher up to 1 day per week	2 EAL Teacher, 2 days per week	2 EAL Teacher, 1 day per week	1 EAL Teacher, 1 day per month	

Appendix 4
Language and Literacy Collaboration, Dalry Primary School
Interim summary April 2021 to December 2021

CONTEXT	
Classes	In the first two 10-week blocks, EAL Teachers have worked with classes and class teachers from P2 to P6. This has involved joint planning, modelling and team teaching 2 lessons per week with each class / class teacher and gathering before/after data on agreed measures.
Teaching focus: Writing	Science reports; descriptive writing, persuasive writing and advertising, descriptive writing: setting and character; language of Maths (number), writing for information.
Class composition	Stage of English: In almost all classes, there was a range of Stages of English language acquisition from Stage 1 – Stage 4. In two classes there were no Stage 1 learners. In some classes, the Stage 1 learners were also new arrivals. Languages: in each class, the majority of learners have EAL. The number of home languages spoken in the classes ranges from 7-12. In most classes, for most learners, there is another speaker of their language in the class.

OUTCOMES / EVALUATION	
Teacher self-evaluation and feedback	All teachers recorded that they had developed their practice in 3 or 4 areas of the self-evaluation. The most common areas of development were: identifying the language demands across all curricular areas; planning for regular talking opportunities - and structuring these to support bilingual learners. Teachers noted that the writing cycle approach introduced through the collaboration is useful to support bilingual learners and that increased time spent on learning and practising language prior to writing is beneficial. They observed that learners had more enthusiasm for Writing, that they developed confidence in spoken English and became more independent. Learners were also able to apply new learning to other areas of the curriculum.
Strategies	A range of effective strategies was introduced through the collaboration, including: model texts, modelled and shared writing, writing frames, supportive talk partners/trios, scaffolding responses, talk homework, strengthened use of visuals to support understanding. Through use of these strategies, learners had multiple opportunities to practise and rehearse language, and to revisit and build up writing over time.
Pupil Engagement	The pupil engagement measure showed increased engagement/involvement for almost all learners observed. For different learners, increased engagement was observed in different parts of the lesson, e.g. introduction, main teaching input, independent writing.
Pupil Voice	The majority of pupils reported that they liked Writing better and thought they were better at Writing at the end of the collaboration. Pupils identified the strategies they found helpful, including: shared writing and writing frames such as substitution tables and sentence starters. At the end of the collaboration, the majority pupils were able to identify a wider range of things they do when they 'get stuck', demonstrating improved metacognitive skills and greater independence.
Attainment	Almost all learners increased attainment in Writing, measured on the Scottish Criterion Scale and EAL Tracker. In some cases, this was within a Stage; in other cases, pupils moved up a stage. Improvements were noted in vocabulary, sentence structure, at text level (structure and coherence across a paragraph or several paragraphs) and in length of writing.
Parent Voice	Parents' feedback on their children's Writing skills was positive. Parents commented on: improved expression, more detailed description, ability to explain in both home language and English, punctuation, children's interest and enthusiasm to share their work.

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Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Edinburgh Community Learning and Development Plan 2018 - 2021

Executive/routine	
Wards	
Council Commitments	35

1. Recommendations

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

1.1.1 Note the outcomes achieved in the Plan and some of the areas which were not fully progressed

1.1.2 Note the learning by the Community Learning and Development (CLD) Partnership and how this informs the new CLD Plan 2021 – 2024

1.1.3 Agree to receive an annual progress update on the new Plan

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Edinburgh Community Learning and Development Plan 2018 - 2021

2.   Executive Summary

2.1   This report summarises the positive achievements in the CLD Plan 2018 – 21 as well as those areas which were not fully progressed.

2.2   It highlights the learning for the CLD Partnership and how this informs the new CLD Plan 2021 – 24.

3.   Background

3.1   Under the powers of the 1980 Education (Scotland) Act, the Council has a duty to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013 and to produce a plan which sets out how the Council will co-ordinate with partners to provide community learning and development (CLD) over the next three years.

3.2   The CLD Plan for the City doesn't try to capture all CLD activity but focuses instead on areas where the CLD Partnership could add value to community learning and development delivery, by identifying fresh thinking and collaborative effort to make a difference and improve outcomes.

3.3   The new plan for 2021 – 24, see Appendix 2, is informed by learning from the 2018-21 Plan, by how CLD has responded to Covid 19, by evidence of need and the outcomes and ambition of several other key plans and strategic developments in the city.

4.   Main report

4.1   A refreshed Community Learning and Development Partnership was formed in October 2017. Partner organisations include NHS Lothian, Scottish Fire and Rescue, Edinburgh University, Edinburgh College, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Workers' Educational Association, the Council Lifelong Learning and Strategy and Insight teams.

4.2   This Partnership created the CLD plan for 2018- 21. The plan recognised that a wide range of organisations deliver CLD in the City. The intention of the plan was to

add value to this delivery by identifying where the partnership can bring fresh thinking and resources to address specific themes. The partnership used data to identify some of the emerging issues and agreed to harness resources to focus on actions which could bring about positive change and progress.

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

4.4 Appendix 1 has further detail on Plan progress up to February 2020. The CLD Partnership reviewed the plan as part of the work to develop the new CLD Plan 2021 – 24. The detail of this review is available in Section Two of the new plan. Some highlights are reflected below:

4.4.1 Partnership governance was strengthened with a Board and Delivery group model. Education Scotland acknowledged in September 2018 that 'the ECLDP (Edinburgh CLD Partnership) has strengthened its governance arrangements has a clearer sense of direction in improving partners' understanding of their contribution to CLD priorities.'

4.4.2 Education Scotland also highlighted that the partnership 'now needs to ensure that the baseline information drawn from key partners is used to help inform target setting aligned to measurable outcomes.' Work on developing baseline information took place in late 2018/ early 2019 and an application of this was the use of data to support English as a second or additional language (ESOL) planning and delivery.

4.4.3 In terms of Youth work, training opportunities were provided to youth and children's workers, as determined by needs analysis with the sector. Topics included sexual health, mental health and wellbeing, substance use, child protection, first aid, autism awareness, LGBT and trauma informed practice. Due in part to the Edinburgh Youth Work Consortium ceasing to exist, the action to identify possible barriers to participation in Youth Work from young people from Black and Minority Ethnic communities was not fully progressed. This will be a feature of the new Youth and Children's Work Strategy for Edinburgh. Work has also begun to look at developing anti-racism training for youth workers and will be taken forward by Education and Children's Services and Lothian Association of Youth Clubs (LAYC). Lifelong Learning will also have a participant in the national Building Racial Literacy professional learning programme which will support equality, diversity and inclusion work across Education and Children's Services, including Lifelong Learning.

4.4.4 In terms of Adult Learning, two shared practice events were held for staff to identify 'Literacy Challenge' activities to engage new and hard to reach learners. The Literacy Challenge Fund supported integrated literacy learning opportunities including 14 new literacy/ESOL/digital learning classes for over

120 learners, developed and delivered across 4 localities. A Learners Event was delivered in February 2019 to provide feedback from 50 adult learners from 7 statutory and voluntary providers. In addition to this, the Adult Education Programme used Survey Monkey responses to inform their programme development.

4.4.6   Adult Learning partners worked together on a recovery programme for adults across the Granton/Muirhouse area. Local consultation disseminated across locality voluntary sector agencies determined emerging themes as Employability and Health & Wellbeing. A programme of courses was put together by the Lifelong Learning Service Adult Education Programme, Locality teams and voluntary sector. From October to December 2020, 29 online courses were delivered to 298 adults.

4.4.7   The response of community learning and development in Scotland to the pandemic has been recognised as 'phenomenal' by Richard Lochhead, former Minister for Further Education, Higher Education and Science. Although there have been some frustrations in Edinburgh at the closing down of many buildings used for CLD services and the pace of service resumption, there have been creative responses particularly in the areas of food security, digital and online learning and engagement, home based learning supported by physical doorstep resources.

4.4.8   Since Covid, wellbeing has emerged as a strong theme locally and nationally. The pandemic has highlighted that collaboration across community learning and development is more important than ever in meeting the needs of vulnerable learners. The CLD Partnership adapted its plans accordingly and the new plan reflects emerging needs such as digital learning for adults, youth work recovery and developing a community of practice around community engagement, including a digital consultative platform.

5.   Next Steps

5.1   Taking forward the actions in the new CLD Plan 2021 – 2024 including further work to define the measures of success.

5.2   Using the How Good is our CLD 4 Framework to assess the effectiveness of the CLD Partnership and identify areas for improvement.

6.   Financial impact

6.1   No financial impact. The Plan actions are within existing resources.

7.   Stakeholder / Community Impact

7.1   The plan activity focuses on improving the life chances and opportunities for individuals and local communities (with an emphasis on the needs and aspirations of disadvantaged or vulnerable groups) to engage in learning, personal development and active citizenship, bringing about change in their lives and communities.

8.   Background reading/external references

8.1   The CLD Plan 2018 – 2001

8.2   The CLD Plan 2021 – 2024

8.3   How Good is our CLD 4 Framework

9.   Appendices

9.1   Appendix 1   CLD Partnership Plan Progress update

9.2   Appendix 2   CLD Plan 2021 – 2024 (in three parts)

Appendix 1

While a summary analysis of the Plan 2018 – 2021 is contained in <u>Section Two</u> of the new plan, this update below, which was created in February 2020 , reflects detail on progress at that point in time.

CLD Partnership Plan Progress update

Things to consider in moving forward with the Plan:

Successes:

- ✓ Section 1 and 4 have worked particularly well

- ✓ Structure/layout of plan

- ✓ Demonstrated commitment from majority of partners to get involved

- ✓ Information sharing and training as a result of partner relationships

Room for improvement:

- ➢ Ensure outcomes and actions refer to and reflect the 'added value' that CLD Partnership can bring

- ➢ Outcomes and Actions: Less is more

- ➢ Raise awareness of the plan

- ➢ Focus more on what difference the CLDP is making or could make

CLD Partnership Plan Progress update

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

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

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

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Outcomes	Timescale	Actions	Specific Actions achieved	KPI's/Measures
		improvement methodology.		
Self-evaluation is embedded across the CLD Partnership. Staff and partners confidently engage in a continuous cycle of planning and evaluation.

Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice. | Ongoing Review annually from July 2019 | Deliver a structured programme of self-evaluation and data training for partners.

Managers create more opportunities for joint planning and evaluation and practice sharing.

Increase the number of staff who become members of the CLD Standards Council | Self-evaluation CLPL delivered to Lifelong Learning Strategic and Locality staff and partners across Edinburgh.

Use of Data in Planning for Improvement CLPL for Mangers, Strategic and Locality staff and partners.

Session on 4 July to review year 1 of the CLDP plan and progress with the actions. New actions for 2019/20 also identified and further refined on 2 October. Reviewed at CLDP on 11 Oct. Final version to be ratified at January 2020 meeting.

Lifelong Learning has facilitated specific planning sessions so that the LLDOs plan a programme of work together – using shared knowledge to identify specific gaps. To better manage the thematic specific activity and service planning smaller team meetings are held with Adult Learning staff, Youth Work staff and Subject Specific staff who have a remit for Health and Wellbeing, Sports and Physical Activity and Arts and Culture. A Youth Work Providers Conference took place where youth work providers from across the locality shared best practice and identified key areas of work going forward. This will then inform the structure and themes of the youth work provider meetings.

Contact made with CLD Standards Council to plan a membership drive across CLDP members to coincide with a refreshed CLD Standards website and set of benefits for members. | Baseline templates are updated annually in July with a snapshot annually in October/ November |

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Section 2 Improving Life Chances for all People

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

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

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

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Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
			Self-evaluation of Youth Work in Edinburgh – Youthlink Scotland's National Youth Work induction checklist adopted through workforce development: Joint work LAYC/CEC. LAYC access to range of data from member groups.	
			PDA YW course started November 2019. 20 participants.	
			LAYC/CEC joint and individual training. Case studies available to share from LAYC.	
			Youth Work organisations constituted to reach Black, Asian and Minority Ethnic (BAME) Children and Young People (C & YP) will be included in the new Central Y/W Strategy Group. (19/20) The BAME actions were taken from the Edinburgh Youth Work Strategy. This is being reviewed and a new one will be produced in 2020. Data about BAME still to be gathered.	
		'Literacy Challenge'	LAYC being involved in the Edinburgh CLD Partnership in a representative role for community-based universal youth and children's work organisations, means not only the voice of these groups are brought to discussions and decision making, but also that 83 youth and children's organisations operating in Edinburgh and in membership with LAYC are connected with key decision making and this strategic plan for the city. The network of 83 Edinburgh community-based youth and children's organisations includes 1601 practitioners - with 50% being volunteers - engaging 15,869 children and young people.	Examples of learner progression: learners have an individual

Education, Children and Families Committee 1 March 2022

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		activities will be developed cross partners to engage new and hard to reach learners.	Literacy Challenge Fund initiated across localities and 14 new literacy/ESOL/digital learning classes developed. Learners Event in February 2019 provided feedback from over 50 learners from 7 statutory and voluntary providers. Learners' feedback used to inform programme development. Annual Learner Voice report completed.	learning plan in place. Where relevant learners have a progress tracker in place: % of new courses and learners.
		Professional Development Award Literacies training to be offered to Lifelong Learning Development.	National Outcomes/Key Performance Indicators agreed for Community Based Adult Learning. New ESOL curriculum portfolios to establish more consistent levelling and evaluations of learner progress established in compliance with new SFC funding measures in place. Training delivered to all tutors and LLDO's.	Number of participants at events and training Increase in numbers of new learners in literacy provision.
		CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.	Shared practice for 54 adult learning tutors delivered in March 2019. Professional Development Award (PDA) Literacies accredited course for 8 new literacy volunteers completed in March 2019 by Strategic & Locality LLDOs No progress made on the idea of delivering literacy and numeracy classes in the workplace	
Staff will be able to better communicate and work with people affected by mental health issues.		Share existing training and Development programmes and create new learning	Guidance and Adult Learning and Mental Health training delivered to Lifelong Learning Development Officers (LLDO) and tutors by September 2018. Workshops on Outlook Programme – 'What is Mental Health' delivered at SE Collaborative training day in Moray House.	

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		opportunities in this area. Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages.	Staff have taken part in mental health first aid training, including school library staff. LAYC and NHS working together to develop mental health first aid training. Youth Work and Health and Wellbeing teams jointly produced a 'top tips' leaflet on mental health and wellbeing for all schools.	

Section 3 Building stronger more resilient communities

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

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

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Community groups and individuals have the opportunity to be engaged in planning and evaluation of services. Skills and	June 19	Partners will be involved in this review. The CLD Partnership will contribute to a review of criteria	Young people are engaged in a range of participation activities to gather their views e.g. Youth Talk, What kind of Edinburgh and Young Edinburgh Action. What Kind of Edinburgh completed. The key messages emerging from the project will form the foundation of the new Children's Services Plan, due to be completed by March 2020.	Number of consultations undertaken and feedback from events. Number of community events

Education, Children and Families Committee 1 March 2022

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
learning opportunities are coordinated by partners and communities, so provision is targeted and reaching those most in need.		applied to the distribution of funding through the Third-Party Revenue Grants.	Youth Talk underway in each locality and informing local priorities. A Participation Group is co-ordinating the various youth engagement activities taking place. CLD Partnership Chair, Youthwork representatives, LAYC and CEC and Locality Service Managers present on revenue grant review panel.	dedicated to planning and evaluation of services. Completion of review of 3rd Party Revenue Grants by March 2019.
Vulnerable People supported to reduce sense of loneliness and social isolation by building better connections between services.		Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City.	' Canny wi' cash' report shared No progress on Community Connectors in Frome (Dorset) and Next Door App. This is due to a lack of dedicated resource reducing the capacity to evaluate support models. The CLDP to consider whether a university department may want to take up this theme as a potential piece of student or faculty research.	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections.
Local communities are more involved in decision making (particularly		Learn from models within and out with Edinburgh e.g.: Fife model on political	Initial meeting has taken place [Spring 2019] to look at how we could progress this as a pilot programme working with Workers Educational Association – funds still to be identified to progress this.	Number of community decision making events Evaluate feedback

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
people who don't usually participate in dialogue) and their capacity to effect change is increased.		literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD).		from decision making events Examples of successful model looked at and implemented
Citizens are more involved in deciding how budgets are spent.		Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, e.g. Canny wi Cash	Participatory Budgeting: Youth work services supporting young people in setting priorities and assessing applications. Choose Youth Work completed in 2019 with young people setting priorities via Young Edinburgh Action and Youth Talk and assessing applications for funding. Report approved at E, C & F Committee in May 2019.	Identify examples of good practice Contribute to council wide budget engagement exercise.
Community Centre Management Committees are confident in managing and making the most of local assets		Training programme developed and implemented Review and revision of Community Centre Handbook Development of Trusted Keyholder policy.	Community Centre Handbook implemented July 2018 and currently being reviewed. Engagement with Management Committees September and October 2019 on a bespoke Community Centre Assurance framework. Council officers exploring with MCs how their participation and motivation can be supported and encouraged. Trusted key holder pilot at 4 centres successful in releasing additional capacity and allowing additional (unstaffed) activity hours and programmes: it will be extended to centres where appropriate in early 2020. Regular Community Centre Communications Updates are circulated to Committee reps.	Number of training courses delivered Evaluation of training

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Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
			Workshops on health and safety themes have been delivered All centres now have building user groups set up.	

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Section 4 Monitoring and Reporting

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

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

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

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

Edinburgh Community Learning and Development Plan 2021 – 2024

For ease of reading, the Edinburgh CLD Plan is written in three separate (but related) documents - CLD Plan One, CLD Plan Two, CLD Plan Three.

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 being 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.

CLD Plan One

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Section One: background and context

Introduction

1. **Introduction**

Under the powers of the 1980 Education (Scotland) Act, the Council has a duty to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013 and to produce a plan which sets out how the Council will co-ordinate with partners to provide community learning and development (CLD) over the next three years. The CLD Plan for the City doesn't try to capture *all* CLD activity but focuses instead on areas where the CLD Partnership could *add value* to community learning and development delivery, by identifying fresh thinking and collaborative effort to make a difference and improve outcomes.

The new plan for 2021 – 24 is informed by learning from the 2018-21 Plan, by how CLD has responded to Covid 19, by evidence of need and the outcomes and ambition of several other key plans and strategic developments in the city.

The new plan identifies some key themes:

1. Adult Learning: integrated learning provision

Theme 1: Maximising the use of the learning space

Theme 2: Maximising routes on the learner journey

Theme 3: Improving digital literacies

2. Youth Work

Theme 1: Develop a citywide youth work recovery plan

Theme 2: Create a new Edinburgh youth and children's work strategy

3. Capacity building

Theme 1: Improve engagement with the community

2. **Covid 19**

Everyone has been touched in some way by the defining public health emergency of our times. The response of community learning and development in Scotland has been recognised as 'phenomenal' by Richard Lochhead, former Minister for Further Education, Higher Education and Science. Although there have been some frustrations in Edinburgh at the closing down of many buildings used for CLD services and the pace of service resumption, there have been creative responses particularly in the areas of food security, digital and online learning and engagement, home based learning supported by physical doorstep resources. The pandemic has brought into sharp focus the 'digital divide' where those with no means of access are cut off from many of the learning innovations. Even where access exists, adapting to online learning has been a challenge for citizens and staff. This has led to productive regional collaboration and on training and good practice sharing in areas such as family learning, adult learning and youth work.

The link between public health outcomes and inequality and the likely impact of Covid 19 is set out in the public health information in **CLD Plan Two**: 'early analysis highlights that the pandemic has exacerbated existing health and social inequalities. Those in insecure employment, unable to work from home, experiencing digital exclusion, lacking financial and other resources such as their own transport, are worst equipped to follow isolation and distancing guidelines. In turn this means they are both more exposed to and more susceptible to the negative social and health impacts associated with COVID-19'.

The pandemic has highlighted that collaboration across community learning and development is more important than ever in meeting the needs of vulnerable learners. **CLD Plan Two** provides more detail on the link between learning and wellbeing in <u>Five Ways to Wellbeing</u> and information on a fresh approach to public health in the City <u>Thrive Collaboration</u>

3.   What is Community Learning and Development (CLD)?

CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship. The focus of community learning and development in Scotland is:

1.   improved life chances for people of all ages, through learning, personal development and active citizenship

2.   stronger, more resilient, supportive, influential and inclusive communities.

4.   What is Community Planning?

Community planning is about how public bodies work together with local communities, to design and deliver better services that make a real difference to people's lives. <u>The Edinburgh Partnership</u> is the community planning partnership for the city. It brings together public agencies, third and private sectors with local communities to improve the city, its services and the lives of people who live and work here.

The planning context

5. What other plans does the CLD Plan link into? (more detail in **CLD Plan Two**)

In addition to the <u>Thrive Collaboration,</u> there is a rich tapestry of local and national plans which have a bearing the shape and thrust as well as many of the outcomes and actions of the CLD plan for Edinburgh.

5 a. Edinburgh Partnership Plan

The actions in the CLD Plan 2021-24, by linking closely to the **Edinburgh Partnership** Plan, will contribute to achieving three priority outcomes.

- Enough money to live on

- Access to work, learning and training opportunities

- Good place to live

5 b. Additionally, the actions will show synergy with the work of the **Edinburgh Children's Partnership** and the priorities of its Children's Services Plan, 2020-23:

- Best Start in Life (early years)

- Bridging the Gap (child poverty):

- Be Everything You Can Be (achievement and attainment):

5 c. Edinburgh Poverty Commission

The findings of the **Edinburgh Poverty Commission,** which reported in September 2020, will also inform the new CLD Plan.

It identifies seven areas of action needed to end poverty in Edinburgh. CLD has a contribution to make to most of these actions, which resonate strongly with the two national priorities for CLD and with the priorities in the Local Outcome Improvement Plan and Children's Services plan.

Specific areas supported by the CLD Plan are:

- The right support in the places we live and work

- Connections in a city that belongs to us

- Equality in our health and wellbeing

- Opportunities that drive justice and boost prospects

- Income security that offers a real lifeline

5 d. The **Council Business Plan** sets out how the city will achieve the Council's priorities and how it will drive forward the aims set out in Edinburgh's Community Plan. It will focus on three priorities:

- Ending poverty and preventing adverse outcomes such as homelessness and unemployment

- Becoming a net zero city

- Ensuring wellbeing and equalities are enhanced for all

6. The word **'Governance'** refers to the structures and processes by which people are held to account. **The CLD Partnership is accountable to the Edinburgh Partnership (EP) in respect of leading, delivering and progress on the CLD Plan. The diagram illustrates this governance arrangement.**
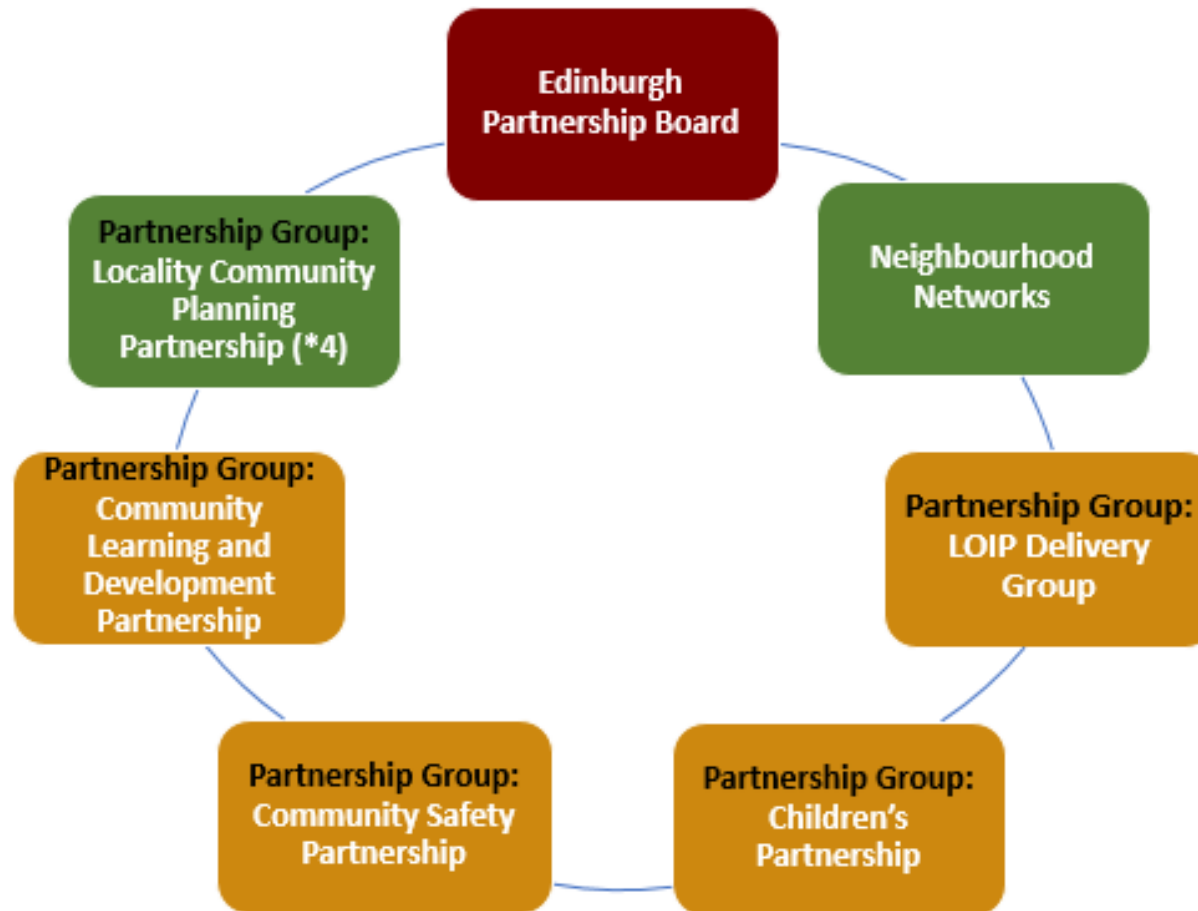
7. How will we make sure we track and report on progress of the plan?

The CLDP recognises that further work is required to set benchmarks, to define the measures of success, both qualitative and quantitative and this will be a focus in the first 3 – 6 months. The CLDP needs to be confident that the Plan is as outcomes focused as it can be. The Plan is iterative and requires of the CLDP to review regularly, not least because we are emerging from a pandemic the impact of which is not yet fully known. The CLDP Delivery Group and the CLD Board will move from quarterly to bimonthly meetings in the first year, in order to closely monitor plan progress and have a degree of agility to respond to changes in the CLD social environment.

- Each delivery group will report bimonthly on progress to the ECLDP Board
- Development of case studies to illustrate impact of the workstreams on citizens and staff
- Use of joint self-evaluation for improvement
- Collection of data to show levels of participation and trends
- Use this data to drive improvement and inform progress
- Report to Edinburgh Partnership every six months
- Develop ways of reporting back to learners and communities on progress and to seek their ongoing involvement in shaping the plan

The terms of reference in **CLD Plan Two** outline how the delivery groups will report on progress to the CLDP Board and explore any challenges or barriers to achieving the agreed outcomes and possible solutions

Where the themes come from

8. **How do we know what the key themes and actions should be in the Plan?**

   8 a. Adult Learning:

There are strategy documents including:

- Adult ESOL Strategy for Scotland – <u>Welcoming our learners</u>

- An updated <u>strategy</u> out for consultation

- <u>Adult Literacies</u>

- **Granton Recovery Programme:** One such example of partner response to the pandemic was the Granton Recovery Programme. From May - August 2020 the Council's Adult Education Programme staff worked closely with other key adult learning partners within Edinburgh's CLD Partnership to develop a 'recovery' programme for adults living in Granton/Muirhouse area. The results of a local survey identified emerging themes around 'health and wellbeing and employability' for local adults.

