

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 15th November, 2022

Dean of Guild Court Room - City Chambers

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

Contacts

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1. Order of Business

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

2. Declaration of Interests

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

3. Deputations

- 3.1 If any

4. Minutes

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------|--------|
| 4.1 | Minute of Education, Children and Families of 20 September 2022– submitted for approval as a correct record | 9 - 28 |
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5. Forward Planning

- | | | |
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| 5.1 | Work Programme | 29 - 32 |
| 5.2 | Rolling Actions Log | 33 - 66 |

6. Business Bulletin

- | | | |
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| 6.1 | Business Bulletin | 67 - 86 |
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7. Executive Decisions

7.1	Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools, 2021-22 – Report by the Executive Director of Education and Children's Services	87 - 96
7.2	Promoting Equality – Report by the Executive Director of Education and Children's Services	97 - 120
7.3	Getting it Right for Every Child - Inclusion in City of Edinburgh Schools – Report by the Executive Director of Education and Children's Services	121 - 128
7.4	Quality, Improvement and Scrutiny Update – Report by the Executive Director of Education and Children's Services	129 - 156
7.5	Edinburgh Child Protection Committee - Annual Report 2021-22 – Report by the Executive Director of Education and Children's Services	157 - 180
7.6	Chief Social Work Officer Annual Report 2020-21 – Report by the Chief Social Work Officer and Service Director for Children's and Criminal Justice Services	181 - 260
7.7	Headteacher Recruitment Process for all Schools – Report by the Executive Director of Education and Children's Services	261 - 266
7.8	Establishment of the City of Edinburgh Council Corporate Parenting Board – Report by the Executive Director of Education and Children's Services	267 - 270
7.9	Revenue Monitoring 2022-23 - month five position – Report by the Executive Director of Education and Children's Services	271 - 274
7.10	Finance for Equity - Update – Report by the Executive Director of Education and Children's Services	275 - 280
7.11	Renaming the Education and Children's Services Directorate – Report by the Executive Director of Education and Children's Services	281 - 284

7.12	Appointments to the Gaelic Implementation Steering Group 2022/23 – Report by the Interim Executive Director of Corporate Services	285 - 290
7.13	Edinburgh Secure Services - update report – Report by the Executive Director of Education and Children's Services	291 - 294

8. Routine Decisions

8.1 None.

9. Motions

9.1 Motion by Councillor Davidson – Internet Safety

“Committee notes that:

- That when it was brought to the attention of council officers that children and young people were able to access inappropriate material on council devices, access to Youtube was temporarily suspended on safeguarding grounds
- The Scottish Government Internet Safety Action Plan expects education in school to encourage innovation, build confidence and teach responsibility in the use of technologies and staying safe online.
- The Health and Wellbeing Curriculum includes provision for digital safety and risk management education for children and young people.
- Comments by the delegation from James Gillespie’s High School “Pupil Voice” to October full council that many of them had never been given lessons in digital safety and risk management.

Committee therefore requests a report to Education, Children & Families within 2 cycles containing the following:

- The current guidance given to schools/headteachers on expectations regarding education on digital safety and risk

management.

- What initiatives are being carried out in relation to promoting internet safety education in schools and any examples of good practice or innovative ideas that could be spread more widely.
- The outcome of further consultation with the various youth representative bodies in the city in order to ensure that children and young people's voices are being considered in this process and their needs identified.
- A timeline for rolling out further support and education during the rest of the current academic year and how this will be integrated into standard practice from 2023/24 academic year onwards."

10. Resolution to Consider in Private

- 10.1** The Committee is requested under Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public from the meeting for the following item of business on the grounds that it would involve the disclosure of exempt information as defined in Paragraphs 1, 12 and 15 of Part 1 of Schedule 7A of the Act.

11. Private Reports

- | | | |
|-------------|------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 11.1 | Response to Whistleblowing Investigation – Edinburgh Secure Services – referral from the Governance, Risk and Best Value Committee | 295 - 332 |
| 11.2 | Edinburgh Secure Services - Update Report – Report by the Executive Director of Education and Children's Services | 333 - 336 |

Nick Smith

Service Director, Legal and Assurance

Committee Members

Councillor Joan Griffiths (Convener), Councillor Steve Burgess, Councillor Christopher Cowdy, Councillor Euan Davidson, Councillor Tim Jones, Councillor David Key, Councillor Simita Kumar, Councillor Martha Mattos Coelho, Councillor Kayleigh O'Neill, Councillor Val Walker, Councillor Louise Young, Angela Campbell, Ruhy Parris and Fiona Beveridge

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris

Parent/Carer Representatives (non-voting)

Alexander Ramage (secondary sector)

To be confirmed (primary sector)

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 2 parent representatives (non-voting) and is appointed by the City of Edinburgh Council.

This meeting of the Education, Children and Families Committee is being held in the City Chambers, High Street, Edinburgh.

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.

A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.

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Minutes

Education, Children and Families Committee

10am, Tuesday 20 September 2022

Present:

Councillors Griffiths (Convener), Bandel (substituting for Councillor O'Neill), Burgess (items 2 to 20), Cowdy, Davidson (items 1 to 10), Heap (substituting for Councillor Burgess for item 1), Jones, Key, Kumar, Mattos Coelho, Osler (substituting for Councillor Davidson for items 11 to 20), Walker and Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris.

1. Gaelic Medium Education (GME) Update

An update was provided on the Gaelic Medium Education (GME) provision in Edinburgh. Further details on the present sites and other sites that could support the quality of education as set out in the educational benefits section of the previous report to Committee on 1 March 2022 were also submitted for consideration.

Members also considered the views and points raised set out in a written deputation from Comann nam Pàrant Dùn Èideann.

Motion

- 1) To note the update.
- 2) To note the decision of Education, Children & Families Committee on 1 March 2022 not to begin a consultation on a Gaelic medium annex attached to the new Liberton High School and instead calling for further information on other options.
- 3) To note the information provided in this report on other options, however notes that a full options appraisal has not yet been carried out on any potential other site.
- 4) To note that, in the medium term, the opening of Darroch, the Gaelic medium annex, would relieve the current overcapacity at James Gillespie's High School, although further notes that more capacity at JGHS would be needed in the longer term.

- 5) To agree that it is important for the future of Gaelic in the capital, that an appropriate site was found for a Gaelic high school and also recognises the potential to co-locate the high school with a Gaelic cultural hub.
 - 6) To recognise the importance of having reasonable proximity and accessibility of a Gaelic high school with the Gaelic primary school at Taobh na Pairce in order to encourage families to remain in and join Gaelic Medium Education.
 - 7) To welcome proposals to develop further sites for GME primary schools across the city, noting the preference of many parents that these should be standalone GME primary schools rather than units within English medium schools, and calls for a report to identify where these could be located and how they would be funded.
 - 8) Therefore, to agree to further engagement with the Gaelic community through reconvening the Gaelic Implementation Group with the same representation as previously constituted in 2021-22 to discuss the current position and explore future proposals if alternative sites become available.
 - 9) To agree that the Gaelic Implementation Group should have its first meeting in advance of the next meeting of the Education, Children and Families Committee scheduled for 15 November 2022.
- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment 1

- 1) That, given the information in reply to Councillor Booth's Question on GME at Full Council on 25 Aug 2022, the Education, Children and Families Committee regrets the lack of action and dialogue with stakeholders, in particular between the Convener and Comann nam Pàrant Dùn Èideann, and regrets that there are no plans for further engagement with the Gaelic community.
- 2) That the Education, Children and Families Committee:
 - 1.3.1 regrets the lack of appointment of a Gaelic Champion.
 - 1.3.2 regrets the lack of appointment of a Gaelic Implementation Group.
 - 1.3.3 is concerned about the spiralling costs of school construction and the impact of any further delay in building a secondary GME school in Edinburgh.
 - 1.3.4 is very concerned, in delaying a decision on the site for a new secondary GME school, about the potential impact on teaching and learning at the new Liberton High School campus caused by a disjointed construction programme there.

- 3) To call for further engagement with all stakeholders immediately and agree that a substantive programme for the building of a secondary GME school would be brought back to Committee in no later than 12 months, with an interim update report in 3 cycles.
- moved by Councillor Key, seconded by Councillor Kumar

Voting

For the motion: 11 votes

For the amendment: 3 votes

(For the motion – Councillors Bandel, Cowdy, Davidson, Griffiths, Heap, Jones, Walker and Young, Fiona Beveridge, Angela Campbell and Dr Ruhy Parris.

For the amendment – Councillors Key, Kumar and Mattos Coelho.)

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the update.
- 2) To note the decision of Education, Children & Families Committee on 1 March 2022 not to begin a consultation on a Gaelic medium annex attached to the new Liberton High School and instead calling for further information on other options.
- 3) To note the information provided in this report on other options, however notes that a full options appraisal has not yet been carried out on any potential other site.
- 4) To note that, in the medium term, the opening of Darroch, the Gaelic medium annex, would relieve the current overcapacity at James Gillespie's High School, although further notes that more capacity at JGHS would be needed in the longer term.
- 5) To agree that it is important for the future of Gaelic in the capital, that an appropriate site was found for a Gaelic high school and also recognises the potential to co-locate the high school with a Gaelic cultural hub.
- 6) To recognise the importance of having reasonable proximity and accessibility of a Gaelic high school with the Gaelic primary school at Taobh na Pairce in order to encourage families to remain in and join Gaelic Medium Education.
- 7) To welcome proposals to develop further sites for GME primary schools across the city, noting the preference of many parents that these should be standalone GME primary schools rather than units within English medium schools, and calls for a report to identify where these could be located and how they would be funded.

- 8) Therefore, to agree to further engagement with the Gaelic community through reconvening the Gaelic Implementation Group with the same representation as previously constituted in 2021-22 to discuss the current position and explore future proposals if alternative sites become available.
- 9) To agree that the Gaelic Implementation Group should have its first meeting in advance of the next meeting of the Education, Children and Families Committee scheduled for 15 November 2022.

(References – Education, Children and Families Committee 1 March 2022 (item 1); written deputation from Comman Nam Pàrant Dùn Èideann, submitted; report by the Executive Director of Education and Children’s Services, submitted)

Declaration of Interests

Councillor Burgess made a non-financial declaration as his children attended the Gaelic Primary School, left the meeting and took no part in the decision on the matter.

Councillor Mattos Coelho made a transparency statement as her son attended Liberton High School.

2. Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare

(a) Deputation – National Day Nursery Association Edinburgh Network

Members received verbal and written representations from the National Day Nursery Association Edinburgh Network raising concerns around the hourly rate increases for funded early learning and childcare proposed by the City of Edinburgh Council.

The NDNA also expressed the view that if the funding rate was only reviewed every three years then this would not take account of increases in costs such as inflation, real living wage and food costs.

The deputation urged the committee to consider the following proposals:

- 1) The hourly funding rate and meals needed to either be reviewed yearly or should automatically increase annually to reflect the rising costs such as inflation and the real living wage.
- 2) The rate should increase based on current fees paid by parents rather than on a predetermined rate (currently £5.42).
- 3) Eligible 2s’ funding needed to reflect the significantly higher staffing, space and operational costs. (22% more floor space and accrue 60% more staff costs).
- 4) To support and enable parental choice funding for statutory 1140 hours places should follow the child equally irrespective of type of provision parents decided to choose.

(b) Deputation – Scottish Private Nursery Association

Members received verbal and written representations from the Scottish Private Nursery Association (SPNA) regarding the hourly rate for funded early learning and childcare.

The deputation requested the committee to take into consideration the following points:

- While SPNA appreciated the proposed uplift in the rate, it didn't undo years of underfunding, nor did it recognise the true cost of providing care.
- None of the methods used, including that of the Ipsos Mori review, provided an accurate representation of the costs of provision of 1140 hours.
- All nurseries raised funds through other areas of their operation to subsidise their 1140 hours provision. Therefore, looking at just 1140 hours didn't give an accurate reflection.
- As recognised by COSLA, and noted by the Scottish Parliament, Council nurseries had a significantly lower cost base than PVI nurseries.
- Council also needed to recognise the PVI nursery sector within the City of Edinburgh provides more than just 1140 hours; it provided the vast majority of care for children who were outwith the 1140 hour programme.
- The low rate of funding for 1140 hours was putting the provision of all services at risk.
- SPNA would support Council if the issue was that they were not receiving enough funding from SG. However, no matter the cause of the low rate of funding, there was a significant risk of nursery closures or massive rate hikes which would have the impact either on families not being able to afford to send their children to nursery, or the nurseries just not being open.
- This would have a significant impact across the community which would require more services being provided by Council.

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

Under section 47(1) of the Children and Young People (Scotland) Act 2014, education authorities were required to ensure that the statutory amount of funded early learning and childcare entitlement was made available for each eligible child.

A review of the hourly rate paid to providers in partnership with the local authority to deliver funded hours was completed in April 2022.

The outcome of the review was presented and recommended an increase in the hourly rate along with an increase in the payment to providers for the provision of a meal for children receiving funded hours.

Motion

- 1) To note the review of the hourly rate paid to partners to delivery funded early learning and childcare to 3 and 4 year olds and agree to increase the rate from £5.42 to £6.03 from 17 August 2022 to reflect the findings of the review.
 - 2) To note the increased cost of delivering funded hours to children under 3 years of age and agree an hourly rate of £6.48 for partners providing places for eligible 2 year olds.
 - 3) To note the review of the payment to partners for the delivery of a meal and agree to increase the payment from £3.00 per meal to £3.10 per meal.
 - 4) To agree to a review of the hourly rate for funded providers in no more than three years from the date of this report.
- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

- 1) To note the review of the hourly rate paid to partners to delivery funded early learning and childcare to 3 and 4 year olds and agree to increase the rate from £5.42 to £6.03 from 17 August 2022 to reflect the findings of the review.
 - 2) To note the increased cost of delivering funded hours to children under 3 years of age and agree an hourly rate of £6.48 for partners providing places for eligible 2 year olds.
 - 3) To note the review of the payment to partners for the delivery of a meal and agree to increase the payment from £3.00 per meal to £3.10 per meal.
 - 4) To agree to a review of the hourly rate for funded providers on an annual basis from the date of this report.
 - 5) To agree to provide detailed reports on the Gross Early Learning Annual Budgets for 2020/2021 and 2021/2022 to show how the Gross Early Learning Total Budget was allocated to the private, voluntary and independent sectors and the local authorities and how these allocations were calculated.
- moved by Councillor Jones, seconded by Councillor Cowdy

In accordance with Standing Order 22(12), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the review of the hourly rate paid to partners to delivery funded early learning and childcare to 3 and 4 year olds and agree to increase the rate from £5.42 to £6.03 from 17 August 2022 to reflect the findings of the review.
- 2) To note the increased cost of delivering funded hours to children under 3 years of age and agree an hourly rate of £6.48 for partners providing places for eligible 2 year olds.
- 3) To note the review of the payment to partners for the delivery of a meal and agree to increase the payment from £3.00 per meal to £3.10 per meal.
- 4) To agree to a review of the hourly rate for funded providers on an annual basis from the date of this report.
- 5) To agree to provide detailed reports on the Gross Early Learning Annual Budgets for 2020/2021 and 2021/2022 to show how the Gross Early Learning Total Budget was allocated to the private, voluntary and independent sectors and the local authorities and how these allocations were calculated.

(References – Education, Children and Families Committee 7 December 2021 (item 6); written submissions from the National Day Nurseries Association Edinburgh Network and the Scottish Private Nursery Association, submitted; report by the Executive Director of Education and Children’s Services, submitted)

3. Motion by Councillor Young – St Margaret’s RC Primary School – Catchment Review

(a) Deputation – St Margaret’s RC Primary School Parent Council

Very few pupils from St Margaret’s RC Primary School had gone on to secondary education at St Augustine’s RC High due to the distance and travel time involved with the majority choosing to attend Queensferry High.

The parent council had surveyed families at St Margaret’s RC Primary post-Covid to find out if there was a desire to look into the possibility of making the new RC High School currently under construction in Winchburgh (Sinclair Academy) as the RC catchment High School. 80% of families responded which represented 82% of the school roll the majority of which had expressed a preference for a catchment change to the new High School due in the main to ease of location and access.

The deputation asked the committee to consider commencing the statutory process for a catchment review.

(b) Motion by Councillor Young

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

“Committee notes that:

- St Margaret’s Primary School in South Queensferry is within the catchment for St Augustine’s Secondary School in the city centre. However, due to the distance and travel time (which during morning traffic can take 35-40mins each way), most P7 pupils go on to attend the local Queensferry High School instead of the denominational school.
- Sinclair Academy denominational school in Winchburgh, West Lothian, is significantly closer and would mean a round trip for parents of approx. 30mins and would give pupils more time to engage in extra-curricular activities, homework, or time with family.
- Edinburgh Council was approached by West Lothian Council during construction of Sinclair Academy, regarding the option to include West of Edinburgh in their catchment but this was not progressed.
- While non-catchment requests are considered by West Lothian, this offers no guarantee to St Margaret’s families and with the ongoing housing development in West Lothian, it may become more difficult to secure a place. This is of particular concern for families with more than one child if there is no guaranteed place for a sibling.
- Following representations to ward councillors and a meeting with council officers, it was agreed to carry out a survey of parents to determine preference for secondary school catchment. 80% of parents responded covering 82% of the pupils. The results of this survey show that over a third of parents wish their child to go on to a denominational secondary school, and another third are as yet undecided. 100% of these two categories of families wish to pursue a catchment change to Sinclair Academy.

Committee therefore agrees:

- That there is a clear indication from the parent body of St Margaret’s that they wish to explore a change of secondary school catchment.
- To instruct officers to enter into formal discussion with West Lothian Council on the option to realign the catchment and ascertain whether they are willing to accommodate this change.
- To ask officers to keep the Parent Council and ward councillors updated on these discussions and whether realignment can progress.

- To bring a report to the Education, Children and Families Committee in November on the outcome of discussion with West Lothian Council and if agreeable, setting out the next steps for the formal catchment consultation process.”
- moved by Councillor Young, seconded by Councillor Davidson.

Decision

To approve the motion by Councillor Young.

4. Minutes

Decision

- 1) To approve the minute of the Education, Children and Families Committee of 1 March 2022 as a correct record.
- 2) To approve the minute of the Education, Children and Families Committee of 3 May 2022 as a correct record.
- 3) To approve the minute of the Education, Children and Families Committee of 2 August 2022 as a correct record.

5. Work Programme

The Committee’s work programme updated to September 2022 was presented.

Decision

To note the Work Programme.

(Reference – Work Programme, 20 September 2022, submitted)

6. Rolling Actions Log

The rolling actions log updated to September 2022 was presented.

Decision

- 1) To agree to close the following actions:
 - Action 2 – Edinburgh Learns: Framework for Digital Learning
 - Action 3 – Children and Young People’s Participation
 - Action 5 – Motion by Councillor Laidlaw – Thistle Foundation Children’s Wellbeing Project
 - Action 8 – Equalities – Investigation into Allegations of Racism
 - Action 11A – Gaelic Medium Education in Edinburgh – Statutory Consultation
 - Action 11B – Update on Gaelic Medium Education Statutory Consultation
 - Action 13A – West Edinburgh High School
 - Action 13B – Learning Estate Infrastructure

- Action 14 – Business Bulletin – Strategic Overview of Early Years Childcare Provision
- Action 15A – Review Cuts to English as an Additional Language for Dalry Primary School
- Action 16 – Motion by Councillor Mary Campbell – Support for Teachers and School Staff
- Action 19 – Motion by Councillor Laidlaw – Scottish Government Health and Wellbeing Census
- Action 20 – Energy in Schools – Annual Report
- Action 21 – School Sports and Extracurricular Activities – Progress Report
- Action 24 – Motion by Councillor Gardiner – Currie Community High School

2) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 20 September 2022, submitted)

7. Business Bulletin

The business bulletin for September 2022 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, 20 September 2022, submitted)

8. Standards and Quality Report and Education Improvement Plan

The standards and quality report and education improvement plan were submitted. The report and plan were prepared annually following analysis of data and consultation with Edinburgh Learns Boards, head teachers and officers.

Overall, progress had been maintained despite the significant challenges presented by the Covid-19 pandemic.

Decision

- 1) To note the progress made during the last academic session despite the significant challenges relating to the pandemic.
- 2) To note the Education Improvement Plan targets which had been shared with schools, particularly those close the poverty related attainment gap.

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

9. Edinburgh Learns for Life: Equity

A summary of progress made through key strategic actions during 2021-22 was presented. The report also provided an update on the identified next steps to support children and young people in Edinburgh.

Decision

- 1) To note the report.
- 2) To request an update as early as possible to a future Committee on the work of the new Contracts and Commissioning Team.

(References – Education, Children and Families Committee 15 December 2020 (item 8); Report by the Executive Director of Education and Children’s Services, submitted)

10. Youth and Children’s Work

Progress towards the creation of a new Youth and Children’s Work Strategy in Edinburgh was presented. An update on the position of youth and children’s work activity that had paused or been discontinued as a result of the pandemic was also presented.

Motion

- 1) To note the progress with re-starting in-person youth and children’s work services as pandemic restrictions eased.
 - 2) To note the strong partnership work underway to create a new Youth and Children’s Work Strategy in Edinburgh, which combined statutory and voluntary sector provision.
- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

- 1) To note the progress with re-starting in-person youth and children’s work services as pandemic restrictions eased.
 - 2) To note the strong partnership work underway to create a new Youth and Children’s Work Strategy in Edinburgh, which combined statutory and voluntary sector provision.
 - 3) To request an annual report to the committee which detailed progress on the new strategy.
- moved by Councillor Davidson, seconded by Councillor Young

In accordance with Standing Order 22(12), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the progress with re-starting in-person youth and children's work services as pandemic restrictions eased.
- 2) To note the strong partnership work underway to create a new Youth and Children's Work Strategy in Edinburgh, which combined statutory and voluntary sector provision.
- 3) To request an annual report to the committee which detailed progress on the new strategy.

(Reference – Policy and Sustainability Committee 20 August 2020 (item 9); report by the Executive Director of Children's Services, submitted)

11. Quality Improvement and Scrutiny

A summary was provided of the review and scrutiny activity undertaken by Education Scotland and the Council's Quality Improvement & Curriculum Service during the Covid pandemic (2020-21 and 2021-22) and as schools progressed through the recovery phase.