  The initial plan was to deliver face to face classes within Edinburgh College, Granton campus. Following college closures in September 2020, the free programme was moved online and delivered by AEP to 304 adults between October – December 2020. Key partners included Edinburgh College, Stepping Stones and the Council North West Lifelong Learning and Adult Education Programme teams, demonstrating collegiate and responsive partnership working to address the emerging needs of a local community.

In terms of local evidence:

- Meetings between community partners (online and in person) and the college including onsite visits to Granton Campus

- Granton Recovery plan – copy of Granton Recovery Programme and participant data (298 adults registered and breakdown of the

  Granton Recovery Online Autumn Cours

  October 2020 Feedback.docx

  GRP in numbers.docx

  same)
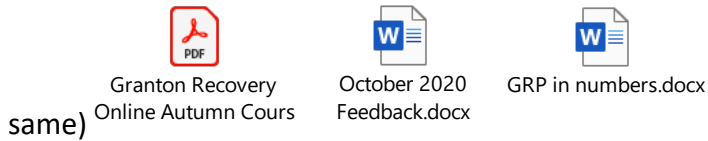
- Survey monkey reports and feedback from adult learners collated over the past year 2019/20

  Home learning was a challenge for many families during lockdowns. For parents and children whose main language was not English additional barriers were faced through lack of devices or access to school portal leaving some families distressed that their children were being left behind. Family Learning workers from The Resettlement Programme engaged directly with EAL and school staff to address issues relating to lack of devices and with interpreters helped parents to set up email accounts and get onto TEAMs. In collaboration with EAL staff, Family Learning workers set up home learning sessions with parents and children based using and adapting materials from school portal, with Arabic speaking support. These sessions proved successful. Following a survey conducted by Parent & Carer Support Team with over 2,000 parents, Family Learning staff delivered training to other Lifelong Learning Development Officer who then co-delivered 8 sessions to families within their locality. Some of these sessions were targeted at ESOL families.

Digital Skills development:

- anecdotal evidence from learners of lack of devices

- Additional Business Support staff time required for adults to access online classes

- Parent and Carer survey from over 2,000 parents regarding Home Learning and Family Learning report on family learning sessions

  Parental Consultation Report V10.docx

  FL Supporting Families Learning Tog

  delivered to BAME families to support them with home learning during lockdowns
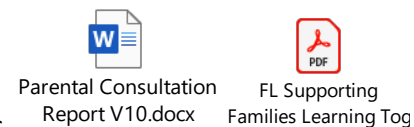
- Resettlement Programme report which will detail number of families and support offered in helping them to obtain devices, set up email accounts to access online learning and take of the same in online classes
- Ten devices distributed to adults in adult learning from the Council's application to Communities Fund.

8   b. Youth Work:

A range of research undertaken during the pandemic helps us to understand how young people are experiencing and responding to the COVID-19 crisis. Some key national and local evidence is listed below. The Youth Work section will also draw on national YW priorities.

Children and Coronavirus: **How are you doing? survey** and **Corona Times Journal**

To Lockdown and Back: Young people's lived experiences of the COVID-19 pandemic

Lockdown Lowdown, YouthLink Scotland

Secondary Student Covid Consultation, City of Edinburgh Council

Build Back Fairer: The COVID-19 Marmot Review

8   c. Capacity building:

Edinburgh Voluntary Organisations Council hosted a webinar in August to include CLD Plan themes and a workshop on 'seldom heard' voices. This highlighted need for more deliberate efforts from the CLDP to engage groups and communities in the content and further development of the Plan.

South Lanarkshire Community Engagement Framework

Physical Activity Health Alliance (PAHA):

Scottish Government Care Services Planning with People

Review of 1st Generation Participatory Budgeting in Scotland

Health Improvement Scotland Community Engagement Perspectives:

'Hard to reach' or 'easy to ignore'? Promoting equality in community engagement – Evidence review

Granton Waterfront // Learning Strategy Community Consultation – more detail in CLD Plan 2

There are plans to implement a learning consultation in the Granton area with schools and the local community. In order to make the process as engaging and creative as possible artists will be utilised to help with that process. It will give a robust baseline of the learning needs of the community which will help us, and our partners plan our provision and be able to work more collaboratively to meet the needs of the community. Some CLDP partners are involved in this Learning Strategy and the information gathered will hopefully be very useful for the CLDP plan and we will draw on it to learn lessons and inform the development of the CLDP plan.

Unmet need

The CLD Partnership will seek to identify new and emerging needs and in the process of prioritising those needs, will uncover needs which will not be met in the lifetime of the Plan. This will be a focus in the first year of the plan.

Integrated Impact Assessment

The Integrated Impact Assessment sets out how the Plan will concentrate resources and focus on the needs of specific communities of interest and has identified some areas of unmet need which the CLDP will consider. Indications so far from the Integrated Impact Assessment are that demand for English to Speakers of Other Languages (ESOL) exceeds supply.

Section Two: the new plan for 2021 – 24

The new plan and key themes

The new plan for 2021- 2024 is in three sections with themes within each:

1. Adult Learning: integrated learning provision

   Theme 1: Maximising the use of the learning space

   Theme 2: Maximising routes on the learner journey

   Theme 3: Improving digital literacies

2. Youth Work

   Theme 1: Develop a citywide youth work recovery plan

   Theme 2: Create a new Edinburgh youth and children's work strategy

3. Capacity building

   Theme 1: Improve engagement with the community

1. **Adult Learning: Integrated learning provision**

Theme 1: Maximising use of the learning space we will utilise learning spaces more strategically to improve accessibility thereby enabling those students furthest from education to feel more comfortable and confident in progressing their 'learning journey'. These spaces include those in community centres, libraries, colleges and voluntary sector organisations.

Action	Lead	Timescale	Measure of Success
Covid Recovery Phase: Pilot delivery of face-to-face community-based adult learning classes within Edinburgh College Granton Campus and Sighthill campus over the summer period for most vulnerable groups e.g. literacies, English to Speakers of Other Languages ESOL and Outlook learners and some Adult Education Programme classes with health and wellbeing focus	Edinburgh College/City of Edinburgh Council	September 2021	• Number and description of key projects designed to maximise use of the learning estate • Numbers of learners / service users accessing learning as a result of key projects • Feedback from learners accessing key projects
Covid Recovery Phase: Pilot delivery of face to face Lifelong Leaning service locality provision North West (Granton campus) and South West (Sighthill campus) over July and autumn term to see viability of provision long term. Focus on courses with potential for College progression.	Edinburgh College/City of Edinburgh Council	September 2022	• Number and description of key projects designed to maximise use of the learning estate • Numbers of learners / service users accessing learning as a result of key projects

			• Feedback from learners accessing key projects
In line with 20-minute neighbourhood, utilise spaces in community centres, libraries and voluntary sector, maximising use of the learning estate. As we are in recovery from Pandemic and minimal venues are currently available for adult learning use journey to maximise these spaces will be dependent on Covid related constraints.	Edinburgh College/City of Edinburgh Council	March 2024	• Pilots been run in new venues in year one (numbers given) • Using learner evaluation implementation plan developed for use of sites in year 2 and 3 • Further metrics to be developed after year 1

Theme 2: Maximising routes on the learner journey.

We will support those furthest from education and work with partners to facilitate progression along learning routes into College and onto employment if applicable.

Action	Lead	Timescale	Measure of Success
As part of pilot initiative above, Edinburgh College (EC), City of Edinburgh Council (CEC) and voluntary partners will integrate positive introductions to college and support with college applications where necessary.	Edinburgh College/City of Edinburgh Council/WEA/VS	March 2023	• Number of new learner journeys / progressions routes agreed for pilot initiative learners • Sample survey results from learners in North West and South West in pilot initiatives progressing to other / higher Scottish Credit and Qualifications Framework (SCQF) level courses • Evidence of collaboration between LL /VS and EC in planning to encourage

			progression onto College courses
Visits to college or session from Skills Development Scotland and Edinburgh College would be incorporated into relevant courses.	Edinburgh College/City of Edinburgh Council	Annually 2021-2024	- Number of new learner journeys / progressions routes agreed for learners - From baseline measurement, percentage increase in pre-Scottish Credit and Qualifications Framework (SCQF) courses aligned with SCQF courses - Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses - Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, Skills Development Scotland and Edinburgh College: --

			number of visits to colleges arranged -Proportion of relevant courses with SDS sessions incorporated
Align VS and Lifelong Learning service pre SCQF level courses with SCQF level courses from employability providers to facilitate progression	Edinburgh College/City of Edinburgh Council	March 2022	• Number of new learner journeys / progressions routes agreed for learners • Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses • Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses
Organisations to produce potential progression maps for CLD provision		March 2022	Year 1 – progression maps produced – one for each organisation.

	Edinburgh College/City of Edinburgh Council		Year 2 – Track increase in numbers through • Number of new learner journeys / progressions routes agreed for learners • Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses • Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses
Highlight progression opportunities to university by strengthening links with them and promoting University outreach initiatives e.g. Craigmillar Learning Centre	Edinburgh College/City of	March 2022	• Number of meetings/visits /events /activities involving Craigmillar Learning Centre

	Edinburgh Council		linking with Edinburgh College /Lifelong Learning students • Number of new learner journeys / progressions routes agreed for learners • Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses • Evidence of collaboration between Lifelong Learning Service, Voluntary Sector and Edinburgh College in planning to encourage progression onto College courses

Theme 3: Improving Digital Literacies

We will maximise opportunities to improve the digital literacies skills of learners as well as improve access to internet and devices.

Action	Lead	Timescale	Measure of Success
Carry out a mapping citywide of provision of digital skills and next progression routes from college, LL, and voluntary sector	Edinburgh College/City of Edinburgh Council	September 2022	- Mapping exercise completed of digital learning opportunities - Numbers of learners accessing provision identified in the mapping exercise - Evidence of Information sharing among partners identifying options to get funding, support and training
Carry out a mapping of funding, organisational support and means to access devices/internet	Edinburgh College/City of Edinburgh Council	September 2022	• Mapping exercise completed of digital learning opportunities

			• Amount of funding allocated / spent for digital skills development • Allocated Numbers of learners accessing provision identified in the mapping exercise • Evidence of Information sharing among partners identifying options to get funding, support and training
Facilitate signposting/referral for learners and identify gaps in provision	Edinburgh College/City of Edinburgh Council	September 2022	• Mapping exercise completed of digital learning opportunities • Number of referrals /signposts to digital learning opportunities • Plan developed to address any gaps identified

			• Numbers of learners accessing provision identified in the mapping exercise • Evidence of Information sharing among partners identifying options to get funding, support and training

Youth Work – Year 1

Theme 1: Develop a citywide Youth Work Recovery Plan

Action	Lead	Timescale	Measure of Success
Produce a citywide Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	• Youth Work Recovery Plan launched.

Re-start the Central Youth Work Strategy Group through LAYC/CEC with representation across localities, strategic partners and equalities representation	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	• Central Youth Work Strategy Group re-convened post pandemic.
Carry out a workforce development analysis to be included in the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	October 2021	• Training needs analysis data produced and shared.
Include the role of youth awards as part of the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	• Milestone: Access to youth awards will be included in Youth Work Recovery Plan (will refocus on increased participation in coming years 2022 – 24). • To increase the participation in youth awards.

Review and analyse recent consultation with children and young people to inform the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	• Systematic review of seven relevant youth and children's consultations i.e. Lockdown Lowdown

Youth Work – Year 2 and 3

Theme 2: Create a new Edinburgh Youth and Children's Work Strategy

- YW Recovery Plan will lead into an Edinburgh Youth and Children's Work Strategy, which will take a lead from, and align closely with, the priorities identified in the National Youth Work Strategy due to be launched autumn 2021.

Capacity Building

Theme 1: Improve engagement with the community

Action	Lead	Timescale	Measure of Success
Develop a community of practice around community engagement, including a digital consultative platform aligning with the development of the LOIP.	CEC/ Edinburgh TSI/ Edinburgh Leisure	2021-23	• Identify consultation practice needs and potential for a platform

			• Offer two events in first 12 months: First event- Identify and Link with Partners. Second event: Two different Partners Co-host event. • Use electronic questionnaire to identify impact 12 weeks after event.
Reflect CLD Workforce survey findings (2020) and offer shared space for best practice – reflecting learning from COVID.	CEC/ Edinburgh Third Sector Interface/ Edinburgh Leisure		• Workshop in autumn/winter 21/22 • Develop action plan to reflect the support requested

Edinburgh Community Learning and Development Plan 2021 – 2024

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

CLD Plan Two

Review of Current Plan 2018 - 2021

Broad review of the current plan 2018 - 2021

- We strengthened the governance with a Board and Delivery group model. Education Scotland acknowledged (September 2018) that 'the ECLDP (Edinburgh CLD Partnership) has strengthened its governance arrangements … has a clearer sense of direction in improving partners understanding of their contribution to CLD priorities.' This has recently been strengthened by asking theme groups to report into the Board on progress, barriers, challenges.

- Education Scotland also highlighted that the partnership 'now needs to ensure that the baseline information drawn from key partners is used to help inform target setting aligned to measurable outcomes. Work on developing baseline information was developed in late 2018 and early 2019. In 2019 Following Education Scotland feedback, partners are sharing data much more: an example is using data to support future planning for English as a second or additional language (ESOL) planning and delivery. ESOL partnership meetings now take place.

- We reviewed the two main themes of CLD. Improving Life Chances for People of All Ages found that youth workers have improved access to training, thus being able to support young people more effectively. For Building Stronger, More Resilient Communities, we adopted an approach which has fewer actions and a sharper focus on the contribution of the partnership. The premise is less is more: it is better to do a few quality collaborations well.

- Like many public and third sector services, we reviewed the plan in 2020 to adapt some of the actions to reflect a changed operational context in the pandemic.

- Coronavirus brought with it an unplanned requirement for an immediate response from all partners in specific and immediate support responses from their organisation and this (understandably) reactive approach has at times mitigated against the full potential of partnership working to address some of the effects of Coronavirus. This is linked in part to some staff being redeployed into other roles or furloughed.

- Partners including the Council, Edinburgh Voluntary Organisations Council and Lothian Association of Youth Clubs have met with Management Committees of Council-owned community centres across the city to explore how all parties can collaborate to adapt and renew services within the Scottish Government guidance and resources challenge.

Specific review of the youth work element of the CLP Plan 2018 - 2021

What worked

- Training opportunities were provided to youth and children's workers, as determined by needs analysis with the sector, topics included (sexual health, mental health and wellbeing, substance use, child protection, first aid, autism awareness, LGBT and trauma informed practice)
- Training opportunities were co-delivered with a range of Partners (Youth Scotland, University of Edinburgh, Heriot Watt university, Zero Tolerance, Healthy Respect, NHS Lothian, LGBT Youth Scotland)
- Young people's consultations have been conducted and utilised to inform planning in later editions of the Plan.
- Continued work to increase the local evidence base on the impact and contribution of community-based youth work.

What didn't work

- The Edinburgh Youth Work Consortium was disbanded in the lifespan of this CLD Plan, due to lack of engagement from sector colleagues- demonstrating increasing demands and workloads for colleagues and the lack of capacity for this Consortium.
- Due to the disbanding of the Consortium some actions in early iterations of the CLD Plan were not taken forward – evaluation work and BAME work.

Challenges National agencies, i.e. YouthLink Scotland, CLD Standards Council, OSCR have all been regularly consulting the sector to identify the impact of the pandemic. This has meant the case study consultation planned locally within the Youth Work actions has not been undertaken, to acknowledge the capacity issues many are still dealing with within organisations.

<u>Specific review of the adult learning element of the CLP Plan 2018 - 2021</u>

What worked

1. **Increase number of new and hard to reach literacy learners**
- 2 shared practice events held for staff to identify 'Literacy Challenge' activities to engage new and hard to reach learners.
- Literacy Challenge Fund initiated by Strategic Adult Learning Team and supporting integrated literacy learning opportunities supported 14 new literacy/ESOL/digital learning classes for over 120 learners developed and delivered across 4 localities.
2. **Learners Event** was delivered in February 2019 to provide feedback from over 50 adult learners from 7 statutory and voluntary providers. In addition to this, the Adult Education Programme uses Survey Monkey responses (826 adults responded in 2018) to inform their programme development.

.   **Granton Recovery Programme** – Adult Learning partners worked together on a recovery programme for adults across the Granton/Muirhouse area.

- Local consultation disseminated across locality voluntary sector agencies determined emerging themes as Employability and Health & Wellbeing

- A programme of courses was put together by council's Adult Education Programme, Locality teams and voluntary sector

- From October to December 2020, 29 online courses were delivered to 298 adults

- Feedback from attendees was very positive

What didn't work

- **Granton Recovery Programme**: The initial plan was for the programme to be delivered within Edinburgh College Granton campus. However, due to rising Covid cases this was not possible

  As a consequence, some voluntary sector courses could not go ahead

- Shared partner guidance events did not place as planned due to Covid19

Challenges

- Prior to Covid there was no online learning platform for adults in the council. This had to be created within an existing meetings platform and took several months.

- CEC delivered training to over 80 tutors, 20 Lifelong Development Officers and 18 Business support staff and trialled some classes online prior to offering out the Granton programme

- Participation was dependent on adults having access to devices which could download the TEAMs app.

- Considerable admin support was required to support individuals onto the platform and become familiar with online learning

- Some devices were made available to adults through the allocation from Communities Fund, most of which went to the voluntary sector for distribution.

Detail on related plan and strategies

1. **Local outcome Improvement Plan**

The actions in the CLD Plan 2021-24, by linking to the **Edinburgh Partnership** Plan (Local Outcome Improvement Plan), contribute to achieving the three priority outcomes of the LOIP:

- **Enough Money to Live On:** Family income is often used as a key indicator of resources available and, by extension, of the ability to maintain an acceptable standard of living. Within this context, this workstream includes actions to maximise the income available to lower income households, and to ensure that residents have enough money to live on.

- **Access to Work, Learning and Training Opportunities:** Unemployment remains the single most important predictor of poverty - 74% of households in which no adult is in work live on incomes below the poverty threshold. However, work alone is not necessarily enough to prevent poverty. This workstream aims to provide additional targeted services to help residents access the work, learning, and training opportunities they need to maintain a good quality of life.

- **A Good Place to Live:** The places where people live and work, their connections with others and the extent to which they can influence the decisions that affect them, all have a significant impact on their quality of life and wellbeing. This workstream aims to articulate the additional actions we need to take to ensure residents can access an affordable, well designed, safe and inclusive place to live.

2.   Edinburgh Children's Partnership

Additionally, the actions will show synergy with the work of the **Edinburgh Children's Partnership** and the priorities of its Children's Services Plan, 2020-23:

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

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

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

3.   Edinburgh Poverty Commission

The findings of the **Edinburgh Poverty Commission,** which reported in September 2020, also inform the new CLD Plan.

The Edinburgh Poverty Commission identifies seven areas of action needed to end poverty in Edinburgh, each highlighting a set of challenges and solutions emerging from its inquiry. In each action area they set out the city partners who need to act and the fundamental changes they need to make. These represent a single set of interconnected actions that need to be delivered if Edinburgh is to end poverty. Across all these areas of action, the solutions highlighted are practical and deliverable, and in many cases build on the good practice already being delivered in

Edinburgh. CLD has a contribution to make to most of these actions, which resonate strongly with the two national priorities for CLD and with the priorities in the Local Outcome Improvement Plan and Children's Services plan. The challenge to the city is to extend the reach and impact of solutions already known to work. The seven actions are:

- **The right support in the places we live and work**: To end poverty in the city, the pre-condition and the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful and confusing, more humane and more compassionate

- **Fair work that provides enough to live on**: Edinburgh has a thriving local economy with high rates of employment and high average pay, but even here work is not always the secure pathway out of poverty that it needs to be

- **A decent home we can afford to live in**: There is no pathway to ending poverty in Edinburgh without resolving the city's housing and homelessness crisis

- **Income security that offers a real lifeline**: Too many people in poverty in Edinburgh are not aware of, or able to access, all the support to which they are entitled

- **Opportunities that drive justice and boost prospects**: Inequality in Edinburgh is most starkly apparent in the way that the availability and quality of opportunities to progress in life depend on your income and where you live in the city.

- **Connections in a city that belongs to us**: Too many people we met during our inquiry told us they feel large parts of the city don't belong to them or that many aspects of Edinburgh life feel 'off limits'

- **Equality in our health and wellbeing**: Through all our work, we have heard about how poverty takes an intolerable toll on people's mental and physical health

4. City of Edinburgh Council Business Plan

The **City of Edinburgh Council Business Plan** will focus on three priorities:

1. Ending poverty and preventing adverse outcomes such as homelessness and unemployment

2. Becoming a net zero city

3. Ensuring wellbeing and equalities are enhanced for all

5. **National Youth Work Strategy (2021-26) and Local Authority CLD Planning**

During the first phase of co-production of the National Youth Work Strategy (2021), young people and youth work practitioners identified workforce development as a key priority for action. This will include the need to invest in CLD provision and will be woven throughout the strategy. In any local plans it should be noted that Local Authority ambition should align closely with National policy objectives. There should be synergy with the upcoming NYWS (2021-26). The Scottish Government is also committed to strengthening the statutory basis of CLD within this Parliamentary term.

6. **Health and Wellbeing Edinburgh Health and Social Care Partnership (EHSCP)**

In tandem with the agreed Local Outcome Improvement Plan (LOIP) priorities for HSCP and CLD development, several positive and innovative work programmes already exist across the city which are contributing to this agenda.

 The main ones are:

- **The Edinburgh PACT** – aims to develop a modern relationship between providers and citizens to maximise wellbeing, prevent crisis and support people to manage their health, wellbeing and personal independence.

- **20-minute Neighbourhoods** – Aims to support people in Edinburgh to live well locally, giving residents the ability to meet most of their daily needs from within their own community by building on models of shared service delivery with public, private and voluntary sector partners.

- **Thriving Places** - proposes a far-reaching re-shaping of the relationship between Edinburgh Partnership partners and city residents. Built around community anchor networks, the proposals envisage a careful and thorough process of co-design with Edinburgh's community & voluntary sector, and people in communities, ensuring there is no wrong door, but multiple doors, for children and families or older people, different for each person, requiring local collaboration.

- **Community Wealth Building** – All these approaches have links with and relationships to improving inclusion, wellbeing, citizen engagement and ownership of local communities.

  Public Health informed: The alignment of public health resource to the partnership will provide dedicated public health capacity to support, inform and where appropriate lead the ongoing development, delivery, and evaluation of the work.

Covid and wellbeing

Wellbeing has emerged during Covid as a strong social theme both locally and nationally. This may be linked to a number of new Covid related factors: the enforced changes in lifestyle choices for most people, as a result of the necessary social restrictions to minimise virus transmission; the exacerbated effects of social isolation and uncertainty on those already challenged by personal circumstances e.g. loneliness and isolation, people affected by adverse mental health; those affected by domestic violence, children, young people and vulnerable adults who were previously at risk, having no eyes and ears on their circumstances with reduced social services and welfare contact; individuals, parents and

families having to adapt to changes in education and employment; financial insecurity for some where their jobs and businesses have been adversely impacted.

While stay at home restrictions may have had positive outcomes for some, e.g. anecdotally some children, young people and adults say that they have enjoyed more family time together; others who have been able to work from home report that this has prompted a reflection on lifestyle choices, overall the outcomes for those most vulnerable in society tend towards being negatively affected. The 'community' part of CLD and the social connection - through learning – has been largely absent.

Learning is one of five key actions identified in the Five Ways to Wellbeing report, the other four being social relationships, physical activity, awareness and giving. The report highlights that 'a combination of all of these behaviours will help to enhance individual wellbeing and may have the potential to reduce the total number of people who develop mental health disorders in the longer term'.   Social relationships, learning and giving are all themes where CLD has a big contribution to offer.

The importance of relationships and the transformative power of connections based on trust comes through in the examples in the Link Up report Transforming Relationships. Link Up is Inspiring Scotland's community development and wellbeing programme.

The Thrive Collaboration in Edinburgh offers a fresh public health approach to mental health, built on principles for action that guide, anchor, and align work along the wide breadth of its vision. Aligning with the priorities of the Community Plan, Edinburgh Poverty Commission, and the aspirations of the Regional Deal and City Vision 2050, Thrive Edinburgh offers an opportunity for the Capital City to not only reduce the toll of mental illness, but also promote and protect the citizens of Edinburgh's mental health, resilience, self-esteem, family strength, and joy. The CLDP will work to define how community learning and development can contribute most effectively to the ambition of this exciting new approach to urban public health and wellbeing.

Public health and inequality

Factors that influence population health and inequalities

Biological, social and environmental determinants interact to influence people's health and wellbeing (see Figure 1). Measures of health must consider age, gender, geography, socio economic position, occupation, education and other determinants to capture the full range of health needs – and differences -- across the population.
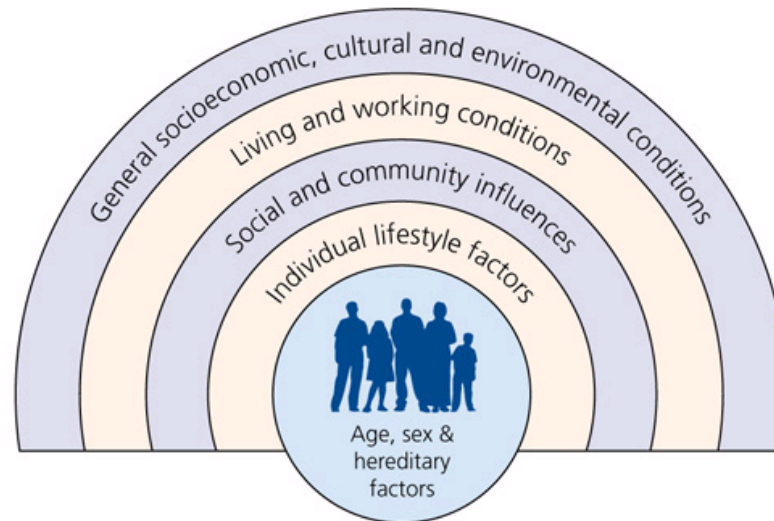
Figure 1: Dahlgren and Whitehead: the social determinants of health

Inequalities develop over a life course as the result of 'systematic, unfair differences in the health of the population that occur across social classes or population groups. The 'fundamental causes' of health inequalities such as power and wealth affect the distribution of wider environmental influences such

as the availability of jobs, good quality housing, education and learning opportunities, access to services, social status (see Figure 2).
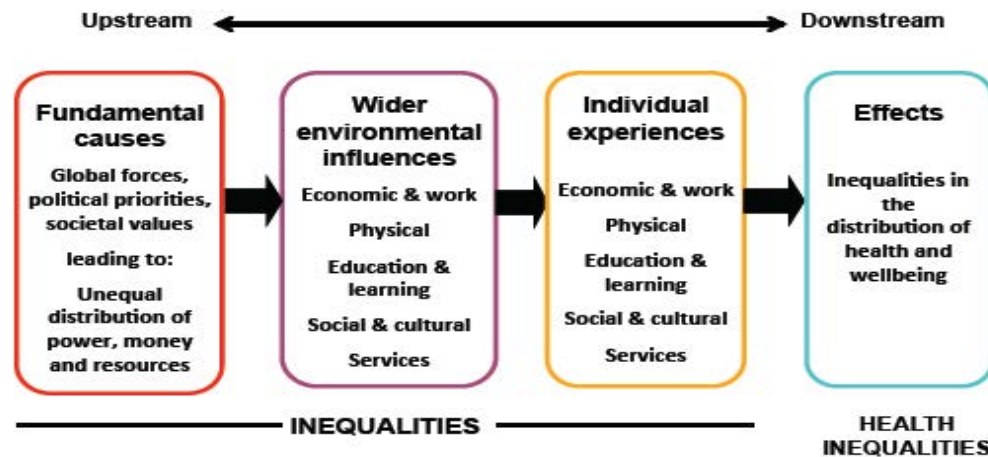
Figure 2: Fundamental Causes of Health Inequalities

This results in differences in individual experiences of, for example, discrimination, prejudice, stigma, low income, and opportunities. These differences in individual experiences affect people's health in three main ways:

- Differential exposure to environmental, cultural, socio-economic and educational influences that impact on health.