The majority of activity had been conducted virtually until the end of session 2021-22 when the lifting of restrictions made it possible to restart face-to-face activities.

The findings of the inspection for each of the key themes had been published in national reports accessed in the background reading section of the Executive Director's report.

Motion

- 1) To note the purpose and learning points from Education Scotland review activity.
 - 2) To note the progress made by schools as evidenced through external and internal follow-through activity.
 - 3) To note the continued hard work of teams across departments within the City of Edinburgh, staff in schools and partners, to support children and young people as part of the Covid-19 response.
 - 4) To agree the next steps as set out in paragraphs 5.1 to 5.4 of the report.
 - 5) To agree that updates on the work detailed in the report be presented to Committee as required.
- moved by councillor Griffiths, seconded by Councillor Walker

Amendment

- 1) To note the purpose and learning points from Education Scotland review activity.
- 2) To note the progress made by schools as evidenced through external and internal follow-through activity.

- 3) To note the continued hard work of teams across departments within the City of Edinburgh, staff in schools and partners, to support children and young people as part of the Covid-19 response.
 - 4) To agree the next steps as set out in paragraphs 5.1 to 5.4 of the report.
 - 5) To agree that updates on the work detailed in the report be presented to Committee as required.
 - 6) To agree to provide a copy of all recent QICS school reports to members of the committee and relevant ward councillors.
 - 7) To request an update on 5.3 (support to Gracemount High School) at the December Education, Children & Families Committee.
 - 8) To request an update on any new inspection visits that take place during September to December at the December committee.
 - 9) To agree to provide a report to this committee (at the next scheduled date) on any school that receives a less than satisfactory rating for any individual score, to allow for detailed discussion and scrutiny.
- moved by Councillor Donaldson, seconded by Councillor Young

In accordance with Standing Order 22(12), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the purpose and learning points from Education Scotland review activity.
- 2) To note the progress made by schools as evidenced through external and internal follow-through activity.
- 3) To note the continued hard work of teams across departments within the City of Edinburgh, staff in schools and partners, to support children and young people as part of the Covid-19 response.
- 4) To agree the next steps as set out in paragraphs 5.1 to 5.4 of the report.
- 5) To agree that updates on the work detailed in the report be presented to Committee as required.
- 6) To agree to provide a copy of all recent QICS school reports to members of the committee and relevant ward councillors.
- 7) To request an update on 5.3 (support to Gracemount High School) at the December Education, Children & Families Committee.
- 8) To request an update on any new inspection visits that take place during September to December at the December committee.

- 9) To agree to provide a report to this committee (at the next scheduled date) on any school that receives a less than satisfactory rating for any individual score, to allow for detailed discussion and scrutiny.

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

12. Learning Estate Update – Engagement Planning

An update was provided on the key engagement processes underway and those in development to inform the delivery of new school infrastructure.

A process in the West of the city of pre-engagement activity with Stakeholder Reference Groups had helped shape and focus plans for wider public engagement in this area.

Information was also submitted on the model for engaging with communities to be utilised in other areas of the city, highlighting the need for engagement with the school communities who may be affected by the roll-out of the EnerPHit programme.

Decision

To note the engagement processes underway and those in development to inform the delivery of new school infrastructure.

(References – Education, Children and Families Committee 1 March 2022 (item 8); report by the Executive Director of Education and Children’s Services, submitted)

Declaration of Interest

Councillor Young made a transparency statement as the parent of children attending one of the schools affected by the West Edinburgh High School proposals.

13. School Meals Report

An update was submitted on progress made by the catering service in improving the outcomes of pupils across Edinburgh and partnership working across the service.

Information was also provided on the significant operational and financial challenges ahead for the catering service and mitigations in place.

Motion

- 1) To note the update on school meals in regard to Universal Free School Meal uptake.
- 2) To note the challenges that the service faced with rising costs and inflationary pressures.
- 3) To note the significant progress of capital upgrades across the city and the positive impact this has had on the school meal service.

- 4) To acknowledge the work of officers to develop a sustainable service for future growth.
- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

To approve the recommendations in the report and add:

- 1) To welcome the Scottish Government announcement in its Programme for Government 2022/23 of £64m of continued investment to extend universal provision of free school meals during term time (already available to those in Primaries 1 to 3) to children in Primary 4 and Primary 5 and alternative holiday meals provision for eligible children as long as it comes with full funding on a recurring basis.
 - 2) To welcome the Scottish Government announcement in its Programme for Government 2022/23 that it would, subject to agreement with COSLA, begin to roll out the provision of universal free school meals to Primary 6 and Primary 7 pupils.
- moved by Councillor Key, seconded by Councillor Kumar

In accordance with Standing Order 22(12), the amendment was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the update on school meals in regard to Universal Free School Meal uptake.
- 2) To note the challenges that the service faced with rising costs and inflationary pressures.
- 3) To note the significant progress of capital upgrades across the city and the positive impact this has had on the school meal service.
- 4) To acknowledge the work of officers to develop a sustainable service for future growth.
- 5) To welcome the Scottish Government announcement in its Programme for Government 2022/23 of £64m of continued investment to extend universal provision of free school meals during term time (already available to those in Primaries 1 to 3) to children in Primary 4 and Primary 5 and alternative holiday meals provision for eligible children as long as it comes with full funding on a recurring basis.
- 6) To welcome the Scottish Government announcement in its Programme for Government 2022/23 that it would, subject to agreement with COSLA, begin to roll out the provision of universal free school meals to Primary 6 and Primary 7 pupils.

(References – Education, Children & Families Committee 10 December 2019 (item 1); report by the Executive Director of Education and Children’s Services, submitted)

14. Revenue Monitoring 2022-23 – Month Three Position

The projected month three revenue monitoring position for Education and Children’s Services, based on analysis of actual income and expenditure to end of June 2022 and projections for the remainder of the year was presented.

A review of pressures and savings within the budget indicated a projected net pressure of £2.5m after assumed corporate provisions for continuing COVID impacts on the service.

Work was ongoing to identify mitigating measures to manage financial risks and take timely remedial action where any further adverse variances became apparent.

Decision

- 1) To note the estimated net residual budget pressure of £2.5m at month three.
- 2) To note that a further update would be provided to Committee later in the year on the month six position.

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

15. Empowered Learning Programme

An update was provided on the Empowered Learning programme which underpinned digital learning across all aspects of learning and teaching extending from early years through primary, secondary and special needs sectors.

Decision

To note the report and the progress made to date.

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

16. Attainment in the Senior Phase 2020-21

A summary was provided of key outcomes relating to attainment in the City of Edinburgh Council’s secondary schools for the senior phase (S4 to S6) for the academic session 2020-21.

The Quality Improvement and Curriculum Service (QICS) offered a high level of intensive support and challenge to those schools where attainment was of particular concern. This would involve coaching support in context for the Head Teacher and Senior Leadership Team, from the Quality Improvement and Education Officer (QIEO) assigned to the school, alongside support from the Edinburgh Learns Team to train teaching and support staff.

An action plan and timeline for improvement would be agreed and a Senior Education Manager would meet regularly with the Head Teacher to review progress.

Decision

- 1) To note the progress and areas for improvement in educational attainment in the senior phase in city of Edinburgh secondary schools during session 2020-21.
- 2) To agree to receive further annual reports on attainment and improvements in performance in the senior phase.
- 3) To note the continued hard work of young people, staff, parents and carers to support the successful delivery of qualifications in session 2020-21 during the global Covid-19 pandemic.

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

17. Response to the National Improvement Framework Consultation on Measures

The response from officers to the Scottish Government consultation on the National Improvement Framework for Education was presented. Views were sought on enhanced data collection for improvement and the key measures to assess progress towards closing the poverty related attainment gap.

The response was generally supportive of the aims and direction of the framework and most of the suggested changes. Action was needed to find more accurate ways of measuring the poverty-related attainment gap due to current limitations with the use of the Scottish Index of Multiple Deprivation (SIMD) within education. The measures used within the NIF should be as inclusive as possible in terms of recognising wider achievement and alternative pathways.

Decision

- 1) To note the response to the consultation.
- 2) To agree to receive regular updates on progress in relation to the updated measures once these had been published.

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

18. Internal Audit – Overdue Findings and Key Performance Indicators as at 26 January 2022 – referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had referred a report on internal audit overdue findings and key performance indicators to this Committee for scrutiny of any relevant overdue management actions.

Decision

- 1) To note the report.
- 2) To agree that any significantly overdue findings should be logged separately for committee consideration on a recurring basis.

(Reference – referral report by the Governance, Risk and Best Value Committee 8 March 2022, submitted)

19. Motion by Councillor Burgess – Outdoor Learning for Edinburgh Schools

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

“This Committee:

- 1) Recognises that Learning for Sustainability is a core part of the General Teaching Council for Scotland’s (GTCS) professional standards and that ‘Outdoor Learning’ is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education.
- 2) Understands that the outdoor environment offers motivating, exciting, different, relevant and easily accessible contexts for children to learn and develop.
- 3) Welcomes the programme of residential and excursions for Edinburgh schools and the report on this to committee in August 2021.
- 4) Recognises the other opportunities to integrate onsite and local outdoor learning into the core curriculum and the school day.
- 5) Therefore, requests an update report on outdoor learning in Edinburgh schools including in particular:
 - i) How outdoor learning is delivered day-to-day in Edinburgh schools;
 - ii) The coverage and frequency of provision of outdoor learning across all schools, particularly primary schools;
 - iii) How schools and teachers are supported to provide outdoor learning;
 - iv) Plans for further development of outdoor learning.”

- moved by Councillor Burgess, seconded by Councillor Bandel

Decision

To approve the motion by Councillor Burgess.

20. Currie Community High School – referral from the Finance and Resources Committee

The Committee in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, excluded the public from the meeting during consideration of the following item of business for the reason that it involved the likely disclosure of exempt information as defined in Paragraphs 8 and 9 of Part 1 of Schedule 7A of the Act.

The Finance and Resources Committee had referred a report on the award of contract for the construction of the replacement Currie Community High School to this Committee for information.

Decision

To note the report.

(Reference – referral report by the Finance and Resources Committee 8 September 2022, submitted)

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Work Programme

Education, Children and Families Committee 15 November 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	November 2022 March 2023
2	Promoting Equality	Annual Report	Lorna French	Education and Children's Services	Annual	November 2022
3a	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	November 2022
3b	Edinburgh Learns Inclusion Annual Report (circulation of school exclusion figures)	Annual Report	Lorna French	Education and Children's Services	Annual	December 2022 then March annually
4	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	November 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
5	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	January 2023
6	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023
7	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
8	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
9	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	January 2023
10	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
11	Education Standards and Quality Improvement Plan 2021-2024	Annual Report	Jackie Reid	Education and Children's Services	Annual Report	September 2023
12	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children's Services	Annual	November 2022
13	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Linda Lees	Education and Children's Services	Annual	March 2023
14	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
15	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	March 2023
16	Youth and Children's Work	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023
17	Attainment in the Senior Phase	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
18	Early Years Partner Provider – Hourly Rate for Funded Early Learning Childcare	Annual Report	Lynn Patterson Donna Murray	Education and Children's Services	Annual	September 2023

Rolling Actions Log

Education, Children and Families Committee

15 November 2022

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1		Funding for excursions for educational purposes	<p>1) To note the value of school residential excursions for pupils but also the pressures, often hidden, felt by many families around the costs.</p> <p>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</p>	Executive Director of Education and Children's Services	March 2022 December 2021		<p>November 2022</p> <p>Proposals including draft resources were approved to be trialled and will be implemented shortly. These will include poverty/equity. These resources are due to be reviewed by a small group of Head Teachers and will then be implemented into the new and updated Excursions</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>proofing the school day agendas.</p> <p>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.</p> <p>4) To agree that the Convener write to the Scottish Government to ask that a residential school excursion be considered for national funding.</p> <p>5) To ask officers to report back to Committee in one cycle on the full</p>				<p>Policy and support wider guidance such as Finance for Equity resources. This work is coherent with the aims to poverty proof the school day, which were exemplified by Head Teachers at the Equity workshop for elected members in September 2022 at The Royal High School. The three aims of The City of Edinburgh Council Pupil Equity Framework (minimising costs and reducing pressure on family budgets; ensuring</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>scope of possible alternative and equitable options, including EPIC days and on all of the above.</p> <p>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.</p>				<p>equal access to opportunities, regardless of income; and reducing poverty-related stigma) remain key priorities across all schools, and equity of access to excursions is integral to this. Please use the link to see a previous report that went to committee:</p> <p>https://democracy.edinburgh.gov.uk/documents/s41074/7.12%20School%20Excursions%20Equity%20Update.pdf</p> <p><u>September 2022</u></p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p>Item 6 – briefing will be prepared and circulated to Education, Children and Families Committee Members.</p> <p><u>December 2021</u> Report considered by Committee at its meeting on 7 December 2021</p>
2	07-12-21	<u>Response to Consultation on Education Reform</u>	<p>1) To note the response to the Consultation on Education Scotland Reform.</p> <p>2) To request updates on how the Education Reform proposals would be addressed through strategic planning within Education and Children’s Services.</p>	Executive Director of Education and Children’s Services	December 2021		<p><u>September 2022 Update</u></p> <p>Education Reform will be ongoing for the next few months. We will be consulting with parents and carers, and young people, and with Headteachers at various points as</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							the overall project unfolds
3	15-12-20	Edinburgh Learns for Life – Inclusion Annual Report	<ol style="list-style-type: none"> 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	December 2022 for session 2021/22 then March thereafter	December 2022 for session 2021/22 then March thereafter	Recommended for closure – included on the Committee Work Programme
4A	15-12-20	Motion by Councillor Laidlaw – Delivery of School Sports	<ol style="list-style-type: none"> 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: 	Executive Director of Education and Children's Services	October 2021		<p><u>November 2021</u></p> <p>A report will come to EC&F committee early 2023 on sports in schools which will cover all the remaining items from Councillor Laidlaw's motion.</p> <p><u>December 2021</u></p> <p>On 7 December 2021, Committee agreed to keep</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> • 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 • Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate <p>3) To note that a response would be sent to the Edinburgh Parent Council Network to the points raised in their written deputation.</p> <p>4) To confirm if the above response had been sent to the Edinburgh Parent</p>				<p>actions 10A and 10B open until the questions and concerns raised in the composite motion at the October meeting had been addressed.</p> <p><u>March 2021 Update</u></p> <p>Committee on 2 March 2021 agreed that a meeting be arranged between political group leads to discuss the return of school sports prior to the Easter Holiday break. Parents and carers to be informed of the outcome of this discussion.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Council Network via Headteachers.				
4B	24.08.21	<u>Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities</u>	<ol style="list-style-type: none"> 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 actioned at the time of the report coming to Committee. 	Executive Director of Education and Children’s Services	October 2021		<p><u>Please see 4A</u></p> <p><u>December 2021</u></p> <p>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</p> <p>Superseded by composite motion agreed at October Committee meeting. Please refer to Action 10</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	02-03-21	Holiday Support for Children Affected by a Disability	<ol style="list-style-type: none"> 1) To note the current provision for holiday support for children affected by a disability. 2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays. 3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018. 4) To agree to engage with parents as soon as possible and specifically 	Executive Director of Education and Children's Services	March 2022		<p><u>November 2022</u></p> <p>Item 7 - We have explored this option but unfortunately it is not a viable option based on what is available linked to the profile of potential staff we would use.</p> <p><u>October 2021</u></p> <p>An update was provided in the business bulletin for the October Committee meeting on the summer 2021 holiday playscheme and included an update on engagement with SQA.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.</p> <p>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.</p> <p>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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>eligible children and young people. To note that consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this must be a part of the consultation.</p> <p>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.</p>				
6	18-05-21	Business Bulletin – Outdoor	1) To update Committee on outdoor learning and the Council's next steps to	Executive Director of Education	August 2021	August 2021	Decisions 1) and 2) closed by

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Learning, Homelessness Prevention Group and Response to Incidents Survey	<p>implement this following the release of Scottish Government's updated guidance on outdoor learning.</p> <p>2) To circulate a briefing note and impact statement from the Homelessness Prevention Group.</p>	and Children's Services			<p>Committee on 12 October 2021.</p> <p>1. An update on decision 1) was included in the School Excursions report on 24 August 2021.</p> <p>2. A briefing note was circulated to members on 17 June 2021.</p>
			<p>3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the 24 August 2021 Committee.</p>		<p>June 2022</p> <p>January 2023</p>		<p><u>November 2022</u></p> <p>Update to come to January committee</p> <p><u>December 2021</u></p> <p>An update will be included in the Inclusion Report scheduled to be submitted to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Committee in June 2022.
7A	01.03.2022	Gaelic Medium Education (GME) Update	<p>1) To request a revised report in one cycle that contains the following information:</p> <p>a. Details of the proposal for a standalone school on the site of the former Castlebrae Community High School</p> <p>b. Details of mitigation measures to address concerns regarding Liberton High School including public transport routes, possible provision of CEC supported bus networks and immersion challenges.</p> <p>c. Regarding the sites 1,2, 3, 4 and 7 listed in the paper, additional detail to</p>	Executive Director of Education and Children's Services	September 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>enable clearer rule-in/rule-out to include:</p> <p>a) the level of nearby public transport connections</p> <p>b) the nearest secondary school and the number of metres to walk to that school</p> <p>c) what scale of secondary school provision could be provided on sites that has been listed as too small, including pupil capacity and ability to access shared sports facilities e.g. other schools, Edinburgh leisure facilities</p> <p>d) Information on whether discussions have been had with current stakeholders regarding medium-term</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>future of the following sites:</p> <ul style="list-style-type: none"> i. Russell Road depot ii. Royal Victoria Hospital Site iii. Drummond bus depot iv. Princess Alexandra Eye Pavilion v. Police Scotland Fettes (details of decommissioning and indicative land values) <p>2) The report to also include a timeline setting out key decision making milestones</p> <p>3) To note that the Convener would share the latest response from the Cabinet Secretary for</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Education & Skills with committee members and Comann Nam Pàrant.				
7B	20.09.22	Gaelic Medium Education (GME) Update	<p>1) To agree to further engagement with the Gaelic community through reconvening the Gaelic Implementation Group with the same representation as previously constituted in 2021-22 to discuss the current position and explore future proposals, if alternative sites become available.</p> <p>2) To agree that the Gaelic Implementation Group should have its first meeting in advance of the next meeting of the Education, Children & Families Committee scheduled for 15 November 2022.</p>	Executive Director of Education and Children's Services	December 2022		November 2022 Appointments report on the agenda for item 2

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
8	01-03-2022	<u>Report Regarding Petition – Review Cuts to English as an Additional Language Provision for Dalry Primary School</u>	<p>1) To 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:</p> <p>2) To agree that an update is presented in December 2022 to report on the recommendations and actions detailed in the Integrated Impact Assessment.</p>	Executive Director of Education and Children's Services	November 2022		<p>November 2022</p> <p>(1) Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School were completed in June 2022. This involved planning and teaching alongside class teachers, training, and wider development work. The intended outcomes were achieved, with data showing positive impact on teaching, learning and attainment for learners at all stages of English language acquisition. Phase</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p>3 started in August 2022, with EAL Specialist teachers continuing to support the school to consolidate and embed practice.</p> <p>(2) Evaluative Statement October 2022</p> <p>Almost all (26 out of 30) recommendations and actions have been completed, fully or partially. 4 (out of 30) recommendations and actions are planned. This process is ensuring that we continue to strengthen practice for bilingual and minority ethnic learners to ensure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							equality of opportunity and outcome.
9	07-12-21	Motion by Councillor Perry – Support for Teachers and School Staff	<p>“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.</p> <p>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.</p> <p>Consequently, Committee agrees:</p>	Executive Director of Education and Children’s Services	March 2022		<p><u>November 2021</u></p> <p>All items complete with the exception of item 2 – we will provide a report on the PSA role in early 2023</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ol style="list-style-type: none"> 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 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>making to keep schools open.”</p> <p>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.</p>				
10	01-03-2022	Motion by Councillor Laidlaw – Preparation of School Meals	<p>“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.</p> <p>Recognises that despite the best-efforts of catering staff, food served in dining centres can fall short of the quality standards of that</p>		September 2022		Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>produced on-site and that this is exacerbated by longer journeys.</p> <p>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.</p> <p>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.</p> <p>Supports officers in their efforts to secure additional Scottish Government funding to help grow the number of production kitchens.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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.</p> <p>In addition, to include in the report back, information on those schools where decisions had been taken to remove production kitchen facilities and any resulting impacts.</p>				
11	01-03-2022	<u>Business Bulletin – Supporting Teach for the Future</u>	To note that a detailed report on supporting Teach the Future would be submitted to the next meeting of the Committee on 21 June 2022.	Executive Director of Education and Children's Services			<p><u>September 2022</u></p> <p>The Edinburgh Learns Sustainability Group have prepared an annual</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							report and plan which will be circulated to the Education, Children and Families Committee Members. This will clearly detail the actions underway to ensure schools in Edinburgh meet the objectives to be net zero, as per the council business plan
12	03-05-2022	Edinburgh Secure Services – Update Report	The committee agrees that as far as possible all debates and scrutiny of council decisions should be held in public. However, it also recognises that confidentiality is appropriate for specific items and should be considered on a 'B' agenda.	Executive Director of Education and Children's Services			<u>November 2022</u> Recommended for closure - on the agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>In relation to the report for this meeting, officers have advised that this report should be considered on a 'B' agenda as there may be legal consequences if debated in public</p> <p>The committee requests that officers redraft the report to clearly identify all items which can be considered on an 'A' agenda and those which must remain on the 'B', in order that as much as possible can be debated in public. It is too late to complete this properly during the meeting, and should be reviewed and confirmed with the council's legal team. This should also be done with the report on this matter that was received by GRBV and Full Council. These revised reports should be referred to</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>a special meeting of Education, Children and Families Committee as soon as possible following the election.</p> <p>The committee also agrees that we should proceed as a 'B' agenda for this meeting to consider the information contained within the report as requested in the Conservative motion.</p>				
13	25.08.2022 (Council)	<u>Appointment of Religious Representatives to the Education, Children and Families Committee</u>	<p>To request an update in the Business Bulletin of the next Education, Children and Families Committee on:</p> <ul style="list-style-type: none"> • Appointment of a second parent members to the committee to facilitate representation from both primary and secondary school parents. • Progress with establishing a children 	Executive Director of Education and Children's Services	January 2023		<p><u>November 2022</u></p> <p>Secondary sector parent representative appointed (Alexander Ramage) and the primary sector representatives will be confirmed at the EC&F committee on the 15 November.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and young people's liaison group as agreed by committee in March 2022.				<p><u>November 2021</u></p> <p>Point 1 – Update to be provided after the next Consultative Committee with Parents meeting on the 8 November.</p> <p>Point 2- A further report is being submitted to full council in November which should address this request.</p>
14	20.09.2022	Edinburgh Learns for Life: Equity	To request an update as early as possible to a future Committee on the work of the new Contracts and Commissioning Team.	Executive Director of Education and Children's Services			Recommended for closure - on the agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
15	20.09.2022	<u>Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare</u>	To agree to provide full detailed reports on the Gross Early Learning Annual Budgets for 2020/21 and 2021/22 to show how the Gross Early Learning Total Budget is allocated to the Private, Voluntary, Independent Sectors and the Local Authorities and how these allocations are calculated.	Executive Director of Education and Children's Services	January 2023		
16	20.09.2022	<u>Quality, Improvement and Scrutiny</u>	<ol style="list-style-type: none"> 1) To agree to provide a copy of all recent QICS school reports to members of the committee and relevant ward councillors. 2) To request an update on 5.3 support at the November Education, Children & Families committee. 3) To request an update on any new inspection visits 	Executive Director of Education and Children's Services			Recommended for closure - on the agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>that take place during September to November, at the November committee.</p> <p>4) To agree to provide a report to this committee (at the next scheduled date) on any school that receives a less than satisfactory rating for any *individual score, to allow for detailed discussion and scrutiny.</p>				
17	20.09.22	<u>Motion by Councillor Young – West Edinburgh High School</u>	To bring a report to the Education, Children and Families Committee in November on the outcome of discussion with West Lothian Council and if agreeable, setting out the next steps for the formal catchment consultation process.	Executive Director of Education and Children's Services	tbc		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	20.09.22	<u>Motion by Councillor Burgess – Outdoor Learning for Edinburgh Schools</u>	<p>To request an update report on outdoor learning in Edinburgh schools including in particular;</p> <ul style="list-style-type: none"> • How outdoor learning is delivered day-to-day in Edinburgh schools; • The coverage and frequency of provision of outdoor learning across all schools, particularly primary schools; • How schools and teachers are supported to provide outdoor learning; • Plans for further development of outdoor learning.” 	Executive Director of Education and Children’s Services	Early 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
19	22.09.22 (Council)	<u>Motion by Councillor Miller – Bikeability in all Primary Schools</u>	<p>To call for a report to the Education Children and Families Committee within 2 cycles outlining the path to 100% Bikeability for Edinburgh’s primary schools, including but not limited to:</p> <p>a) Support for Active Schools to promote Bikeability uptake by schools not currently offering both Level 1 and 2. Work with Head Teachers and Active Schools to identify any barriers to uptake and providing recommendations on ways to address these.</p> <p>b) Methods for re-communicating the scope and the benefit</p>	Executive Director of Education and Children’s Services	Early 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			of the free offer to schools “				
20	27.10.22 (Council)	<u>Motion by Councillor Gardiner – Information about Vaping</u>	Council requests a report to Education, Children and Families Committee within one cycle which considers a coordinated approach involving council school staff, NHS Lothian school nurses to raise awareness and provide evidence based public health information in schools and across services for young people about any potential health side effects from vaping to ensure young people are well informed about the choices they make.	Executive Director of Education and Children’s Services	January 2023		
21	27.10.22 (Council)	<u>Motion by Councillor Cowdy – YouTube Access at High Schools</u>	1) To instruct the Director of Education to prioritise resources to resolve the outstanding issues so that YouTube access is restricted no later than	Executive Director of Education and Children’s Services	November 2022		Recommended for closure. The works carried out to enhance the YouTube restrictions have

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Monday 7th November, or failing this, agrees to provide access to senior pupils in S4, S5 and S6 in the interim, with a report to the Education Committee on 15th November for a decision over how to return access for all other pupils, with a suitable parental information and choice communications plan.</p> <p>2) Agrees that the Education and IT teams work to ensure that as safe access as possible for pupils is restored as soon as technically possible and an update report on progress to come the Education, Children and Families Committee in one cycle.”</p>				<p>been successful. A new configuration is available and will reinstate YouTube access for Students on their Empowered Learning iPads.</p> <p>The rollout is underway but due to the large number of devices, may take a few days to roll through to every device.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	27.10.22 (Council)	<u>Motion by Councillor Jones – Absenteeism in Schools</u>	<p>Council calls for a report in one cycle to Education, Children and Families Committee to report on how schools are addressing absenteeism with specific reference to:</p> <ol style="list-style-type: none"> 1) Ensuring schools identify children who have had less than 85% attendance in the years following covid in order to support them. 2) Whether schools are providing tailored catch-up plans for the children noted above with specific measurable achievable learning outcomes for each child; 3) Whether provision of private one-to-one 	Executive Director of Education and Children's Services	January 2023		


No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>tuition or small group tuition is available outside the normal school day.</p> <p>Where the above is not in place, what steps the Authority can take to assist Headteachers in providing pupils with increased assistance to improve attendance and, ultimately individual attainment.”</p>				

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 15 November 2022

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Joan Griffiths</p> 	<p>Councillor Joan Griffiths (Convener)</p> <p>Councillor Key Councillor Kumar Councillor Mattos Coelho Councillor Walker Councillor Young Councillor Burgess Councillor O’Neill Councillor Cowdy Councillor Jones Councillor Davidson</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Mrs Fiona Beveridge</p> <p>Angela Campbell</p> <p>Dr May Ruhiyyih Parris</p> <p>Parent Representatives Alexander Ramage secondary sector parent representative</p> <p>Primary sector parent representatives will be confirmed at the Education, Children and Families Committee meeting 15 November 2022.</p>	<p>Nickey Boyle, Executive Support 0131 469 5725</p>

Edinburgh's Promise

[Edinburgh's Children Loved, Safe and Respected](#)



Work continues Edinburgh's Promise 2021-2023 plan. Over the summer several areas of this work has been taken forward, especially connected to Whole Family Support, school's-based Love, Safe and Respected focus, and continuing work to update our corporate parenting offer. There will be a rolling programme of events coming out shortly that will allow colleagues to be connected to and understand the work involved in keeping the Promise in Edinburgh by 2030. Colleagues are encouraged to use the hyperlink above to Edinburgh's Promise pages and access the resources which are available there. We need everyone to identify with the work of Edinburgh's Promise, as it will take all of us to keep the Promise.

Supporting the most vulnerable with rehabilitation



Colleagues in justice services have partnered with voluntary sector charitable organisation Change Grow Live (CGL) to support vulnerable people to rehabilitate into their community following a period in custody. Many people leaving prison lack basic essentials to help them adjust to life outside prison so to address this, justice partners provide winter liberation packs for CGL colleagues to distribute to those in greatest need during the colder months of the year. Items available for the backpacks include mobile phone, hat, gloves, torch, diary, notebook, useful telephone numbers for supports, wipes, deodorant, and water bottle/flask. Additionally, some of the most vulnerable who have no means of making contact with friends, family, or

services, have been issued with a basic mobile phone to keep them connected with support networks to help them live crime free lives, and advance digital inclusion.

All of Us Campaign Drop in Session

The All of Us Edinburgh campaign organised a Fun Family Drop-in session at the McDonald Road Library on 23 July. All of Us was set up to help people find out where to get advice and support with parenting or other worries about family life and where to turn to if they have concerns about a child. There were stalls at the event from NSPCC Scotland, Home Start, Children's Health Scotland, Venture Scotland, Education, Children and Families Committee –15 November 2022



Edinburgh, and Lothians Regional Equality Council (ELREC) and the Junction. There were arts and crafts from Polymorphics, a Bookbug session, snacks, a face painter, and balloon animals. This event was attended by over 165 people.

Justice Services garden project

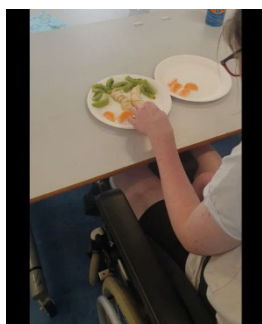
We know that for some crimes, short term sentences are ineffective and don't address the needs of those who have committed offences or the communities in which they live. Justice services has been exploring innovative ways to support those who have committed offences to repay the community for their crime while at the same time, giving them the opportunity to learn valuable skills, work as part of a team, and support the environment through gardening project placements. Justice services has teamed up with Cyrenians to launch the Royal Edinburgh Community Hospital Garden project. Those carrying out unpaid work in the community will be



maintaining the Hospital woodland, orchard, and garden, including landscaping, planting, pruning, clear ups, and other key garden activities over winter, preparing for the spring and summer months of full bloom. The project will be managed by Cyrenians and offer weekend sessions to accommodate as many participants as possible. The garden is open to the public providing an opportunity for people to see the work carried out by the team.

ASN Holiday Club – going from strength to strength

During the summer holidays, 533 families received holiday hub support. Families were pleased to see the increase in provision and the high quality of care provided.



Young people enjoyed a range of activities including getting creative, going swimming, cooking and visiting local attractions. Positive feedback from carers and young people, noted that the support was essential for both keeping young people active and allowing families and carers some respite. Since the start of the new school year, we have helped families by making them aware of the holiday support available in advance. So far, 480 families have applied for holiday support for the full academic year and already know their



allocation.

The Sport and Outdoor Learning Unit: The Risk Factory

The Risk Factory (TRF) was originally set up through the Edinburgh Community Safety Partnership to deliver experiential safety education / life skills to Primary 7 pupils as they prepare for transition to secondary school. Based in a purpose-built warehouse behind the Corn Exchange with stage like sets covering ten scenarios including home, road, water,

electrical and rail safety. The programme is delivered by two staff, a team of volunteers and a rota of fire safety officers from Scottish Fire and Rescue Service.

TRF reopened following COVID closure in late May 2022 to prepare the building for returning volunteers and schools groups. Following refresher training with our volunteers two sessions were conducted in June with Murrayburn and Stenhouse Primary Schools to check processes worked for the new academic year.

Since the start of the 2022/23 academic year, we have had 23 school groups visit with 756 pupils and 84 staff / parent helpers. This breaks down as:

Local Authority	Schools	Visitor Numbers
City of Edinburgh	14	464 pupils and 50 staff / parent helpers
Midlothian	8	266 pupils and 31 staff / parent helpers
East Lothian	1	26 pupils and 3 staff / parent helpers

At this time, we have 107 school bookings for the remainder of the academic year (broken down by local authority below) with more anticipated.

Local Authority	Schools
City of Edinburgh	54
Midlothian	15
East Lothian	16
West Lothian	16
Independent	5
Non-Lothian	1

Unfortunately, some of our volunteers decided not to return after such an extended closure and we are working to build this up. Adverts in the Volunteer Centres have been refreshed, posters distributed, and a second staff member from Volunteer Edinburgh (the Employability Work Coach) is due to meet with us late October to see what volunteering at The Risk Factory involves. We hope this will help channel further volunteers towards us as well as providing transferrable skills for those going on to seek employment.

Volunteer numbers currently stand at 33 fully trained, with three currently undergoing PVG checks and training, with a further two prospective volunteers due to start in November.

Key contact:

Caroline.Wilson@edinburgh.gov.uk

A New Approach for Community Sport Hubs (CSHs) in Edinburgh.

The Community Sport Hub (CSH) programme was **sportscotland's** contribution to the legacy of the 2014 Commonwealth Games. Initially, CSHs focused on supporting and developing local clubs and sport organisations and were traditionally based in facilities such as schools or local sports centres. Clubs came together, shared best practice and solved problems in their local CSH network.

Over time the role of CSHs in Scotland has evolved which will bring about change to our CSHs in Edinburgh. Fast forward to today and CSHs are a key pillar in **sportscotland's** 'changing lives' movement. This movement is about using sport and physical activity to intentionally bring about positive change for people and communities. It will see sport and physical activity delivering intentional outcomes in areas such as health, education, community development and social cohesion, with EDI (equality, diversity & inclusion) underpinning everything we do.

CSHs will achieve this by taking an approach to support and empower local stakeholders (non-sporting and sporting) to improve sport & physical activity in communities and ensure equal opportunity. It starts with understanding the needs of a community and then collaborating with key community stakeholders (community police, youth work groups and others) to facilitate and deliver high quality activities and interventions which are appropriate and will make the biggest positive difference.

We have developed a new 18-month plan which will focus our resources in 5 areas in Edinburgh. This plan can be found attached. The plan details how we align to 'Edinburgh Learns for Life' and how we will resource our work over this period.

Should you wish to hear more please contact Community Sport Hub Manager, Adam Szymoszowskyj: Adam.Szymoszowskyj@ea.edin.sch.uk

Volunteer Amy Makes Her Mark

Active Schools volunteer 17-year-old Amy McEwan first came into contact with Active Schools after participating in our Disability Sports Camp in 2021. Following the camp, due to her passion for sport and interest in working with children Amy got in touch with us expressing a wish to volunteer.

During her journey with Active Schools Amy has been mentored by Jill Coleman, Active Schools Coordinator Special Schools Cluster. She has embraced opportunities to develop her skills and knowledge and attended the Active Schools Leadership Academy 2021/22 which gave her the opportunity to gain certificates in Introduction to Coaching Children, UK Disability and Inclusion Training to name a few as well as enjoy social sports sessions with other Leadership Academy attendees.

Amy has been particularly interested in working with those with additional support needs and shown a great strength in this area. It has been great to see her confidence grow within the range of settings she has volunteered which have included Disability Sports Summer Camp 2022, Braidburn School/Thistle Foundation cycling and Redhall School Bikeability Level 1. Amy has also supported Basic Skills sessions at Juniper Green Primary School.

We think Amy's pretty brilliant and a really positive role model for her peers. Well done Amy and thank you for all the work you do!

'Volunteering with Active Schools is really great and is a happy experience for me I'd really recommend it ...I love the things I've had a chance to do and all the people I've met' Amy



Sport and Outdoor Learning Unit:

Benmore and Lagganlia Outdoor Centres

The Council's Benmore and Lagganlia outdoor centres undertook a prompt restart of residential school visits in Autumn 2021. This sector-leading approach was recognised nationally and included significant partnership working with Health Protection Lothian.

Council school and centre staff worked tirelessly and with great skill to ensure our young people undertook safe and high-quality visits. During the 21/22 academic year, a total of **5773 young people** visited Benmore and Lagganlia last year, including the delivery of a whopping **69,726 meals**; a superb team effort by all involved!



This prompt and sustained restart was achieved because the Council operates its own centres and was able to manage all aspects of safety and quality of provision.

The development of resources to minimise infection and transmission risks was shared nationally. The Council is rightfully proud of its achievements, and this is very much recognised nationally.

Feedback from schools continues to be excellent and reflects the close and excellent relationships between the schools and centre staff. They are all Council staff and can therefore liaise in-depth to maximise attendance and support many different needs; this is another benefit of the Council investing in its own centres. Some examples of feedback from Edinburgh schools:

- *There are too many examples of outstanding practice to list them all, but they [staff] all took so much time and care to make sure that each and every pupil felt valued and included. The activities were so fantastically run, and the instructors so knowledgeable, that my role was reduced to just having to enjoy my time with the class. I have been on a number of school residential with different providers and have never returned feeling so fulfilled! **Visiting teacher.***
- *From the planning and preparation, through to the week itself, it was a hugely positive experience for staff and pupils. All the instructors provided fun, safe and memorable experiences with plenty of opportunities to develop teamwork skills and provide individual challenge for pupils. With patience and understanding, staff felt that all pupils were very well supported. **Visiting teacher.***
- *All the instructors did an amazing job of providing the children with a week that they will never forget. As always, the food was brilliant and I haven't seen a group eat so well during a residential for a while and that is all down to the quality of the food on offer. And of course a big thank you to yourself for taking the time to speak to us before the trip about our children who need support, making sure that the correct support was in place for our visit and being around to support us when we were at the centre. **Visiting teacher.***

Additionally, Benmore delivered an innovative 2022 residential summer holiday programme via the Summer Holiday Food and Childcare Funding. SOLU, locality youth work and third sector staff and volunteers worked together to design and deliver provision, which included full board and a wide range of adventurous activity. **60 young people** benefitted via a total of **6408 childcare hours**. Evaluations involved locality youth work and third sector staff, and families. This demonstrated significant outcomes and very high satisfaction rates. A selection of quotes:

- *Everything was so perfect, all I will say is thanks to everyone who has made it possible for the journey to Benmore to be successful. My children were so excited and made new friends. **Parent/carer.***
- *It was very well planned with a variety of outdoor and indoor activities to help children be independent, stay active and be with peers. **Parent/carer.***
- *It was my first experience on a residential and an amazing experience, I liked it all. **Child.***
- *Through the participation in the residential trip we were able to support the continuation of our youth strategy project. **Locality youth work staff member.***

- *Benmore staff were brilliant, outdoor learning team were brilliant resulting in requests to repeat by young people. Locality youth work staff member.*



The Sport and Outdoor Learning Unit staff are currently updating guidance and support to assist with the ongoing priority of reducing the cost of the school day. This will include planned workshops with schools during the Autumn, involving existing good practice on how to maximise attendance on residential. SOLU is continuing to liaise with schools to record and monitor attendance to support training and provision. Updated results will

be included in a report to the Education, Children and Families Committee planned for early 2023.

Key contacts:

Andrew.Bradshaw@edinburgh.gov.uk (Principal Officer Outdoor Learning)

Graeme.Adams@edinburgh.gov.uk (Benmore Outdoor Centre Operations Manager)

Nick.March@edinburgh.gov.uk (Lagganlia Outdoor Centre Operations Manager)

<https://www.experienceoutdoors.org.uk/> Experience Outdoors is part of the Council's Sport and Outdoor Learning Unit.

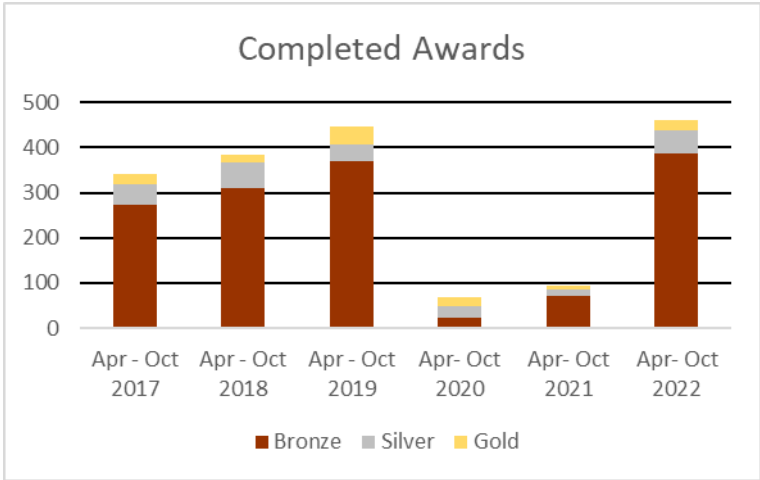
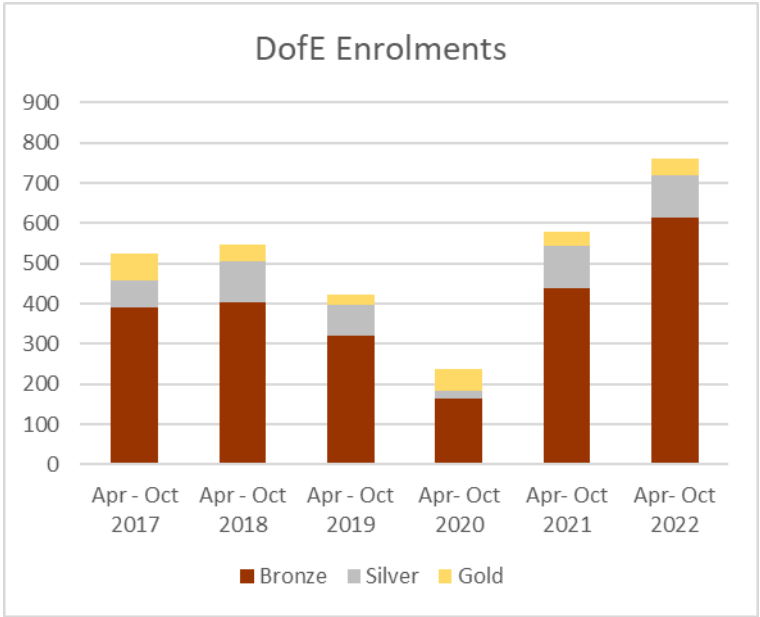
Sport and Outdoor Learning Unit:

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award programme is continuing to benefit many young people in the city. Programme coordination is led by the Council's Sport and Outdoor Learning Unit (SOLU) via staff at the city's Bangholm Outdoor Centre.



Council staff and volunteers have and continue to be focused on delivering a strong pandemic recovery so that young people can access high quality provision and opportunities. This has been supported by the UK-wide [flexible arrangements](#). SOLU can report an impressive performance with the number of overall DofE enrolments (starters) and completions across all levels (Bronze, Silver and Gold combined) returning to pre-COVID levels and continuing to rise. **Well done and thank you to all the young people and leaders taking and supporting the DofE challenge in Edinburgh.**



Volunteering is a key part of the Duke of Edinburgh’s Award. SOLU is delighted to report that DofE Scotland has recently estimated that our young people undertaking their award with this Council spent an estimated **9,685 hours** volunteering in just one year. This equates to a social value of **£44,745** within their local communities.

The Council and DofE are immensely proud of the dedication, effort and achievement of our young people making an impact in their community.

The city's developments continue, including ensuring all young people can access this award. Recent examples include collaborative work between SOLU and locality youth work staff to start a new DofE community group based at the Wester Hailes library; and the Broughton University (UP) Programme. The latter involves a collaboration between teachers, learners, parents/carers and local university partners to deliver an ambitious targeted intervention initiative, which has recently introduced DofE to its programme. A thank you to locality youth work and Broughton HS staff for their great skill and dedication, plus the many partners who play such a critical role.