- The psychosocial consequences of differences in social status. There is now strong evidence that 'status anxiety' leads to psychological and physiological changes that affect health.

- The inequalities in health that are observed now will reflect not only current status but also differences in experiences at earlier stages in life. This is why interventions targeting families and the early years are so important.

COVID 19

Whilst the overall impacts of the pandemic are not yet known, and it may take many years for these to be fully realised early analysis highlights that the pandemic has exacerbated existing health and social inequalities. Those in insecure employment, unable to work from home, experiencing digital exclusion, lacking financial and other resources such as their own transport, are worst equipped to follow isolation and distancing guidelines. In turn this means they are both more exposed to and more susceptible to the negative social and health impacts associated with COVID-19. Age is a risk factor for severe COVID-19 illness along with a number of underlying health conditions. Males, people aged 70 years and older, people working in lower paid jobs and people from some ethnic minority groups are more likely to die from COVID-19 than other population groups. The most recent data from National Records of Scotland indicate that people from the most deprived communities are 2.4 times more likely to die from COVID-19.

While children and young people have been far less affected by the direct impacts of the pandemic in terms of severe morbidity and mortality, they have been disproportionately affected by the wider impacts including lockdowns and longer-term economic implications. These impacts are exacerbating existing inequalities amongst children and young people.

COVID-19 has also directly impacted the life circumstances of the Edinburgh population in differential fashion. Unemployment, loss of income and challenges associated with caring responsibilities are socially patterned. The burden of social impacts associated with COVID-19 has been disproportionately borne by women, notably in terms of loss of income and jobs and increased childcare and domestic responsibilities. There is some evidence of increased domestic abuse and research shows that women's mental health has worsened during the pandemic. The impacts of institutional racism – poorer housing conditions, lower paid jobs, more unemployment – manifest themselves in terms of greater risk from COVID infection and a harder financial and social impact associated with loss of income and unemployment. Crucially, the higher mortality risk for people from ethnic minority groups is not explained by biological differences but social determinants.

Early Years and Health Inequalities

Inequalities in health arise because of inequalities in society; the circumstances into which people are born and grow have a significant impact on outcomes. The accumulation of positive and negative effects on health and wellbeing contributes to widening inequalities across the life course. The

influence of early years' experience on later life health outcomes is well documented. In recent years the recognition that adverse childhood experience (ACEs) manifests as multiple negative health impacts has been a crucial extension of this knowledge.] Child health is indistinguishable from family or household health and it makes little sense to consider population health without reference to children and young people. Moreover, primary and community care services are part of the framework for getting it right for every child in the city, so their needs must be factored into this assessment.

Inequalities in child health are evident early in the life course with babies from more deprived backgrounds being less likely to be breast fed and more likely to be exposed to second-hand smoke than those born to more affluent backgrounds.

Weight at birth is a predictor of child and adult health outcomes. Those with lower birth weight are at increased risk of poorer cognitive skills and of developing cardiac disease in later life.   In the year to 31 March 2019, 4.4% of babies born in Edinburgh were categorised as low birthweight. Although this is below the Scotland average, it amounts to 205 babies that year. The risk of low birth weight is higher among more deprived communities.

Speech and language acquisition are a key marker of early years development. Local research has demonstrated that socioeconomic factors account for development delays independent of delays associated with pre-term birth. In Edinburgh there is a 13% difference in the rate of language acquisition between children living in the most and least deprived areas and children from more deprived communities are almost twice as likely to have a speech and language problem at 27-30 months.

Example of how needs can be identified

Granton Waterfront // Learning Strategy Community Consultation

A creative approach to informing how local learning provision can better respond to and reflect local needs

Context

The regeneration of **Granton Waterfront** marks a major investment in the area, alongside which, a Learning Strategy and a Cultural Strategy for Granton are in development. The Granton Learning Strategy has close alignment with the vision for Edinburgh Learns for Life, the new education and learning strategy for Edinburgh.

As part of these developments, the Council is undertaking a learner-led consultation in the Granton area which will also help inform engagement in other parts of the city. To consult learners of all ages in a creative and engaging way is of key importance.

Several different groups and stakeholders will be consulted, including with children and young people in schools and early years settings and adults in community settings, involving them in a journey of engagement, consultation and creativity. The output should reflect the consultation responses and visually communicate local people's aspirations for learning in their nursery, schools and wider community.

The aim of the project is to meaningfully engage communities to better establish how local learning provision can better respond to and reflect local needs as we emerge from the coronavirus pandemic.

Approach

The project seeks to take an innovative approach harnessing the arts in order to facilitate the expression of the community's perspective on their learning experience and needs.

The creative approach to consultation is to elicit and illustrate learners' views to inform the development of activity coming out of the Granton Waterfront Learning Strategy, ultimately ensuring parity of esteem in the pathways offered.

We are seeking to work with an artist/creative catalyst to work in community settings across North Edinburgh. Their role will be to:

- seek people's views on learning, their aspirations, passions and experiences (key questions will be provided)
- engage people in a co-produced creative process
- use this process to seek and communicate views about learning in the area and how the new learning strategy can evolve to meet learner needs
- ensure people are equipped to express these views and ideas through a creative process and medium
- help support people to engage with others (such as family, community members etc) to inspire understanding of and future participation in learning
- co-create a piece of art for setting - in which the community can see their ideas reflected in a creative/visual representation of their ideas and the consultation findings

Stakeholders

This project aims to engage with **around 150x people** living in the most deprived communities in North Edinburgh (Muirhouse, Wester Drylaw, West Pilton, Granton, Royston and Wardieburn) through a series of artist-led workshops **over a 6-month period from Sept 2021 – March 2022** in at least **3x community settings**. A separate consultation is taking place in schools and early year centres.

Indicative allocation of day for 10 days work for the artist:

- 1x planning day and kick off meeting
- 3x days working in each setting

CLDP terms of reference

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

1. **Introduction**

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

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

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

2. **CLD's specific focus is:**

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

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

3. Plan

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

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

4. Priorities

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

- Planning for Improvement – this will include creating a culture of self-evaluation and improvement, and improved use of data.
- Improving life chances for people of all ages – this will include workforce development for CLD staff.
- Building stronger, more resilient communities – this will include improved engagement with people and communities
- Monitoring and reporting – this will include a better understanding of the impact of CLD

5. Remit of the CLDP Board

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

- Develop, implement and deliver the CLD Plan for the Edinburgh Partnership

- Put in place delivery group arrangements to support the delivery of the role and remit as appropriate, recognising and utilising existing partnership working arrangements to maximise opportunities whilst minimising the additional resource requirements placed on partners.

- Receive quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.

- Identify, agree and contribute the resources needed to achieve shared outcomes

- Hold each other to account for the delivery of outcomes through constructive challenge and effective performance reporting

- Analyse service gaps, duplication and overlap to ensure priorities are addressed as efficiently as possible

- Ensure that strategic priorities are aligned with other strategic plans.

- Agree priorities for service development and seek, where appropriate, funding opportunities to progress priorities

- Ensure the participation of communities in relation to planning and delivering community learning and development

- Ensure the effective management of performance and risk in relation to the delivery of the CLD Plan and report progress to the Edinburgh Partnership.
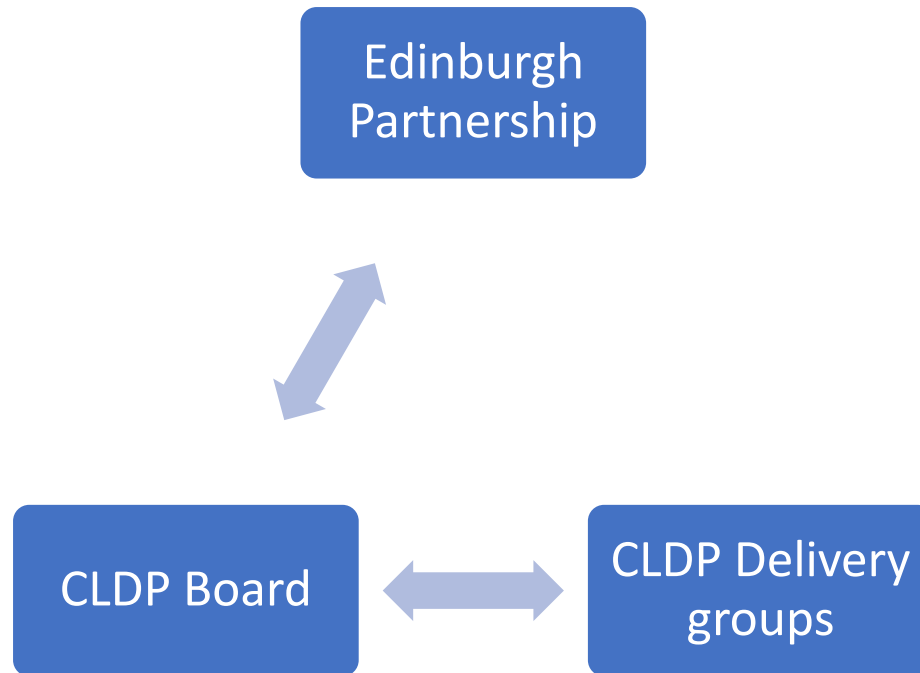
- Identify and share examples of best practice

6. Governance and performance reporting arrangements

The diagram below sets out the governance arrangements for community planning in Edinburgh
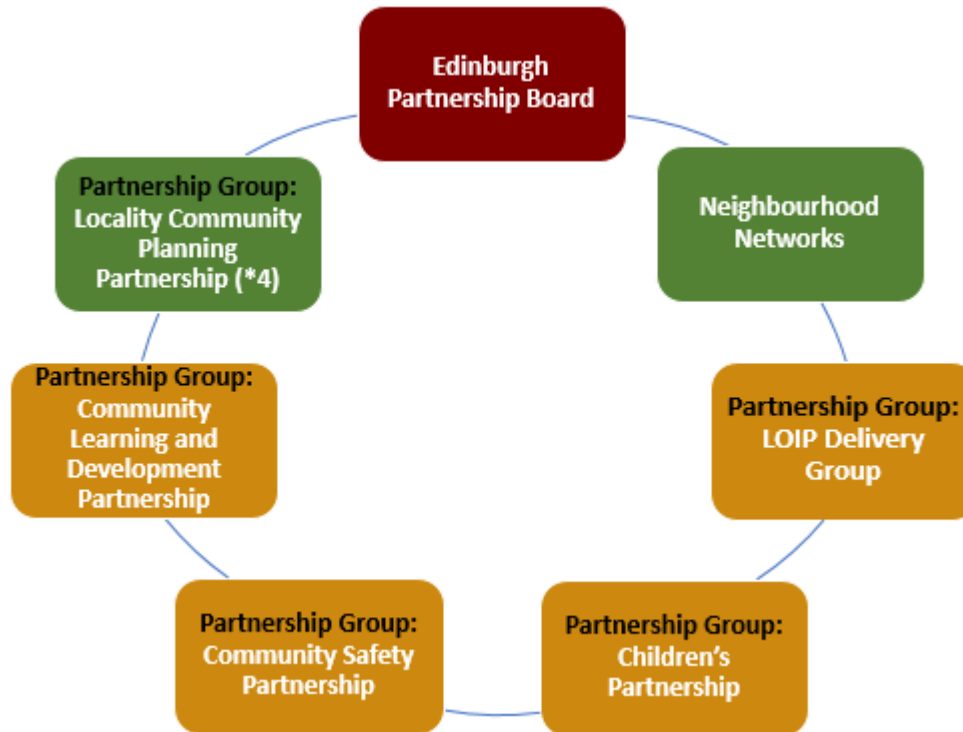
The CLD Partnership is accountable to the Edinburgh Partnership in respect of leading, delivering and progress on the CLD Plan. It reports to the Edinburgh Partnership on the strategic priorities, reporting annually on Plan progress.

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

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7. Delivery groups

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

7.2 The remit of the delivery groups:

- Develop and implement specific pieces of work to support the outcomes in the CLD Plan

- Involve stakeholders, partners, statutory and third sector organisations and individuals as appropriate in the work of the group

- Implement strategic direction and advice from the Board to address priorities/actions

- Present quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.

- Report to the Board any barriers which could hinder completion of the work

- Report to the Board on progress and completion of the work

- Create, shape and actively contribute to the content of the CLD plan

- Organise learning and development opportunities to improve professional practice across partners

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

8. CLDP Meetings and chairing arrangements

8.1 The Partnership will meet quarterly.

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

- represent the strategic views of their organisation;

- support the vision and aims of the CLDP; and

- contribute to the delivery of the outcomes of the CLDP as defined in its strategic plan

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

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

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

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

9. Chair and Vice Chair

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

10. Meetings

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

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

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

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

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

11. Membership:

To be agreed

12. Documents, reports and minutes

Papers will be published on the Edinburgh Partnership Website.

Supporting Officer

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

CLDP Members

(August 2021)

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.

Board members

(August 2021)

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

Edinburgh Community Learning and Development Plan 2021 – 2024

For ease of reading, the Edinburgh CLD Plan is written in three separate (but related) documents - CLD Plan One, CLD Plan Two, CLD Plan Three.

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 being 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.

Summary Report Template

Each of the numbered sections below must be completed

Interim report	X	Final report		The IIA is described as 'interim' as the Edinburgh CLD Partnership views the development of an IIA as an ongoing, dynamic process and plans to keep the IIA under regular review

1. **Title of proposal:** Edinburgh Community Learning and Development Partnership (ECLDP) Community Learning and Development (CLD) Plan 2021-2024

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

    o The use of learning spaces will be maximised.
    o Routes on the learner journey will be maximised.
    o Digital literacy will be improved.
    o A city-wide Youth Work Recovery Plan will be developed.
    o A new Edinburgh Youth and Children's Work Strategy will be created.
    o There will be improved engagement with the community.

3. **Briefly describe public involvement in this proposal to date and planned**

    Survey results have been collated and included from public survey results.

    The CLD plan gathered public involvement information which has informed the IIA.

Third sector and digital inclusion engagement programmes have also identified key CLD plan themes from public engagement.

4.   Is the proposal considered strategic under the [Fairer Scotland Duty](#)?

Yes

In line with Audit Scotland report, Edinburgh Pact and CEC Business Plan.

5.   Date of IIA: 20th August 2021

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

Name	Job Title	Date of IIA training
Paul Wilson (Facilitator)	Chief Officer Volunteer Edinburgh	
Paul McCloskey (Lead Officer)	Lifelong Learning Service Strategic Manager, City of Edinburgh Council (CEC)	
Nick Croft	Head of Communications, Policy and Research, Edinburgh Collage	
Laurene Edgar	Director, Lothian Association of Youth Clubs	

Paul Powrie	Public Health Practitioner, Edinburgh HSC Partnership	
John Heywood	Lifelong Learning Strategic Development Officer, CEC	

7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Data on populations in need	- SIMD Data - Edinburgh by Numbers - Tableau – NHS Lothian's Health Data - Lockdown Lowdown Surveys of Young People - Children's Parliament Surveys - CLD Standards Council for Workforce - OSCR/SCVO Surveys of Third Sector. - https://www.youthlinkscotland.org/media/4542/lockdownlowdown-results-by-demographic-breakdown.pdf - for more stats. - https://www.oscr.org.uk/media/4059/2020-12-10-oscr-covid-19-research-wave-2-summary-report-002.pdf	- Ageing CLD workforce – loss of skills and knowledge. - Over 1/3 of young people concerned about employment opportunities. - Fifth of young people concerned about their own wellbeing. - Almost half of young people concerned about wellbeing of others - Rising income poverty levels - Rising health inequalities - Disproportionate impact on those with protected characteristics
Data on service uptake/access	- Community Based Adult Learning – Annual Report (January 2020) - Commissioner for Fair Access Annual Report. - LAYC Membership data on children and young people engagement in youth work services in Edinburgh - Annual return to CLDMS on CLD KPIs	- Access to CLD provision is critical to addressing inequalities - Access to CLD services provides opportunities to progress to qualifications, reskilling and upskilling - Access to CLD services can help address social isolation

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	• Data on uptake of CEC Adult Learning online classes.	
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	• As above plus: Edinburgh Poverty Commission: Poverty and Coronavirus in Edinburgh – Final Report September 2020 • Council Lifelong Learning Service Plans • CEC committee reports • Edinburgh Partnership Board reports • College Regional Outcome Agreement • Food Insecurity and Learning Loss Pilot Evaluation Report for YouthLink Scotland • Families accessing income maximisation services offered by Maximise! • Annual Local Child Poverty Action Report	• Rising income poverty and material disadvantage, notably amongst children and young people • Areas of the city and specific populations which do require more targeted interventions (e.g. C+YP, black communities, women) • 1 in 4 children in Edinburgh live in poverty. More children will be pushed into poverty as a consequence of the pandemic
Data on equality outcomes	• Improvement Service: Poverty, Inequality and COVID-19 • Edinburgh Poverty Commission Report: A Just Capital • All partner agency Equality Outcomes developed and published in line with the PSED + Equality Act 2010.	• Poverty related outcomes are difficult to deliver without macroeconomic policy changes • Race and gender inequality continue to persist • Disproportionate impacts are being felt by C+YP
Research/literature evidence	Edinburgh Poverty Commission: Poverty and Coronavirus in Edinburgh – Final Report September 2020 COVID-19 the impacts of the pandemic on inequality, Institute for Fiscal Studies, June 2020 The Impacts of COVID-19: An Overview of the Research to Date, Improvement Service, updated July 2020	• The CV19 Pandemic has acerbated poverty and inequality in the City • Digital inequality is growing and adding to lack of access to services and social connectivity and wellbeing • Confidence, skills, access and affordability may prevent people from being online • Many CLD services have had to innovate to ensure engagement with learners and service users is maintained • C+YP have been disproportionately impacted by the CV19 pandemic – especially in terms of education, youth work and peer group engagement and support

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	https://scvo.org.uk/digital Office for National Statistics 2019 publication "Exploring the UK's 2 digital divide. https://www.youthlinkscotland.org/policy-research/research/the-impact-of-universal-youth-work/edinburgh/ "Youth Work and Schools in Edinburgh: Working Together to Address the Impact of Coronavirus on Children and Young People." https://www.youthlinkscotland.org/media/6363/youth-work-during-the-pandemic-final.pdf https://www.youthlinkscotland.org/media/5252/learning-through-lockdown.pdf https://www.youthlinkscotland.org/media/4652/outdoor-learning-st4.pdf	
Public/patient/client experience information	• Health and Wellbeing Edinburgh Health and Social Care Partnership (EHSCP) and collaboration with Community Learning and development (CLD) plan	
Evidence of inclusive engagement of	• Lothian Association of Youth Clubs (LAYC) Annual Report • Children's and Youth Parliament Reports	• C+YP are facing growing isolation, mental ill health and income poverty • C+YP need more opportunities to engage and co-produce services relevant to their CLD needs

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
people who use the service and involvement findings	• Roles-Played-by-TSIs-During-Covid-19-ESS-Report-Final.pdf • Impact of Universal Youth Work Report – Edinburgh Council / LAYC	• Third sector met growing demands for services during CV19 pandemic and was successful at targeting those most in need
Evidence of unmet need	• Edinburgh HSC Partnership – Locality Operational Groups access data • College ESOL course requests • IIA has identified unmet need amongst C+YP groups, women and black communities • EVOC CLD event identified lack of engagement from community sector groups	• Receiving services to address social isolation is difficult for those facing poverty • Access to mental health services is increasingly difficult for equalities groups • ESOL demand grows from black communities
Good practice guidelines	• United Nations Convention on the Rights of the Child (UNCRC) • New Economics Foundation – 5 Ways to Wellbeing • http://www.youthworkessentials.org/ which hosts a range of resources to support delivery of community-based youth and children's work. • CLD Standards Council • YouthLink Scotland	• Learning is a key feature of wellbeing • Access to education / CLD / trusted adults are a key to children's right • CLD and youth work standards provide useful frameworks to improve CLD practice
Carbon emissions generated/reduced data	• Edinburgh Climate Challenge Commission • Respective carbon management plans and environmental sustainability strategies of partner agencies • COP26 data on climate crisis • Scottish Government climate change research	• Carbon emissions continue to grow, biodiversity is decreasing, food security is fragile for many facing poverty
Environmental data	• Public sector partners environmental strategies • As above	• There is a climate crisis which requires to be tackled by all CLD providers
Risk from cumulative impacts	• Noted specifically on C+YP, black communities and women	• Cumulative impacts arising from the Cv19 Pandemic are most acutely felt by C+YP, black communities and women.
Other (please specify)	• None	• None
Additional evidence required	• None	• None

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

Equality, Health and Wellbeing and Human Rights	Affected populations
Although the CLD Partnership Plan will improve access and opportunities for all Edinburgh's citizens, the working group has particularly focused on the equalities impacts for these identified populations. The plan will support these identified populations by providing expanded opportunities to help build their skills for learning, life, active citizenship, and work. This includes: • improved pathways to employment • improved pathways to education • Improved recognition of achievements through the inclusion of youth achievement awards in the Youth Work Recovery Plan. The plan will also support communities to develop improved opportunities to meet their local community needs and reduce social isolation. The Plan maximises opportunities for increased partnership working, fully recognising the role of the third sector and community-based youth work's role in preventative intervention. The working group do not envisage any negative impacts.	The working group has identified the following cohorts as priority: • Young Women • Children and Young People • Families • Excluded young men • Black Asian and Minority Ethnic (BAME) Communities • Digitally Excluded Communities/Individuals

Environment and Sustainability including climate change emissions and impacts	Affected populations
Positive More on line CLD provision will reduce carbon emissions. CLD providers improve awareness of and engagement in tackling the climate crisis through individual and collective action Many CLD providers have improved food security / sustainability amongst those most in need **Negative** CLD provision from buildings will increase carbon emissions	All

Economic including socio-economic disadvantage	Affected populations
The plan supports young people and the identified cohorts who may be more likely to experience socio-economic disadvantage, to gain employability skills and qualifications which could lead to employment and improved economic circumstances. Targeted promotion of opportunities will take account of levels of deprivation as indicated in the Scottish Index of Multiple Deprivation.	The working group has identified the following cohorts as priority: • Young Women • Children and Young People • Families • Excluded young men • BAME Communities • Digitally Excluded Communities/Individuals

| Support is available for Lifelong Learning and Employability literacy and numeracy service and will be promoted. | |

9. **Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

    The plan will be delivered by a variety of statutory, third sector and tertiary education providers, some of whom receive grants or contracts from a range of sources including City of Edinburgh Council. All grant and contract holders are mandated to take into account equalities and human rights issues in the execution of their grant agreements or contracts.

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

    There will be an inclusive launch event staged to engage with the above groups.

    There will be an executive / easy to read summary of the plan that be published on the Edinburgh Partnership website and partner agency websites.

    There will be a video summary of the plan which will include texted subtitles published on You Tube.

    There will be ongoing communications across the city about CLD opportunities to the above groups, to improve awareness and take up of such opportunities.

11. **Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](#) (SEA) will be required and the impacts identified in the IIA should be included in this.**

No. However, many CLD services will be delivered in buildings which will require energy use and transport use to and from venues. However, the move to online learning will negate some of this carbon emissions impact.

In addition, many CLD providers will consider environmental impacts resulting from service delivery and look to mitigate these.

Many CLD services deliver learning to improve awareness of the climate crisis and what needs to be done to address this through individual and community action.

12. Additional Information and Evidence Required

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

None.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
To prioritise C+YP work as a key theme within the strategy	CLD Board and Partnership	November 2021	May 2022
To target CLD services at those groups and communities most affected by inequality, as identified above	All CLD providers	January 2022	June 2022
Make better use of buildings through shared delivery to improve	All CLD providers that own or rent buildings	April 2022	September 2022

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
access and reduce carbon emissions			
Deliver more CLD activity which helps to improve wellbeing and tackle social isolation	All CLD providers	April 2022	September 2022
Improve engagement and outreach work with those most affected by poverty and inequality	All CLD providers	April 2022	September 2022
Ensure communications about the plan and about CLD opportunities are inclusive	CLD Board and Partnership and all CLD providers	December 2021	June 2022
Support and seek to invest in CLD provision through the third sector	CLD Board and Partnership	April 2022	September 2022

14.   Are there any negative impacts in section 8 for which there are no identified mitigating actions?

No. But it should be noted that CLD resources in the city are limited and in some cases decreasing due to wider financial constraints.

15.   How will you monitor how this proposal affects different groups, including people with protected characteristics?

Monitoring of the results of the IIA and recommendations and outcomes for equalities groups will be monitored and reported by the CLD Board and CLD Partnership.

16.   Sign off by Head of Service/ NHS Project Lead

Name   *Lorna French*   , City of Edinburgh Council **Date** 12 October 2021

Education, Children and Families Committee

10am, Tuesday, 1 March 2022

Update of Devolved School Management Scheme

Executive/routine	Routine
Wards	All
Council Commitments	

1. Recommendations

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

    1.1.1 Approve the updated Devolved School Management Scheme (Appendix 1)

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]

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Report

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Update of Devolved School Management Scheme

2. Executive Summary

2.1 A short life working group was set up to review and update our Devolved School Management (DSM) Scheme in line with new national guidance.

2.2 Committee is asked to note the review and approve the Scheme (Appendix 1) for publication.

3. Background

3.1 In June 2019 the Scottish Government published new national guidelines on DSM Schemes along with a Framework document to allow Local Authorities to publish their schemes in a standard format for consistency and to allow for easier benchmarking. Local Authorities have been asked to publish their updated Schemes on their public facing websites by April 2022.

3.2 DSM was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidelines have been reviewed nationally several times over the years. This most recent review seeks to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.

3.3 In particular, management of finance in schools is expected to comply with both the principles of Best Value and the concept of the Empowered System.