The DofE is a wonderful way for young people to get involved in their communities; improve their wellbeing through physical activity; develop life skills; and learn the skills to walk and navigate in the countryside.

Key contact: Fraser.Robertson@edinburgh.gov.uk

<https://www.experienceoutdoors.org.uk/duke-of-edinburgh>

Sport and Outdoor Learning Unit and Additional Support for Learning Service (ASLS):

New ASL Outdoor Learning instructor

The Council has recently employed a new ASL Outdoor Learning Instructor who is working with a range of young people, often including those with complex needs. Each engagement package involves adventurous activity and is bespoke to the young people. Programmes will typically run between 3 and 12 months, potentially with more engagement after.

This innovative post is being delivered in partnership between the Additional Support for Learning Service (ASLS) and the Sport and Outdoor Learning Unit (SOLU). This is a good example of different services working together to meet the needs of our young people.

The aim is to allow each young person to develop in an environment where they can thrive. Developing confidence and a sense of achievement are gained early on and these are further developed in different contexts and may involve wider achievement awards. Risk management and problem solving within a team are encouraged and developed; essential and relevant to everyday life.

All programmes delivered via this role feature a progression in personal skills; encouraging talking to others and empowering self-belief via the context of adventurous activity to create meaningful change.

Key contact:

Richard.NootDavies@ea.edin.sch.uk (ASLS Outdoor Learning Instructor)

Sport and Outdoor Learning Unit:

Bangholm Outdoor Centre / Scottish Cycle Repair Scheme

The Bangholm Outdoor Centre is pleased to announce it received a further grant from Cycling UK under the Scottish Cycle Repair Scheme.

After two previous grants, Cycling UK were keen to extend the partnership with the Council/SOLU. Bangholm staff working in collaboration with other Council officers have successfully targeted support to families who would not normally be able to get their bikes repaired.

Bangholm Outdoor Centre is offering a mobile repair service which takes the mechanic and tools to the customer.

What does the Scotland Cycle Repair Scheme (SCRS) provide?

The Scotland Cycle Repair Scheme provides free cycle repairs and maintenance work, up to the value of £50 per person (non-standard cycles e.g., trikes, tandems or recumbent bikes excluding standard upright e-bikes are eligible for up to £100 repairs under SCRS).

Basic service and mechanical repairs are covered by the scheme i.e., repairs that are necessary to make the cycle roadworthy and fit for purpose. The following repairs are covered by the scheme:

- repairing or replacing tyres, tubes, wheels and related components.
- adjusting, repairing or replacing braking system components.
- adjusting, repairing or replacing transmission system components; and
- repairing or replacing other essential components which prevent safe use of the cycle e.g., deteriorated grips or saddle.

Cliff Smith (Bangholm Outdoor Centre/SOLU staff member) completing repairs to adaptive bikes at St Crispin's Special School:



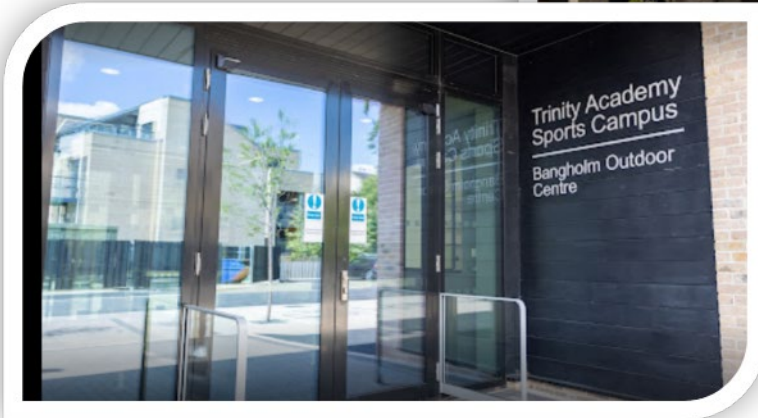
Key contact:

Cliff.Smith@edinburgh.gov.uk

Sport and Outdoor Learning Unit:

Trinity Academy Sports Campus / Bangholm Outdoor Centre and new delivery

The Bangholm Outdoor Centre has recently opened and is shared with Trinity Academy.



Edinburgh based SOLU staff are based onsite and responsible for delivering a range of outdoor learning training; excursions support; related wider achievement awards and the delivery of adventurous activity and general outdoor learning provision. The site includes an office and bespoke annexe allowing SOLU to organise, store and maintain a wide range of general and specialist kit to support outdoor learning across the city and beyond. The new site and surrounding area provide many opportunities to enrich and deliver high quality outdoor learning.

The Bangholm Outdoor Centre staff are currently working in collaboration with local primary and secondary schools to design and deliver additional innovative outdoor learning provision for local Ukrainian pupils. This will include onsite activity focusing on the lagoon and bushcraft area and extending to local resources such as biking on Edinburgh's extensive cycle routes to explore and become more familiar with Edinburgh. SOLU is currently planning to work with outdoor learning partners to build capacity and extend provision. Direct outdoor learning delivery for Ukrainian families by SOLU staff across the city is likely to equate to approximately 3 days a week from November 2022.

Key contacts:

Andrew.Bagnall@edinburgh.gov.uk (interim Operations Manager – Bangholm Outdoor Centre).

Andrew.Bradshaw@edinburgh.gov.uk (Principal Officer Outdoor Learning)

Sport and Outdoor Learning Unit: Epic Adventures

The Sport and Outdoor Learning Unit has built upon the highly successful 2021 Epic Days (e.g. [CEC News](#) and the [Edinburgh Reporter](#)). This 2021 provision was originally introduced to support outdoor learning during the pandemic and was delivered by the Sport and Outdoor Learning Unit (SOLU) via the Bonaly Scout Centre and the adjoining Pentland Hills Regional Park.

The Council's exciting and innovative partnership with the South-East Scotland Scouts/Bonaly Scout Centre continues and the 2022 programme was entitled; **Epic Adventures**. This was a much more targeted programme to support specific groups of learners and young people and has recently concluded for this year (October 2022).



SOLU staff provided approximately **3500 hrs** of instructor delivery with **2470 pupils** benefitting from the programmes. Pupils ranged from P5 – S6 and provision included 'school day' visits, extended days and 2-night stays. SOLU has piloted transition/induction activities and residential progression models, including a night-time star-watching walk for a class who have been learning the constellations. Epic Adventures instructors have also been deployed offsite delivering cycling days using 2-wheel, 3-wheel and adaptive bikes at five of our special school (2-days in each school).

The innovative Epics business plan and collaboration with Bonaly Scout Centre has also allowed SOLU to support wider Council initiatives including offsite and onsite holiday Discover! provision; cycling projects; and Edinburgh's Job, Education and Training (JET) Programme.

SOLU is currently working on a business plan for 2023 and beyond (phase 3 of SOLU's 'Epic' brand development), which will commit towards a longer-term plan and partnership. Demand is significant on top of existing provision and opportunities. 2023+ work will focus again on targeted provision and complement SOLU's existing portfolio of work. Epic Adventures provision is designed to supplement and complement existing work. It cannot and is not designed to replace existing provision. It will support a wide range of Council initiatives so that all young people can engage with and benefit from the great outdoors!

Key contacts: Andrew.Bagnall@edinburgh.gov.uk (Interim Operations Manager – Bangholm Outdoor Centre). Andrew.Bradshaw@edinburgh.gov.uk (Principal Officer Outdoor Learning)

Rugby Returns to Queensferry Cluster!



I love watching Scotland play at Murrayfield so I was really excited to try touch rugby at school and it was lots of fun to play in the festival at the end of the block

Rugby has made a comeback thanks to a fresh connection between Linlithgow Rugby Club and Active Schools!

All P7 pupils received 4 weeks of brilliant taster sessions delivered by LRC Rugby Manager Dougie Thomson and his fantastic team! Although there is some rugby delivered in the PE curriculum, the children really embraced the opportunity to be back having delivery from external providers and focus on learning skills and rules of the game

This culminated in a giant Touch Rugby festival for all 180 of them at Queensferry High where they put their learnings into practice, all expertly refereed by 14 QHS Sports Leaders! The sun shone, the children smiled throughout and importantly made new friendships ahead of their next adventure transitioning to high school together

Next steps are a satellite club, promoting LRC for families to watch club games so children see the progression and hopefully join 'Tartan Touch'!

Week after week the pupils grew in confidence and engaged in the challenge of learning a new sport especially after such a long covid break. The joy of being active again as well as working in a team was clear to see and many were excited when the coaches told them about the forthcoming festival and opportunities at the Rugby Club, especially their summer camp - it will be very interesting to discover just how many went along to that and join the club, but this project was certainly a highlight of the P7's year and the partnership are keen to build on this going forward

It was so satisfying to see that this new project and partnership between Active Schools, Linlithgow Rugby Club and The Schools ran so smoothly for the first time. P7 were targeted as that is where the club had capacity and it would be great to keep that momentum going each year and develop into delivery for more year groups once the local satellite club and coaching staff are established. Four weeks of delivery was ideal for the pupils to grasp enough to ensure they had a beneficial festival experience

60 pupils graduate from Active Schools Leadership Academy

It's been another successful year with the Active Schools Leadership Academy with senior pupils involved from across the city of Edinburgh. Over 60 pupils engaged in the programme this year and there was even a return to in person meetings! The Leadership Academy compliments the SportScotland Young Ambassador programme with pupils gaining experience in leadership in sport, sports coaching and promoting sport opportunities in their school and community.

The senior pupils meet several times during the school year to learn and share their knowledge of motivating and inspiring others to get involved in sport. This was the first year that an SQA unit had been added to the programme with participants being offered the opportunity to undertake the 'Assisting an Activity' unit and 8 completed this. This will hopefully be progressed with more SQA units offered next year. Along with this SQA unit participants also had the chance to complete SportScotland Introduction to Coaching Children Qualification with 48 completing this, Scottish Sport Futures Mental Health and Well Being Training and 13 of them also completed their Scottish Disability Sport UK Disability and Inclusion Training.

The Leadership Academy ensures young people are equipped with the right knowledge and confidence to take on any opportunity in the sporting world. Many participants who signed up to the programme completed at least 10 hours of voluntary delivery with Active Schools Edinburgh.

Outcomes of the programme were;

- Increased confidence in delivering sport
- New relationships developed
- Increased knowledge of sports coaching
- Improved understanding of Inclusion

"It's been great to be involved in the Leadership Academy! I've met lots of people from other schools and it's given me the confidence to start coaching"



From Screen Education Edinburgh (SEE), Arts & Creative Learning Team

Recent SEE activity:

Making Sense of a Changing World, funded by Creative Scotland, developed young people most affected by the pandemic. Screen Education Edinburgh worked with two organisations, youth homelessness charity Rock Trust and Fife Young Carers.

At Rock Trust young people made documentary 'Awareness' focused on living with schizophrenia, and short drama 'Lost Time' focused on mental health and a new way of living due to covid.

At Fife Young Carers dramas 'Understanding Rachel' and 'Ellie's Story' focused on the life challenges of being a young carer, and documentary 'It's Not That I'm Weird' giving an insight into being one.

Careers talks in Schools

In partnership with Film Edinburgh and funded by Creative Edinburgh, SEE has delivered a series of careers talks in schools. Focused on growing opportunities in Film & TV, pupils heard from industry professionals in tech, production, and construction depts, covering skills and knowledge required, related schools subjects, educational and workplace journeys of each professional, and entering the workplace, with pupils having their questions answered as part of a Q&A session to end.

To date, talks have taken place at Boroughmuir High School, Gracemount High School, Liberton High School, Leith Academy, Royal High School, St Augustines RC High School, and St Thomas of Aquins RC High School, with hundreds of pupils taking part.

BFI Film Academy

SEE's BFI Film Academy Edinburgh programme taking place from October 2022 until January 2023, funded by the British Film institute and Screen Scotland, has begun with an intensive week based at Leith Theatre. 20 young people from Edinburgh and Southeast Scotland will learn all areas of filmmaking, make short films, learn about the film value chain and employment opportunities, engage in industry masterclasses, and gain the BFI/Screen Skills Preparing to Work in the Film Industry level 5 qualification.

Screen Scotland Strategic partnership

SEE have entered into a strategic partnership with Screen Scotland's film education team, with funding received for the Set the Scene – Filmmaking for Teachers and Pupils programme. From October 2022 to July 2023 two strands of the programme will take place in Edinburgh schools.

First, two groups of teachers at primary and secondary level will take part in Scotland's first General Teaching Council for Scotland accredited programme in film 'Using Filmmaking to Develop Your Teaching Practice', whilst teachers and pupils will take part in a pilot rollout of Film Line Scotland, a unique online learning platform for pupils at all curriculum levels to learn and progress through each stage of animation, drama, or documentary filmmaking in the classroom.

Pupils and teachers attend the inaugural Saroj Lal Award for City of Edinburgh Schools Awards Ceremony



On Tuesday 11 October at City Chambers, the winners of the first ever edition of the *Saroj Lal Award for City of Edinburgh Schools* were announced at a ceremony of award judges, pupil/teacher nominees and their families, along with Council colleagues and other invited guests.

Saroj Lal was one of the first BAME women to teach in a Scottish primary school when she began her role at South Morningside Primary School in 1970. Her many successes included being at the forefront of race relations during a period of immense political and social change, delivering anti-racism training and starting the first local authority interpreting and translating service in Edinburgh. Following her death in 2020, Saroj's many achievements in equality, women's rights, education and community work are being formally recognised.

All City of Edinburgh schools were invited to nominate pupil work relating to any aspect of equalities, in any artform. Headteachers were also invited to nominate staff, whose collaborative work around equalities has taken a creative approach and had an impact. All nominated work will be used to start building a resource bank for schools. There were 9 schools who nominated, with 13 pupil / pupil group nominations and 4 teacher nominations submitted.

All work submitted was considered by a panel of judges, including Saroj Lal's son Vineet Lal, Debora Kayembe (Rector of The University of Edinburgh), Theo Ogbhemhe (teacher in Orkney who was winner of the first GTCS Saroj Lal Award), and young person, Alanah Walker.

Aims of The Saroj Lal Award for City of Edinburgh Schools

- Mark the important legacy of Saroj Lal's life and work.
- Inspire action and promote equalities work in the widest sense.
- Ensure pupils' views, ideas and experiences are central and communicated widely through creative approaches.
- Create a bank of resources for schools to use and share.
- Challenge perceptions, remove stigma and celebrate diversity.

The award categories were as follows:

- ***Proud to be Me***: Communicates the young person's personal expression of pride their heritage, in their own culture and/or identity.
- ***How Prejudice Makes Me Feel***: Expresses young people's feelings about any form prejudice inflicted on themselves or others.
- ***Artivism***: Art expresses their views on social justice and challenges others to change and/or act differently.

All the nominated work was celebrated at the ceremony hosted by Councillor Joan Griffiths, Education, Children and Families Convener.

The student winner for the *Proud to be Me* category was Anum Shezad of The Royal High School.

In the *How Prejudice Makes Me Feel* category the winner was Freya Wilson of The Flora Stevenson Primary School.

For the *Artivism* category the winner was the Rights Respecting Schools Group, comprising four senior pupils at Firrhill High School.

The staff winner was Mr Rory Murray, again of Firrhill High School, with the Judges' Commendation going to Jane O'Thy, of Boroughmuir High School.

Councillor Joan Griffiths, Education, Children and Families Convener said:

"I am incredibly proud to oversee the inaugural Saroj Lal Award for City of Edinburgh Schools as Education, Children and Families Convener. These pupils and their achievements are a testament to the rich legacy that Saroj Lal left in her decades of pioneering work in Edinburgh and beyond. This award provides an opportunity to reflect not only on the life on a pioneering and inspiring woman in Saroj Lal but an opportunity to look ahead to the future with pupils across the Capital showing their passion for equality, diversity and social justice"

Vineet Lal, son of Saroj Lal, and one of the Award judges said:

“I have been blown away by the sheer creativity and depth of thought demonstrated by all those pupils and staff nominated for the inaugural Saroj Lal Award for Schools. I have been truly amazed by the variety and originality with which they have embraced the spirit of equality and diversity and captured that spirit so beautifully in their submissions. Saroj was a pioneering force in the struggle for justice and fairness for all, and I think she would have been very proud indeed that her trailblazing work in the City of Edinburgh and beyond should inspire new generations to champion those same values.”

Connecting Scotland

Connecting Scotland invited Local Authority Resettlement and Education Teams to apply for devices, internet connections and mobile phone SIM cards to support digitally excluded refugees (adults as well as children who require devices and/or connectivity for school work).

It is anticipated that the majority of this support will be for people from the Ukraine, but recent refugee arrivals (within the past 3 months) from other countries are also eligible. This is intended to meet immediate need, and up to 3,000 devices and internet connections are available for distribution across Scotland’s local authority areas.

The City of Edinburgh Council were successfully awarded, 250 Chrome Books, 20 iPads, 300 Sim Cards and 270 MiFi Units which we delivered to MS Victoria today.

Already 200 teenagers on board MS Victoria have been identified as needing ICT equipment and services so this is going to make a huge difference to them, from being able to access educational tools to staying in contact with friends and family.



Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools, 2021-22

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-22.
 - 1.1.2 Agree the next steps as outlined in section 5 below.
 - 1.1.3 Agree to receive further annual reports on attainment/improvements in performance.

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

Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools, 2021-22

2. Executive Summary

- 2.1 This report provides a summary of the analysis of attainment in the Broad General Education (BGE) for City of Edinburgh's primary and secondary schools for the year 2021-22.
- 2.2 In most cases, the data for 2021-22 shows an improvement compared to 2020-21, with overall figures broadly in line with the position before the Covid-19 pandemic (2018-19).
- 2.3 In most cases the poverty-related attainment gap has decreased compared to 2020-21.
- 2.4 There is concern regarding the literacy levels in P4 (particularly in writing), and literacy levels in S3, compared to those for numeracy.
- 2.5 Next steps to address these concerns, and deliver further improvements, are identified in the report.

3. Background

- 3.1 This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment/improvements in performance in the Broad General Education (BGE) within the City of Edinburgh primary and secondary schools for the academic session 2020-21. The measures of attainment are based on the Achievement of Curriculum for Excellence Levels (ACEL) from Early to Fourth Level for numeracy and literacy (comprising the three elements: reading; writing; and listening & talking).
- 3.2 It should be noted that in session 2019-20, there was no government collection of ACEL data for any year groups due to the lockdown in force at that time. Similarly, there was no national collection of *secondary school* ACEL data in session 2019-20 or session 2020-21, due to the demands being placed on schools by SQA assessments at this time. There are therefore gaps in the data for these years, in any graphs or tables below.

- 3.4 No comparison of the data for Edinburgh can be made with national data, or with other local authorities, as this data has not yet been published by the Scottish Government. (It is usually published in December each year.)
- 3.5 In line with the approach taken by Scottish Government, the poverty-related attainment gap is measured by comparing the attainment of those children and young people who live in the 20% most-deprived areas of Scotland – SIMD Quintile 1 – with those living in the 20% least-deprived areas, SIMD Quintile 2.)

4. Main report

4.1 ACEL attainment data over time (See Appendix 1, Graphs 1 to 7)

4.1.1 Numeracy (Graphs 1 and 6)

Primary numeracy levels have increased compared to session 2020-21, between 2 and 3 percentage points for each measure. The figures for P4 and P7 are however slightly down when compared to session 2018-19.

In secondary, there was a drop of 1.3 percentage points at Third Level compared to 2018-19, whereas there was a 5.9 percentage point increase at Fourth Level (continuing an improving picture since 2016-17).

4.1.2 Literacy (Graphs 2-5 and 7)

Literacy levels have increased at P1 and P7 compared to session 2020-21 (8 percentage points and 3.7 percentage points respectively). They have however fallen at P4 (a drop of 2.1 percentage points). This requires action. The lowest figure for P4 literacy is the one for writing (75.8%) and this will be a focus for improvement.

In secondary, there was a drop of 2.7 percentage points at Third Level and 1.1 percentage points at Fourth Level, when compared to 2018-19 figures. The mismatch of data compared to numeracy (literacy is noticeably lower), requires attention.

4.2 Closing the Gap data (See Appendix 1, Tables 1 to 6)

4.2.1 Numeracy (Tables 1 and 5)

The gap has increased slightly in P1 by 1 percentage point compared to session 2020-21. The gap has decreased significantly (11 percentage points) in P4, with a smaller decrease in P7 (2 percentage points). It is notable that the SIMD Quintile 1 figures have improved for these measures by 11 and 4 percentage points respectively. Improvements in primary numeracy have been supported by our Edinburgh Learns Numeracy Development Officer, who has delivered highly effective training for staff (online and in person), focusing on P4 to P7, including the use of “Concrete, Pictorial, Abstract,

Language” (CPAL) pedagogical approaches.

In secondary schools, the gap has decreased both at Third and Fourth Level, with the decrease of 12 percentage points at Fourth Level being of note. The use of CPAL in the BGE in secondary has helped to support these improvements, as well as an increased awareness of the need for appropriate pathways for children and young people.

4.2.2 Literacy (Tables 2-4 and 6)

We note that the gap has decreased (or, for two measures, stayed the same) for literacy measures in primary compared to session 2020-21. It should be noted, however, that only just under two-thirds of children living in SIMD Quintile 1 are achieving the appropriate level for writing in P1, P4 or P7.

In secondary schools, the gap has widened since it was last measured (in session 2018-19). We recognise that those pupils in S3 in session 2021-22 had lived through three years of schooling impacted by the Covid-19 pandemic, although this pattern is not seen in numeracy. Of particular concern is that fewer than 50% of young people living in SIMD Quintile 1 achieved any of the elements of literacy at Fourth Level. This does not match the pattern for numeracy and requires action.

5. Next Steps

- 5.1 Targeted support will continue to be provided for schools where the attainment of pupils in SIMD quintile 1 is of particular concern. This will include cross-sector working between primary and secondary schools to ensure that the progress of new S1 pupils is tracked effectively.
- 5.2 We will continue the now-established practice of gathering predicted ACEL grades from each school in November and March of each session. This will allow us to provide targeted support to schools where attainment trends are of concern.
- 5.3 We will revise and update the council’s Literacy Strategy during session 2021-22, with a particular focus on ensuring effective teaching and learning in the First Level of Curriculum for Excellence (typically covering P2 to P4), including strategies to address underperformance in writing. This will be supported by resources and a suite of professional learning.
- 5.4 We will conduct a Thematic Review of Literacy Across Learning within the BGE of secondary (S1 to S3). This will involve visits to selected schools to identify strong practice, to ensure that we address the issue of S3 attainment in literacy.
- 5.5 Throughout this work we will continue to focus on improvements for our most disadvantaged pupils, in particular Care Experienced Young People and Young Carers.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 All schools are required to consult regularly with school communities as part of the Empowered System.
- 7.2 The Teaching, Learning and Assessment Board is currently preparing the Integrated Impact Assessment as part of the Edinburgh Learns for Life strategy for education.

8. Background reading/external references

- 8.1 Broad General Attainment 2020/21

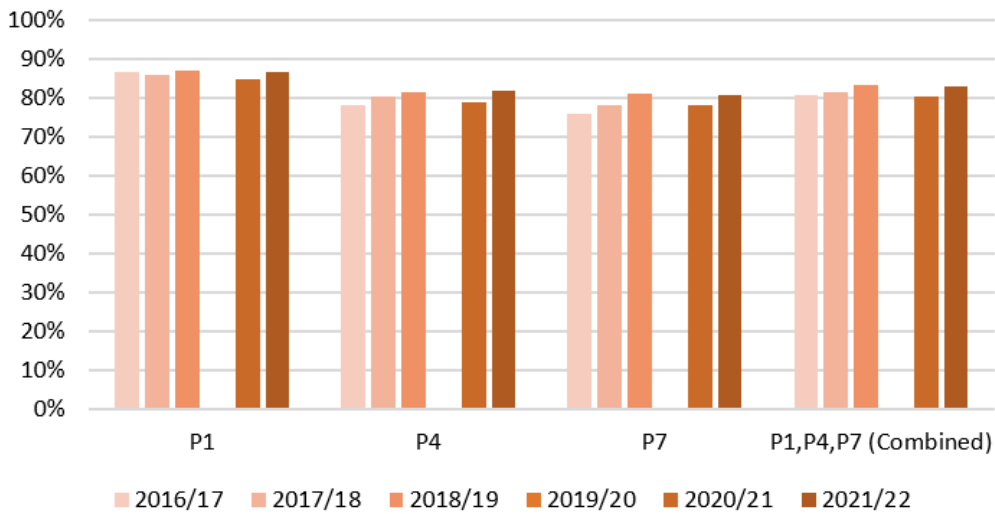
<https://democracy.edinburgh.gov.uk/documents/s39260/7.6%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20Schools%202020-21.pdf>

9. Appendices

- 9.1 Appendix 1 Attainment Graphs and Tables

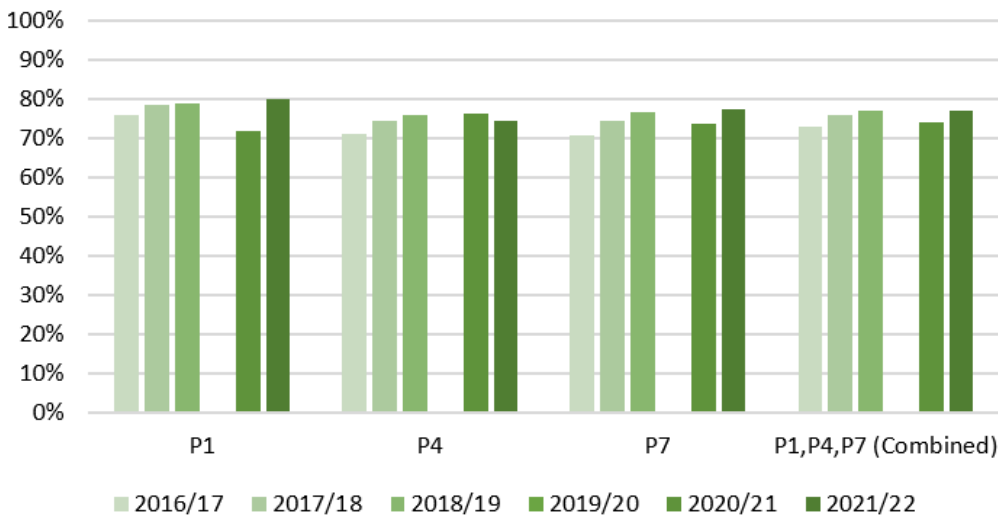
Appendix 1 – Graphs and Tables

Graph 1 – Primary Attainment in Numeracy



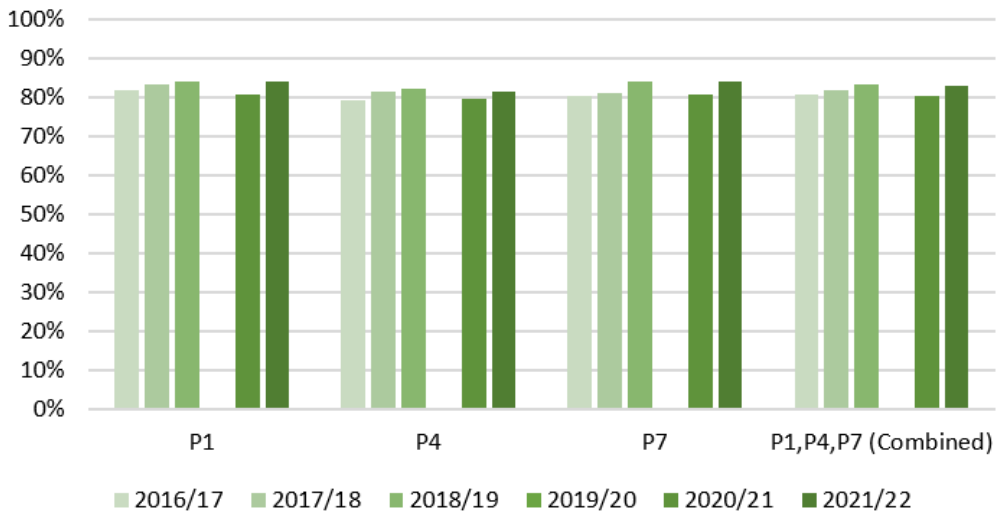
Numeracy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	86.5%	85.7%	87.1%		84.6%	86.6%
P4	78.2%	80.2%	81.2%		78.8%	81.7%
P7	75.8%	78.1%	81.1%		78.1%	80.6%
P1,P4,P7 (Combined)	80.5%	81.5%	83.2%		80.4%	83.0%

Graph 2 – Primary Attainment in Literacy



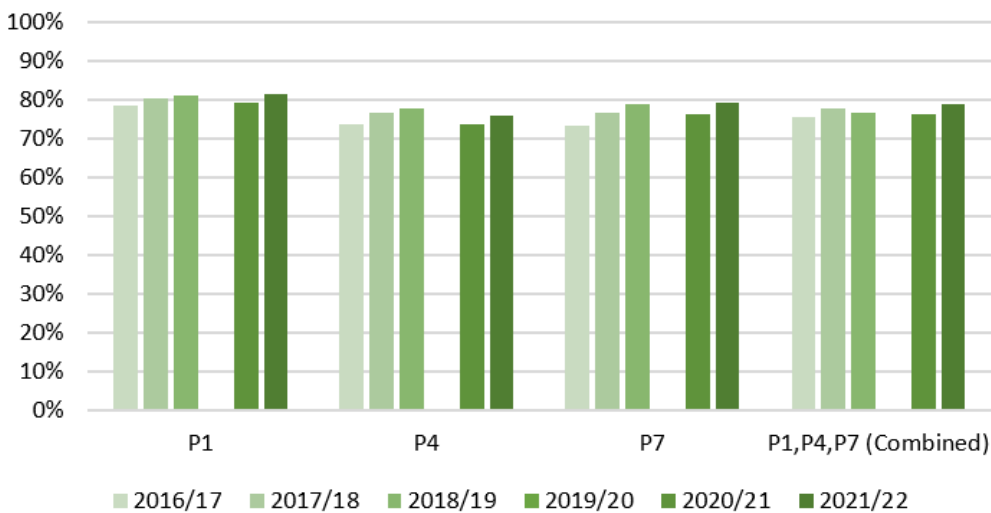
Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	76.0%	78.3%	78.9%		71.9%	79.9%
P4	71.1%	74.3%	75.8%		76.3%	74.2%
P7	70.6%	74.2%	76.5%		73.4%	77.1%
P1,P4,P7 (Combined)	72.7%	75.7%	77.1%		73.8%	77.0%

Graph 3 – Primary Attainment in Literacy: Reading



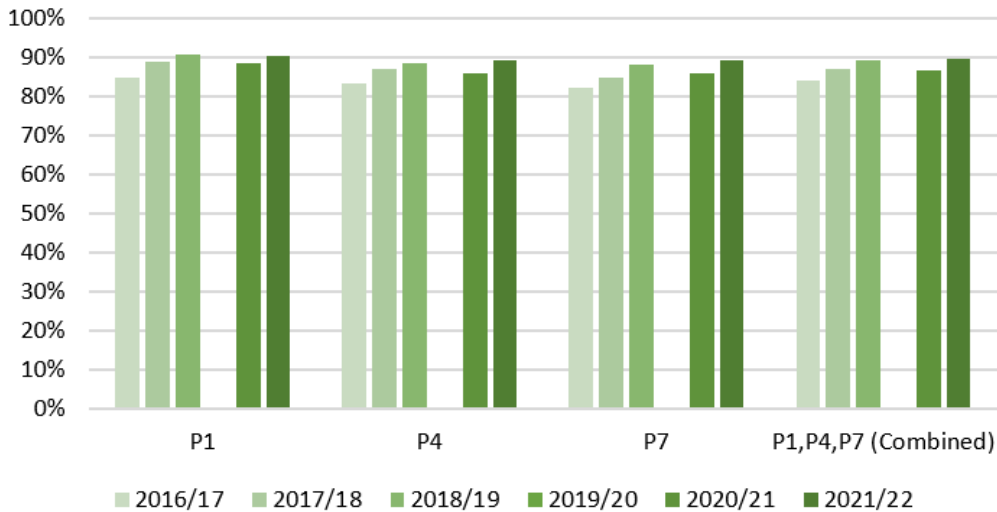
Reading	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	81.9%	83.3%	83.8%		80.6%	83.9%
P4	79.1%	81.4%	82.3%		79.5%	81.4%
P7	80.4%	80.8%	83.8%		80.6%	83.9%
P1,P4,P7 (Combined)	80.5%	81.9%	83.3%		80.2%	83.0%

Graph 4 – Primary Attainment in Literacy: Writing



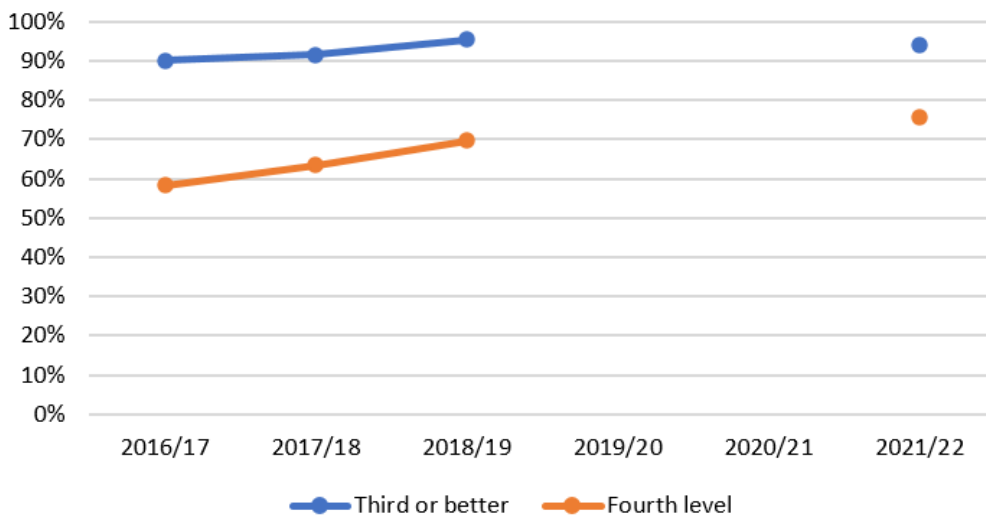
Writing	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	78.5%	80.4%	80.8%		79.2%	81.4%
P4	73.8%	76.7%	77.6%		73.6%	75.8%
P7	73.3%	76.5%	78.8%		76.3%	79.2%
P1,P4,P7 (Combined)	75.3%	77.8%	76.6%		76.3%	78.8%

Graph 5 – Primary Attainment in Literacy: Listening & Talking



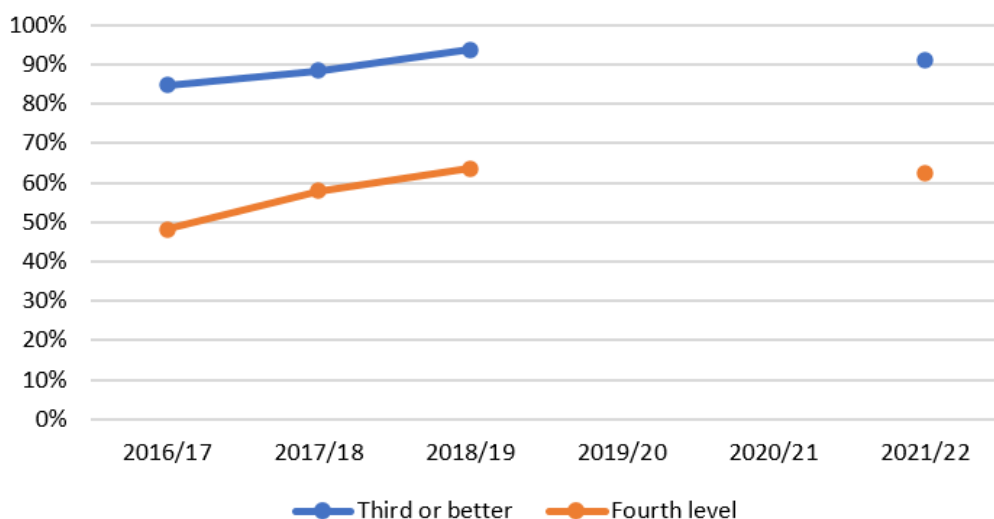
Listening & Talking	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	84.8%	88.9%	90.7%		88.5%	90.1%
P4	83.2%	86.9%	88.3%		85.7%	89.2%
P7	82.0%	84.7%	87.9%		85.8%	89.2%
P1,P4,P7 (Combined)	83.8%	86.9%	89.0%		86.7%	89.5%

Graph 6 – Secondary Attainment in Numeracy



Numeracy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Third or better	90.1%	91.5%	95.4%			94.1%
Fourth level	58.3%	63.4%	69.7%			75.6%

Graph 7 – Secondary Attainment in Literacy



Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Third or better	84.7%	88.4%	93.8%			91.1%
Fourth level	48.2%	58.0%	63.6%			62.5%

Table 1 – The Gap in Primary Numeracy

Numeracy	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	93%	18%	77%	95%	18%	71%	92%	21%	73%	95%	22%
P4	65%	90%	25%	68%	90%	22%	62%	89%	27%	73%	89%	16%
P7	64%	88%	24%	67%	90%	23%	63%	88%	25%	67%	90%	23%

Table 2 – The Gap in Primary Literacy: Reading

Reading	2016-17			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	72%	94%	22%	66%	90%	24%	70%	93%	23%
P4	65%	90%	25%	68%	90%	22%	64%	88%	24%	72%	90%	18%
P7	65%	90%	25%	71%	93%	22%	67%	89%	22%	72%	92%	20%

Table 3 – The Gap in Primary Literacy: Writing

Writing	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	66%	91%	25%	67%	92%	25%	64%	90%	26%	65%	91%	26%
P4	62%	87%	26%	62%	86%	24%	56%	83%	27%	66%	85%	19%
P7	58%	88%	30%	65%	89%	24%	62%	87%	25%	65%	88%	23%

Table 4 – The Gap in Primary Literacy: Listening & Talking

Listening & Talking	2017-18			2018-19			2020-21			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	80%	95%	15%	85%	96%	11%	78%	94%	16%	80%	96%	16%
P4	76%	94%	18%	78%	95%	17%	73%	93%	20%	83%	95%	12%
P7	71%	94%	23%	77%	95%	18%	74%	93%	19%	79%	95%	16%

Table 5 – The Gap in Secondary Numeracy

Numeracy	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	84%	97%	13%	89%	99%	10%	88%	97%	9%
Fourth Level	39%	85%	46%	45%	86%	41%	59%	88%	29%

Table 6 – The Gap in Secondary Literacy

Reading	2016-17			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	88%	98%	10%	83%	97%	14%
Fourth Level	43%	77%	34%	52%	83%	31%	49%	83%	34%

Writing	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	89%	98%	9%	82%	96%	14%
Fourth Level	43%	76%	33%	48%	80%	32%	45%	82%	37%

Listening & Talking	2017-18			2018-19			2021-22		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	14%
Fourth Level	45%	77%	32%	51%	82%	31%	49%	83%	34%

Education Children and Families Committee

10am, Tuesday, 15 November 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.
 - 1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented annually.

Amanda Hatton

Executive Director Education and Children's Services

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E-mail: annemarie.procter@ea.edin.sch.uk Tel: 0131 469 2850

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.
- 2.3 This report also references the Equalities Thematic Review carried out in October 2022 (Appendix 2) including visits at St. Augustine's RC High School (Appendix 3) and Holy Rood RC High School (Appendix 4) to review progress against recommendations from the March 2021 report on the investigation into allegations of racism [7.1 Equalities - Investigation into Allegations of Racism.pdf \(edinburgh.gov.uk\)](#)

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 March 2022 Committee: [7.10 Promoting Equality.pdf \(edinburgh.gov.uk\)](#)

4. Main report

- 4.1 The 2022-23 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.
- 4.2 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 took place in March 2022. Six key staff across schools, Early Learning and Childcare and Lifelong Learning completed the national 'Building Racial Literacy' professional learning programme in April 2022 and are now working to implement the plans developed during the programme.

- 4.3 Guidance for schools on an inclusive, diverse and decolonised curriculum was launched in May 2022 and is being used by schools to take forward this aspect of school improvement plans. The guidance includes: a re-working of the HGIOS?4 (How Good Is Our School? 4) Quality Indicators for Curriculum (2.2) 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. In addition, Edinburgh colleagues continue to collaborate with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.
- 4.4 In August 2022, Council approved the recommendations of the Edinburgh Slavery and Colonialism Legacy review ([Edinburgh Slavery and Colonialism Legacy Review group to present recommendations – The City of Edinburgh Council](#)), including the recommendation that ‘Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland’s and Edinburgh’s role in slavery and colonialism’. In September 2022, 6 Edinburgh History teachers attended a national professional learning residential led by Diana Paton (Professor of History at University of Edinburgh), Lisa Williams (Edinburgh Caribbean Association) and others. Topics included: Africa and Atlantic Slavery; Scottish-Caribbean Connections; Everyday life in the Caribbean: work, health, children, and gender; Food, Atlantic Slavery, and the Global Economy. Planning is underway for a professional learning event to cascade the learning from the event to Edinburgh History teachers and primary teachers.
- 4.5 The award ceremony for the inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 11th October 2022 in the City Chambers. Pupil nominations were received from primary, secondary and special schools, under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Activism. In addition, a number of school staff teams were nominated whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community. The judges were impressed by the high quality of the entries, a sample of which were displayed at the award ceremony, attended by Vineet Lal (son of Saroj Lal), Debora Kayembe (rector of the University of Edinburgh) and Theo Ogbhemhe (winner of the inaugural GTCS Saroj Lal award).
- 4.6 Work continues to increase career opportunities for teachers from black and minority ethnic backgrounds. An application and interview process workshop for teachers aspiring to middle leadership and identifying as black, Asian and minority ethnic was held in June 2022, with a follow-up session planned for November 2022. A mentoring programme for teachers from under-represented groups will be developed, in collaboration with HR.
- 4.7 16 secondary schools and 2 primary schools are currently developing their practice in LGBT inclusion through the LGBT Charter programme. Lorne Primary received particular recognition for the standard of their Silver Charter award portfolio. All

secondary schools will engage with this work over the three-year funding period to August 2023. A sharing best practice event for staff will take place in December 2022 and an in-person event for pupils is planned for February 2023 during LGBT+ History Month.

- 4.8 A toolkit for preventing and responding to Gender Based Violence and Harmful Sexual Behaviours toolkit was launched in May 2022 to support schools to navigate the range of training, resources and approaches available to promote understanding and reduce the incidence of these behaviours. The toolkit includes information about: whole school approaches and audit tools; curriculum resources; staff training; signposting for pupil and parents/carers.
- 4.9 We continue to support schools to implement the procedure on Preventing and Responding to Bullying and Prejudice. Annual training/refresh training for school leaders and Equality Co-ordinators took place in October 2022. Training on the use of the SEEMiS Bullying and Equalities module is planned for November. Further training for staff in responding to racist incidents is planned for February 2023. Further awareness-raising sessions for parents/carers, delivered by *respectme* (the national anti-bullying service) will take place in November 2022 and May 2023. A leaflet for Parents/Carers has been developed (Appendix 6) to set out the range of interventions, supports and approaches used in schools to tackle bullying.
- 4.10 Bullying and prejudice incidents data continue to be monitored. A summary of data for school sessions 2019-20, 2020-21 and 2021-22 is found in Appendix 5. Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, trends in the Pupil Wellbeing survey data would suggest that our work in this area is beginning to have an impact. This data is complemented by the new national Health and Wellbeing survey data. 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.
- 4.11 A Thematic Review of Equalities was conducted in October 2022 (Appendix 2). This included a review of data, focus group discussions, questionnaires and analysis of progress towards School Improvement Plan objectives across a sample of schools. It also included follow-through Race Equality reviews at St. Augustine's RC High School and Holy Rood RC High School in June and September 2022 respectively (see Appendices 3 and 4). The reviews found signs of significant improvements across all four areas: culture and ethos; managing incidents; the development of an inclusive, diverse and decolonised curriculum; and how the voices of children and young people influence policy and practice in our schools. There are sector leading examples of curriculum work. In a minority of schools, improvements are not yet sufficiently embedded to make a significant difference to pupils' experience and these schools have clear plans to address this. Overall, the review indicates that the authority is in a strong position to make continued improvements.