4. Main report

4.1 A short life working group was set up from April – June 2021 to review and update our Devolved School Management Scheme in line with new national guidance. This group regularly updated to the Empowered Edinburgh Finance Board on the progress of the review.

4.2 The group consisted of Head Teacher and Business Manager representatives, a Professional Association (EIS) representative, and central officers from Schools & Lifelong Learning, Finance, Procurement, and Human Resources.

4.3 The majority of the existing DSM scheme was agreed as fit for purpose and required little updating. Headteachers and Business Managers already had permission to carry forward underspent budgets and an Empowerment Finance Board had been set up in 2018 to give Headteachers and Business Managers greater input into decision making. The focus of this review, therefore, was to reformat the scheme into the new national framework document and to make minor adjustments to sections of the scheme as follows:

4.3.1 Secondary Head Teachers given more flexibility over their management structures, bringing them into line with arrangements in the primary sector

4.3.2 Improvements made to training provision on finance and resources management for Head Teachers and Business Managers

4.3.3 Addition of guidance around school Finance Committees

4.3.4 Addition of reference to Participatory Budgeting (PB)

4.4 The reformatting of the Scheme into the new national framework has allowed for information previously held in different documents to be pulled together into one document.

5. Next Steps

5.1 Following approval of the DSM Scheme, all Local Authorities must publish their schemes on their public facing websites. The deadline for this is April 2022.

5.2 Local Authorities have also been instructed to create a user-friendly summary also to be published publicly online. It has been agreed through the ADES Resources Network that Local Authorities representatives will work together on this to create a uniform template for this summary.

6. Financial impact

6.1 There are no financial implications for the implementation of the revised Scheme. The revised Scheme and associated training are intended to support schools to ensure financial efficiency and good practice.

7. Stakeholder/Community Impact

7.1 Various stakeholders have taken part in the review process. The scheme now references participatory budgeting (PB) and consulting with pupils, parents and the wider community. Ongoing training and support has been set up for school staff on PB so that more schools can become involved.

7.2 There are no equalities, health and safety, governance, compliance or regulatory implications arising from the decision requested in this paper.

7.3   There are no environmental or carbon impacts arising from the decision requested in this paper.

8.   Background reading/external references

8.1   The Scottish Government DSM Guidelines and DSM Framework documents can be found here: https://www.gov.scot/publications/devolved-school-management-guidelines/documents/

8.2   There are no previous Committee Reports linked to this.

9.   Appendices

9.1   Appendix 1   DSM Scheme

9.2   Appendix 2   DSM Scheme Appendix A (Finance Manual)

9.3   Appendix 3   DSM Scheme Appendix B (Expected and Recommended Summary)

9.4   Appendix 4   DSM Scheme Appendix C (School Finance Committees)

Appendix 1 City of Edinburgh Council

Devolved School Management Scheme

CONTROL SCEDULE

Approved by	Education, Children and Families Committee (pending)
Approval Date	1st March 2022
Senior Responsible Officer	Amanda Hatton
Author	Laura Hammersley and Alison Humphreys
Schedule for Review	3 years (2025 next review)

CONTENTS

1. INTRODUCTION

In Numbers: Our Schools and Pupils

As a successful growing city, our school population is increasing, and we are investing in our schools to meet our future needs. We currently have 23 secondary schools, 89 primary schools and 10 Special schools within our school estate. Being a city council, our school estate is varied, encompassing city centre, suburban and rural schools of varying size, building age, and deprivation indices. We have denominational and non-denominational schools, a Gaelic medium primary school and we will soon have a Gaelic medium secondary school.

Our schools sit within the Council's Education & Children's Services, alongside centrally based teams that provide support to schools. (see section 4.14 Professional Support Teams)

The funding we receive from the Scottish Government closely links to pupil numbers, teacher numbers and deprivation indices, and in turn the funding devolved to individual schools for staffing and supplies also takes account of these factors.

	Pupil no.	Teacher FTE
Secondary	20,869	1,594
Primary	30,430	1,652
Special	659	157
Centrally Employed	-	114
TOTAL	51,958	3,518

Source: September 2020 Annual School Census
FTE = Full Time Equivalent

Our school roll projections and methodology, can be found here:
https://www.edinburgh.gov.uk/school-places/school-roll-projections/1

Parental Involvement

We recognise the importance of parental involvement in pupils learning and school life. Currently 114 of our 121 schools have an active Parent Council. Parent councils help parents and carers to become involved in their children's learning and provide a voice for them.

The role of a parent council is to

- help the school in its work with pupils
- take account of the views of parents and discuss these with the head teacher and the council
- take part in appointing promoted staff
- encourage links between the school, parents and carers, pupils, pre-school groups and the community

- support the school in developing home and school partnerships
- make use of the skills, knowledge and experience that parents can offer.

More information can be found at https://www.edinburgh.gov.uk/parental-engagement/parent-groups/2?documentId=11934&categoryId=20073 and https://education.gov.scot/parentzone/getting-involved/parent-councils/about-parent-councils/

Our Consultative Committee with Parents (CCwP) is a forum that gives parents/carers from across the city the chance to discuss citywide and national issues with members of our staff and other groups. The CCwP meets four times a year.   More information can be found at https://www.edinburgh.gov.uk/parental-engagement/parent-groups/4

Devolved School Management National Overview

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education"* consultation.

The updated national DSM guidelines, published in summer 2019, sought to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here https://www.gov.scot/policies/schools/devolved-school-management/

Principles of Devolved School Management

The updated DSM principles, agreed by the national Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- **be fair** - placing the needs of all children and young people at the centre
- **be simple**, transparent and predictable – ensuing the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

2. BUDGET OVERVIEW

The distribution of the City of Edinburgh Council's Revenue Budget for Education is summarised in the following table.

Education & Children's Services	Corporate Services
Employee Costs (excluding Facilities Management, Catering & Cleaning)	Employee Costs (Facilities Management, Catering & Cleaning)
Transport Costs	Premises Costs
Supplies and Services	
Transfer Payments	
Income	

Example Figures from 2020/21

In Financial Year 2020/21 the Education budget distribution to each directorate is:

Education & Children's Services	£340.7m
Corporate Services	£86.3m
Total Education Budget	£427.0m

Budgets devolved to Schools in financial year 2020/21 are:

Primary	£114.6m
Secondary	£103.3m
Special	£18.1m
Pre-Primary	£16.7m
Total Devolved Budget	£252.7m

Full details of our devolved allocations (staffing and non-staffing) are contained within our Finance Manual for schools (see Appendix A).

3. AREAS OF EXPENDITURE TO BE DEVOLVED

Whilst headteachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to: areas outside the influence of a headteacher; areas that are too bureaucratic; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and complex by their nature.

Areas identified as not suitable for devolving:
• Rent in relation to school premises
• Capital expenditure, including PPP/PFI costs
• Property Insurance
• Non-Domestic Rates
• Statutory Local Authority contracted work on managing the school estate
• Corporate support function costs for example Finance, HR, and Legal functions
• School clothing grants
• Education Maintenance Allowances
• Home to school pupil transport
• Premature retirement costs
• Local Authority Information Management Systems (SEEMIS)
• School meals
• Janitorial and cleaning staff costs
• Central support services based within Schools and Lifelong Learning for example Education Psychology, Quality Improvement teams, Additional Support for Learning team and other centrally based support teams.
• Waste collection
• Energy costs
• Carbon charges
• Long terms sickness absence
• Family leave costs
• Music Instructors
• Centrally coordinated Visiting Specialist teachers
• Parent Council Expenditure

4. THE SCHEME IN DETAIL

This section covers the 9 key areas of our DSM Scheme, these are summarised in the Expected and Recommended Summary (Appendix B).

4.1 Financial Regulations

Financial Regulations are an integral part of the stewardship of Council Funds. Adhering to the Financial Regulations ensures that all financial transactions of the Council are conducted in a manner which demonstrates openness, integrity and transparency.

The DSM scheme formulae are driven by pupil rolls and demographic data to promote the effective, efficient and transparent distribution of resources.

4.2 Best Value Principles

The statutory duty of Best Value was introduced in the Local Government in Scotland Act 2003: https://www.legislation.gov.uk/asp/2003/1/contents

4.3 Local Authority Commitment to Devolved School Management

In an empowered system, Head Teachers, schools and Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays. This guidance was developed by a collaborative short life DSM Review group with representation from sector Head Teachers, Business Mangers, central colleagues and other stakeholders, to ensure the guidance works for all.

Our DSM Scheme provides a transparent, fair and equitable allocation of resources to schools. DSM formulae are agreed through short life DSM Review groups (as outlined above) and focussed sub-groups. These formulae, predominantly linked to school roll, have been designed with relative stability in mind, allowing for Head Teachers to effectively plan spend ahead. Draft August staffing allocations are shared with Head Teachers and Business Managers in February along with their roll projections. Longer term roll projections to assist with planning are published publicly https://www.edinburgh.gov.uk/school-places/school-roll-projections/1

Full details by sector of our DSM formulae are included in our Finance Manual (Appendix A).

Local Authorities have a responsibility to lead the review of the DSM scheme and to review associated systems on ensure that they enable key decisions to be made by those closest to the educational experience of children and young people in order to maximum outcomes.

We recognise the role we have in supporting schools to operate within the current financial guidelines when managing resources to promote equity. Following the draft publication of the *Improving school empowerment through self-evaluation: a framework for local authorities* (The Scottish Government, 2019), a short life working group within the Empowered Edinburgh strategic framework was set up in September 2019 with the clear focus of supporting schools in their managing of resources for equity (Quality Indicator 1.5 within the *How Good is Our School* framework). Feedback from schools led to the creation of action points which are incorporated into our scheme, particularly with regards to training and support for School Leaders and Business Managers.

Head Teachers, as budget holders, will be responsible for ensuring that the regulations, legislations and local guidance are followed fully, and that resource is used to directly improve outcomes for children and young people.

4.4 School Expenditure Within Wider Strategic Planning

Decisions are made closest to the learner wherever possible and are delegated to Headteachers and schools. Headteachers are accountable and responsible for the use of financial resources within their school following consultation with pupils, parents, staff and the wider community, and in line with their School Improvement Plan which reflects local authority strategic plans and priorities, and the National Improvement Framework. Strong and distributive leadership is necessary to establish effective systems to support partnership working with pupils, parents, staff and the wider community to determine how best to utilise resource to deliver on local and school level plans. Schools are empowered to make decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spend are made in a collegiate and transparent way, paying due regard to wider responsibilities.

Headteachers are accountable to both the local authority and to their learning community for the leadership and management of resources within their settings, and must comply with the financial and procurement regulations to ensure that the Local Authority is not compromised and that all legislation is adhered to. Any issues regarding adherence to Council Contract Standing Orders which reflect the financial and procurement regulations will be identified by accountants and escalated to the Senior Education Manager.

Additional payments to members of school staff for designated projects/commissions over and above their contracted responsibilities can be agreed at school level and processed in the usual way via claim forms at supported study rates.

4.5 Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: http://www.snct.org.uk/

In addition, some terms and conditions are governed by LNCT (local) agreements and there is also a requirement to adhere to these. Details of local agreements can be found: https://www.snct.org.uk/lnctAgreements.php

All members of the Edinburgh LNCT are encouraged to submit relevant agenda items. These can include matters where it is felt that:
- A new LNCT agreement is needed
- An existing LNCT agreement needs updating, or replacing

SNCT circulars and guidance are a standing item on the agenda and, where required, local advice and guidance will be issues to supplement these. Further, there are opportunities to discuss and review areas where it is felt that SNCT agreements and guidance are not being properly implemented.

All members of the LNCT have responsibility for feeding back to relevant stakeholders, through a range of forums (HTs via HT focus groups, union representatives to teachers via their networks etc) and make efforts to ensure all are informed of, and comply with, local and national guidance. They also encourage people to raise concerns with them, to better inform the deliberations of the LNCT, and to ensure that any issues are identified at an early stage.

The Joint Secretaries of the LNCT also offer advice and support to HTs and others about how to implement local agreements, and what to do if there are issues. By ensuring a wide knowledge and understanding of SNCT and LNCT agreements, and encouraging all staff to engage with them, there is a strengthened culture of adherence, as agreements are seen as belonging to the wider school community.

PUBLICATION

4.6 Publication Availability

This framework document is available within the Schools section of our Council website (link will appear here when scheme has been approved)

Page 457

A summarised version aimed at all stakeholders is also available <mark>(link will appear here when scheme has been approved)</mark>

TRAINING

4.7 Available Training

Training is available for Head Teachers, aspiring Head Teachers, Business Managers, school admin staff on all aspects of DSM. A detailed matrix of all essential learning for school staff by role is located on The Orb: https://orb.edinburgh.gov.uk/site-search/results/?q=essential+learning

This training includes the essential training for effectively managing devolved matters including:
- Workforce Controls
- Work Force Control Policies
- Resilience
- Child Protection
- GIRFEC and ASN
- Finance
- Health & Safety

Training is delivered in a variety of ways through e-learning, group training sessions, videos, workshops and one to one sessions. A group of central officers consulted with Head Teachers and Business Managers and have designed a suite of Finance and Resources CLPL.
Should a member of school staff require advice or clarification on a devolved matter, centrally based colleagues are available to assist (see section 4.14). CLPL calendar is available to all schools via SharePoint.

CONSULTATION, ENGAGEMENT AND TRANSPARENCY

4.8 Consultation and Engagement

Empowerment is core to all work in schools and is embedded in the model of support provided by the local authority. To ensure robust, transparent decision making and best value, Empowerment Boards have been established to oversee both Finance and Staffing. These Boards are attended by officers and senior leaders and professional association representatives and follow clear Terms of Reference and governance structures. All actions relating to schools are referred to the Boards for discussion and approval. Short Life Working Groups are often established to take forward specific pieces of work. Membership is reviewed every two years.

At school level, as at local authority level, empowerment is fundamental to all decision making. This means that Headteachers consult on appropriate matters, for example staffing, DSM, resources. Consultation is meaningful and extends beyond mere reporting. It includes arrangements for how major financial decisions, including spending linked to Pupil Equity Fund, are compliant and meet procurement and other statutory arrangements.

As part of the Empowered system, Headteachers are required to have formal mechanisms in place to ensure that financial decision making is transparent and adheres to principles of Best Value. In practice this means that all Headteachers have a Financial Procedure in place which is shared on the school website. The Financial Procedure sets out the following arrangements:

- A School Finance Committee meet a minimum of 4 times per year, to discuss
  - School Fund
  - DSM
  - PEF
  - Any other relevant funding
  - Arrangements for communication and consultation with staff, parents, pupils and the wider community

A local authority template which outlines the requirements for membership of these meetings, and allows schools to record agreed actions, is available to schools (see Appendix C).

A survey asking schools to feed back on their confidence levels regarding all essential and desirable DSM criteria was issued in 2021 and feedback informed further improvement.

4.9 Transparency

Local Authority Budgets and education budgets are reported annually at the Finance and Resources Committee and published on the Council website. Delegated school budgets are shared with Head Teacher and Business Managers who in turn will discuss with the Parent Council. In addition, the Empowerment Finance Board reviews and publishes the DSM scheme every 3 years. This review sets out any amendments to the DSM scheme, specifically where council budget setting priorities have, following discussion at the Finance Board, impacted on DSM arrangements. The annual report prepared by the Finance Board is also shared at the Consultative Committee with Parents and circulated to schools for discussion at school Finance Committee meetings.

COLLABORATION

4.10 Local Priorities

The Edinburgh City Plan sets out 3 clear priorities which are reflected in the Education Strategy: Edinburgh Learns for Life, namely a fairer, healthier, greener future for everyone. As such all priorities taken forward are explicitly to improve outcomes for children and young people by eradicating poverty and narrowing the poverty related attainment gap.

All financial decisions therefore link clearly to the priorities of poverty, sustainability and health and wellbeing. Headteachers are aware that best value principles apply and that they cannot take any decision which excludes any learner or exacerbates the poverty related attainment gap.

As Corporate Parents, Headteachers and staff in schools are mindful of the significant pressures facing children and young people who are care experienced. As such all staff pledge to keep The Promise and take great care to ensure outcomes for this group are promoted and secured. This includes all financial decisions which may impact on vulnerable learners, including those currently or previously in care.

In addition, all staff are aware of the explicit aims of GIRFEC in which children and young people's views influence all decisions affecting them, including financial decisions.

Headteachers fully endorse prevention and early intervention in a spend to save model. This requires collaboration across Learning Communities to assess need and set out priorities for improvement. For example, Headteachers pool resources such as PEF to employ Home Link Workers and Speech and Language Therapists to work across 3-18 schools and centres.

In line with national guidance on PEF, the local authority has organised and delivered support sessions for schools on Participatory Budgeting (PB), whereby members of the school community can be involved in key decisions about how to allocate agreed amounts of funding.

STAFFING

4.11 Staffing Structures

Staffing structures are formula driven and predominantly link to school roll. Under our DSM scheme, Head Teachers can choose to operate the staffing structure in line with the formulae or they have some flexibility to use their budget in a different way to create a different structure within their existing budget (see 4.16). Head Teachers are expected to empower school communities to consider how best to utilise the resources available to them and to consider the need to amend staffing structures to better suit local need.

Where a change is to be made on a permanent basis, for example, a restructuring of the school management team or faculties, plans should be discussed with a Senior Education Officer and/or Manager. Head Teachers must consider longer term roll

projections and how these could impact on the staffing allocation when establishing if there is sufficient budget available. For any proposals involving promoted posts, a Job Sizing coordinator should also be contacted to ensure that the correct procedures are followed in terms of salary grading.

Discussions around restructuring and the potential risks form part of the DSM training provided for new and aspiring Head Teachers. Central staff are available to discuss this.

The allocation criteria are contained within our Finance Manual (see Appendix A).

4.12 Legislative and Contractual Requirements

Although staffing budgets are devolved to schools, City of Edinburgh Council is the employer and all major conditions of service continue to be negotiated at national level.
Within the devolved scheme, schools must adhere to SNCT/LNCT agreements in areas such as class sizes, staff structures, length of the school day etc.
Pupil numbers will be the major factor in determining budget allocations, however account will also be taken of exceptional individual circumstances which may not be capable of adequate determination by a simple roll-based formula.

4.13 Staff Resource

It is expected that headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority. For information, on all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines. Headteachers should also be consulted on the allocation of support staff to schools. For information, on all staffing matters, Head Teachers must adhere to the appropriate legislation and Council, SNCT and JNCT agreements and guidelines.

PROFESSIONAL SUPPORT

4.14 Professional Support teams, functions and transparency

Schools are allocated a range of support staff based on the school roll and sector. These include Business Managers, Administrative and clerical staff, support assistants and early years staff if applicable. Full details of their individual role and

responsibilities are contained in their job description and employee specification. The allocation criteria are contained in our Finance Manual (see Appendix A).

There are centrally based teams available to assist on all functions within DSM. For full, live details visit: How We're Organised . A summary is provided:

Education & Children's Services Teams	Functions
Estates & Operational Support	support with school extensions, new school builds, school capacities, catchment review, home to school transport (mainstream)
Schools & Lifelong learning	support with early years, quality improvement and curriculum, advice and complaints, lifelong learning, pupil and parent support, DSM, schools operational support, parental engagement, job sizing, home schooling, student teacher placements and teacher induction scheme
Children Services	support with special schools and ASN, young people services, looked after children, occupational therapy
Corporate Services Teams	Functions
Commercial and Procurement Services	support will all aspects of procurement including Oracle and payment services
Financial Services	support with finance, budget statements, monitoring, carry forwards, Frontier
Human Resources	support with all aspects of HR including recruitment, supply staff, PVG, contracts, disciplinaries
Customer and Digital Services	support with ICT including SEEMiS, free school meals, EMA payments, P1 and S1 places
Property & Facilities Management	support with catering, cleaning, facilities management, repairs and maintenance (Non PPP)
Legal & Risk	support with Legal issues, Risk and Health & Safety

ACCOUNTING

4.15 Budget underspend / overspend

Head Teachers may carry forward any surplus funds from one financial year to another subject to this surplus being a maximum of 2.5% of the total devolved budget. Nursery Schools may carry forward up to 10% of their total devolved budget. Any additional underspend in excess of 2.5% or 10% will be retained centrally. Business Managers are able to contact school.monitoring@edinburgh.gov.uk to raise any circumstances that may be exceptional.

The Executive Director of Education and Children's Services may instruct Head Teachers not to budget an overspend where there is reason to believe that this would create financial difficulties for the Council. Any budget overspend incurred by the Head Teacher will be carried forward in full to the next financial year and will have the effect of reducing the total funds available for expenditure in that year. It is expected that any overspend is repaid the following financial year, however, in some exceptional cases a three year repayment plan may be agreed.

In exceptional circumstances the Executive Director of Education and Children's Services may amend the amount of surplus or deficit to be carried forward but will give reasons for doing so.

4.16 Virement

The Head Teacher may transfer funds from one account code to another subject to any minimum standards or other specific restrictions set down by the Authority being observed. This includes the ability to transfer funds between staffing and non-staffing account codes. Head Teachers must ensure:

- Any virement of funds from one account code to another must be properly recorded in the school's financial records
- Virement of funds applies to delegated account codes only
- Adherence to legislation and national agreements on conditions of service
- The virement of funds must not be used to incur any continuing liability for increased expenditure in future financial years for which budget provision may not be available
- The financial cost of any variance to the promoted and unpromoted staffing structure must remain within allocation and effective school management must be ensured
- Funding for Special Units attached to schools and for identified pupils must be spent on pupils with additional support needs
- Positive Action funding must be used to improve the educational progress of pupils from deprived backgrounds and/or provide educational experiences which would otherwise be denied pupils because of home circumstances. This funding can be used for staffing and/or non-staffing purposes.
- No monies are diverted from Staff Development before all identified staff development needs of both teaching and non-teaching staff have been met

SCHEME REVIEW

4.17 Review, methodology and Stakeholders

Funding decisions taken by Council will be communicated annually in February. There will be a formal review of the scheme every three years. This will be carried out through a short life DSM Review working group with representation from relevant stakeholders (including, Head Teachers, Business Managers, Local Authority officers and relevant professional associations). A peer review will also take place with another appropriate Local Authority. Local representation on the ADES Resources Network will enable access to formal/informal inter-authority benchmarking exercises.

APPENDICES

Appendix A: Finance Manual
Appendix B: Expected and Recommended Summary
Appendix C: School Finance Committee Template

Appendix 2
FINANCE MANUAL: DEVOLVED BUDGETS

CONTENTS

DEVOLVED BUDGETS - STAFFING

TEACHERS

ALL SECTORS

BUDGET ALLOCATION

- The financial year spans 2 academic years, term 3 of one academic year (April - July) and terms 1 and 2 of the next academic year (August - March). The Finance and Staffing statements, issued in the Spring of each year, calculate the standard of provision on this basis

- The projected school roll is based on the Class Organisation Return submitted by Primary Schools and expected new P1 intake. In the Secondary Sector the rolls are agreed with Head Teachers based on projected S1 intakes and stay on rates. Special Staffing is based on the number of classes required to meet the needs of the pupil population, this is regularly reviewed by the Quality Improvement Manager for Special Schools in consultation with the Head Teacher.

- The budget will be rebased on August staffing costs taking account of new starts and leavers.

- Budgets may be altered after the September Census if a large increase or decrease in pupil numbers has occurred. Please see the appropriate sector information for details.

- The budget allocation is currently determined by applying the **actual salary** for each grade by the number of staff. Budgets for promoted posts are allocated differently and are listed in the appropriate section for each sector.

AD HOC TEACHING ALLOCATIONS

- Ad hoc allocations from within the Schools DSM budget are authorised by the Devolved Finance and Resources Officer for Primary and Secondary Schools, for specific circumstances within schools. These are generally temporary arrangements. Ad Hoc allocations must be used for the purpose agreed. Schools will be asked to confirm how the Ad Hoc money has been spent prior to the end of the financial year. Should the ad hoc allocation not be spent on the intended purpose the money will be recouped prior to year-end. Ad Hoc allocations for specific circumstances in Special Schools are agreed by the Quality Improvement Manager for Special Schools.

ACTUAL CHARGE TO THE SCHOOL

- The actual costs of teaching staff will be charged through the payroll and general ledger system against each school. For the purposes of monitoring costs in schools, actual costs will apply. Actual costs will be charged for overtime and short-term absence cover. This includes Basic Pay, overtime, cover National Insurance and Superannuation.

- Actual salaries and on costs are revised annually to take account of pay settlements, incremental drift and additional changes to National Insurance and Superannuation.

- Vacancies will be budgeted on an average basis, any excess staff over the budget allocation will be reduced on an Authority average basis.

BUDGET CONTROL / MINIMUM STANDARDS

- Conditions of service, both local and national, must be adhered to.

- Any savings which accrue due to delays in the filling of vacancies may be diverted for other purposes.

- However, no funds should be diverted for purposes which will have an ongoing commitment in future years, unless a school can clearly establish that the source of funding can be sustained.

- Any changes made to staffing structures (excluding changes due to roll increases) by schools must be paid for by the school and the Devolved Finance & Resources Officer should be notified prior to any agreements being made. Where there are permanent changes through budget virements, the post(s) cannot later be declared surplus through the annual staffing exercise at a later date. Where this involves promoted posts, a job sizing exercise will need to be completed.

- Absence cover funds should be kept aside for absences, however, they can be vied for other purposes towards year end if there is an underspend.

- The budgets for their conservation will be given on an actual basis and will transferred to the relevant cost centre should the teacher move school (to a post of the same grade). A promotion will override the conservation.

- Schools will receive budget for any teaching staff with salary conservations, this budget will be removed should the member of staff leave the school.

PRIMARY SECTOR

The allocation for teaching staff is made up of class teachers, (including promoted staff) learning support teachers, absence cover, visiting specialists, cover to implement the McCrone Agreement (reduction in class contact time), management time and a Positive Action allocation.

- Where there is a vacancy of a Deputy Head Teacher post, the value of the post will be credited to the school at the bottom of the DHT scale

- If the September Census shows a roll change of 10 pupils or greater, then a per capita change to the school's staffing budget will be applied. In the case of an increase of 10+ pupils, the per capita allocations will increase by the number of pupils. In the case of a decrease of 10+ pupils, the per capita allocations will decrease by the number of pupils over ten. E.g. a drop of 15 pupils will mean a per capita decrease of 5.

STANDARD OF PROVISION (primary)

Teachers & Promoted Teaching Posts

- Teaching staff allocations, including HT, DHT and PT posts, are based on pupil roll and are allocated according to the Standard of Provision shown on page 5.
- HT & DHT budgets are allocated on a job size basis. PT budgets are allocated at Point1 or Point 2 on the PT Scale, PTs must work to remits appropriate to their grade
- The Standard of Provision on page 5 gives an *indication* of the number of classes required for different pupil rolls. In practice, the number of classes will reflect – the actual number and stage of pupils in statutory class sizes.

- Where a school is required to form an additional class (i.e. out-with the Standard of Provision) to comply with maximum class sizes of 25 in P1, 30 in P2 & P3, 33 in P4-P7 or a composite of 25, or because of the distribution of pupils across the school, an allocation of an additional teacher will be made.
- If the remit of a promoted post holder is changed resulting in a higher salary following job sizing then the school must pay for all costs incurred.
- An additional allocation of a Principal Teacher is made to schools with an additional/language unit.