5. Next Steps

- 5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1).

6. Financial impact

- 6.1 Funding to support implementation of recommendation of the Edinburgh Slavery and Colonialism Legacy Review

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 2022-23
- 9.2 Appendix 2 Equalities Thematic Review report
- 9.3 Appendix 3 Report on Race Equality Review - St. Augustine's RC High School
- 9.4 Appendix 4 Report on Race Equality Review – Holy Rood RC High School
- 9.5 Appendix 5 Bullying and Prejudice-related Incident Count 2019-20, 2020-21 and 2021-22
- 9.6 Appendix 6 Leaflet for Parents/Carers: Preventing and Responding to Bullying and Prejudice

Appendix 1 ECS Equality, Diversity and Inclusion Action Plan 2022-23

Education and Children's Services Equality, Diversity and Inclusion Action Plan 2022-23 (Year 3 of 3) DRAFT

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
<p>1. Representation, recruitment and retention</p> <p>Diversity in the teaching, PSA and youth work workforce, specifically increase representation of people of colour in teaching and promoted posts.</p>	<p>Consultation (continued)</p> <ul style="list-style-type: none"> Focus groups with staff from groups of interest (teacher/PSAs) – complete findings and recommendations. <p>Recognise and support aspiring minority ethnic teachers and youth workers:</p> <ul style="list-style-type: none"> follow-up workshop for aspiring middle leaders evaluate and if successful extend volunteering opportunities plan and implement mentoring programme for black and minority ethnic staff 	<p>School and LL leaders Local Authority</p> <p>Local Authority</p>	<p>Jan. 2022</p> <p>Nov. 2022</p> <p>Feb. 2023</p> <p>March 2023</p>	
<p>2. Teaching and Learning</p> <p>Inclusive curriculum BME / black history and culture included:</p> <ul style="list-style-type: none"> in all phases of secondary school education across all disciplines 	<ul style="list-style-type: none"> support schools to use Curriculum guidance materials; identify and share good practice; evaluate [R] <p>Implement recommendation from ESCL Review group: <i>'Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland's and Edinburgh's role in slavery and</i></p>	<p>Teachers, Partners Local Authority</p>	<p>March 2023</p>	

<ul style="list-style-type: none"> BME / black history and culture across all curricular areas in primary school education <p>Pathways</p>	<p><i>colonialism</i>'. [Part of wider curriculum development.]</p> <ul style="list-style-type: none"> History teachers attend national professional learning on teaching the Atlantic slave trade Cascade through professional learning opportunity for all secondary History teachers and interested primary teachers Consultation with stakeholders for community/heritage languages as L3 (1+2 Language Strategy) IYS Restless Natives: evaluate pilot project in St. Augustine's RCHS and Tynecastle HS 	<p>Local Authority and Partners</p> <p>Local Authority and partners</p> <p>Local Authority, schools and partners</p>	<p>Sep. 2022</p> <p>April 2023</p> <p>Feb. 2023</p> <p>Jan. 2023</p>	
<p>3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.</p>	<p>Raise awareness of procedure with parents-carers:</p> <ul style="list-style-type: none"> Create leaflet for parents/carers Deliver additional sessions for parents/carers Strengthen links with third sector organisations <p>Professional Learning:</p> <ul style="list-style-type: none"> Deliver training for wider staff on dealing with microaggressions and racist incidents (piloted in 2021-22) [R] Event for ScotGov Building Racial Literacy Cohort 1 to share experience and support individual plans 	<p>Local Authority; Partners</p> <p>Local Authority</p> <p>Local Authority</p>	<p>Oct. 2022 Nov. 2023 and May 2023 March 2023</p> <p>Feb. 2023</p> <p>Jan. 2022</p>	

<p>Youth Work</p> <p>Support for LGBT young people</p>	<p>Analysis of recorded bullying and equalities data:</p> <ul style="list-style-type: none"> Detailed analysis of data by protected characteristics / other factors; identify actions to strengthen recording [R] Training for schools on effective use of SEEMIS Bullying and Equalities module <ul style="list-style-type: none"> Deliver training for anti-racist youth work [R] <ul style="list-style-type: none"> Create bite-sized guidance on 'frequently-asked' aspects of guidance Progress LGBT Charter in 16 secondary schools; support all secondary schools to engage with LGBT Charter material Write guidance on tackling homophobic, bi-phobic and transphobic incidents 	<p>Local Authority</p> <p>Local Authority, teachers with responsibility for recording incidents Local Authority and partners</p> <p>Local Authority and Partner</p>	<p>Ongoing</p> <p>Dec. 2022</p> <p>May 2023</p> <p>Jan. 2023</p> <p>Aug. 2023</p> <p>Feb. 2023</p>	
<p>4. Professional Learning See also Themes 1, 2 and 3</p>	<ul style="list-style-type: none"> School Leaders: embed Equalities training as part of new Head Teacher induction and annual bite-size refresh Monitor completion of core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers. Review local authority and partners' professional learning offer to inform planning 	<p>Local Authority, school leaders</p> <p>Local Authority</p> <p>Local Authority and partners</p>	<p>March 2023</p> <p>Jan. 2023</p> <p>Jan. 2023</p>	

5. School Improvement Planning Edinburgh Learns for Life	<ul style="list-style-type: none"> Equality, Equity and Inclusion page in school improvement plans 2022-23 Carry out Equalities Thematic Review 	Local Authority and schools	August 2022 October 2022	
6. Communication and engagement	<ul style="list-style-type: none"> Children and Young People’s Equalities Events: primary, secondary and Special Schools IYS Race Ambassadors programme evaluation through case studies [R] Saroj Lal Award for Edinburgh Schools: make 2022 entries accessible to schools to support and promote Equalities work 	Local Authority / Practitioners Schools Local Authority, partner, schools Local Authority	May 2023 Feb. 2023 Jan. 2023	

Note [R] indicates actions related to the recommendations from the investigation in allegations of racism

Equalities Thematic Review

October 2022

Summary

This report provides an overview of the findings of an equalities thematic review carried out in October 2022. This thematic review sought to determine progress in relation to Education and Children's Services Equality, Diversity and Inclusion Action Plan 2020-2023.

Background

The Equality, Diversity and Inclusion Action 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.

Equalities Thematic Review

This thematic review was designed to identify strengths and next steps in our equalities work in the areas of; culture and ethos, managing incidents, the development of an inclusive, diverse and decolonised curriculum, and how the voices of children and young people influence policy and practice in our schools. The review process involved taking a closer look at six schools (three primary and three secondary). For these six schools there was an assessment of the school improvement plans, the data from the SEEMIS recording of prejudice-based incidents and training records from My Learning Hub's equalities modules. All six schools were visited, the equality coordinators interviewed and focus groups were conducted with children and young people and staff.

In addition to the review of this sample of six schools two other schools submitted self-evaluation statements. The review also includes evidence from Hakim Din, a consultant working for the Scottish Government, who has been visiting schools in Edinburgh reviewing practice in the area of equalities.

KEY STRENGTHS AND NEXT STEPS

Culture / Ethos

Strengths

In almost all schools there was a clear ethos of promoting equalities, almost all children and young people report an ethos of kindness and respect and described school cultures where equalities work is given a high profile. The majority of children and young people were able to articulate the equalities work in their school in terms of school values. In the very best practice, a commitment to equalities was evident in every aspect of the school's work and had a broad focus across all of the protected characteristics. The equalities work in these schools was integrated with the Rights Respecting Schools award. In all of the focus groups staff presented a commitment to career long professional learning and the majority were able to identify gaps in their knowledge that they intended to address. In the very best practice staff had made substantial progress through a coordinated programme of professional reading, particularly in the area of anti-racist work.

Next Steps

In a few schools the approach to developing an ethos and culture that promotes equalities has not fully established a consistent experience for children and young people. Where this is the case schools should place equalities at the heart of their improvement planning and provide high quality professional learning experiences for their staff. In most schools the completion of equalities modules from My Learning Hub was inconsistent. All staff should be given time to engage with this learning. Senior leaders and officers should monitor the engagement and impact of this professional learning.

Management of incidents

Strengths

In all of the schools, children and young people said that there was at least one adult in the school that they trusted and would speak to should they have a problem that worried them. In the majority of schools children and young people knew how to report an incident involving prejudice and were very clear about what would happen following their reporting.

Next Steps

In most schools there was inconsistent use of the SEEMIS module used to record bullying and incidents of prejudice. The main issue was that while the nature of the incident was recorded, the resolution was not. This suggests that children and young people are not being routinely informed of actions taken when an incident occurs. This results in children and young people not being sufficiently clear about the effectiveness of the process dealing with incidents of prejudice. All schools should regularly communicate how to report incidents and what will happen when incidents are reported. All schools should improve the consistency of practice relating to recording incidents on the SEEMIS module, particularly to ensure that children and young people are informed of the outcome when they report an incident. Senior leaders and officers should monitor the effectiveness of communication and recording of these processes as part of school and authority quality assurance calendars.

Curriculum

Strengths

All schools have engaged in work reviewing their curriculum from an equalities perspective. Hakim Din, a consultant on Equalities working for the Scottish Government, has commented that Edinburgh schools have made considerable progress in this area and compare very well against the national picture. Almost all schools have reviewed the variety of texts used in their curriculum so that all children and young people can see themselves represented within the contexts of their learning through the diverse range of characters in these texts. In all schools there is established, extensive practice celebrating diversity through set piece learning events e.g., Black History Month, Anti-Bullying Week, LGBT Month etc. There are also several examples of excellent curriculum planning with more developed practice where equalities is normalised and embedded more widely. In the secondary sector this is most obvious in English, Social Subjects and PSE. In the very best practice in the primary sector this work permeates all aspects of the curriculum.

Next Steps

In a few schools there is not yet a school wide approach to developing the equalities curriculum; progress is therefore reliant on a small group of very motivated and informed staff. In almost all schools the work has been intentionally focussed on a narrow range of protected characteristics. In almost all schools, equalities work across stages are stand alone experiences and there is little evidence yet of planned progression through stages.

All schools should develop a curriculum map of their equalities work and move towards building coherence across stages and progression through stages. Equalities curriculum development should begin to broaden its focus to more of the protected characteristics. This should continue to reflect the current context, for example tackling misogyny has been identified by some schools as a next step.

There was some evidence of a few schools involving parents and carers in this curriculum development work. All schools should consider engaging parents and carers more widely in equalities work.

Pupil Voice Strengths

In all schools, children and young people are taking a leading role in equalities work, this is through membership of equalities group and often leads to children and young people leading assemblies and school wide campaigns. In all schools, children and young people report that they have a platform to share their views with staff. In the majority of schools children and young people can describe how their views have led to changes in policy and practice. In the very best practice, children and young people have the skills and language to critically evaluate the work of their school and contribute to the improvement cycle in a way that is clear and demonstrable.

Next Steps

While all schools have taken significant steps to develop the role of children and young people in equalities work, in a minority of cases pupils reported that they did not feel empowered to contribute to the school improvement planning process.

Conclusion

In the schools sampled there are signs of significant improvements in the development of ethos/culture, management of prejudice incidents, curriculum and in the involvement of pupils in leading equalities work. There are sector leading examples of curriculum work in the majority of the schools in this review. However, in a minority of schools staff perception of the experiences of children and young people are not reflected in the feedback from the children and young people themselves. Although this disconnect relates to all aspects of equalities work, ensuring that all children and young people who report an incident are given feedback on the outcome of incidents and that this is recorded on the SEEMIS module should ensure an immediate improvement in their perception of equalities. Further improvements will be made through closely involving children and young people in the self-evaluation of equalities work within schools.

In light of these conclusions a further Equalities Leadership summit will be planned for the Spring term. This will focus on sharing the good practice identified and supporting schools with next steps. All schools will then review progress in Equalities as part of the annual Standards and Quality Reporting process. This evidence will then be captured and used to shape the Annual Action Plan for Equalities, reported to ECF in December 2023.

Appendix 3 St. Augustine's RC High School Race Equality Review report

St. Augustine's Roman Catholic High School

Race Equality thematic review, conducted alongside a local authority 'follow-through visit', 23rd June 2022

Summary

A thematic review of Race Equality was carried out alongside a local authority 'follow-through visit' on 23rd June 2022. This thematic review sought to determine the school's progress in relation to areas for improvement identified in the report 'Equalities: Investigation into Allegations of Racism' presented to the Education Children and Families Committee on 2nd March 2021.

Background

Between August and October 2020, Council officers investigated allegations (received June – August 2020) that a culture of racism existed in certain schools. The investigation was overseen by an independent specialist in equalities and education. The overall conclusions were that while there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

The report identified the following areas for improvement/actions for the schools involved:

Process	The school needs to review its practice in recording incidents and reporting back to the young people affected by them.
	The school should ensure that there are clear mechanisms for pupils and staff, including temporary staff, to report racist incidents.
Management	The school needs to improve its practice on checking on the welfare of those affected by racist incidents.
	The school should also review procedures for sharing information with other agencies to ensure that records of actions are maintained and reviewed as appropriate.
Curriculum	The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with.
Culture	The school should ensure that decisions to reflect diversity and inclusion are done sensitively and in partnership with young people
	The school should ensure effective professional learning for all staff to improve practice in this area.
	The school should work to improve the culture such that microaggressions are not tolerated
	The school should act to ensure that staff are aware of the dangers of actions being interpreted as racist, anticipate any such dangers, and act to reassure pupils that any actions taken by the school are fair and appropriate.

Specific recommendations for each school were also made. Key strengths and next steps are outlined below, with an additional section on wider Equalities work.

Race Equality thematic review

The school has undertaken a programme of actions to address the recommendations. This work has been carried out mainly between April 2021 (following the full return to school after the second COVID lockdown) and June 2022. The work has been led by the Curriculum Leader for English with an additional remit for Equalities, supported by a wider staff Equalities Committee and working in partnership with Intercultural Youth Scotland. The school has reported fully on actions taken and next steps, and this self-evaluation was confirmed through discussions with pupils and staff. It would be beneficial to triangulate evidence from staff and pupils through parent focus groups. The school is committed to continuing to improve the experience of young People of Colour.

KEY STRENGTHS AND NEXT STEPS

Process

The process for reporting racist (and other prejudice-based) incidents is clear to pupils and staff. Work should continue to ensure that all pupils, including those new to the school, are aware of how to report racist incidents. For greater transparency and confidence, all pupils need to be aware of the steps that are taken when they report an incident.

Management of incidents

Pupils are aware of key members of staff with responsibility and who can offer support; they report that this has been communicated very clearly to the whole school. Pupils report that incidents are mainly dealt with effectively. It will be important to ensure greater consistency in support and follow-up and that young people always receive feedback on what action has been taken, in a timely manner. The school should ensure particular care when supporting pupils in the early stages of acquiring English who may not yet be able to fully communicate their views (in English). Ongoing professional learning and dialogue across staff groups will be key to enable all staff to become confident in supporting students who experience racism and in addressing microaggressions or other incidents when they occur.

Curriculum

The school has begun to critically examine the curriculum with particular reference to race equality and anti-racism, supported by the partnership with Intercultural Youth Scotland. Some curricular areas have explored this in more depth and pupils speak positively about the impact of this work in the classroom. The school should continue to critically examine the curriculum across all curricular areas and stages, with reference to the authority guidance for an inclusive, diverse and decolonised curriculum, so that Race Equality and anti-racist perspectives are embedded and threaded through the curriculum and not limited to stand-alone units of work or Black History Month. To create a cohesive curriculum, it will be important to link this work to UNCRC and Rights Respecting School.

Culture / Ethos

There is a positive culture where pupils feel from minority ethnic / cultural / faith / language groups feel recognised and a valued part of the school. The school has recognised the need and worked to develop this positive culture with the staff and also with pupils. Pupils commented very positively on the pupil-led Culture Days and that there is more interest in their culture and faiths. The Culture Days have been part of important wider and deeper initiatives across the school, including addressing microaggressions and racist incidents and beginning to develop an anti-racist and decolonised curriculum. It is notable that young people feel enabled to speak their home language around the school, both in social contexts and to support learning. Work with staff has included training, communication and clear expectations and guidance. The congruence across all these areas of work contribute to the culturally inclusive and anti-racist ethos of the school. The school should continue to nurture and strengthen a culturally inclusive and anti-racist ethos in the school, through working with staff and pupils.

Other

In addition to the specific areas covered above, the following areas of work will continue to be important in progressing work on Race Equality and anti-racism.

- Communication: continue to ensure clear communication with pupils and staff about Race Equality and anti-racism through a range of channels.
- Pupil Voice: continue to strengthen pupil voice and pupil leadership for Equalities. Ensure two-way communication so that pupils know that requests or issues raised have been considered and acted on, or a reason given if not possible.
- Parent Voice: continue to seek to actively engage with and empower Parents of Colour to participate fully in the life of the school.
- Staff confidence: continue to develop the racial literacy of all staff through professional learning and dialogue.

WIDER EQUALITIES

The school recognises that whilst the intentional focus for Equalities work over the past 12 -18 months has been Race Equality and anti-racism, it is important that other protected characteristics are included in this work going forward, taking an intersectional approach. This is supported by pupil voice; pupils mentioned especially neurodiversity, gender (Sex) equality and LGBT equality as areas to be developed. Some positive steps have already been taken, for example the 'Made this Way' club (peer support for LGBT young people), initiated by young people.

CONCLUSION

The school has made good progress against the recommendations in the 2021 report on the investigation into allegations of racism and has planned for further improvements over time, in the context of wider Equalities work.

Appendix 4 Holy Rood RC High School Race Equality Review report

Context

A thematic review of Race Equality was carried out (alongside a local authority Supported Self-Evaluation visit) on 5th September 2022, with additional pupil focus groups on 4th October 2022. This thematic review sought to determine the school's progress in relation to areas for improvement identified in the report 'Equalities: Investigation into Allegations of Racism' presented to the Education Children and Families Committee on 2nd March 2021 (see Background). Key strengths and next steps are outlined below.

The review was undertaken by a Depute Head Teacher ASL with an Equalities remit and the Senior Development Officer for Equalities. The review included: a presentation by the Head teacher and Senior Leadership team, a review of documentation, 4 pupils focus groups with pupils from all year groups (2 BME groups and 2 mixed groups); conversation with a Pupil Equalities Co-ordinator; a staff focus group; a Middle Leader focus group and a Black and minority ethnic staff focus group. In addition, two senior phase Equalities and Inclusion lessons in Religious and Moral Education were visited.

Background

Between August and October 2020, Council officers investigated allegations (received June – August 2020) that a culture of racism existed in certain schools. The investigation was overseen by an independent specialist in equalities and education. The overall conclusions were that while there was no evidence that a culture of racism existed, there were learning and development needs for certain schools and for the authority overall.

The report identified the following areas for improvement/actions for the schools involved:

Process	The school needs to review its practice in recording incidents and reporting back to the young people affected by them.
	The school should ensure that there are clear mechanisms for pupils and staff, including temporary staff, to report racist incidents.
Management	The school needs to improve its practice on checking on the welfare of those affected by racist incidents.
	The school should also review procedures for sharing information with other agencies to ensure that records of actions are maintained and reviewed as appropriate.
Curriculum	The school should review its practice in this area to make sure that material is used appropriately with particular sensitivity to any impact on BAME students, and possible racist behaviour is both anticipated and dealt with.
Culture	The school should ensure that decisions to reflect diversity and inclusion are done sensitively and in partnership with young people
	The school should ensure effective professional learning for all staff to improve practice in this area.
	The school should work to improve the culture such that microaggressions are not tolerated
	The school should act to ensure that staff are aware of the dangers of actions being interpreted as racist, anticipate any such dangers, and act to reassure pupils that any actions taken by the school are fair and appropriate.

Key strengths and next steps from the visit

Strengths

- A positive ethos, with caring and supportive relationships between pupils and between staff and pupils, with respect for difference, was evident in the lessons visited and in interactions around the school.
- Pupil and staff readiness to engage in conversations about Race Equality and wider Equalities issues was evident in the lessons visited and in all focus groups.

Next Steps

- To improve the procedure for managing racist incidents (and other bullying and prejudice-based incidents). Although work has started, it is not yet fully embedded to the extent that all pupils have confidence in reporting incidents, in the knowledge that these will be dealt with effectively.
- To continue to critically examine the curriculum across all curricular areas and stages, with a focus on Race Equality and anti-racist perspectives. This will ensure that these are threaded through the curriculum, with coherence and progression.
- To explicitly nurture a culturally inclusive and anti-racist ethos through involvement of pupils, staff, parents and the wider learning community. This will ensure that all pupils and staff from minority ethnic / cultural / faith / language backgrounds feel recognised and valued.

Summary of Findings

This section provides more detail about strengths and next steps identified through the visit. These are organised by recommendation from the March 2021 report (above) and pertain to Quality Indicators 2.4 Curriculum and 3.1 Wellbeing, Equality and Inclusion.

Process to Report and Management of Incidents

Strengths

Pupils know that they can report incidents to their Year Head or a member of staff.

Next steps

Pupil confidence in reporting racist incidents and how they will be dealt with is mixed. Some pupils said they didn't or wouldn't report an incident in case this had negative repercussions for them; some pupils said they had confidence in some staff. Work should continue to ensure that all pupils are aware of how to report racist incidents and have confidence that any member of staff would deal with this supportively and effectively. A range of communication methods, including involving young people in communicating key messages, will support this. For greater transparency and confidence, all pupils need to be aware of the steps that are taken when they report an incident. Ongoing professional learning and dialogue across staff groups will be key to enable all staff to become confident in supporting students who experience racism and addressing racial microaggressions or other incidents when they occur.

Curriculum

Strengths

Positive steps have been taken to critically examine the curriculum with particular reference to race equality and anti-racism, especially in Social Studies and English. All staff have engaged with training on decolonising the curriculum.

Next steps

Staff readily shared insightful reflections and some changes they had made to the curriculum in their own subject. This work can be extended by taking steps to make links across curriculum areas and subjects. Pupil views on their experience of the curriculum were mixed: whilst pupils appreciated efforts made during Black History Month, in particular the visibility of people of colour, overall they did not consider the curriculum to be sufficiently diverse, inclusive or anti-racist. The school should continue to ensure that Race Equality and anti-racist perspectives (and other protected characteristics) are embedded and threaded through the curriculum and not limited to stand-alone units of work or Black History Month (BHM). Consideration should be given to partnership with organisations such as Intercultural Youth Scotland, to increase positive role models for Black and Minority ethnic young people and to support professional learning and confidence in 'race talk' (facilitated conversations and dialogues about race and racism in classroom contexts).

Culture / Ethos**Strengths**

Pupils contribute to a positive ethos in the school and there are courteous and respectful relationships between pupils and between staff and pupils. Pupil commented positively on respect for difference, for example that pupils are invited to pray according to their own religion during Mass. In session 2021-22, the school held a 'Culture Day', initiated by senior pupils, and a 'Wear Red' day for Show Racism the Red Card.

Next Steps

Strengthening pupil involvement in planning and communication for the 'Culture Day' and 'Wear Red' day will help ensure that these positive initiatives are more meaningful for pupils and the school community. Actively seeking the views of pupils and staff from minority ethnic / cultural / faith / language groups can inform practice and strengthen their sense of belonging in the school. Involvement of pupils across all year groups in the Equalities pupil committee will strengthen pupil voice and enable more young people to lead this work. Involving pupils, staff and the wider learning community, will contribute to further nurturing a culturally inclusive and anti-racist ethos.

Appendix 5 Bullying and Prejudice-related Incident* Count 2019-20, 2020-21, 2021-22

*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		2021-22		2019-20		2020-21		2021-22	
	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	52	290	35	306	34	52	23	159	14	272	23
race and racism incl. culture	25	16	173	21	210	23	51	23	316	28	327	27
actual or perceived sexual orientation	6	4	39	4.5	38	4	24	11	132	11.5	180	15
disability	0	-	5	1	5	1	3	1	25	2	11	1
sexism and gender	4	2.5	29	3	9	1	4	2	44	4	75	6
religion or belief	0	-	3	-	6	1	2	1	12	1	15	1
sectarianism	0	-	0	-	3	0	1	0.5	0	-	-	-
gender identity or trans identity	0	-	3	-	6	1	0	-	16	1.5	21	2
other: please specify	33	21	200	24	155	17	47	21	251	22	133	11
Additional Support Needs	3	2	46	5.5	76	8	13	6	22	2	70	6
Asylum Seeker or refugee status	0	-	0	-	-	-	1	0.5	1	-	-	-
Body image and physical appearance	5	3	38	4	93	10	23	10	138	12	85	7
care experience	0	-	6	-	-	-	0	-	2	-	4	0
Gypsy/Travellers	0	-	0	-	2	0	0	-	2	-	-	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	-	-	0	-	0	-	-	-
mental health	0	-	5	1	1	0	1	0.5	2	-	-	-
pregnancy and maternity	0	-	0	-	-	-	0	-	0	-	-	-
socio-economic prejudice	0	-	0	-	1	0	1	0.5	9	1	-	-
Young carer	0	-	0	-	1	0	0	-	0	-	-	-
Total	157		838		912		223		1131		1193	

Incidents of bullying and prejudice are recorded in line with Scottish Government guidance [Recording and monitoring of bullying incidents in schools: supplementary guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/plain-language/recording-and-monitoring-of-bullying-incidents-in-schools-supplementary-guidance.pdf)

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 (2.5%) 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 (5.5%) on additional support needs, 39 (4.5%) 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 (11.5%) 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.

In session 2021-22, 912 incidents were recorded in primary school. Of the recorded incidents, 210 (23%) were based on race, 93 (10%) on body image; 76 (8%) on Additional Support Needs; and 38 (4%) on actual or perceived sexual orientation. Of the 1193 incidents in secondary, 327 (27%) were based on race, 180 (15%) on actual or perceived sexual orientation; 85 (7%) on body image or physical appearance; 75 (6%) on sexism and gender; and 70 (6%) on Additional Support Needs. Other recorded incidents were based on disability, religion or belief, and gender identity or trans identity.

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.

Preventing and Responding to Bullying and Prejudice

A Guide for Parents and Carers

What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their sense of 'agency'.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online

Bullying is not...

- Disagreements or falling out
- More serious behaviours, e.g. physical assault, sexual assault, sharing indecent images, theft, hate crime.

**If the behaviour is more serious,
we follow Child Protection or Risk Management procedures.**

Examples of bullying and prejudice-based behaviour

- Name-calling, teasing, mocking, put-downs
- Physical acts, e.g. pushing, kicking
- Spreading gossip, rumours, lies
- Stealing, hiding or damaging possessions
- Ignoring, excluding
- Threats
- Sending abusive messages or pictures on social media, online gaming platforms or phone

The language we use to talk about bullying and prejudice

We talk about:

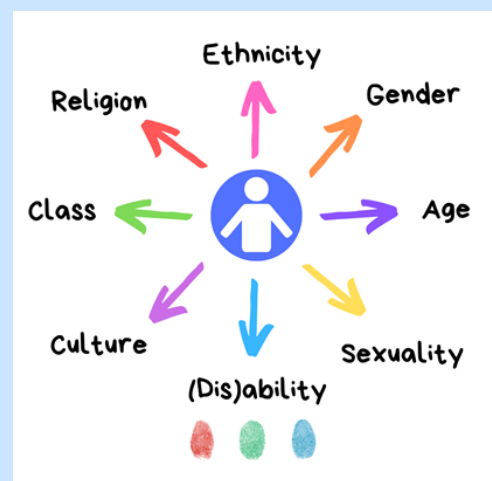
- Bullying behaviour
- The child experiencing bullying (not the 'victim')
- The child displaying bullying behaviour (not the 'perpetrator')

This is because we believe bullying behaviour can be temporary and can be changed.

Prejudice-based bullying

Bullying behaviour can be motivated by prejudice about a person's actual or perceived identity.

Examples are: racism, sexism, homophobia, biphobia, transphobia, ableism and faith-based prejudice.



United Nations Convention on the Rights of the Child (UNCRC)



No child should be treated unfairly because of who they are, what language they speak, what their religion is, whether they are rich or poor, whether they are disabled or for any other reason. *(Article 2)*

All children have the right to be listened to and taken seriously. *(Article 12)*

All children have the right to an education. *(Article 28)*

Prevention

- We have clear procedures for dealing with bullying and prejudice
- Pupils, staff and parents and carers know what they are
- We promote equality and diversity
- We challenge stereotypes, bias, prejudice-based attitudes and language
- We build resilience and empathy
- We ask pupils, staff and parents for their views
- We are developing an inclusive, diverse and decolonised curriculum

Positive Relationships and Inclusion

We promote:

- Positive Relationships
- Resilience
- Restorative approaches
- Children's Rights



What do we do when a child is experiencing bullying?

- We listen to the child and reassure them
- We offer support and let them tell us what happened and how they feel
- We ask the child what could help
- We tell them we will act to stop the bullying
- We investigate, speaking with the children involved and any witnesses
- We speak with parents, after consultation with the child
- We seek advice when we need to
- We decide on appropriate actions
- If the behaviour is more serious, we follow Child Protection or Risk Management procedures



How do we work with pupils who bully others or who present prejudiced attitudes or behaviour?

- Pupils are treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident.
- We talk to the pupil(s) and listen to them
- We talk to anyone who witnessed what happened
- We reinforce the message that bullying and prejudice are not acceptable and must stop
- We address any prejudiced attitudes
- We ask for a commitment to stop the behaviour
- We consider consequences
- We consider supports the pupil needs
- We contact parents/carers
- We check to make sure the behaviour stops

Examples of possible actions

- Restorative conversations, if appropriate
- Peer mentoring and mediation
- Reducing opportunities for contact, where necessary and possible
- Consequences
- Assessment of additional support needs
- Referral to a support service, if appropriate
- Class or individual programme to address bullying and prejudice
- Involvement of parents/carers



What can I do if my child is experiencing bullying or prejudice?

Please talk to:

- Your child's class teacher
- Your child's Pupil Support Leader
- The school Equality Co-ordinator
- The Head teacher

We will listen.

We take bullying and prejudice seriously and will work to make it stop.

Policies, procedures and recording

Local Authority Procedure for Preventing and Responding to Bullying and Prejudice
([LINK](#))

Every school has its own procedure, in line with the Authority procedure. See school websites.

Schools record and monitor incidents of bullying and prejudice-based behaviour, in line with national guidance.

Support, Advice, Complaints

If you have tried to resolve the issue with the school and need further support and advice, or wish to complain, you can contact the [Education Advice and Complaints Service](#)

Address: 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

Email: cf.complaints@edinburgh.gov.uk

Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Getting it Right for Every Child – Inclusion in City of Edinburgh Schools

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 significant work being carried out to support Inclusion across mainstream and special schools

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

2. Executive Summary

- 2.1 In the City of Edinburgh we have 52,879 children and young people in mainstream settings of which 46% are recorded as having an additional support need. These needs include Autism Spectrum Disorder, ADHD, and Dyslexia. We currently have 677 pupils in specialist provision. The Edinburgh landscape reflects the national picture.
- 2.2 Our multi-agency approach to meet the needs of learners within the GIRFEC (getting it right for every child) framework is addressed and met within a range of settings including mainstream schools, enhanced provision in mainstream settings, specialist provision and with the NHS and third sector partners.
- 2.3 Schools in Edinburgh have made significant progress in upholding our responsibilities to Care Experienced children and young people. As this work develops, we are in line with meeting the calls to action set out in The Promise.

3. Background

- 3.1 Our Inclusion Agenda is aligned to and supported by the legislative framework and key national policy drivers which clearly identify our statutory obligations including the Children and Young People Scotland Act, the Equality Act and the Government's ASL (additional support for learning) Review and Action Plan.
- 3.2 Articles 23 and 29 of the United Nations Convention on the Rights of the Child, outline the responsibilities of duty bearers to provide an education which develops a child's personality, talents, mental and physical abilities to their fullest potential and 'ensures that the disabled child receives education...in a manner conducive to the child achieving the fullest possible social integration and individual development'.
- 3.3 The *Inclusion service* has transitioned from Children's Services during 2020/21 and is now managed as part of Education (Schools and Lifelong Learning). The service continues to adapt to meet the needs of pupils and to align with Council Business Plan objectives.
- 3.4 The Edinburgh Learns Inclusion Board is responsible for the strategic plan and is lead and taken forward by colleagues from Schools and Lifelong Learning, Social Work, the NHS and third-sector partners.

4. Main report

The vision of the Inclusion Strategy focuses on the 4 Rs: relationships, rights respecting, restorative approaches, and resilience building. To ensure the needs of Edinburgh's children are met in an environment that supports their development, our approach to Inclusion is delivered at three stages, Universal, Targeted and Intensive.

4.1 Universal

- 4.1.1 All staff in schools participate in mandatory, training on supporting learners with Autism as part of our Inclusive Practice Training Framework.
- 4.1.2 Over 450 staff have been trained by Educational Psychologist to facilitate nurture groups in schools. With a focus on relationships, wellbeing and improving attendance, the bespoke nurture practitioner training enables staff to respond to children using an attachment based approach.
- 4.1.3 Our Literacy Support Team which coordinates Support for Learning Teachers in schools. play a pivotal role in supporting learners with dyslexia. Our work in this area has been enhanced through additional three-year funding from the St Andrew's Trust, set up in memory of Sir Sean Connery.

24 schools will benefit from the project which will include 12 weeks of intensive bespoke individual and group work including capacity building.
- 4.1.4 Dyscalculia is a specific difficulty in understanding number and number processes and results in a persistent inability to understand numerical facts and processes. A Maths development officer, Educational Psychologist and Additional Support for learning staff are leading on our response.
- 4.1.5 In line with the GIRFEC framework, we have developed integrated planning documents with the Assessment of Need, Child Planning Meeting Minutes and Individualised Educational Programme targets on one electronic form. The new form will support effective planning across service areas and minimise bureaucracy for schools and families.

4.2 Targeted

- 4.2.1 £2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools.

Wellbeing Hubs support young people from S1 – S3 and provide enhanced transition into S1 for learners from P6 upwards. The tailored interventions strengthen young people to develop their Health and Wellbeing, build positive relationships with peers, and thrive in mainstream settings.

High quality professional learning and networking is ensuring staff are informed, motivated and have the necessary skills to support learners.

- 4.2.2 29 school counsellors have been integrated in to learning communities and are supporting young people from P6 to S6, including one post specifically to support pupils in special schools.

In 2021/22 708 children and young people accessed counselling including those with protected characteristics; 82 individuals are persons of colour and 59 who are care experienced. A survey (June 22) and pre and post counselling impact data, demonstrate positive impact.

Psychological Services offer annual training and reconnectors on Seasons for Growth, an approach which supports children and young people with loss, including loss as a result of bereavement.

- 4.2.3 Our Wellbeing Academy provides professional learning training to Pupil Support Officers (PSOs) and other key staff.

A key success has been the promotion of LIAM (Let's Introduce Anxiety Management). PSOs have protected capacity to deliver regular 1:1 sessions and are offered fortnightly coaching from CAMHS. There are 39 LIAM trained staff in our primary schools and 22 in our secondary.

- 4.2.4 The Carers (Scotland) Act 2016 places duties on Local Authorities which we meet with support from additional funding and key partners, Broomhouse t/a SPACE (lead), Edinburgh Young Carers and Capital Carers.

Post pandemic, partners provide extensive support to young carers across the city from 5 -18 years old including the delivery of a young carer statements, ongoing support to schools and direct support to young carers including one to one, group and short break support.

- 4.2.5 A Senior Development Officer for Transitions was appointed to improve the transition planning and post-school destinations for young people with complex needs.

Between 2017/18 and 2021/22, there was an overall increase in the percentage of young people moving into a positive destination. The projected figures for leavers 2022/23 is 93%.

4.3 Intensive

A key priority for the Inclusion Board is to evaluate our use of budget and resources to ensure they are targeted to give best value.

- 4.3.1 Enhanced Support Bases (ESB) are a specialist provision set within a mainstream setting and are for children and young people whose needs are primarily associated with Intellectual Disability and Autism. We have 8 ESBs in Primary Schools, and 7 secondary schools. ESBs are placed within each locality of the city, aligning to our vision of a 20 minute neighbourhood.

- 4.3.2 Secondary Resource Provisions (SRPs)

We have 4 Secondary Resource Provisions (SRPs) which increase the capacity of secondary school support for learning departments to enable young people with additional needs to navigate a mainstream curriculum.

Our vision is to enable young people to access education in their local community and we are gradually transitioning SRPS into ESBs.

4.3.3 We have undertaken a review of our Co-ordinated Support Planning (CSP) process. The consultation with families, schools and partners highlighted improvements around timescales, parental engagement and review processes. This is in line with national guidance released in November 2021. Moving forward all children and young people with a current looked after status will be assessed for a CSP which is discussed and actioned through regular looked after review meetings.

4.3.4 Maximising time in school including reducing exclusion is a priority locally and nationally.

In 2020 – 21, exclusion data indicates a decrease in all sectors when compared to the last complete academic year pre-COVID. Our citywide exclusion rates continue to be lower than the national average.

The overall exclusion rate in 2020-21 was 13.1 per 1000 pupils (*totalling 764 exclusions*) this is a reduction from the last complete academic year of 2018-2019 which was 15.1 per 1000 in Edinburgh and 21.6 per 1000 nationally.

Our annual data shows an improving trend with regard to the exclusion of Care Experienced young people target which will continue to be a target area along with supporting children with complex needs who continue to experience much higher rates of exclusion.

Monitoring Behaviours of Concern

4.4 A short-life working group comprising local authority officers, Head Teachers and Professional Associations has been established to monitor the actions identified from the local authority audit of practice around Managing Violent and Aggressive Behaviour.

A quarterly analysis of SHE and Behaviours of Concern referrals are discussed by senior managers. Appropriate and timely advice and support is given in line with key policies including our Managing and Reducing Risk Procedures.

SHE portal training has been redesigned and outlines key roles and responsibilities for Head Teachers, Business Managers and Health and Safety Committee members.

Care Experienced Children and Young People

4.5 We are fully committed to understanding and upholding our responsibilities to Care Experienced Children and Young People.

Over 6000 staff across 123 schools participated in professional discussion around The Promise and Corporate Parenting as part of our annual update on Child Protection.

A toolkit on feeling Loved, Safe and Respected in Edinburgh's schools was produced which has contributed to staff being able to respond and react to children in a way that attunes to their individual needs.

In line with The Promise we produced a self-evaluation tool for schools which contributes to school improvement planning.

Further training on The Promise, Corporate Parenting and how to support Care Experienced Learners was delivered to 11 schools through our communities that Care partnership with Who Cares? Scotland.

1360 pupils in P5-S2 participated in workshops on the issues care experienced children face and breaking down the stigma of being in care.

We have bespoke interventions to support health and wellbeing and raising the attendance and attainment of children who are looked after. These include forest schools, tutoring, play therapy,

£90,000 was allocated directly to young from the Care Experienced Fund to fund interventions or resources to promote attainment and achievement. Successful bids included instruments, bicycles, tutoring and ICT equipment and resources to support work and college placements

School Estates

4.6 The Inclusion Project Board aligns itself to the Learning Estates Strategy.

Future schools will be truly inclusive and designed to accommodate the needs of all children and young people irrespective of disability or additional support requirements. This will include the provision of a variety of flexible and adaptable spaces that enable inclusion within the standard schedule of accommodation.

5. Next Steps

- 5.1 Enhance the capacity of learning communities to build an inclusive approach across clusters of schools by pooling resources and professional support and learning.
- 5.2 Improve consistency of support for children and young people requiring enhanced transitions.
- 5.3 Further develop robust, consistent systems of support for our care experienced community.
- 5.4 Review flexible and alternatives timetables, to improve rates of accredited pathways and fully align with development of Team around the Learning Communities/20 minute neighbourhood.

6. Financial impact

- 6.1 There are no direct financial implications arising from report.

7. Stakeholder/Community Impact

- 7.1 Children and young people's needs will be met in a setting which supports them to achieve their potential.
- 7.2 Staff have participated in and have access to high quality professional learning which focuses on GIRFEC, promoting relationships and nurture, and supporting children and young people with additional support needs.
- 7.3 The mental health and wellbeing needs of young people are being addressed through school counselling.
- 7.4 Young people with additional support needs in specialist provision are supported in their transition from school to positive destinations.
- 7.5 Behaviours of concern are minimised, recorded and addressed in a consistent way.
- 7.6 The building of any new learning and teaching space will more effectively meet the needs of all learners through an inclusive approach to design.
- 7.7 Our Care Experienced Children and Young People have opportunities to thrive.

8. Background reading/external references

- 8.1 Children and Young People Scotland Act 2014 [Children and Young People \(Scotland\) Act 2014 \(legislation.gov.uk\)](#)
- 8.2 Education (Additional support for Learning) (Scotland) Act (2004) https://www.legislation.gov.uk/asp/2004/4/pdfs/asp_20040004_en.pdf
- 8.3 Equality Act (2010)
- 8.3 United Convention on the Rights of the Child (1989)
- 8.4 Included, Engaged and Involved Part 1: Promoting and Managing School Attendance (2019)
- 8.5 Included, Engaged and Involved Part 2: A Positive Approach to Managing and Preventing School Exclusions (2017)
- 8.6 Standards in Scotland Schools Act 2000
- 8.7 Additional support for learning: statutory guidance 2017
- 8.8 Summary Statistics for Schools in Scotland 2021 [Summary Statistics For Schools In Scotland 2021 - gov.scot \(www.gov.scot\)](#)
- 8.9 The Promise Plan 21-23 [Plan 21-24 - The Promise](#)
- 8.10 ASL Action Plan (2020)
- 8.11 CSP Review <https://www.gov.scot/publications/short-life-working-group-co-ordinated-support-plans-csps-final-report/pages/7/>

9. Appendices

n/a

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Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the updates provided in response to the additional recommendations requested from the Education, Children and Families Committee 20 September 2022:

(1.1.6) Agrees to provide a copy of all recent QICS (Quality Improvement and Curriculum Service) school reports to members of the committee and relevant ward councillors.

(1.1.7) Requests an update on 5.3 support at the December Education, Children & Families committee.

(1.1.8) Requests an update on any new inspection visits that take place during September to December, at the December committee.

(1.1.9) Agrees to provide a report to this committee (at the next scheduled date) on any school that receives a less than satisfactory rating for any *individual score, to allow for detailed discussion and scrutiny. from Education, Children & Families Committee 20.09.22

1.1.2 Agree the next steps as outlined in section 5 below.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Jackie Reid, Acting Senior Education Manager

Report

Quality Improvement and Scrutiny Update

2. Executive Summary

- 2.1 This report provides updates to the recommendations added, to those approved, in the “Education Scotland Recovery and Follow-through Activity” report presented to the Education, Children & Families Committee on 20th September 2022.
- 2.2 Schools who have experienced a follow-through visit, following an Education Scotland Inspection pre -Covid, are listed below. Findings during the visit evidence the level of progress made with the areas of improvement identified in the Inspections. These are detailed in the main report section and in the attached appendices.
- Boroughmuir High School Good progress
- St Augustine’s High School Good progress
- Gracemount Primary School Good progress
- Granton Primary School Progress made
- 2.3 A supported self-evaluation process has been undertaken with Holy Rood High School. Key strengths and next steps have been identified and are detailed in the main report section and in the attached appendix. ²
- 2.4 St John Vianney Primary School and St Crispin’s School have participated in the National Thematic Inspections focused on Inclusion (Phase 1). Feedback will be detailed in the Overview of National Practice document upon completion of the national inspection.

3. Background

- 3.1 The Quality Improvement and Curriculum Service (QICS) undertakes follow-through visits in accordance with the following cycle:
- Within 1 year of inspection where a school has been externally validated as “satisfactory” or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement)

- Within 18 months of inspection for all other schools

Following Covid, schools who had an inspection pre-lockdown have been prioritised.