Learning Support Teachers

- An allocation of teaching staff is made to schools for Learning Support. The allocation is based on a teacher: pupil ratio of 1:400.

Absence Cover

- An allocation equivalent to 4 days per FTE teacher at Teachers average salary to cover short term absence up to 30 working days. The first two days will be adjusted to contact time to a maximum of 25 hours per week.
- After 30 working days, credits will be given to the school to cover the salary costs of the absent teacher, leaving the school to fund only the supply cover.
- Schools pay a maximum of 10 days accrued leave for staff returning from maternity leave.
- Other categories of staff have differing procedures to deal with absence cover; please refer to the relevant section in this manual.

Reduction in Class Contact Time

- The McCrone Agreement to reduce class contact time to 22.5 hours per week applies to P3-7 and Nursery Teachers only and therefore an allocation of 0.1111 FTE is made for each P3-7, and Nursery class and P2/3 composite. (2.5hrs reduction per week / 22.5hrs contact time per week = 0.1111 FTE). An example of a McCrone calculation can be found in the Calculations Section on page 25.

Visiting Specialists

- An allocation of 0.019 FTE per P1 and P2 class (including P1/2 composites) is given for visiting specialists.

Management Time

- An allocation of 0.00439 FTE per primary pupil is given for management time. Management time is also allocated for an additional needs/language and nursery classes in primary schools. Please refer to the relevant section in this manual.
- A top up allocation is allocated to small schools to allow for the Head Teacher to be out of class full time prior to an agreed top slice being applied for all schools.

Positive Action – UNDER REVIEW

Positive Action funding is given to schools as teaching allocations and can be used to fund teaching staff, support staff and non-staffing resources. The funding is given to schools with at least 40% of children living in deciles 1 and 2 of the Scottish Index of Multiple Deprivation (SIMD). A weighting of 2:1 is applied for those living in decile 1.

Following the review in March 2016, the allocation has been agreed for a three year period with effect from August 2016. During this three year period transition allocations have been applied to

smooth the change in funding from the previous funding criteria to the new criteria. Moving forward, allocations will be reviewed on a three year basis.

TEACHING STANDARD OF PROVISION – PRIMARY SECTOR

ALL PRIMARY SCHOOLS

Primary Roll	Indicative Class Organisation	Management Time # @0.00439fte/ pupil Not including top slice	PROMOTED POSTS				TEACHERS Basic Allocation	TOTAL Basic Staffing
			HT	DHT	DHT	PT		
48 - 71	3	1.10	1			1*	2.10	4.10
72 - 96	4	1.10	1			1*	3.10	5.10
97	5	1.10	1			1*	4.10	6.10
118	5	1.10	1			1*	4.10	6.10
126	6	1.10	1			1*	5.10	7.10
146	7	1.10	1			1*	6.10	8.10
190	7	1.10	1	1		1	5.10	8.10
200	8	1.10	1	1		1	6.10	9.10
220	9	1.10	1	1		1	7.10	10.10
250	10	1.10	1	1		1	8.10	11.10
280	11	1.23	1	1		1	9.23	12.23
307	12	1.35	1	1		1	10.35	13.35
325	13	1.43	1	1		1	11.43	14.43
334	13	1.47	1	1		1	11.47	14.47
350	13	1.54	1	1	1	1	10.54	14.54
361	13	1.58	1	1	1	1	10.58	14.58
380	14	1.67	1	1	1	1	11.67	15.67
416	15	1.83	1	1	1	1	12.83	16.83
457	16	2.01	1	1	1	1	14.01	18.01
470	17	2.06	1	1	1	1	15.06	19.06
497	18	2.18	1	1	2	1	15.18	20.18
524	19	2.30	1	1	2	1	16.30	21.30
551	20	2.42	1	1	2	1	17.42	22.42
580	21	2.54	1	1	2	1	18.54	23.54
605	21	2.65	1	1	2	1	18.65	23.65
632	21	2.77	1	1	2	1	18.77	23.77
659	22	2.89	1	1	2	1	19.89	24.89

Abbreviations used:
HT   Head Teacher
DHT   Depute Head Teacher
PT   Principal Teacher

Notes
1* represents a PT at point 2 on the scale
1 represents a PT at point 1 on the scale
An additional PT at point 1 on the scale is allocated for each Special Class
 # Minimum 1.10 FTE/School is subject to a top slice from session 2014/15
~ Including Assimilated Teachers
In recognition of the size of the Language Unit at Murrayburn the trigger Primary roll for a second DHT has been exceptionally set at 340 instead of 350.

*The actual number of classes will depend on the roll and stage of pupils.

ADDITIONAL NEEDS/LANGUAGE STAFF

(PRIMARY SECTOR ONLY)

STANDARD OF PROVISION

The allocation for language classes includes class teachers, promoted staff, non-class contact time, short term absence cover, nursery nurses and pupil support assistants as shown in the following table.

All Primary Schools with a Language Unit are allocated an additional 0.2 management time through their mainstream DSM funding.

The Principal Teacher profile for Murrayburn is included in the ad hoc allocation.

STANDARD OF PROVISION - PRIMARY SCHOOL LANGUAGE CLASSES

School	Principal Teacher	Teacher	Alloc for reduction in CCT	Absence Cover	Nursery Nurse	Pupil Support Assistant	Ad Hoc
Brunstane	1.00	1.00	0.22	0.04	1.80	0.63	0.00
Broughton	1.00	1.00	0.22	0.04	1.80	0.63	0.00
Craigentinny	1.00	1.00	0.22	0.04	1.80	1.89	0.00
Murrayburn	0.00	4.00	0.44	0.08	3.60	2.52	0.32
Royal Mile	1.00	1.00	0.22	0.04	1.80	0.63	0.00
St Cuthbert's	1.00	1.00	0.22	0.04	1.80	0.63	0.00
Stenhouse	1.00	1.00	0.22	0.04	1.80	1.26	0.00

Absence Cover

- An allocation equivalent to 4 days per FTE teacher at Teachers average salary to cover short term absence up to 30 working days. The first two days will be adjusted to contact time to a maximum of 25 hours per week.
- After 30 working days, credits will be given to the school to cover the salary costs of the absent teacher, leaving the school to fund only the supply cover.
- Schools pay a maximum of 10 days accrued leave for staff returning from maternity leave.
- Other categories of staff have differing procedures to deal with absence cover; please refer to the relevant section in this manual.

NURSERY CLASS STAFF

(PRIMARY SECTOR ONLY)

- Nursery staffing allocations are based upon the number of FTE nursery children.
- The adult to pupil ratio must be maintained at 1:8 full time children and 1:10 part time children.
- Nursery staffing allocations may include: Senior Early Years Officers, Early Years Officers, Early Years Practitioners, Early Years Assistants.
- An allocation of 0.00439 per FTE nursery pupil for nursery class management is included within the management time allocation to primary schools.

Absence Cover

- Schools pay a maximum of 10 days accrued leave for staff returning from maternity leave.
- Other categories of staff have differing procedures to deal with absence cover; please refer to the relevant section in this manual.
- Absence Cover for Early Years Practitioners will be met centrally from day one. However, absence due to staff development must be paid for by the school.

SECONDARY SECTOR

The allocation of teaching staff includes class teachers, promoted staff, learning support, cover to implement the McCrone Agreement (reduction in class contact time), Positive Action funding and absence cover.

- If the September Census shows a roll change of 16 pupils (or 5%, whichever is lower) then a change to the school's teaching staff budget will be made. In the case of an increase in excess of 26 pupils, the roll-related allocations in the wider budget will also be changed. In the case of a decrease, the first 8 pupils will be disregarded. E.g. a drop of 27 pupils will mean a budget decrease of 19.
- If a change in roll (however, small or large) results in a change in banding for staff excluding teachers, the staffing change will be made.
- For Curricular Leader posts, a change will be made if the roll changes by 5% or 16 pupils (whichever is lower) <u>AND</u> the change results in a change of banding for promoted posts. Promoted posts will not be altered for a change in banding alone.
- Changes to DHT posts will only be made after a school has remained in the relevant banding for 3 years. If a roll increased leading to an additional DHT being triggered, the school would need to remain within the new roll banding at 3 consecutive September census for the allocation to be adjusted e.g. increase forecast for session 2021/22, roll remains in new banding at census 2021 (year 1), 2022 (year 2) and 2023 (year 3) at which point the additional allocation is confirmed. The same applies in cases where the roll banding reduces.

STANDARD OF PROVISION

Teachers, Promoted Posts and Learning Support

- The basic teaching staff complement is calculated using the formula: **10.24 + (0.059 x pupil roll)**
- Within this basic staffing, there is a Learning Support allocation of 0.002 FTE per pupil
- Within this overall staffing, promoted staff profiles are allocated as follows:

Secondary Promoted Staff Allocations

Agreed Management Model from August 2011

Roll	HT allocation	DHT allocation	CL allocation
1251 or greater	1	4	17*
1001 - 1250	1	3	17*
801 – 1000	1	3	14
601 – 800	1	2	14
401 – 600	1	2	12
400 or fewer	1	2	10

Note:

*In order to ensure that the Pupil Support Leader caseloads are within 300 pupils some schools have received an enhancement to the above CL allocation. If the pupil roll were to fall, this would be reviewed.

The steps in the DHT allocations are based on a <u>full 1fte DHT</u> – not the profile costs. This means that as rolls change (see above) any adjustments made to schools with a roll around 800 or 1250 will result in a full FTE being added or removed.

The steps in the CL allocation are based on profile costs (difference between CL and teacher salary).

Management Adjustment allocations will be applied to school budgets to account for changes in DHT entitlement

Schools can use their promoted staff allocation flexibly to create the management structure which is most effective for the school's individual needs. Development Officer roles can be created on a temporary basis. However, the Senior Education Manager (Primary & Secondary) must be consulted on planned changes and schools must pay for all additional costs incurred. A Job Sizing Coordinator must also be informed to ensure that posts are sized appropriately.

Absence Cover

- An allocation equivalent to 3 days per FTE teacher at Teachers average salary to cover short term absence up to 30 working days. The first two days will be adjusted to contact time to a maximum of 25 hours per week.
- After 30 working days, credits will be given to the school to cover the salary costs of the absent teacher, leaving the school to fund only the supply cover.
- Schools pay a maximum of 10 days accrued leave for staff returning from maternity leave.
- Other categories of staff have differing procedures to deal with absence cover; please refer to the relevant section in this manual.

Positive Action – <mark>UNDER REVIEW</mark>

Positive Action funding is given to schools as extra support and can be used to fund teaching staff. It cannot, however, be used to fund Learning Assistants.

- The allocation is based on 2 indices – one for deprivation (Free Meals/Clothing Grant - FME) and the other for baseline attainment (reading scores at S1). The deprivation allocation is based on a weighted (FME^2) application of FME.
- The allocation is 70% based on FME % and 30% on attainment.

Reduction in Class Contact Time

- The McCrone Agreement to reduce class contact time to 22.5 hours per week applies to the Secondary sector and therefore an allocation of 0.044 x FTE teacher allocation is given. (1hr reduction per week / 22.5hrs contact time per week = 0.044 FTE) An example of a McCrone calculation can be found in the Calculations Section on page 25.

Class Size Allocations

This allocation is to assist schools reduce some class sizes in Maths and English. The funding is a ring-fenced amount and is shared between schools based on the number of pupils with attainment standardised literacy scores of 88 or fewer and the overall school roll. All figures are taken as at the September Census for the previous year and the budget is split 50:50 between attainment and roll.

Wellbeing Hubs and Enhanced Support Bases

Agreed allocations from August 2021:

SCHOOL NAME	PT	PSO GR6	Teacher	RCCT + Absence Cover	Ed Supplies	NOTES
Broughton	1.00	0.75		0.02		Wellbeing Hub
Castlebrae	2.00	1.50		0.03	£1,000	Enhanced Support Base and Wellbeing Hub
Currie	1.00	0.75		0.02	£1,000	Enhanced Support Base and Wellbeing Hub
Forrester	1.00	0.75		0.02	£1,000	Enhanced Support Base and Wellbeing Hub
Gracemount	2.00	1.50		0.03	£1,000	Enhanced Support Base and Wellbeing Hub
Liberton	1.00	0.75		0.02		Wellbeing Hub
Portobello	1.00	0.75		0.02		Wellbeing Hub
Queensferry	2.00	1.50	0.50	0.06	£1,000	Enhanced Support Base and Wellbeing Hub
The Royal High	2.00	1.50		0.03	£1,000	Enhanced Support Base and Wellbeing Hub
Trinity	1.00	0.75		0.02	£1,000	Enhanced Support Base and Wellbeing Hub
Tynecastle	1.00	0.75		0.02		Wellbeing Hub
WHEC	1.00	0.75		0.02		Wellbeing Hub
Totals	**16.00**	**12.01**	**0.50**	**0.28**	**£7,000**	

SPECIAL SECTOR

TEACHING STAFF

The allocation for teaching staff is made up of promoted staff, class teachers, management time, curricular flexibility, non- class contact time, ad hoc allocations and short-term absence cover.

STANDARD OF PROVISION – SPECIAL SCHOOLS

Teachers and Promoted Teaching Posts

- The allocation (page 11) considers the projected number of classes required to be formed for the session based on adult/pupil ratios but will be reviewed based on CMRG outcomes, the needs of the individual pupils and the number of pupils actually in school at the census date in September.

Absence Cover

- An allocation equivalent to 4 days per FTE teacher at Teachers average salary to cover short term absence up to 30 working days. The first two days will be adjusted to contact time to a maximum of 25 hours per week.
- After 30 working days, credits will be given to the school to cover the salary costs of the absent teacher, leaving the school to fund only the supply cover.
- Schools pay a maximum of 10 days accrued leave for staff returning from maternity leave.
- Other categories of staff have differing procedures to deal with absence cover; please refer to the relevant section in this manual.

Reduction in Class Contact Time

The McCrone Agreement to reduce class contact time to 22.5 hours per week applies to all Special School Teachers and allocations have been made based on 2.5 hours for each primary/nursery class and 5 hours for each secondary class. An example of the calculation can be found in the calculation section of this document on page 23.

Management Time

All Special Schools have been allocated 0.467FTE management time for each DHT

An additional 0.157FTE has been allocated to schools with 3 PTs.

The actual costs of teaching staff will be charged against each school.

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STANDARD OF PROVISION : SPECIAL SCHOOLS

School	Ratio	H T	D H T	P T	Management Time	Class Teachers Per class	Ad Hoc Allocations	Curricular Support Primary	Curricular Support Secondary	Non-Class Contact Time	Absence cover
Braidburn School	8	1	2	3	1.09	1	0.5 FTE teacher for VI support/training 1FTE	0.1 per class	0.35 per class	2.5 hours per nursery and primary class and 5 hours per secondary class	2 days per 1 FTE teacher @ 25 hours and 2 days per FTE teacher @ 35 hours
Gorgie Mills School	6	1	2	2	0.93	1	1.0 FTE Teachers for the internal bases	N/A	0.35 per class		
Kaimes School	6	1	2	2	0.93	1		0.1 per class	0.35 per class		
Oaklands School	8	1	1	2	0.47	1	0.5 FTE teacher for VI support/training	0.1 per class	0.35 per class		
Pilrig Park School	8	1	1	3	0.62	1		N/A	0.35 per class		
Prospect Bank School	8	1	1	1	0.47	1		0.1 per class	N/A		
Redhall School	8	1	1	1	0.47	1	0.7 FTE for Union and GTCS Duties	0.1 per class	N/A		
Rowanfield School	6	1	1	2	0.47	1	1 FTE for internal base	0.1 per class	N/A		
St Crispin's School	6	1	2	2	0.47	1	1 FTE for Behaviour Unit	0.1 per class	0.35 per class		
Woodlands School	8	1	1	3	0.62	1		N/A	0.35 per class		

JOB SIZING – PROMOTED POSTS

All permanent promoted post vacancies must be checked for job sizing in case a review has been triggered. All newly created promoted posts must be job sized.

Job sizing changes due to decisions made in school, e.g. change to remit(s) or restructuring the promoted posts will be paid for by the school.

Job sizing will take place when there is:
- a permanent vacancy and a review has been triggered
- a newly created post
- a management structure review

An annual check is carried out post September census to establish if a school review is required due to roll changes. Head Teachers and Business Managers will be notified if a review has been triggered.

There is no central annual review exercise that looks at the wider review triggers, however, post holders and Head Teachers on behalf of their staff can request a review (no more than once in a rolling year) if they believe review criteria have been triggered since their post was last job sized. Full information on review criteria can be found on the SNCT website:

http://www.snct.org.uk/JobSizing.php

- When a permanent vacancy arises, the school must notify one of the Management Job Sizing Co-ordinators.
- Paperwork will be sent to the school for completion by the Head Teacher and return before the advert is progressed.
- The post must be checked for job sizing review criteria regardless of when it was last vacant and job sized.
- In the case of posts where there is more than one post holder, the job sizing exercise will apply to all post holders. This means that in the case of an increase in job size, all post holders receive the increase from the date of appointment of the new post holder. In the case of a decrease in job size, the existing post holders will trigger a 3-year salary conservation with effect from the start date of the new post holder and the new post holder will be paid at the lower job sized salary from day one. Examples would be Secondary DHTs as there are generic remits for these posts, also job share type arrangements.
- In the event of a vacancy being advertised with a 'subject to job sizing' caveat, it must be made clear to interviewees that this could result in the advertised post decreasing in size as well as remaining the same or increasing.

Contacts:

Job Sizing Coordinator (Management)	Laura Hammersley (Primary & Nursery)
	Jack Simpson (Secondary)
	Iona Brockway (Special)
Job Sizing Coordinator (Union)	Tom Britton (all sectors)

PUPIL SUPPORT/SCHOOL SUPPORT ASSISTANTS
ALL SECTORS

BUDGET ALLOCATION

- The budget allocation is determined by applying the actual salary for each grade by the number of staff allocated by the Standard of Provision. (Please refer to the appropriate section for each sector)
- The actual costs of learning support will be charged through the payroll and general ledger system against each school. For the purposes of monitoring costs at schools, and in line with the Scheme of Delegation, actual costs for basic pay will apply. Actual costs will be charged for overtime and short-term absence cover.
- Actual salaries are revised annually to take account of pay settlements and incremental drift.
- The Support Assistant roles are generic across all Primary and Secondary schools and therefore the job descriptions cannot be changed unless the Department undertakes an organisational review.
- The Support Assistant role can be designated a Pupil Support Assistant (Primary / Secondary / Early Stages / Special) or a School Support Assistant (Primary / Secondary), each with their own job description. Schools have the flexibility to decide which roles are filled when vacancies arise.
- A separate job description exists for Pupil Support Assistants in Special Schools and cannot be changed unless the Department undertakes an organisational review.

Absence Cover

- The cost of absence cover must be funded by the school for the first 4 weeks. Thereafter the Department will contribute 50% of the actual cover costs incurred.
- If the Support Assistant is funded by the Integrated Support Needs Audit attached to a specific child and cover is required for more than 5 days, then it is funded centrally from day 1. If cover is required for less than 5 days then it is paid for by the school. This is not automatic and schools must advise their Finance contact for the journals to be processed.

PUPIL SUPPORT ASSISTANTS (ADDITIONAL NEEDS)

(PRIMARY & SECONDARY SECTORS ONLY)

Additional allocations are given to schools for children with additional needs through the ASL Service. Primary and Secondary schools receive a devolved allocation to cover needs of less than 25 hours in Primary/Secondary Classes and 16 hours in Nursery Classes. The formula for calculating the devolved allocation was revised from August 18. Each school receives a base allocation of 15 hours and a roll related allocation with a weighting of 1.6 to Primary schools. This formula ensures that each school receives a minimum of 25 hours. The change from the 17/18 allocation has been capped at +/- 20%. Low incidence needs of 25 hours and above in Primary/Secondary and 16 hours in Nursery classes are allocated separately.

PRIMARY SECTOR

STANDARD OF PROVISION

In the Primary Sector, Support Assistants are allocated on a 0.00809 FTE per primary pupil basis. The allocation for Learning Assistants in the language unit and nursery classes are allocated at 0.00184 FTE per pupil. In addition, one 25-hour Pupil Support Assistant is allocated to cover 2 language classes.

- A minimum allocation of 1.0 FTE and a maximum allocation of 5.0 FTE is applied. (including any Special/Nursery Class pupil allocations)
- The combined Support Assistant allocation may be used for Support Assistant and/or clerical duties provided they are consistent with the Grade 3 grade and job description. However, the 25-hr Pupil Support Assistant for the special class should be used for pupil support, not clerical duties.
- Full time (36hrs per week) sessional staff equate to 0.9FTE. This is based on 39 weeks employment plus 8 weeks full paid holidays (maximum after 10 years employment), a total of 47 weeks.

SECONDARY SECTOR

STANDARD OF PROVISION

The Secondary Sector has School Support Assistants (formerly Classroom Assistants), Grade 3 Learning Assistants, one Clerical for Grade 3 and Clerical Auxiliaries. (For details on Learning Assistants, please see below):

- Allocations for Support Assistants are based on historical Classroom Assistant numbers, which are then converted to an FTE allocation according to the standard length of contract. School Support Assistant allocations are usually given for 30 hours per week sessional (equivalent to 0.76 FTE).
- Allocations are roll related and made according to the agreed Standard of Provision. This can be found on page 20.
- The Support Assistant allocation may be used for either Learning Assistant or clerical duties provided the tasks are consistent with the Grade 3 grade and job description.
- Full time (36hrs per week) sessional staff equate to 0.9FTE. This is based on 39 weeks employment plus 8 weeks full paid holidays (maximum after 10 years employment), a total of 47 weeks.

SPECIAL SECTOR – STAFF EXCLUDING TEACHERS

CURRENT STANDARD OF PROVISION

- All Special Schools have a standard allocation of 0.46 Business Manager and 0.77 School Administrator. In addition, schools without a Behaviour Assistant also have 0.69 Pupil Support Assistant for the whole school.
- The allocation for business managers and school administrators is sessional and based on 40 weeks' employment plus 8 weeks' paid holiday (maximum after 10 years' service), a total of 48 weeks. Full time (36hrs per week) sessional equates to 0.92 FTE
- The allocation for pupil support assistants is sessional and based on 39 weeks' employment plus 8 weeks' paid holiday (maximum after 10 years' service), a total of 47 weeks. Full time (36hrs per week) sessional equates to 0.9 FTE
- Allocations to schools for Nursery Nurses and Support Assistants are based on the needs of the special school population and maximum class size as shown on the table below. Allocations from August 17 follow a review of Nursery Nurses and PSA's in Special Schools. From August 18, full time Nursery Nurse posts will be based on 30 hours but schools will be given top-ups to 36 hours for all staff who were in post as at 1st April 2018.
- The allocation for overtime is allocated pro-rata to the number of staff excluding teachers within the overall budget provision available.

- **A 15.8% reduction in Business/Admin staff has been agreed from session 2017/18, this reduction is EXCLUDED from the above figures as individual Head Teachers will decide where the saving is to be made.**

Absence Cover

- The cost of absence cover for admin and clerical staff must be funded by the school for the first 20 working days. Thereafter the Department will contribute 50% of the actual cover cost incurred. This is not automatic and schools must advise Finance when cover has been brought in.
- If Support Assistants cover is required for more than 5 days, then it is funded centrally from day 1. If cover is required for less than 5 days then it is paid for by the school. This is not automatic and schools must advise their Finance contact for the journals to be processed.

Individual allocations are detailed in the table below.

STANDARD OF PROVISION – PUPIL SUPPORT STAFF – SPECIAL SECTOR

School	Ratio	Senior EYO	Nursery Nurse Nursery	Nursery Nurse Primary	Nursery Nurse Secondary	PSA Nursery	PSA Primary	PSA Secondary	Pupil Support Officer	Behave. Asst.	BSL Dev Officer
Braidburn	8	36 hrs per nursery class	72 hrs per class	15 hrs per class + 30hrs for St Crisp	6 hrs per class	90 hrs per class	85.25hrs per class 68.75hrs St Crisp 46.75hrs for P3	78 hours per class 30hrs for S3			30hrs for school
Gorgie Mills	6			0 hrs per class				30 hrs per class		9 hours per class	
Kaimes	6			7.5 hrs per class	7.5 hrs per class		27.5 hrs per class	30 hrs per class			
Oaklands	8	36hrs per nursery class	72 hrs per class	30 hrs per class	30 hrs per class	90 hrs per class	68.75 hrs per class plus 0.30 to cover 52 weeks for Kidscare	90 hrs per class			
Pilrig Park	8						N/A	30 hrs per class			
Prospect Bank	8			15 hrs per class			46.75 hrs per class	N/A			
Redhall	8			15 hrs per class			46.75 hrs per class	N/A			
Rowanfield	6			3.9 hrs per class			28.15 hrs per class plus 27.5 hours for Nurture Base	N/A		12 hrs per class	
St Crispin's	6			30 hrs per class	30 hrs per class		68.75 hrs per class	60 hrs per class plus 60 hrs for Behaviour Units	30hrs per sec class		
Woodlands	8							30 hrs per class			

From August 18, the allocations for Nursery Nurses are based on full time posts being 30 hours.
In addition to these allocations, schools are given a top-up budget to cover all staff who were in post as at 1/4/18 whose contracts were based on 36 hours for full time.

MATERNITY / PATERNITY PAY

Staff excluding teachers (SET) Maternity Pay

If the employee has more than 26 weeks continuous service they are entitled to 14 weeks Occupational Maternity Pay and 12 weeks Statutory Maternity Pay. The first 14 weeks are paid by the school but thereafter paid centrally. Therefore, if a replacement is appointed during the 14 weeks, the school has to pay for both salaries.

If the employee has less than 26 weeks continuous service then the employee is only entitled to 12 weeks Statutory Maternity Pay, to be paid centrally. Therefore, the school only pays for the replacement.

If the employee returns to work after pregnancy for at least three months they would keep the full 14 weeks Occupational Maternity Pay.

If the employee has intimated that she will return to work after pregnancy but subsequently doesn't return, 6 weeks of the Occupational Maternity Pay must be repaid and will be credited back to the school.

For Learning Assistants assigned to specific pupils and Nursery Nurses in Nursery Schools or Primary School Nursery Classes, the cost of maternity cover (occupational and/or statutory HP) will be paid centrally from day 1, regardless of the length of service.

SET Staff Paternity Pay

An employee is eligible for paternity leave if he has or expects to have responsibility for the baby's upbringing and is the biological father and/or the mother's husband or partner.

Paternity leave is an entitlement, regardless of the hours worked. Provided the employee satisfies the 26 week rule they qualify for 1 week full pay and 1 week Statutory Paternity Pay.

In addition they must:
- have worked continuously for the same employer for 26 weeks ending with the 15th week before the baby is due.
- have worked continuously for the same employer from the 15th week before the baby is due up to the date of the birth.
- be taking time off either to support the mother or to care for the new baby.

Paternity leave must be taken as 1 week or 2 consecutive weeks. The school will be responsible for paying the first week at full pay. The second week of Statutory Paternity Pay, if taken up, will be paid for centrally.

Teaching Staff Maternity Pay

The cost of the staff member on maternity leave will be paid for centrally from day 1, so the school will only be responsible for the cost of the cover, plus 10 days accrued leave.

Teaching Staff Paternity Pay

The cost of the staff member on paternity leave will be paid centrally from day 1, so the school will only be responsible for the cost of the cover.

ADMINISTRATION, CLERICAL & TECHNICAL STAFF

(ALL SECTORS)

The allocation includes a business manager, administrative and clerical staff basic pay. In the Secondary Sector it also includes an allocation for an admin officer, learning assistant/technical staff.

BUDGET ALLOCATION

- The projected school roll produced in January/February of each year is used as the basis for determining the allocations for the following academic year (excluding special schools).
- The school roll includes the special class and nursery class rolls where applicable.
- The budget allocation is determined by applying the actual salary for each grade by the number of staff determined by the scales of entitlement.
- The financial year spans 2 academic years, term 3 of one academic year (April-July) and terms 1 and 2 of another academic year (August-March).
- The Finance and Staffing statements, issued in April of each year, calculate the standard of provision for term 3 and terms 1 and 2 on this basis. This reflects the consequences of any change in projected roll from the start of each session in August. Amended budget statements will be sent to reflect the changes that have occurred since August.

Absence Cover

The cost of long term absence cover must be funded by the school for the first 4 weeks. Thereafter the Department will contribute 50% of the actual cover cost incurred.

ACTUAL CHARGE TO THE SCHOOL

The actual costs of administrative and clerical support and technical staff will be charged through the payroll and general ledger system against each school.
Actual salaries and on costs are revised annually to take account of pay settlements, incremental drift and additional changes to National Insurance and Superannuation.

BUDGET CONTROL / MINIMUM STANDARDS

The job descriptions for all SET staff are generic across all schools and therefore roles cannot be changed unless the Department undertakes an Organisational Review which involves consultation with the Trade Union, revised job descriptions being drafted and evaluated by HR.
The hours of the post may be adjusted after consultation with the member of staff and local union representatives.

PRIMARY SECTOR

STANDARD OF PROVISION

The standard of provision for administrative and clerical staff is detailed on page 19.

BUDGET ALLOCATION

The allocation for business managers and school administrators is sessional and based on 40 weeks' employment plus 8 weeks' paid holiday (maximum after 10 years' service), a total of 48 weeks. Full time (36hrs per week) sessional equates to 0.92 FTE
The allocation for clerical assistants is sessional and based on 39 weeks' employment plus 8 weeks' paid holiday (maximum after 10 years' service), a total of 47 weeks. Full time (36hrs per week) sessional equates to 0.9 FTE

SECONDARY SECTOR

STANDARD OF PROVISION

The administrative, support assistant and technical support staff are determined by the school roll. The table on page 19 details the standard of provision for Administrative/Support Assistant /Technical/Clerical staff.

BUDGET ALLOCATION

Budgets for Business Managers, Admin Officers and T3 Technical staff are allocated full time, with a maximum of 8 weeks' paid holiday after 10 years' continuous employment.

BUDGET CONTROL/MINIMUM STANDARDS

The historical budget reduction for administrative staff has now been incorporated into the allocations and is no longer shown as a negative cash sum on the budget statement.

PRIMARY SECTOR

STANDARD OF PROVISION: SESSIONAL ALLOCATIONS BUSINESS MANAGERS, ADMINISTRATIVE & CLERICAL STAFF

	Business Managers		School Administrator		Clerical Assistants		TOTAL	
Roll *	GR7		GR4		GR3			
	Hrs	FTE	Hrs	FTE	Hrs	FTE	Term time hrs	FTE
1-71	18	0.46	28	0.72			45.88	1.18
72-120	18	0.46	28	0.72			45.88	1.18
121-200	18	0.46	28	0.72			45.88	1.18
201-300	18	0.46	28	0.72	4.92	0.12	50.80	1.30
301-400	18	0.46	28	0.72	14.03	0.35	59.91	1.53
401-500	18	0.46	30	0.77	23.40	0.59	71.28	1.82
501-600	18	0.46	30	0.77	37.47	0.95	85.35	2.18
601-700	18	0.46	30	0.77	46.15	1.17	94.03	2.40

- Sessional staff and G3 Clerical Assistants based on 39 weeks employment plus 8 weeks paid holidays - a total of 47 weeks
- School Administrators and Business Managers based on 40 weeks employment plus 8 weeks paid holidays - a total of 48 weeks

Actual holiday entitlement is:

- < 5 years' service - 26 days + 6 public holidays
- 5-10 years' service cc- 31 days + 6 public holidays
- > 10 years' service - 34 days + 6 public holidays

* Roll includes nursery and special class (FTE) pupils

A 15.8% cut to Business/Admin/Clerical based staff was agreed from session 2017/18. The above figures EXCLUDE this saving and individual Head Teachers will decide where the savings are to be made. Schools should not be staffing up to these FTE unless there is budget available from elsewhere to allow for this.

SECONDARY SECTOR

STANDARD OF PROVISION: BUSINESS MANAGERS, BURSARS, ADMINISTRATIVE STAFF, LEARNING ASSISTANT & TECHNICAL STAFF

ALLOCATION						
Total Roll	Business Manager Grade 8 fte	Admin Officer Grade 5 fte	Clerical Staff Grade 3 fte	Technical Staff		Support Assistant Staff Grade 3 fte
				Snr Tech	Tech	
1-400	0.87	0.87	0.96		1.81	1.00
401-500	0.87	0.87	1.17		1.81	1.00
501-600	0.87	0.87	1.31		1.81	1.00
601-700	0.87	0.87	1.43		1.81	1.37
701-750	0.87	0.87	1.59		1.81	1.37
751-800	0.87	0.87	1.59		2.22	1.37
801-900	0.87	0.87	1.85		2.22	1.74
901-1000	0.87	0.87	2.10	1	2.22	1.37
1001-1100	0.87	0.87	2.36	1	2.42	1.74
1101-1200	0.87	0.87	2.60	1	2.42	2.12
1201-1300	0.87	0.87	2.85	1	2.42	2.12
1301+	0.87	0.87	3.11	1	3.63	2.12

Senior Technical staff allocations are based on 52 weeks at 36hrs.
Technical staff allocations are based on 47 weeks at 36hrs.

Table does not include the additional allocation of Support Assistants (historical classroom assistants) and also those allocated for Audit hours.

A 15.8% reduction in Business/Admin/Clerical based staff has been agreed from session 2017/18, this reduction is EXCLUDED from the above figures as individual Head Teachers will decide where the saving is to be made. Schools should not be staffing up to these FTE unless there is budget available from elsewhere to allow for this.

DINING AND PLAYGROUND SUPERVISORS

(PRIMARY & SECONDARY SECTORS ONLY)

This allocation is provided for the supervision of the dining room at lunchtime and during breaks in the Primary and Special Sectors.

STANDARD OF PROVISION

The full time equivalent (FTE) is calculated based on a 36-hour week and 38 weeks employment plus 8 weeks paid holidays, a total of 46 weeks.
Where schools have an annexe, the roll is split between the two sites and allocations determined by applying the standard of provision to each site.

BUDGET ALLOCATION

The budget allocation is determined by applying a standard hourly rate to the number of hours shown in the table on the next page.

ACTUAL CHARGE TO SCHOOL

The actual costs of dining room and playground supervisors will be charged against each school but the monitoring of costs within the Scheme of Delegation will be based on the average hourly costs.
Actual hourly costs will be revised each year to take account of pay settlements, on costs and incremental drift.

BUDGET CONTROL / MINIMUM STAFFING STANDARDS

Dining room supervision may be provided by either teaching or staff excluding teachers.

PRIMARY SECTOR

Supervisory allocations are based on the projected school roll. This includes special class numbers in primary schools but does not include nursery pupils. The standard of provision is shown on the next page.
There is a legal requirement to provide playground supervision in primary schools.

Allocations:

School Roll	FTE
1 - 100	0.22
101 - 200	0.34
201 - 300	0.56
301 - 400	0.67
401 - 500	0.78
501 - 600	0.89
601 - 700	1.11
701 - 800	1.32

SECONDARY SECTOR

STANDARD OF PROVISION

Dining Room supervisory staff allocations are based on the annual census of school meals which is undertaken in the February of each year.
Allocations are made according to the standard of provision shown in the table below.

School Meal Roll	Hours	FTE
1 - 100	-	-
101 - 200	4.82	0.12
201 - 300	9.64	0.23
301 - 400	14.90	0.36
401 - 500	19.71	0.47
501 - 600	24.53	0.59
601 - 700	29.35	0.70
701 - 800	34.17	0.82
801 - 900	39.43	0.94

STAFFING CODES

TEACHING BUDGETS

Budget	Subjective Code	Notes
Teaching Staff basic pay	1211	Includes Special and Nursery Class Teaching Staff
Supply Cover	1251	
Learning Support	1261	Primary and Special Sectors only
Visiting Specialists	1271	Primary and Special Sectors only
Teachers Additional hours	1212	Primary Sector only
Staff development cover	1241	

SUPPORT ASSISTANT BUDGETS (including NURSERY NURSES)

Budget	Subjective Code	Notes
Support Assistant basic pay	1631	All sectors
Nursery Nurse basic pay	1291	
Nursery Nurse absence cover	1041	
Early Years Officer	1691	
Early Years Practitioner	1291	
Early Years Cover	1281	

ADMINISTRATIVE, CLERICAL & TECHNICAL STAFF BUDGETS

Budget	Subjective Code	Notes
Basic Pay	1031	Admin/Clerical, Business Managers
Technician Basic Pay	1621	Secondary Sector
Absence Cover	1041	

DINING ROOM & PLAYGROUND SUPERVISORS

Budget	Subjective Code	Notes
Childcare Strategy	1712	
Dining Room / Playground Supervisors	1661	

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STAFFING CALCULATIONS

Staff	FTE Hours per week	Maximum weeks per year based on length of service
All Sectors		
Teacher	35.00 hours	52 weeks
Teacher (Class Contact Time)	22.50 hours	52 weeks
Learning Assistant	36.00 hours	47 weeks
Clerical Assistant	36.00 hours	47 weeks
School Administrator	36.00 hours	48 weeks
Dining/Playground Supervisor	37.00 hours	46 weeks
Primary & Special		
Nursery Nurse	36.00 hours	47 weeks
Business Manager	36.00 hours	48 weeks
Early Years Officer	36.00 hours	47 weeks
Early Years Practitioner	36.00hours	47 weeks
Secondary	36.00 hours	52 weeks
Business Manager	36.00 hours	52 weeks
Admin Officer	36.00 hours	52 weeks
Senior Technical	36.00 hours	47 weeks
Technical	36.00 hours	52 weeks

EXAMPLE FTE CALCULATIONS

TEACHING STAFF

From August 2006 the maximum Class Contact Time (CCT) for all Primary, Secondary & Nursery School teachers is 22 ½ hours per week. (Special School teachers already had a maximum contact time of 22 ½ hours per week)

Personal Time is calculated as 1/3 of CCT with Remaining Time making up the rest of the contracted working week. Therefore, for a full-time member of staff working a 35 hour week, the calculation is as follows:

Contracted Hours = 35   Contact Time = 22.5   Personal Time = 7.5   Remaining Time = 5

Part-time and job share teachers are entitled to a pro-rata allocation of the above. For a full Ready Reckoner of entitlements and answers to Frequently Asked Questions, please refer to the Information on the DSM section on the ORB.

The FTE calculation is therefore based on the class contact time divided by 22 ½ hours.
E.g. 18 hours class contact time = 18 / 22.5 = 0.8FTE.

TEMPORARY/SUPPLY TEACHING STAFF (use the Temporary Teachers' Claim Form and refer to the new conditions regarding supply contracts)

Daily payable hours will reflect the full range of teachers' duties, i.e. class contact, personal allowance (preparation and correction) and remaining time duties. The calculations below are designed to differentiate between (1) those claimants who have been given the appropriate amount of non-class contact time and (2) those who may have been given less that the appropriate amount of non-class contact time or who have taught for the whole pupil day.

Calculations for Secondary/Special Sector	Calculations for Primary/Special/Nursery Sector
(1) Hours in the pupil day x 1.273 **Or** (2) Hours of class contact within pupil day x 1.556	(1) Hours in the pupil day x 1.4 **Or** (2) Hours of class contact within pupil day x 1.556

A ready reckoner to assist in conversion from minutes can be found on the back of the Temporary Teacher Claim Form.

Contracted hours will differ for temporary vacancies of less than 5 days.

STAFF EXCLUDING TEACHERS

Calculate FTE for Learning Assistants, Admin/Clerical/Technical, SSOs, Dining/Playground Supervisors

Hrs worked / Standard no. of hrs X = FTE Standard no. of weeks / 52.18 weeks	e.g. (25 / 36) X (47 / 52.18) = 0.63 FTE

Calculate Hours from FTE for Learning Assistants, Admin/Clerical/Technical, SSOs, Dining/Playground Supervisors

FTE X Standard no. of hrs X = Hrs worked 52.18 weeks / Standard no. of weeks	e.g. (0.63 X 36) X (52.18 / 47) = 25.09 hrs (rounded to 25 hrs)

EXAMPLE OF MANUAL CALCULATIONS (TEACHING STAFF)

How much will it cost to employ a teacher for 35 hours per week (1 FTE) from   April until the end of June?

$$\frac{\text{Annual Salary (+on costs)}}{195} \times \text{no. of days worked*}$$

*including holidays in lieu

EXAMPLES OF MANUAL CALCULATIONS (STAFF EXCLUDING TEACHERS)

Please note that, unlike teaching staff, if an admin/clerical employee leaves at the end of term in June, then the leaving date is not the final day of term but the final day of the school summer holidays that year.

Also, if an existing employee changes hours, for the start of the August term then these should be effective from the first day of the autumn term in August.

The allocation of the budget is made on this basis. This should be accounted for when calculating costs for less than a whole year and the calculations on the next page can be used for this.

Budget allocations based on School term
e.g. for 2014/15
April – 12th August = 132 Days /365
13th August – March = 233 Days /365

How much would it cost to employ a clerical assistant for 10 hours a week, assuming an average salary of £12,000?

$$\frac{\text{Contracted Hours}}{\text{Standard Hours}} \times \frac{\text{Contracted Weeks}}{\text{Weeks per Year}} = \text{FTE}$$

e.g. $\frac{10}{36} \times \frac{47}{52.18} = 0.25$ FTE

e.g. 12,000 x 0.25 = £3,000

How much would it cost if the clerical assistant were only employed for the period April to June?

Salary x FTE x Working Period

(See note above on leaving dates for Admin/Clerical Staff)

e.g. £12,000 x 0.25 x 0.375 = £1,125

EDUCATIONAL SUPPLIES

PRIMARY, SECONDARY & SPECIAL SECTORS

This allocation is provided for the purchase, replacement, hire and repair for all schools supplies and services.

STANDARD OF PROVISION
- Allocations are based on 'a rate per pupil' multiplied by the school roll.
- In some instances, minimum standard of provision apply, to protect the level of resourcing for small schools.
- The overall rate per pupil includes any necessary costs attached to the headings below:

BUDGET / ALLOCATION
The current allocations are detailed below:

	Rate per Pupil (£)	Minimum Allowance (£)	Fixed Allowance (£)
Nursery Classes	70.00		
Primary	65.00	2,000	
Secondary	75.00		
Special Classes - Primary	65.00		500
Special Classes - Secondary	75.00		500
Special Schools - Primary	65.00		1,530
Special Schools - Secondary	75.00		1,530

SERVICE CHARGED
An oracle purchase order must be used for all revenue expenditure.
The cost of any centralised agreements will be advised by the Finance Section. No invoice will be required to be passed for payment by the school.

BUDGET CONTROL
- All charges are directly related to usage.
- Although the Parental Involvement in Schools Act 2006 does not require schools to consult Parent Councils on their plans for per capita expenditure, Head Teachers are strongly encouraged to continue to do this.
- Excesses on which schools can claim against the central contingency fund will be based on a school's roll for the replacement of stolen/damaged property. Details of school excesses will be provided on an annual basis.
- Schools should use the appropriate code when ordering goods. There is a small central contingency for stolen/damaged property. Schools will be advised of their excess annually. There is no guarantee.
- Allocation has been reduced pending transfer of budget to Corporate Property for washroom consumables (£5/head)

OFFICE EQUIPMENT, FURNITURE & FURNISHINGS

SPECIAL & NURSERY CLASSES

This allocation is for the supply of office equipment and supply, repair and removal of furniture and furnishings. This will be shown as part of general supplies on the school budget statement.

STANDARD OF PROVISION
The basis of allocation is calculated on the pupil roll. A comprehensive reduced allocation based on per pupil has been given to primary and secondary schools under the educational supplies heading.

BUDGET ALLOCATION

The allocations are as follows:

	Nursery Class/ Pupil	Special Class/Pupil - Included in general supplies budget	Special Schools – included in general supplies budget
Office Equipment	£0.30	£0.30	£50.00 allowance
Fixtures and Fittings	£1.20	£6.00	£6.00/pupil (£300 min. allowance)

SERVICE CHARGED

An oracle purchase order must be raised.

BUDGET CONTROL

The charges applied are directly related to purchases.

**ADDITIONAL CLASSROOMS DUE TO DEMOGRAPHY
PRIMARY SCHOOLS**

STANDARD OF PROVISION

Budget will be provided to form additional classes in some cases due to increases in demography

BUDGET ALLOCATION

The Department will pay for the kitting out of an additional class where the school needs to go over the agreed classroom capacity. Schools that are below the agreed classroom capacity but have spare classrooms used for other purposes will not receive funding, in these cases classrooms used for other purposed will need to be refitted into classrooms from within the existing devolved budget.

SERVICE CHARGED

The Estates Management team will arrange for the purchase of furniture and fittings

MEDICAL SUPPLIES

SPECIAL AND NURSERY CLASSES

This allocation is for the provision of first aid materials to the required level. This will be shown as part of general supplies on the school budget statement.

STANDARD OF PROVISION

- The allocation is calculated on pupil roll.
- In 2000/01 a comprehensive reduced allocation based on per pupil has been given to primary and secondary schools under the educational supplies heading.
- From 2012/13 the Pupil Care Disposable budget has been amalgamated with the Medical supplies budget.

BUDGET ALLOCATION

	Rate per Pupil £	Minimum Allowance £	Fixed Allowance £
Nursery Classes	0.10		
Special Classes - Primary	0.10		

SPECIAL SCHOOLS

Determined on needs of pupils:

	£
Braidburn	3000
Gorgie Mills	25
Kaimes	300
Oaklands	3000
Pilrig Park	300
Prospect Bank	400
Redhall	400
Rowanfield	25
St Crispin's*	2500
Woodlands	300

*To include protective clothing for school staff

SOURCE OF SERVICE

This service will be provided by contractors.

SERVICE CHARGED

An oracle purchase order must be raised.

BUDGET CONTROL

The charges applied are directly related to usage

The Head Teacher must ensure that First Aid boxes in the school are maintained at the required level always.

LAUNDRY SERVICES

SPECIAL SCHOOLS & SPECIAL AND NURSERY CLASSES

This allocation is to meet the cost of laundry services. Included under this heading is laundering for towels, sheets, curtains, etc. This will be shown as part of general supplies on the school budget statement.

STANDARD OF PROVISION

- The allocation is calculated on pupil roll.
- In 1996/97 a comprehensive reduced allocation based on per pupil population now given to primary and secondary schools under the educational supplies heading.

BUDGET ALLOCATION

	Rate per Pupil £	Minimum Allowance £	Fixed Allowance £
Nursery Classes	0.20		
Special Classes - Primary	0.20		
Special Schools			30.00

SOURCE OF SERVICE

This service will be provided by contractors.

SERVICE CHARGED

An oracle purchase order must be raised.

BUDGET CONTROL

The charges applied are directly related to items cleaned.

POSTAGES

SPECIAL SCHOOLS & AND NURSERY CLASSES

This allocation includes the costs of stamps and the re-crediting of franking machines. This will be shown as part of general supplies on the school budget statement.

SCALE OF ENTITLEMENT

The allocation is calculated on the pupil roll.

BUDGET ALLOCATION

The allocations are as follows: -

	Rate/Pupil
Nursery Class	£0.45
Special Class	£2.00
Special Schools	£5.00

SERVICE CHARGED

An oracle purchase order must be raised.

BUDGET CONTROL

The charges applied are directly related to usage.
The use of internal mail services should be made where practical.

TELEPHONE RENTALS/LEASING

PRIMARY & SECONDARY SECTORS

There are no allocations for telephones as per a Council decision to centralise the telephony systems of the Council.

STANDARD OF PROVISION

Additional telephony provision such as mobile phones, truancy calling and broadband rental will be the responsibility of the school and any such expenditure should be met in full, from the educational supplies budget.

BUDGET ALLOCATION

None

SERVICE CHARGED

Invoices are sent directly to the payments unit for payment.

BUDGET CONTROL/MINIMUM STAFFING STANDARDS

SPECIAL SCHOOLS AND PRIMARY SPECIAL CLASSES

BUDGET ALLOCATION

Allocations to cover mobile phones and truancy calls. This will be shown as part of general supplies on the school budget statement.

	Rate/Pupil
Primary Special Classes	£4.75
Special Schools	£8.00

CONTINUING PROFESSIONAL DEVELOPMENT

PRIMARY, SECONDARY & SPECIAL SECTORS

This allocation is made to schools to support Continuing Professional Development of all staff.   This allocation is to fund the development needs arising out of Professional Review of teachers and Performance Review & Development of SET staff.   Expenditure under this heading would be speakers' fees, training course fees, travel expenses, materials directly related to staff development and staff cover costs where required.

STANDARD OF PROVISION

- Allocation 1 is based on each school receiving a fixed sum plus a capitation rate per fte teacher

BUDGET ALLOCATION

Allocation - £400 + £100/fte teacher - all Sectors

ACTUAL CHARGE TO THE SCHOOL

- Non- staffing expenditure e.g. per capita - text books, an oracle purchase order must be raised.
- At the request of the school, the finance section will organise the payment of speaker's fees.
- Employees travel is paid through the imprest account at the public transport rate (HR recommended).
- Guidance on Miscellaneous fees - an oracle purchase order must be raised.
- Staff cover and overtime are charged on actual salary basis for both teaching and support staff cover.

BUDGET CONTROL/MINIMUM STAFFING STANDARDS

The charges applied are directly related to staff development and review processes. No monies may be diverted from this purpose before all identified staff development needs and needs arising from reviews of teaching staff have been met. Support staff are still able to benefit from these arrangements.

CURRICULAR TRAVEL

PRIMARY & SECONDARY SECTORS

This allocation is for resources to meet the cost of transport to sports facilities. Schools are required to make their own arrangements to and from facilities, either using bus vouchers or by hiring of buses. The vouchers are currently applicable to Lothian Buses only.

STANDARD OF PROVISION

- The allocation for Primary schools is based on the swimming entitlement, i.e. number of P6 and P7 classes in schools and swimming uptake and the need for transport at the rate of £378 per class. There is a small central fund to assist schools where public transport is not feasible.
- The allocation for Secondary schools is based on an assessment of lack of 'on-site' facilities and pupil numbers.

SERVICE CHARGED

The charge is based on the actual cost incurred by the school.

BUDGET CONTROL

The provision for curricular travel is currently provided to meet the needs of schools without the appropriate facilities.
Primary schools seeking assistance with private transport costs (where public transport is not available or feasible (within reason) should contact the Devolved Finance & Resources Officer.

EXCURSION ALLOWANCE

PRIMARY, SECONDARY & SPECIAL SECTORS

This allocation is to supplement parental contributions for school excursions and encourage schools to enrich the curriculum by organising external visits.

STANDARD OF PROVISION

The allocation is based on a formula which takes into account the following:
Pupil roll / sector factor / distance factor.

BUDGET ALLOCATION

The budget allocation is determined by the school roll. No school will receive less than the minimum allowance detailed below.

	Minimum Allowance (£)
Nursery Classes	40.00
Primary	120.00
Secondary	870.00
Special Classes - Primary	40.00
Special Schools	230.00

SERVICE CHARGED

- The actual costs will be distributed either by BACS payment.
- These funds are disbursed in June in each financial year.

BUDGET CONTROL

- The Children & Families Committee expects the allocation to be fully spent on extra-curricular activities supplemented by parental contributions.
- Records should be maintained within the school of the costs involved.
- Costs for adults incurred in connection with accompanying pupils on school funded trips should be funded from the allowance through the school fund account.

RECREATION FACILITIES

PRIMARY, SECONDARY & SPECIAL SECTORS

This allocation includes the resources for schools which do not have a full range of Physical Education facilities on site.

STANDARD OF PROVISION

- Non-Devolved
- This allocation is based on the recreation facilities timetables

BUDGET ALLOCATION

The budget allocations are based on the need to provide appropriate facilities.

SERVICE CHARGED

No invoice is required to be passed for payment by the school. The school will be advised of the charge by the Finance Section.

BUDGET CONTROL

- The budget provision for facilities is held centrally. For this reason, this budget is non-devolved and will not feature in the calculation of school carry forward statement.
- The associated transport costs, where incurred, are shown under curricular travel.
- Special Schools - all requests for Lets must be authorised by the Quality Improvement Manager for Special Schools.

SPECIALIST UNITS / CLASSES ATTACHED TO SCHOOLS

PRIMARY, SECONDARY & SPECIAL SECTORS

This heading covers specific units funded separately from the main school activity. Currently these are:-

- Broughton High School Music Unit
- Flora Stevenson Music Unit

There are seven primary schools with language and communication classes:

- Murrayburn Primary School
- Stenhouse Primary School
- Broughton Primary School
- Royal Mile Primary School
- Craigentinny Primary School
- St Cuthbert's RC Primary School
- Brunstane Primary School

There are four secondary Inclusion Resources:

- Craigmount High School
- Drummond High School
- Leith Academy
- St Thomas of Aquins RC High School

STANDARD OF PROVISION

The allocation is based on the specific circumstances of each unit/class.

BUDGET ALLOCATION

The budget allocation for the inclusion Resources and the Language and Communication classes comes from ASL Services.

SERVICE CHARGED

For non-staffing e.g. per capita - text books: an oracle purchase order must be raised.

BUDGET CONTROL

These resources must be used for the purpose for which they are provided.

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AD HOC ALLOCATIONS

PRIMARY, SECONDARY & SPECIAL SECTORS

This includes staff cover for the local agreements on time off for members of staff who are elected to Councils or appointed as Regional secretaries of their trade unions. In addition there may be allocations provided on a year to year basis to support specific initiatives.

These allocations are normally strictly time limited.

STANDARD OF PROVISION

The allocation is based on specific circumstances.

BUDGET ALLOCATION

The budget allocation is based on specific circumstances.
The confirmation of an Ad Hoc allocation may be delayed until after the school carry forward is known and applied retrospectively should there be an overspend.

SERVICE CHARGED

For non-staffing e.g. per capita - text books: An oracle purchase order must be raised.
Staffing is charged on an actual salary basis.

BUDGET CONTROL/MINIMUM STAFFING STANDARDS

These resources must be used for the purpose for which they are provided.

POSITIVE ACTION – NON STAFFING

Included under this heading are resources for**:**

Staffing:	teaching staff
	Learning support staff
Non Staffing:	Educational supplies
	Excursion allowances

PRIMARY SECTOR

BUDGET ALLOCATION

An additional allocation is made for education supplies and excursion allowance for designated PA schools
Allocations are made on a weighted basis according to the banding system adopted for the sector.

SERVICE CHARGED

For non-staffing e.g. educational supplies - an oracle purchase order must be raised.

BUDGET CONTROL

Resources under this heading must be used to improve the progress of pupils in basic skills and/or provide educational experiences which would otherwise be denied to pupils because of home circumstances.

SECONDARY SECTOR

BUDGET ALLOCATION:

An additional allocation is made for educational supplies based on the number of FME pupils in the School.

SERVICE CHARGED

For non-staffing e.g. educational supplies - an oracle purchase order must be raised.
The charges applied to staffing are on average salary basis.

BUDGET CONTROL/MINIMUM STAFFING STANDARDS

Resources under this heading must be used to improve the progress of pupils in basic skills and/or provide educational experiences which would otherwise be denied to pupils because of home circumstances.

SCHOOL MINIBUS

SECONDARY SECTOR

This allocation is for resources for the lease agreements of vehicles supplied by Internal Fleet Services.

STANDARD OF PROVISION

The allocation is based on one minibus per secondary school with a further capitation given to schools with a roll over 822.

BUDGET ALLOCATION

The current full lease charge for a minibus is £5,905 per annum.

SERVICE CHARGED

No invoice is required to be passed for payment by the school.
The school will be advised of the charge by the Finance Section.

BUDGET CONTROL

A Head Teacher may decide to cease using a vehicle obtained through the Department of Internal Transport Services or request an additional vehicle. At least one terms notice of the intention to do so should be given via the Transport Section.
Should the authority incur penalty charges for early termination of the lease of the vehicle, these charges will be passed on to the school.

EXAMINATION FEES

SECONDARY & SPECIAL SECTORS

This allocation is for fees in respect of S.Q.A. and other presentations.

STANDARD OF PROVISION

The budget partially devolved to schools
Schools should refer to the C&F Examination Policy (2009).

BUDGET ALLOCATION

Schools will receive a budget based on their estimated share of the agreed SQA Levy charge. Schools cannot keep any unspent budget and if the spend exceeds the agreed Levy charge, the costs for exams will be picked up centrally.

SERVICE CHARGED

S.Q.A. raise invoices for individual schools. Invoices are processed centrally.

BUDGET CONTROL

- The charges applied are directly related to presentations.
- Late entries, return of work and unacceptable levels of non-attendance at exams will result in charges to the school.

NON-STAFFING CODES

Budget	Subjective Code	Notes
Educational Supplies	3141 3161 3171 3181 3201 3211 3221 3001	Text Books Stationery Apparatus Other Repairs to Educational Equipment Maintenance Stolen/Damaged Educational Equipment Appliance Hire
Office Equipment, Furniture & Furnishings	3041 3051	Office Equipment Loose Furniture – includes removal & repairs
Medical Supplies	3061	Includes Pupil Care Disposables
Laundry Services	3361	For Special Schools and Nursery & Special Classes in other sectors
Cleaning Materials	2301 2321	General Cleaning Materials – including Paper Towels/Toilet Roll & Pool Chemicals Pest Control
Postages	3631	
Telephone Rentals / Leasing	3601	Includes telephone calls and rental of fax machines & mobile phones

Budget	Subjective Code	Notes
Continuing Professional Development	1251 1241 3701	Modern Language Cover Teaching & Support Staff Cover and Review Implementation. Other Costs
Curricular Travel	2771	Lothian Buses Travel Vouchers / Buses
Excursion Allowance	4929	
Recreation Facilities	4083	
Examination Fees	4411 4521 4401	SQA (Standard, Higher, CSYS) Modules (ex SCOTVEC) Other Examining Bodies

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BUDGET SAVINGS

DSM BUDGET REDUCTION (Approved 2020)

The Administration approved a reduction, weighted in a manner which protects those schools with the highest proportion of Pupil Equity Funding.

The overall reduction applied represents 0.88% of the total DSM budget.

REDUCTION APPROVED BY COUNCIL (2008)

PRIMARY SECTOR

A percentage reduction representing 1.5% of 2008/09 DSM budgets. Head Teachers have flexibility to decide the most appropriate way of delivering this saving within their own school.

The reduction attributable to support staff budgets is recorded separately to exclude the impact of the 2008 saving from the 15.8% Business Support Review calculation.

SECONDARY SECTOR

A percentage reduction representing 1.5% of 2008/09 DSM budgets. Head Teachers have flexibility to decide the most appropriate way of delivering this saving within their own school.

Most of this reduction has been incorporated into the core Teaching allocation formula.

The reduction attributable to support staff budgets is recorded separately to exclude the impact of the 2008 saving from the 15.8% Business Support Review calculation.

BUSINESS SUPPORT REVIEW (15.8% reduction)

A 15.8% reduction in Business/Admin/Clerical based staff was approved for academic year 2017/18 onwards.

Head Teachers have flexibility to decide the most appropriate way of delivering this saving within their own school.

Appendix 3

Appendix B of DSM Scheme

Expected and Recommended Summary

(Scottish Government Document)

The DSM guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

General	
Expected	**Recommended**
Local Authorities schemes adhere to financial regulations, deliver best value and ensure the efficient, fair and equitable distribution of resources.	
Headteachers deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.	
Local Authorities should ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local need in line with legislation and Local Authority policies, guidance and frameworks.	Local Authorities scheme clearly define areas of resources that are not devolved to schools.
Headteachers are expected to ensure school expenditure is in line with the School Improvement Plan supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.	

Local Authorities and headteachers must adhere to legislative requirements, SNCT and LNCT agreements and guidance.	

Format and Publication

Expected	Recommended
	Local Authorities are strongly encouraged to utilise the format of the DSM Framework for their scheme. This is available from https://www.gov.scot/policies/schools/devolved-school-management/.
Local Authorities are expected to publish the DSM scheme on the external facing website.	Where a school has a website, it is recommended that it should include a web link to the Local Authority published scheme.
	Local Authorities should consider publishing a summary of the authority's scheme, providing stakeholders summary information in an accessible way, using plain language.
Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, the formulae should be included within the scheme.	

Training

Expected	Recommended
Local Authorities should provide specific DSM training to key staff groups including headteachers and Business Managers or associated posts.	It is recommended that training opportunities are made available to depute headteachers, aspiring leaders, elected members, and any other appropriate staff who utilise or influence DSM decisions.
Where school or establishment staff have a delegated budget responsibility they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for.	Training should be available for new and experienced staff members.

| Training should be available on a frequent and recurring basis. | School leaders have access to local and/or national leadership programmes and training which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners. |

Consultation, Engagement and Transparency

Expected	Recommended
Consultation and engagement at all levels between Local Authorities, headteachers and stakeholders should take place to inform appropriate resource decisions, including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources.	
Local Authorities should form appropriate mechanisms or forums for regular engagement and consultation with headteachers and wider stakeholders as appropriate.	
Consultation and engagement between headteachers and staff groups should take place to inform appropriate resource decisions, including: budget, staffing models, department budget allocations and savings.	Headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate.
Headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.	
Headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate.	It is recommended that at school level this includes methodology and distribution of budgets and resources.
Local Authorities make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.	

It is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.	
Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access.	Where charges exist for pupils, including both curriculum or extra-curricular activities (class materials, school trips, school uniform, etc.) they should be clearly detailed in school information published at the start of the academic session.
	Any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.

Collaboration

Expected	Recommended
DSM schemes should be informed by local priorities to enable it to contribute towards shared agendas and improved outcomes, it should enable stronger partnership working between schools and other agencies and stakeholders.	
Local Authority decisions about education spending are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.	It is recommended that Local Authorities consider empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographical areas or school clusters.
Headteacher are expected to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.	It is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.

Staffing

Expected	Recommended
Local Authorities should empower headteachers to design a staffing structure to suit the school's context within their delegated budget and in	Local Authorities consider their approach when devolving staffing, this includes discussing with Headteachers the complexities and risks associated with staffing allocations.

Expected	Recommended
accordance with SNCT and LNCT agreements and guidelines.	
Schemes should seek to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and need taken into account.	
The Local Authority, with headteachers will seek to deliver the most appropriate and efficient use of staff resource ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working.	
Headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority.	
For all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines.	
Headteachers should be consulted on the allocation of support staff to schools.	

Professional Support

Expected	Recommended
Headteachers in all schools should have access to professional support teams and functions.	
There should be transparency in the formulae or methodology in allocating professional support to schools.	

Accounting

Expected	Recommended
Headteachers should have the provision to carry forward budget underspend or overspend in line with agreed and published Local Authority policy and criteria.	Intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.

	Procedures for managing carry forward of overspends are included within the scheme.
	Consideration is given towards enabling schools to deposit funds to save budget for planned and agreed future spend.
Headteachers should have the provision to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.	

Scheme Review

Expected	Recommended
Local Authorities undertake a three-year review with stakeholders and a peer Local Authority as they determine appropriate.	Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate partners such as finance, human resources and procurement as examples.
	Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made which have a consequential impact on a scheme.
	Headteachers are recommended to apply national standards and to undertake self-evaluation drawing upon the most appropriate, and current tools, at date of publication these include, but are not limited to: Education Scotland - HGIOS4 QI 1.5 Management of Resources GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development Scottish Government and COSLA - Education Reform Joint Agreement and Headteachers' Charter

Appendix 4

(Appendix C of DSM Scheme)

School Finance Committees

Empowerment is core to all work in schools and is embedded in the model of support provided by the local authority.

Empowerment is fundamental to all decision making. This means that Headteachers consult on appropriate matters, for example staffing, DSM, resources. Consultation is meaningful and extends beyond mere reporting. It includes arrangements for how major financial decisions, including spending linked to Pupil Equity Fund, are compliant and meet procurement and other statutory arrangements.

As part of the Empowered system, Headteachers are required to have formal mechanisms in place to ensure that financial decision making is transparent and adheres to principles of Best Value. In practice this means that all schools have a School Finance Committee in place as follows:

- School Finance Committee meet a minimum of 4 times per year, to discuss
    - School Fund
    - DSM
    - PEF
    - Any other relevant funding
    - Arrangements for communication and consultation with staff, parents, pupils and the wider community

- Membership of the Committee should include but is not limited to
    - Head Teacher
    - Business Manager
    - School Fund Committee Chair and Treasurer
    - Parent Council Representation
    - Other members of the school Senior Management Team

- These meetings can be arranged as stand alone meetings or can be combined with other financial meeting, for example, School Fund Committee Meetings, Parent Council financial meetings, and School financial SMT meetings

- The meetings will be minuted and have clear action points for follow up

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Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

Revenue Monitoring 2021/22 – month nine position

Executive/routine	Routine
Wards	City-wide
Council Commitments	

1. Recommendations

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

1.1.1 note that a balanced overall monitoring position is forecast at month nine,

1.1.2 note that the temporary accommodation monitoring position will be reported to Housing, Homelessness and Fair Work Committee on 24 March 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, and £0.962m assessed as being at risk of not being delivered;

Amanda Hatton

Executive Director of Education and Children's Services

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E-mail: douglas.pirie@edinburgh.gov.uk | Tel: 0131 529 7227

Revenue Monitoring 2021/22 – month nine position

2. Executive Summary

2.1 The report sets out the projected month nine revenue monitoring position for Education and Children's Services, based on analysis of actual income and expenditure to end of December 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.

3. Background

3.1 The total 2021/22 net budget for Education and Children's Services is £426.0m.

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 nine. 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 cost 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, £2.895m of savings and efficiencies are on track to be delivered in full (green); £0.085m, mainly relating to delivery of DSM efficiencies requires further work (amber); and £0.962m, relating to the transport review, libraries strategic review, efficiencies and management savings 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 9 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	Pressures	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 reflected
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 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 CO_2 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
	4.2	**(2.2)**	**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 1 March 2022

Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021 – referral from the Governance, Risk and Best Value Committee

Executive/routine	Executive
Wards	
Council Commitments	

1. For Decision/Action

1.1 The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for ongoing scrutiny of relevant overdue management actions.

Stephen S. Moir
Executive Director of Corporate Services

Contact: Emily Traynor, Assistant Committee Officer
Legal and Assurance Division, Corporate Services
E-mail: emily.traynor@edinburgh.gov.uk

Referral Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021 – referral from the Governance, Risk and Best Value Committee

2. Terms of Referral

2.1 On 14 December 2021, the Governance, Risk and Best Value Committee considered a report on the Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021. The report confirmed the three-month completion date extension agreed by the GRBV Committee in September 2021 had been applied to all open and overdue agreed management actions, with revised dates reflected.

2.2 The Governance, Risk and Best Value Committee agreed:

2.2.1 To note the status of the overdue Internal Audit findings as at 5 November 2021;

2.2.2 To note that the three-month completion date extension agreed at the September 2021 Committee reflecting ongoing Covid-19 pressures across the Council had now been applied to all open and overdue agreed management actions;

2.2.3 To note the status of IA Key Performance Indicators for audits that were either completed or in progress as at 5 November 2021;

2.2.4 To refer the report to the relevant Council committees for ongoing scrutiny of their relevant overdue management actions;

2.2.5 To refer the report to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

2.3 Following requests for clarification on the specific Internal Audit overdue findings that parent executive committees should focus on, an exercise has been completed that maps the findings included in this report to the specific committee based on their responsibilities detailed in the Council's committee terms of reference.

2.4 This exercise has identified an anomaly as there is currently no linear relationship between individual audit reports and committees, as it is possible for scrutiny of the actions in one Internal Audit report to be allocated across a number of Committees.

For example, a review of Planning or Licensing could potentially result in operational service delivery actions being allocated to the Planning Committee and/or Regulatory Committee, with actions that relate to the ICT arrangements that these teams use being allocated to the Finance and Resources Committee.

2.5 As part of preparations for the new Council following the May 2022 Local Government elections, we will complete further work on this area to determine whether there is a more effective way of ensuring a more linear allocation of responsibility for executive committee and oversight of overdue IA actions.

2.6 In the meantime, the information provided to each committee is based upon the allocation of agreed management actions in line with each committee's current terms of reference. A copy of the full report is also available online, with a link include in the background section of this referred report for reference.

3. Background Reading/ External References

3.1 [Minute of the Governance, Risk and Best Value Committee – 14 December 2021](#)

3.2 [Governance, Risk and Best Value Committee – 14 December 2021 webcast](#)

3.3 [Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021 – full report to GRBV Committee](#)

4. Appendices

Appendix 1 – report by the Chief Internal Auditor

Governance, Risk and Best Value Committee

10:00am, Tuesday, 14 December 2021

Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021

Item number	
Executive/routine	Executive
Wards	
Council Commitments	

1.   Recommendations

1.1   It is recommended that the Committee:

1.1.1   notes the status of the overdue Internal Audit (IA) findings as at 5 November 2021;

1.1.2   notes that the three-month completion date extension agreed at the September 2021 Committee reflecting ongoing Covid-19 pressures across the Council has now been applied to all open and overdue agreed management actions;

1.1.3   notes the status of IA Key Performance Indicators (KPIs) for audits that are either completed or in progress as at 5 November 2021;

1.1.4   refers this paper to the relevant Council Executive committees for ongoing scrutiny of their relevant overdue management actions; and,

1.1.5   refers this paper to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

Lesley Newdall

Chief Internal Auditor

Legal and Assurance Division, Corporate Services Directorate

E-mail: lesley.newdall@edinburgh.gov.uk | Tel: 0131 469 3216

Report

Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021

2.   Executive Summary

2.1   The three-month completion date extension agreed at the September 2021 Committee has now been applied to all open and overdue agreed management actions, with revised dates reflected in this report.

2.2   The impact of the extension is that completion dates for all open management actions that were not currently overdue in October (when the extension was applied) were extended by three months, and all overdue findings had their revised completion dates extended by three months. These revised dates are reflected in Appendix 2.

Progress with Closure of Open and overdue Internal Audit findings

2.3   The overall progress status for closure of overdue IA findings is currently amber (stable with limited change) as at 5 November 2021, based on the average position across the last three months.

2.4   Increasing trends in the proportion of open IA findings that are overdue (KPI 3 in Appendix 1); the proportion of low rated overdue findings (KPI 7); and the proportion of findings that are between 90 – 180 days overdue are evident in the last month, together with a decrease in the number of overdue findings currently being reviewed by IA to determine whether they can be closed (KPI 4).

2.5   These increasing trends in the last month are partially offset by improvement in the proportion of IA findings that are between six months and one year overdue.

2.6   Whilst progress with implementation of agreed management actions has remained relatively stable across the last quarter, there has been an increase in the proportion of overdue management actions in the last month.

2.7   Positive progress with management actions where the latest date has been missed, or the date revised more than once in the last month, is mainly attributable to application of the three month completion date extension.

2.8   These outcomes confirm that further sustained focus is required on closure of overdue findings, particularly those more than one year, and between three and six

months overdue. It is also important to ensure that open findings that are not overdue are closed by their originally agreed implementation dates.

2.9   Further detail on the monthly trends in open and overdue findings is included at Appendix 1.

Current position as at 5 November 2021

2.10   A total of 108 open IA findings remain to be addressed across the Council as at 5 November 2021. This excludes open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.

2.11   Of the 108 currently open IA findings:

2.11.1   a total of 53 (49%) are open, but not yet overdue;

2.11.2   55 (51%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects a decrease of 2% in comparison to the August 2021 position (53%).

2.11.3   69% of the overdue findings are more than six months overdue, reflecting a decrease of 9% in comparison to August 2021 (78%) with 16% aged between six months and one year, and 53% more than one year overdue.

2.11.4   evidence in relation to 5 of the 55 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and,

2.11.5   50 overdue findings still require to be addressed.

2.12   The number of overdue management actions associated with open and overdue findings where completion dates have been revised more than once since July 2018 is 44, reflecting a decrease of 4 when compared to the August 2021 position (48). This excludes the two completion date extensions applied to reflect ongoing Covid-19 impacts across the Council.

Annual Plan Delivery and Key Performance Indicators

2.13   IA Key Performance Indicators (KPIs) to support effective delivery of the 2021/22 IA annual plan has confirmed that action is required to ensure that services are aware of the KPIs that apply to the audit process and engage proactively with IA to ensure that any potential impacts that could cause delays are identified and effectively managed.

2.14   The KPIs also highlight areas where IA has not achieved their reporting delivery timeframes.

2.15   Reasons for delayed IA annual plan delivery that underpin KPI outcomes were discussed at the November 2021 Committee.

3. Background

3.1 Overdue findings arising from IA reports are reported monthly to the Corporate Leadership Team (CLT) and quarterly to the GRBV Committee.

3.2 This report specifically excludes open and overdue findings that relate to the Edinburgh Integration Joint Board (EIJB) and the Lothian Pension Fund (LPF). These are reported separately to the EIJB Audit and Assurance Committee and the Pensions Audit Sub-Committee respectively.

3.3 Findings raised by IA in audit reports typically include more than one agreed management action to address the risks identified. IA methodology requires all agreed management actions to be closed in order to close the finding.

3.4 The IA definition of an overdue finding is any finding where all agreed management actions have not been evidenced as implemented by management and validated as closed by IA by the date agreed by management and IA and recorded in relevant IA reports.

3.5 The IA definition of an overdue management action is any agreed management action supporting an open IA finding that is either open or overdue, where the individual action has not been evidenced as implemented by management and validated as closed by IA by the agreed date.

3.6 Where management considers that actions are complete and sufficient evidence is available to support IA review and confirm closure, the action is marked as 'implemented' by management on the IA follow-up system. When IA has reviewed the evidence provided, the management action will either be 'closed' or will remain open and returned to the relevant owner with supporting rationale provided to explain what further evidence is required to enable closure.

3.7 A 'started' status recorded by management confirms that the agreed management action remains open and that implementation progress ongoing.

3.8 A 'pending' status recorded by management confirms that the agreed management action remains open with no implementation progress evident to date.

3.9 An operational dashboard has been designed to track progress against the key performance indicators included in the IA Journey Map and Key Performance Indicators document that was designed to monitor progress of both management and Internal Audit with delivery of the Internal Audit annual plan. The dashboard is provided monthly to the Corporate Leadership Team and quarterly to the Committee to highlight any significant delays that could potentially impact on delivery of the annual plan.

4. Main report

4.1 As at 5 November 2021, there are a total of 108 open IA findings across the Council with 55 findings (51%) now overdue.

4.2   The movement in open and overdue IA findings during the period 11 August to 5 November 2021 is as follows:

| Analysis of changes between 11/08/2021 and 05/11/2021				
	Position at 11/08/21	**Added**	**Closed**	**Position at 05/11/21**
Open	96	20	8	108
Overdue	51	8	4	55

Overdue Findings

4.3   The 55 overdue findings comprise 17 High; 31 Medium; and 7 Low rated findings.

4.4   However, IA is currently reviewing evidence to support closure of 5 of these findings (2 High; 1 Medium; and 2 Low), leaving a balance of 50 overdue findings (15 High; 30 Medium; and 5 Low) still to be addressed.

Overdue findings ageing analysis

4.5   Figure 1 illustrates the ageing profile of all 55 overdue findings by rating across directorates as at 5 November 2021.

Fig1: Aged Overdue Findings by Ratings across Directorates
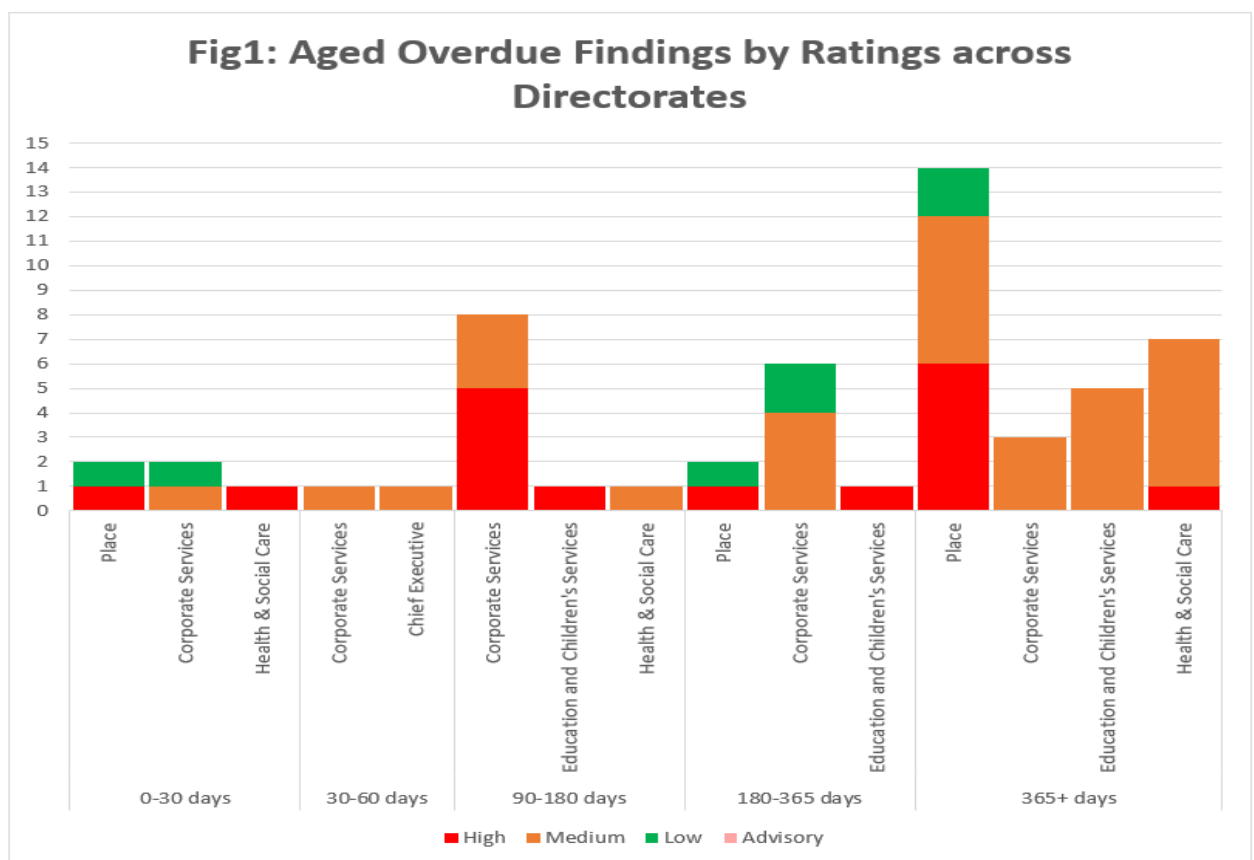
4.6   The analysis of the ageing of the 55 overdue findings outlined below highlights that Directorates made good progress last quarter with resolving findings less than three months and between six months and one year overdue, as the proportion of these findings has decreased. However, this is offset by an increase in the proportion of findings overdue between three and six months, and a consistent position with findings that are more than one year overdue.

- 7 (13%) are less than 3 months (90 days) overdue, in comparison to18% as at August 2021;
- 10 (18%) are between 3 and 6 months (90 and 180 days) overdue, in comparison to 4% as at August 2021;
- 9 (16%) are between 6 months and one year (180 and 365 days) overdue, in comparison to 25% as at August 2021; and,
- 29 (53%) are more than one year overdue, which remains the same as the position reported in August 2021.

Management Actions Closed Based on Management's Risk Acceptance

4.7   During the period 11 August to 5 November 2021, the following management action has been closed on the basis that management has retrospectively accepted either the full or residual elements of the risks highlighted by IA in the original audit report.

4.7.1   Council Wide (all Directorates) First Line Project Governance – Project Management Skills Matrix (medium) - management has accepted the risks associated with not implementing and maintaining a centralised project management skills matrix to ensure that employees with appropriate project management skills and experience are allocated to projects, as this would require resource from both the Strategic Change and Delivery and Human Resources teams. Management has advised that this additional resource is not available, and that existing Strategic Change and Delivery team resources should continue to focus on continuing to support teams across the Council to deliver change.

Agreed Management Actions Analysis

4.8   The 108 open IA findings are supported by a total of 259 agreed management actions. Of these, 141 (54%) are overdue as the completion timeframe agreed with management when the report was finalised has not been achieved. This reflects a 2% decrease from the August 2021 position (56%).

4.9   Of the 141 overdue management actions, 28 have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 113 to be addressed.
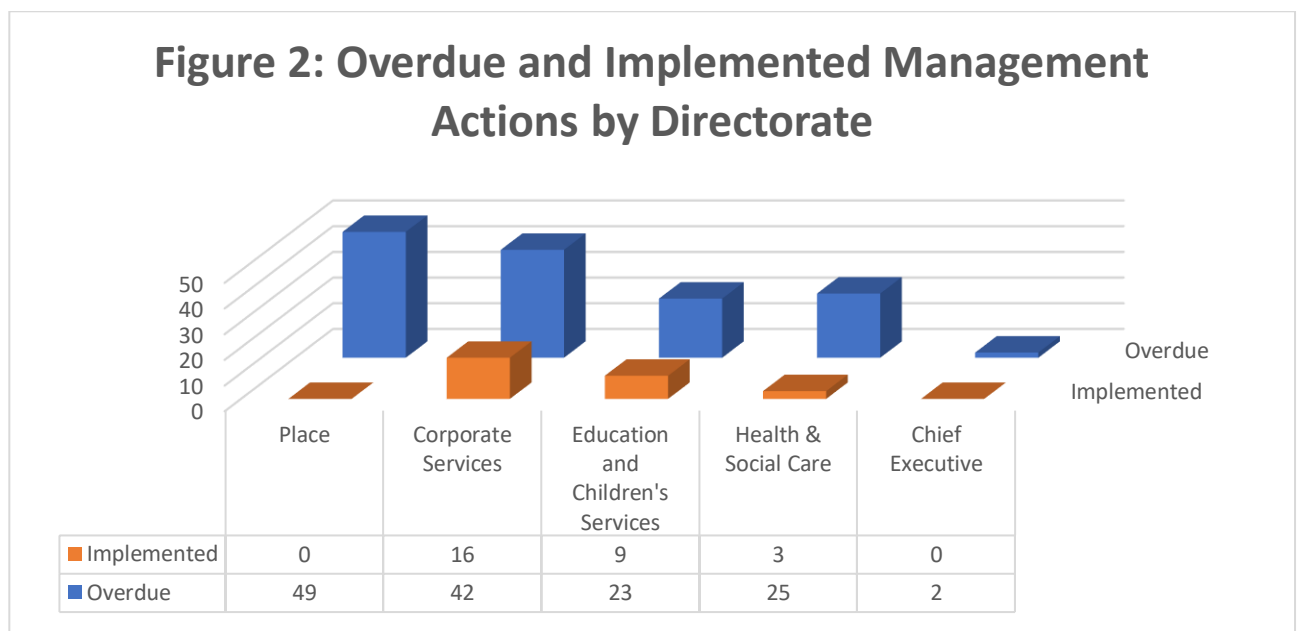
4.10   Appendix 2 provides an analysis of the 141 overdue management actions highlighting:

- their current status as at 5 November 2021 with:

- ➤ 28 implemented actions where management believe the action has been completed and it is now with IA for validation;

- ➤ 101 started where the action is open, and implementation is ongoing; and

- ➤ 12 pending where the action is open with no implementation progress evident to date.

- • 34 instances (24%) where the latest implementation date has been missed; and

- • 44 instances (31%) where the implementation date has been revised more than once.

4.11   Appendix 2 has also been updated to reflect the relevant Executive Committees that should be responsible for ongoing scrutiny of the overdue management actions.

4.12   Figure 2 illustrates the allocation of the 141 overdue management actions across Directorates, and the 28 that have been passed to IA for review to confirm whether they can be closed.

Figure 2: Overdue and Implemented Management Actions by Directorate

	Place	Corporate Services	Education and Children's Services	Health & Social Care	Chief Executive
Implemented	0	16	9	3	0
Overdue	49	42	23	25	2

4.13   IA has continued to achieve its established KPI for reviewing all implemented management actions within four weeks of the date they are proposed for closure by management.

4.14   Where implementation dates longer than four weeks occur, these are supported by feedback to management requesting either additional evidence or a discussion to explain the context of the evidence provided. Where this is not provided by services within a further four weeks, the status of the action is reverted to 'started' until the further information requested is provided.

More Than One Revised Implementation Date

4.15   Figure 3 illustrates that there are currently 48 open management actions (including those that are overdue) across directorates where completion dates have been

revised between two and six times since July 2018. This number excludes the two automatic extensions applied by IA to reflect the impact of Covid-19.

4.16 This remains aligned with the position reported in August 2021 (48).

4.17 Of these 48 management actions, 26 are associated with High rated findings; 21 Medium; and 1 Low, with the majority of date revisions in the Place directorate.

Figure 3 - management actions with more than one revised completion date since July 2018
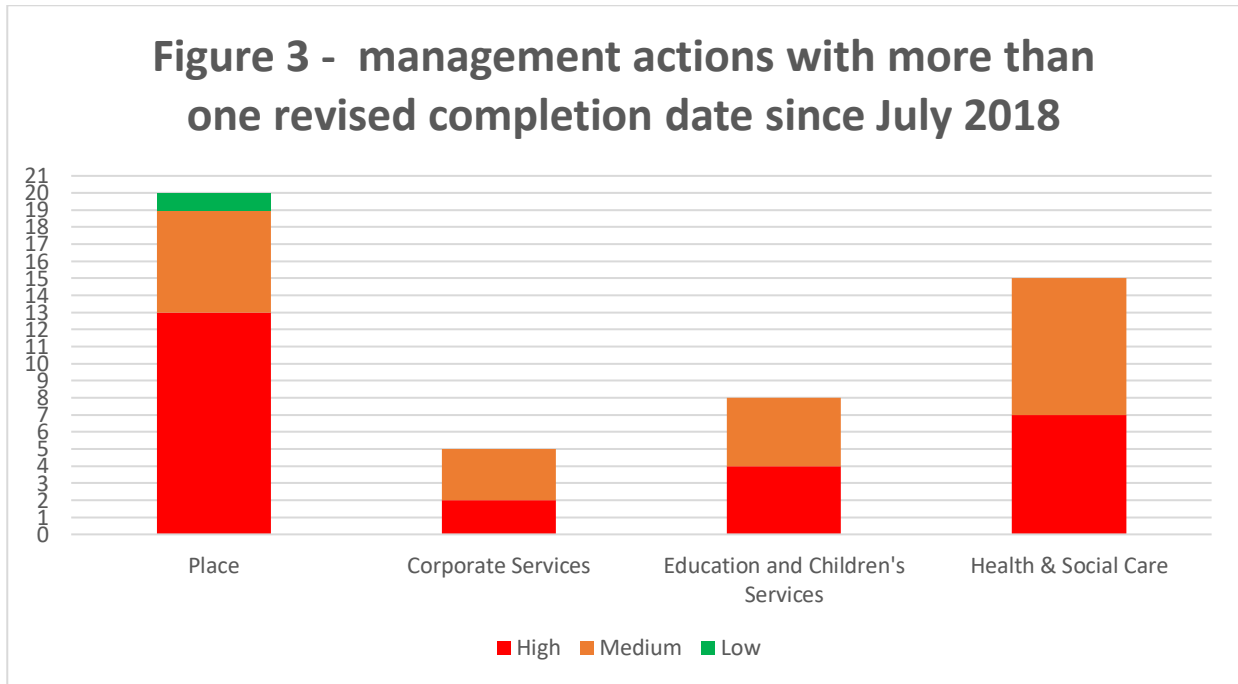
Key Performance Themes Identified from the IA Dashboard

4.18 The IA key performance indicator dashboard has been reinstated for 2021/22 to support delivery of the annual plan by both services and the IA team; and prevent delays in completion of audits and finalisation of the IA annual opinion.

4.19 Reintroduction of the KPIs supported by monthly reporting to the Corporate Leadership Team and quarterly to the Committee will highlight any significant delays that could potentially impact on delivery of the annual plan, and is aligned with the requirements of both the motion and addendum agreed at Committee in August 2021 requesting that audits will be carried out in line with the timescales set out in the agreed audit plan.

4.20 Two audits that were included in the dashboard presented to the Committee in September (Health and Social Care Partnership: Management of Waiting Lists and Assessments; and Place: Active Travel) have been paused and carried forward into the 2022/23 IA annual plan following the rebase of the annual plan approved by the Committee in November 2021, and have now been remove from the dashboard.

4.21 The dashboard included at Appendix 3 reflects the current status for the 11 audits in progress where terms of reference detailing the scope of the planned reviews have been issued. This highlights that:

4.21.1   Services are consistently taking longer than the 5 day KPI for feedback on draft IA terms of reference, with feedback received within the 5 days for only 2 audits.

4.21.2   Executive Directors are generally providing feedback on draft terms of reference within the agreed 5 day response times. Delays are mainly attributable to Council wide audits where responses are not consistently received from all Executive Directors.

4.21.3   Internal Audit reporting delays for the Planning and Performance Framework and Health and Safety audits were highlighted in the report presented to Committee in September, and has experienced a further delay with preparing and issuing the Parking and Traffic Regulations audit report. This was mainly attributable to the timing of annual leave.

4.21.4   There have also been significant delays with receipt and finalisation of management responses for the Implementation of Asbestos Recommendations and Parking and Traffic Regulations audits, and a delay in finalising Executive Director approval of the Planning and Performance Framework report.

5.   Next Steps

5.1   IA will continue to monitor the open and overdues findings position and delivery against key performance indicators, providing monthly updates to the CLT and quarterly updates to the GRBV Committee.

6.   Financial impact

6.1   There are no direct financial impacts arising from this report, although failure to close findings and address the associated risks in a timely manner may have some inherent financial impact.

7.   Stakeholder/Community Impact

7.1   If agreed management actions supporting closure of Internal Audit findings are not implemented, the Council will be exposed to the service delivery risks set out in the relevant Internal Audit reports. Internal Audit findings are raised as a result of control gaps or deficiencies identified during reviews therefore overdue items inherently impact upon effective risk management, compliance and governance.

8.   Background reading/external references

8.1   Internal Audit Overdue Findings and Key Performance Indicators as at 11 August 2021 – Paper 8.1

8.2   Capacity to Deliver the 2021/22 IA Annual Plan – Paper 8.3

9.   Appendices

Appendix 1 - Monthly Trend Analysis of IA Overdue Findings and Management Actions

Stable with limited change	As at 5 November 2021

	Key Performance Indicator (KPI)		11/06/2021		07/07/2021		11/08/2021		23/09/2021		05/11/2021		Trend
	IA Findings												
1	Open findings		89	100%	85	100%	96	100%	113	100%	108	100%	Not applicable
2	Not yet due		34	38%	32	38%	45	47%	64	57%	53	49%	Not applicable
3	Overdue findings		55	62%	53	62%	51	53%	49	43%	55	51%	
4	Overdue - IA reviewing		12	22%	8	15%	3	6%	9	18%	5	9%	
5	High Overdue		18	33%	18	34%	17	33%	16	33%	17	31%	
6	Medium Overdue		30	55%	29	55%	28	55%	29	59%	31	56%	
7	Low Overdue		7	13%	6	11%	6	12%	4	8%	7	13%	
8	<90 days overdue		7	13%	9	17%	9	18%	6	12%	7	13%	
9	90-180 days overdue		8	15%	3	6%	2	4%	6	12%	10	18%	
10	180-365 days overdue		10	18%	15	28%	13	25%	11	22%	9	16%	
11	>365 days overdue		30	55%	26	49%	27	53%	26	53%	29	53%	
	Management Actions												
12	Open actions		236	100%	218	100%	233	100%	277	100%	259	100%	Not applicable
13	Not yet due		96	41%	83	38%	103	44%	154	56%	118	46%	Not applicable
14	Overdue actions		140	59%	135	62%	130	56%	123	44%	141	54%	
15	Overdue - IA reviewing		40	29%	28	21%	17	13%	35	28%	28	20%	
16	Latest date missed		77	55%	43	32%	70	54%	52	42%	34	24%	
17	Date revised > once		60	43%	51	38%	48	37%	46	37%	44	31%	

Trend Analysis - key

	Adverse trend - action required
	Stable with limited change
	Positive trend with progress evident

No trend analysis is performed on open findings and findings not yet due as these numbers will naturally increase when new IA reports are finalised.

Appendix 2 - Internal Audt Overdue Management Actions as at 5 November 2021

Glossary of Terms

1. Executive Committee – This is the relevant Executive Committee that should have oversight of completion of agreed management actions
2. Project Name – This is the name of the audit report.
3. Issue Type – This is the priority of the audit finding, categorised as Critical; High; Medium; or Low
3. Issue Title - this is the titel of the issue in the Origina IA Report
4. Owner – The Executive Director responsible for implementation of the action.
5. Recommendation Title - this is the title of the recommendation in the original IA report
6. Agreed Management action – This is the action agreed between Internal Audit and Management to address the finding.
7. Status – This is the current status of the management action. These are categorised as:
    - Pending (the action is open and there has been no progress towards implementation),
    - Started (the action is open, and work is ongoing to implement the management action), and
    - **Implemented** (the service area believes the action has been Implemented and this is with Internal Audit for validation).
8. Estimated date – the original agreed implementation date.
9. Revised date – the current revised date. **Red** formatting in the dates field indicates the last revised date is overdue.
10. Number of revisions – the number of times the date has been revised since July 2018.
11. **Amber** formatting in the dates field indicates the date has been revised more than once.
12. Contributor – Officers involved in implementation of an agreed management action.

Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Estimated Implement Date	No of Revisions	Revised Implement Date	Contributors
All Executive Committees	Assurance Actions and Annual Governance Statements	Medium	CW1903 Issue 1:Assurance Management Framework	Stephen Moir, Executive Director, Corporate Services	CW1903 Issue 1.1c: Develop and implement an assurance management framework	An assurance management framework will be developed and implemented that covers the points raised by Internal Audit and includes: liaison with directorates to assess current and best practice; clearly defined roles and responsibilities for first line directorates and the second line Corporate Governance team; process flow; monitoring / reporting / closure requirements; an assessment of existing automated tools to determine whether they can support the process; issue guidance; The framework will be implemented and rolled out across Council divisions and directorates to support completion of the 2021/22 annual governance statement for inclusion in the Council's 31 March 2022 annual financial statements.	Started	31/12/20	3	30/12/21	Chris Peggie Gavin King Hayley Barnett Laura Callender Layla Smith Michelle Vanhegan Mirka Vybiralova Nick Smith
Education, Children and Families	Health and Safety – Managing Behaviours of Concern	Medium	CF2003 - Issue 3 - Governance and Management Information	Julien Kramer, Interim Director of Communities and Families	CF2003 - Recommendation 3.1 - Committee Terms of Reference	Terms of reference will be refreshed for the Education and Children's Services (formerly C&F) Risk Committee and Health and Safety Group that clearly define: the roles and responsibilities of both committees; and the level of scrutiny to be performed on health and safety incidents (including problematic behaviour).	Implemented	30/09/21	0	30/12/21	Anna Gray Gillian Barclay Kirsty Spence Liz Harrison Lorna French Lynn Paterson Michelle McMillan Nickey Boyle
Education, Children and Families	Health and Safety – Managing Behaviours of Concern	Medium	CF2003 - Issue 3 - Governance and Management Information	Julien Kramer, Interim Director of Communities and Families	CF2003 - Recommendation 3.5 - Education and Children's Services Risk Register	Risk Register will be updated to reflect ongoing work. The volume of referrals should be seen as positive as this was the aim of the campaign in 2019/20. Analysis will be undertaken to establish the severity of the incidents reported. This will be discussed at Education Management Team meeting in September.	Implemented	30/09/21	0	30/12/21	Anna Gray Gillian Barclay Kirsty Spence Liz Harrison Lorna French Lynn Paterson Michelle McMillan Nickey Boyle
Education, Children and Families	Health and Safety – Managing Behaviours of Concern	Medium	CF2003 - Issue 3 - Governance and Management Information	Julien Kramer, Interim Director of Communities and Families	CF2003 - Recommendation 3.3 - SHE Assurance Portal Training	The Corporate Health and Safety team are currently updating SHE training to provide information about the revisions to the portal, the new SHE app and how to extract meaningful reports. Further agreed actions are: This will be shared with headteachers; Business Managers and Quality Improvement and Education Officers; Quality Improvement Managers; Senior Education Managers at the start of the new session.	Started	30/09/21	0	30/12/21	Anna Gray Gillian Barclay Kirsty Spence Liz Harrison Lorna French Lynn Paterson Michelle McMillan Nickey Boyle

Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Estimated Implement Date	No of Revisions	Revised Implement Date	Contributors
Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 1: Project file review process	Julien Kramer, Interim Director of Communities and Families	CW1705 Issue 1.3: Quality assurance checks	Project management information will be monitored weekly to identify the volume of files that have been reviewed by the project team and an independent risk based quality assurance approach developed and implemented that focuses on files that have not been 'split' by the project team, to confirm that they have been accurately classified as files that have not been merged prior to their return to Iron Mountain for archiving. Quality assurance sample sizes will be selected at the start of each week and will depend on the volumes of files reviewed by the project team and the relevant proportion of non-merged and merged files. Where merged files have been identified and split by the project team, a lighter touch approach involving peer reviews will be adopted to ensure that the project file review process has been consistently applied and appropriate actions implemented. Quality assurance outcomes will be recorded and all significant errors (for example failure to identify merged files), areas of good practices, and areas for improvement will be shared with the project team. Availability of quality resource will be monitored throughout the project to ensure that it remains adequate to complete an appropriate number of QA reviews based on file outcomes. A retrospective sample of cases already reviewed by the project team will also be selected for retrospective review based on the approach outlined above. The project team will work to an end of February date for implementation of quality assurance within the project team with an end of March date for Internal Audit to review the process applied.	Started	31/03/20	4	30/06/22	Alison Roarty Ani Barclay Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir
Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 3: Pre destruction business as usual file review process	Julien Kramer, Interim Director of Communities and Families	CW1705 Issue 3.3a (ECS): Quality assurance process	A joint risk based quality assurance process will be established between Business Support and Team Managers in Localities. Quality assurance outcomes will be recorded, and learnings shared with team managers at Children's Practice Team meetings, enabling city wide service improvement actions to be identified and implemented where appropriate.	Implemented	30/06/20	1	30/11/21	Alison Roarty Ani Barclay Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir
Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 3: Pre destruction business as usual file review process	Judith Proctor, Chief Officer - HSCP	CW1705 Issue 3.3b (H&SCP): Quality Assurance Process	A joint quality assurance process will be established between Business Support and Team Managers in Localities. The new Health and Social Care Partnership Chief Nurse and Head of Quality will be responsible for managerial oversight of the quality assurance processes, ensuring that lessons learned are fed back to the Localities and outcomes reported to the Clinical and Care Governance Committee for scrutiny and oversight.	Implemented	30/06/20	1	30/11/21	Alison Roarty Angela Ritchie Louise McRae
Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 3: Pre destruction business as usual file review process	Julien Kramer, Interim Director of Communities and Families	CW1705 Issue 3.2a (ECS): Communication and training	Children's Practice team managers have already been briefed regarding the outcomes of the audit and a refreshed process will soon be implemented. The process will be co-produced with Business Support Team Managers, communicated and uploaded to the Orb. Given the scale of training to be provided, a CECiL based approach will be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with divisions requested to track completion of the CECiL module. Locality Management teams will also receive face to face training on the new process.	Started	30/06/20	3	30/11/21	Alison Roarty Ani Barclay Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir
Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 3: Pre destruction business as usual file review process	Judith Proctor, Chief Officer - HSCP	CW1705 Issue 3.2b (H&SCP): Communication and training	Health and Social Care will adopt a similar approach to Communities and Families with the new process communicated and uploaded to the Orb. A CECiL based approach will also be applied with support provided by Business Support and requested from Learning and Organisational Development (Human Resources), with completion of the CECiL module by the relevant teams tracked. Locality Management teams will also receive face to face training on the new process.	Started	30/06/20	1	30/11/21	Alison Roarty Angela Ritchie Louise McRae

Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Estimated Implement Date	No of Revisions	Revised Implement Date	Contributors
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance	Julien Kramer, Interim Director of Communities and Families	CF1901: Issue 1.1(b) - Review of Admissions Operational Procedures	A working group led by the Communities and Families Senior Education Officer with representation from all service areas involved in school admissions, appeals and capacity planning, will be established to undertake a review of all procedural documents. This will include consideration of amalgamation of existing procedures where appropriate and implementation of a review schedule and version control.	Implemented	31/08/20	2	31/01/22	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance	Julien Kramer, Interim Director of Communities and Families	CF1901: Issue 1.1(d)/(e) - Communicating Guidance on Website & Orb	Following review and completion of working group actions, all policies and procedures will be published on the Council's website and Orb, and communicated to all relevant officers, with changes highlighted.	Implemented	30/09/20	1	31/01/22	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 1: Policies, Procedures & Guidance	Julien Kramer, Interim Director of Communities and Families	CF1901: Issue 1.2 - Review & Update of School Websites	A communication will be issued to all schools to request a review of their school website to ensure: current academic year handbooks are published; links to relevant content on the Council website remain current; only standard approved Council forms are published; and all privacy notices published on School websites are directly linked to the Council's statement.	Started	31/12/20	0	01/08/21	Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals	Julien Kramer, Interim Director of Communities and Families	CF1901 Issue 2.2: Waiting List Management	The remit of the working group led by the Communities and Families Senior Education Officer, will include a review of waiting list management. The working group will consider the risks outlined in this report and should the creation of a centralised system not be feasible, alternative arrangements will be developed to improve customer experience, and the effectiveness and efficiency of waiting list management. The review will consider if the new SEEMIS schools system currently under development will improve current processes.	Implemented	30/06/21	0	01/02/22	Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes -	Julien Kramer, Interim Director of Communities and Families	CF1901 Issue 2.3(b): Quality Assurance Checks in Schools	Schools business managers will be instructed to undertake sample quality assurance checks of evidence obtained from parents to support applications to ensure compliance with procedures. This will include completion of checks prior to completion of enrolment processes. Checking of completion will form part of the Communities and Families Self-Assurance Framework from 2021 onwards.	Implemented	30/06/20	2	28/02/22	Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle

Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Estimated Implement Date	No of Revisions	Revised Implement Date	Contributors
Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning Issue 2: Operational Processes - Admissions & Appeals	Julien Kramer, Interim Director of Communities and Families	CF1901 Issue 2.5: Placing Request Appeals - key resource dependencies	The working group led by the Communities and Families Senior Education Officer, will establish key dependencies and resource planning requirements. This will include interdependencies and resources required to support preparation of key reports. Changes will be trialled in the current year and the updated process implemented for 2021.	Implemented	31/03/21	0	01/11/21	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	School admissions, appeals and capacity planning	Medium	CF1901: School admissions, appeals and capacity planning Issue 3: Process Documentation & Delivery Responsibilities	Julien Kramer, Interim Director of Communities and Families	CF1901 Issue 3.1(b): Internal Partnership Protocols	Internal partnership protocols will be prepared and implemented for services delivered by other divisions on behalf of Schools and Lifelong Learning, incorporating the scope of services and roles and responsibilities defined in the new end to end process documentation. Where relevant, current internal charging arrangements will be reviewed to ensure that it accurately reflect the levels of support provided. Partnership protocols and associated key performance measures / indicators will be reviewed at least every two years to ensure they remain aligned with service delivery, operational processes and relevant regulatory and professional standards. Governance arrangements to support ongoing performance monitoring will be designed and implemented to ensure that both Schools and Lifelong Learning and the service areas that support them are satisfied with the quality of services provided.	Started	31/08/20	1	22/05/21	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	School admissions, appeals and capacity planning	Medium	CF1901: School admissions, appeals and capacity planning Issue 3: Process Documentation & Delivery Responsibilities	Julien Kramer, Interim Director of Communities and Families	CF1901 Issue 3.1(d): Roles & Responsibilities Outwith Annual Process	The working group will review the roles and responsibilities for any tasks performed outwith the annual P1/S1 admissions, appeals and capacity planning process. These will be documented and communicated to all teams involved in the process. The review will include identifying key contacts for common non-annual admissions queries, for example, home schooling; private schooling; dealing with refugees; and requests for current or future capacity information, to ensure that they can be appropriately redirected and resolved.	Started	31/08/20	3	22/05/21	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	School admissions, appeals and capacity planning	Medium	CF1901: School admissions, appeals and capacity planning Issue 4: Data Access, Security & Retention	Julien Kramer, Interim Director of Communities and Families	CF1901: Issue 4.4(a): Document Retention & Disposal; All Services	The Information Governance Unit will be engaged to confirm data retention and disposal requirements. Where necessary the data retention schedule will be updated. Document retention and disposal requirements will be reinforced across all services processing admissions and appeals including schools. All appeals information currently retained outwith the relevant period will be destroyed in line with the Council's disposal guidelines and a retention schedule and destruction log maintained.	Started	30/06/20	2	30/12/21	Alison Roarty Arran Finlay Gavin King Hayley Barnett Layla Smith Liz Harrison Lorna French Michelle Vanhegan Neil Jamieson Nickey Boyle Nicola Harvey Sheila Haig Stephen Moir
Education, Children and Families	Unsupported Technology (Shadow IT) and	High	CW1914 Issue 2: Ongoing shadow IT and end user	Julien Kramer, Interim	CW1914 Rec 2.1c - Second line assurance and	The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and	Started	30/07/21	1	31/08/22	Crawford McGhie Jackie Irvine Liz Harrison

Appendix 3 - Internal Audit Key Performance Indicators as at 5 November 2021

Directorate	Department	Review	Audit Status	Terms of Ref Service Resps <=5 days post	Terms of Ref Director Resps <=5 days post issue	Close out meet <=5days after fieldwork completed	Report Issued by IA <=10 days post close out meeting	W/Shop <=5 days after report issued	Mgt Resps Agreed <=5days post w/shop	Final Draft to Directors <=5 days post Mgt Resps	Director Approval <= 3 days from receipt	Final Report issued by IA <= 5 days post Director Appr	Team Central Updated by IA <=5 days of final report	Comments
Corporate Services	Legal and Assurance	Elections in Covid Environment - design review	Complete	3	2	1	10	N/A	N/A	2	1	1	7	Final report issued to AK 31.5.21 Draft report comments requested by 21/05
Corporate Services	Human Resources	Scottish Local Govt Living Wage - design review	Complete	17	1	8	9	4	1	1	2	5	N/A	Final report issued on 28.10.21. Survey issued on 29.10.21.
Corporate Services	Human Resources	Employee Lifecycle and Data Management	Reporting	13	2	0	0	0	0	0	0	0	0	Fieldwork now complete. Waiting for responses from HR on fieldwork outcomes prior to drafting report.
Corporate Services	Strategic Change and Delivery	Planning and Performance Framework design review	Reporting	26	2	3	35	15	13	9	0	0	0	Report issued to Exec Director on 24th September; awaiting responses.
Council Wide	CHS; P&FM; HPS	Health and Safety - Implementation of asbestos recommendations	Reporting	6	6	34	17	4	0	0	0	0	0	Management responses were due 3 November - not all have been received.
Council Wide	Council Wide	Fraud and Serious Organised Gavin	Fieldwork	74	64	0	0	0	0	0	0	0	0	Draft Tor to Executive Directors 06.09.21, final responses received (Place) 20.10.21. No responses received from some services.
Council Wide	N/A	Implementation of Whistleblowing and Child Protection Recommendations	Fieldwork	7	4	0	0	0	0	0	0	0	0	Fieldwork in progress
Educ & Child Servs	Criminal Justice	Criminal Justice	Fieldwork	12	1	0	0	0	0	0	0	0	0	Fieldwork will commence 8/11/21 ToR updated to reflect Covid-19 and issued 21/9 - Kev contact on leave until 4/10 so due back 8/10
Place	Place Mgt, Transport	Parking and Traffic Regulations	Reporting	4	2	3	24	2	0	0	0	0	0	Ongoing discusson re management responses since 18/10/21. Delay in issuing report was due to annual leave in service which delayed confirmation of factual accuracy of findings.
Corporate Services	Digital Services	Digital and Smart Cities Strategy	Fieldwork	49	4	0	0	0	0	0	0	0	0	Fieldwork in progress and ongoing engagement with Executive Director re terms of reference.
Corporate Services	Customer	Council Tax and Business Rates	Fieldwork	7	5	0	0	0	0	0	0	0	0	Fieldwork delayed due to time required to extract data from source systems to support data analytics work.

Governance, Risk and Best Value Committee – 14 December 2021

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