- 3.2 Education Scotland has resumed the routine programme of inspections from week beginning 5th September 2022. The QICS has reviewed our pre-inspection guidance and support materials to ensure settings and schools are well prepared for their inspections. This includes undertaking supported self-evaluation processes (SSEs) and Shared Classroom Experience (SCE) with schools who may be inspected in a relatively close timescale, as detailed in the QICS Capacity and Risk Register. The main factor in identifying these schools is the time since they were last inspected.
- 3.3 Intensive support has been provided to schools who have been notified that they were being inspected. Each of these schools have been/are to be part of the full model of inspection which evaluates the four key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading) :-
- 1.3 Leadership of Change
 - 2.3 Learning, Teaching & Assessment
 - 3.1 Ensuring Wellbeing, Equality and Inclusion
 - 3.2 Raising Attainment & Achievement
- 3.4 The first phase of National Thematic Inspections: Inclusion has focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people. Later in the academic year the second phase of this national thematic inspection will be carried out which will focus on approaches by settings and schools to promote and develop positive relationships and behaviour.

4. Main report

3

4.1 Follow-Through Visits

Boroughmuir High School (Full report – Appendix 1)

In January 2020, Education Scotland inspectors visited Boroughmuir High School undertaking a short model inspection. Here are Education Scotland's evaluations for Boroughmuir High School

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Good
3.2 Raising Attainment & Achievement	Very Good

In order to report on progress, a team of council officers visited the school on 21st June.

The school was found to have made good progress in all areas of improvement and has developed plans to embed this practice across the school to ensure consistency in learner experience. It is acknowledged that this progress has been made during a period of significant disruption to normal school life due to Covid. The school should now aim to embed these improvements to teaching and learning to ensure all learners enjoy a consistently high provision of learning experience.

St Augustine's High School (Full Report- Appendix 2)

In January 2020, Education Scotland inspectors visited St Augustine's High School undertaking a full model inspection. In order to report on progress, a team of council officers visited the school on 21st June.

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Good

The school has made good progress with all identified areas for improvement and has planned for further improvements over time. The QICS continues to work with the school's senior leadership team to develop their strategy for continuous improvement.

Gracemount Primary School (Full Report – Appendix 4)

In June 2019, Education Scotland inspectors visited Gracemount Primary School and Nursery Class undertaking a short model inspection. As a result of the inspection findings, it was considered that the school needed time to make necessary improvements. They stated they would ask for a progress report within one year of the publication of inspection findings. Education Scotland held a virtual meeting with the Senior leadership team in December 2021 to discuss progress with the identified areas for improvement. Following this meeting, Education Scotland stated that they would make no further return visits to the school as they were satisfied that staff had addressed the recommendations from the original inspection successfully (See Appendix 3). In order to report on further progress, a team of council officers visited the school on 20th September 2022.

Quality Indicator	School Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

Quality Indicator	Nursery Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

The school has made good progress in all identified areas for improvement.

The school should continue to review the impact of teaching and learning approaches e.g., Numeracy on improving learners' outcomes. They should also focus on tracking of pupils' progress across Curriculum for Excellence Early Level (Nursery to P1) and into First Level (P2).

The QICS continues to support the school to develop their strategic plan for improvement and to measure the impact of teaching and learning approaches.

Granton Primary School (Full report – Appendix 5)

In January 2020, Education Scotland inspectors visited Granton Primary School and Nursery Class undertaking a short model inspection. Following this visit, the Authority asked Education Scotland to provide ongoing support to the school. In order to report on progress, a team of council officers visited the school on 7th June.

Quality Indicator	School Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

Quality Indicator	Nursery Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Raising Attainment & Achievement	Satisfactory

The primary school has made progress with all of the identified areas for improvement and has developed clear plans for how this will progress in order to raise the attainment and achievement of all young people. The nursery has also made progress across the identified areas for improvement. A continuing focus on observation and planning processes is required in order to ensure further improvement. The local authority continues to work with the school's senior leadership team to develop their strategy for continuous improvement.

Follow-through visits have also been made, to the following schools:-

- Longstone Primary School (w/c 12th September)
- Prestonfield Primary School (w/c 12th September)
- Echline Primary School (w/c 26th September)

Please note that reports are currently being finalised and will be presented at the next Committee.

4.2 Supported Self-Evaluation (SSE) (Full Report- Appendix 6)

An SSE has been undertaken with:

- Holy Rood High School on 5th – 7th September

Strengths

- A positive ethos, where positive, caring and supportive relationships between staff and pupils, was evident in all lessons visited.
- Pupils' engagement in learning and their eagerness to participate in learning activities was evident across the school.
- Senior Phase attainment demonstrates positive trends, including for learners residing in SIMD Quintile 1.

Next Steps

- To undertake a review of the alignment and processes of Pupil Support, in order to maximise effectiveness and efficiency.
- To develop effective self-evaluation processes for tracking and monitoring of progress and attainment, particularly within the Broad General Education. This will ensure that data is used effectively to inform staff actions at all levels so that universal and targeted supports are delivered and their impact on learners are monitored.

4.3 Pre-Inspection Intensive support

Where notification has been received of a school being inspected, the QICS has provided intensive support to ensure the school is well prepared for the inspection process to ensure the most positive outcome. In large part, this support focuses on visits to classes to review teaching and learning practice in collaboration with the school's Senior leadership team. All teachers are also offered a session with their QIEO, and a member of the Edinburgh Learns Teaching and learning team, to discuss planned learning experiences during the inspection. The school is also supported in analysing their data and attainment trends over time and in presenting their self-evaluation evidence to the team of Inspectors.

These schools are:

- Currie Primary School (Inspected w/c 5th September) 6
- Juniper Green Primary School (Inspected w/c 26th September)
- Royal High School (Due to be inspected w/c 3rd October. Rescheduled to w/c 5th December)

Please note that reports are not yet published by Education Scotland and will be presented at the next Committee.

Schools who may be in the cycle for inspection, according to the date since their last inspection, are receiving targeted support in the form of:

- Supported Self Evaluations
- Shared Classroom experience visits
- Pre-inspection briefings
- Staff support materials

This is tracked through regular review of the Capacity & Risk Register.

4.4 National Thematic Reviews: Inclusion

The first phase of National thematic inspections has focused on the implementation of the new approach to recording and monitoring incidents of bullying and how well this is supporting children and young people

Schools who have participated are:

- St John Vianney PS (22nd September)
- St Crispin's School (12th October)

This process does not provide schools with written feedback. Verbal feedback has been positive where the school has been commended for their approach to dealing with incidents of bullying, which has resulted in a decrease in incidents occurring. Selected practice will be published on an Overview of National Practice document, in the form of case studies, upon completion of the full national inspection.

5. Next Steps

5.1 Undertake remaining follow-through visit to Ratho Primary School (November)

5.2 Undertake planned SSEs (October/November) to:

- Forrester High School
- Drummond High School
- James Gillespie's High School
- Wester Hailes High School
- Queensferry Community High School
- Pirniehall Primary School

5.3 Continue to review Capacity & Risk Register to plan future programme of Supported Self Evaluation processes.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 The Edinburgh Learns Improving Quality in Learning Board will continue to consult with a range of reference groups i.e., senior leaders, practitioners, parents/carers & young people & Education Scotland to ensure helpful guidance and support is provided to schools to secure continuous improvements and effective self-evaluation approaches.

7.2 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate.

- 7.3 The QICS will continue to respond to learning from ongoing inspection and internal scrutiny processes. Emergent themes focused on areas for improvement will be provided to schools through internal support and challenge activity: - intensive, targeted or universal approaches.

8. Background reading/external references

- 8.1 Quality Improvement & Scrutiny Committee paper: - Education, Children & Families Committee (See Public Pack attached- page 273)
- 8.2 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

9. Appendices

- 9.1 Appendix 1 Boroughmuir Follow-Through report
- 9.2 Appendix 2 St. Augustine's Follow-Through report
- 9.3 Appendix 3 Gracemount PS Education Scotland continued engagement
- 9.4 Appendix 4 Gracemount Primary School Follow-Through report
- 9.5 Appendix 5 Granton Primary School Follow-Through report
- 9.5 Appendix 6 Holy Rood High School Supported Self Evaluation report

Appendix 1

Boroughmuir High School Follow-Through visit by City of Edinburgh Council, June 2022

In January 2020, Education Scotland inspectors visited Boroughmuir High School. Following the inspection, in March 2020, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Provide more opportunities for young people to lead their learning.
2. Continue to improve learning, teaching and assessment to achieve a better consistency in high-quality provision.
3. Continue to improve the approaches for regularly monitoring and checking young people's progress from S1 to S3 across all areas of the curriculum. Teachers need to ensure assessment evidence is reliable and judgements are robust. Ensure that conversations with young people about their learning make them aware of what they need to improve and how they can do this.

The post-inspection visit

In order to report on progress, a team of council officers visited the school on 21st June. The team consisted of the Quality Improvement Manager and 4 Quality Improvement Officers. The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: young people from S1-S3 (the Broad General Education); young people from S4-S6 (the Senior Phase); young people involved in Pupil Voice and a Climate Change Pupil Leadership group; teaching staff; Curriculum Leaders and Support for Learning staff.

Findings of the visit: progress with areas of improvement

Provide more opportunities for young people to lead their learning.

Curriculum leaders demonstrate increased awareness of learner participation and there is increased leadership around learner voice at faculty level. Across the school, there has been an increase of pupil leadership roles, including in-class support, Pupil Voice group, Climate Change group, Sports Leaders, as well as other informal leadership opportunities across the year. In the strongest examples, pupils have had the opportunity to lead their own learning and lead the learning of others, for example, the Climate Change group. Pupils in the BGE commented that their voices were valued and listened to by the Senior Leadership Team. The school should now build on this and further embed formal structures for pupil leadership across the school, reflecting on the level and frequency of representation, and the consistency of experience.

In a few lessons, there were opportunities for pupils to lead their own learning. This resulted in increased pupil progress and understanding. The school should build on this practice and provide consistent opportunities across the school for pupils to lead their own learning during lessons.

Continue to improve learning, teaching and assessment to achieve a better consistency in high-quality provision.

There has been a whole-school focus on developing a shared language of high-quality learning and teaching at Boroughmuir. This has resulted in progress towards a shared understanding of high-quality learning and teaching across the staff, particularly in relation to the start of lessons. Pupils have had a role in developing this across the school. This should be continued as the school embeds this practice and evaluates the impact. As a result of in-house professional development for Curriculum Leaders, there is increased understanding across Curriculum Leaders around the leadership of learning and teaching at faculty level. In the best examples, Curriculum Leaders use this effectively to support the professional development of their staff at faculty level. The school has developed plans to engage in professional learning next year with a focus on high-quality pedagogy, including differentiation. This provides an opportunity to work with the Edinburgh Learns Team and re-visit 'Boroughmuir engages' to ensure that there is clarity across all staff around the principles of high-quality learning and teaching and how this translates into

the experience of learners in the classroom. As part of this, there is an opportunity to develop faculty level processes to quality assure learning and teaching.

Across the school, relationships are strong which supports learners to feel confident that they are able to access personalised support, if required, from their teachers. There is a calm learning environment across the school whereby learners are engaged in their learning and interact well during activities. In a few lessons, teachers use open-ended questioning that challenges thinking and deepens learning. In a few lessons, teachers skilfully check the understanding of pupils throughout the lesson and use this to provide an appropriate level of support. In most lessons, teachers recap learning at the end of the lessons to assess progress. In the Senior Phase, young people explained how teachers create opportunities during lessons to apply their learning which challenges their thinking and extends their learning. There is an awareness across teaching staff that there is an opportunity to extend this practice to ensure active engagement and challenge in Senior Phase lessons. In a few classes there was evidence of differentiation through questioning. The school have identified differentiation as a whole-school focus for professional learning next session. This is important to ensure that there is high-quality differentiation, informed by regular assessment for learning, evident in all lessons. This will ensure that all learners are appropriately supported and challenged, which will encourage pace and challenge. The school's focus next session is to ensure consistency and quality in the middle of lessons including effective questioning.

Continue to improve the approaches for regularly monitoring and checking young people's progress from S1 to S3 across all areas of the curriculum. Teachers need to ensure assessment evidence is reliable and judgements are robust. Ensure that conversations with young people about their learning make them aware of what they need to improve and how they can do this.

Tracking and monitoring approaches have been established in BGE and Senior Phase. This allows the school to track the progress and attainment of all learners, across all curricular areas. This practice is particularly strong across the Senior Phase, with Curriculum Leaders confident in using Senior Phase data rigorously to track progress and inform targeted intervention. The school should continue this work to embed a positive data culture, where class teachers are confident at using data to identify gaps in learning, inform planning and evaluate impact. Alongside this, the Senior Leadership team are working with faculty leaders to ensure that a consistent understanding and application of BGE benchmarks is applied across all faculties in relation to accurately measuring the progress and attainment of S1-S3 learners, which the school has identified as a focus next session.

The moderation practices established as part of the Alternative Certification Model during Covid has improved consistency in Senior Phase moderation. The school have plans to develop assessment and moderation approaches across the BGE as part of their 2022-2023 Renewal Plan, including delivering in-house QAMSO training across all faculty leaders next session. This will be important to ensure that there is an increased understanding of how assessment is integral for planning and teaching, and that there is a consistent approach to assessment in the BGE established across the school.

At whole-school level, the school have established regular opportunities for young people to engage with their reports and have conversations about their learning during PSE lessons. This has resulted in learners having increased understanding and ownership of what they need to do to improve and how they can do this. The school have revised their reporting structure for parents to increase consistency and depth of information provided to parents. The school should now consider how they can gather feedback from parents and pupils on the new structure to evaluate impact and inform next steps. At faculty level, there were some examples of learner conversations that supported young people to know what was going well and what their next steps where. This was particularly evident for targeted pupils where tracking and monitoring had identified a concern. This practice should be established across the school to ensure consistency in approach, with opportunities for all young people to engage in feedback, discuss their progress, and identify next steps.

Conclusions

The school has made good progress with all of the identified areas for improvement and has developed plans to embed this practice across the school to ensure consistency in learner experience. It is acknowledged that this progress has been made during a period of significant disruption to normal school life due to Covid. It is anticipated that as school life returns to normal the pace of progress in developing consistent high-quality learning and teaching will increase.

Appendix 2

St Augustine's Follow- Through Visit

Following the Education Scotland (ES) inspection of St Augustine's High School in January 2020, resulting in a published inspection report in March 2020, officers from The City of Edinburgh Council conducted a two-day follow-through visit in June 2022 to determine the school's progress in relation to agreed areas for improvement.

Findings of the visit: progress with areas for improvement

Senior leaders should continue to strengthen the approaches to self-evaluation to ensure that robust and rigorous evidence is gathered across the school. This should provide them with a clearer overview of actions to secure improvement.

The school have begun to take a more consistent approach to self-evaluation at faculty level. The introduction of weekly Curricular Leader meetings has strengthened the school's approaches, providing a more robust and increased support from the headteacher. Staff speak positively about the dissemination of information around school improvement priorities. Greater clarity in planning around priorities has enabled school staff to play a greater role in evaluating progress made. Staff feel consulted and involved in the evaluation process. To continue to progress in this area the school should look at ways to strengthen the voice of all pupils in order to ensure that they are part of the self-evaluation process. Whilst members of the Pupil Council feel consulted, it is important that all young people feel that they have a voice and a part to play in the development of the school. All pupils, staff and parents should be consulted in the review of the school's positive relationships policy ensuring that they are championing equity and inclusion.

A more rigorous and consistent approach to assessment and to tracking and monitoring will support learners' make progress in their learning. This will enable young people to better understand how well they are doing and what they need to do to improve.

The school continue to demonstrate consistency in the sharing of Learning Intentions and Success Criteria with learners, with formative feedback used to help learners identify their next steps in learning. The Covid-19 pandemic has impacted upon the school's ability to monitor and progress the use of formative assessment strategies. They now need to ensure that there is clarity and consistency in all classes specifically in the language used in order for all learners to understand what it is they are learning and how it relates to previous instructions. An increased focus on questioning techniques in lessons including the exploration of prior learning will help to ensure greater active pupil engagement in classes.

The school's introduction of engagement reports during remote learning has had a positive ongoing impact in providing parents and carers with regular information, enabling more timely targeted supports and intervention where engagement was low. "Class Charts" was introduced in October 2021 in order to help inform pupils and parents on class achievements on a more regular basis. Reviewing the analytical use of the data gathered as well as the purpose and impact they wish to achieve, will help to guarantee a greater consistency in its use. In addition, the school should now consult more broadly with staff, pupils and parents on what should be recorded on Class Charts in order to ensure that the focus is on positive engagement and achievements in learning. The school are in the process of creating a whole school approach to assessment, monitoring, tracking and learner conversations in the coming session. This work will assist with consistency in providing accurate and up-to-date data on each pupil allowing for improved interventions and feedback on progress.

Continue to pursue strategies to improve attainment and increase educational aspirations for young people. The school should also ensure that every young person has an increased range of opportunities for personal achievement.

The school continues to look for ways to improve the attainment of the young people and have recently implemented the use of EdICT (a tracking and monitoring system) to provide a greater consistency in the tracking of pupils' attainment. The school continue to experience positive attainment results with learners outperforming the virtual comparator. Young people at St Augustine's are very aware of their pathways and career destinations. It is evident that 16+ and DYW activities and policies are having a positive impact. The school have increased the scope for young people to access a greater breadth of wider opportunities through curricular areas with examples seen in the introduction of leadership awards and the Caritas award. The school now need to develop a consistent approach to tracking wider achievements through the BGE and into the Senior Phase.

Conclusion

The school has made good progress with all of the identified areas for improvement and has planned for further improvements over time. The local authority continues to work with the school to develop their strategy for continuous improvement.

25 January 2022

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Gracemount Primary School and Nursery Class, we said that we would engage further with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out virtual meetings with the school. Our engagement helped us learn more about how children and their families have been supported through COVID-19. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officers, the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Progress with recommendations from the previous inspection

During the initial inspection of the school in June 2019, HM Inspectors highlighted aspects of attainment in literacy and numeracy as an area for improvement. Since the initial inspection, attainment in the majority of aspects of literacy and numeracy has improved across stages. These improvements have been supported and monitored well with regular input from local authority officers who continue to work with the school senior leadership team (SLT).

Dealing with the impact of COVID-19 has stalled the pace of a few of the school's plans to improve levels of attainment. Importantly, local authority officers continue to work closely with staff. This is helping to ensure that appropriate support is in place for the school to continue to improve. The SLT and local authority officers are confident that increased support for targeted groups of children from Primary 4 to Primary 7, will ensure gaps in learning are addressed at pace. Many of these gaps arose mainly as a result of challenges that year groups faced with home learning.

Overall, more focused collegiate working amongst teachers across the school and cluster is beginning to bring about improvements in attainment. This includes improved planning across stages to target key improvement priorities and better collaboration with the cluster secondary school to improve attainment in literacy.

Over the past two years, the SLT along with the support of the local authority, has made improvements in approaches to learning and teaching. This is helping to ensure children engage in more consistently high quality learning experiences. The SLT and teachers have successfully reviewed approaches to planning learning, teaching and assessment. This now takes better account of the learning needs of all children.

Staff across the school have worked well to design and embed a new learning and teaching policy that outlines key features of high quality learning and teaching for the school. To support this, staff have developed a helpful learning, teaching and assessment framework. This outlines common expectations and approaches all staff should take when

planning and assessing learning. Helpfully, this also provides clarity on the role that children's prior learning plays in the planning of new learning.

Teachers have developed stronger working relationships with staff in the associated secondary school to develop learning, teaching and assessment in numeracy. This has improved teacher confidence in numeracy learning and teaching. This is also having a positive impact on attainment. A numeracy school improvement group is continuing to work with the local authority numeracy specialist to develop improved progression pathways.

Teachers have engaged well with the 'Edinburgh Learns Benchmarks' training to improve their confidence in assessment judgements. Helpfully, staff now also involve children and parents/carers in setting targets in children's learning. They now engage in more regular dialogue with learners, including the use of termly conversations with children about their learning. They agree identified next steps that are then discussed during parent and carer dialogue meetings twice each session.

The SLT and teachers have been working closely with the Edinburgh Learns team. This is helping to engage staff better in using collaborative approaches to improve aspects of classroom practice. Commendably, this work has continued during the COVID-19 recovery phases. This is providing useful support to teachers around learner engagement. This collaborative work is also helping teachers to find ways of gathering regular, robust learner progress information in spite of challenges brought about by the pandemic.

Staff have made significant progress in embedding a tracking and monitoring system. This is helping teachers and SLT to track and monitor with more confidence, the attainment and progress of individuals and cohorts of learners. Importantly, termly attainment meetings, with structured themes for dialogue, focus on the progress of all children. This year, SLT and staff are developing a useful system to track learner participation and wider achievement. This will support children's equity in relation to their access and involvement in a range of activities. As planned, the LA, SLT and staff should continue to build teacher confidence and capacity to measure learner progress more effectively, over time.

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. Staff are continuing to implement plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. The City of Edinburgh Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

JohnPaul Cassidy
HM Inspector

Appendix 4

Gracemount Primary School and Nursery Class Follow-Through Report – September 2022

In June 2019, Education Scotland inspectors visited Gracemount Primary School and Nursery Class. Following the inspection, in September 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Raise the attainment of children across all stages of the school.
2. Improve learning and teaching to ensure children experience consistently high-quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.
3. Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

In order to report on progress, a team of council officers visited the school on 20th September 2022. The team consisted of the 3 Quality Improvement Officers, 1 Early Years Quality Improvement Officer, 1 Early Years Quality Improvement Manager and 2 members of the ASL service. The team met with the school's Senior Leadership Team and Senior Early Years Officer to discuss progress with the priorities identified by HMIE. The team also met with the following groups/individuals: focus groups of young people from all stages; numeracy working group; literacy lead teachers; a group of teaching staff; the Sfl team and a group of 3 parents. The team also observed a range of learning experiences across all stages, including observing targeted intervention groups and alternative curriculum offers.

1. Raise the attainment of children across all stages of the school.

Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are resulting in improved attainment for P4 and P7. Young people are making good progress over time from P4-P7 in literacy and numeracy. The Sfl team have focused on raising attainment in literacy, through targeted intervention, which has positively impacted attainment. To continue progress in this area, the school should continue their focus on progress and attainment, ensuring progress between p1 and P4. This will be further supported by the Sfl team who should continue to plan to support pupils within the class and alongside their peers to support an inclusive learning environment. To build on the progress with raising attainment in numeracy, there is an opportunity to review attainment data and interventions for targeted support in numeracy.

Nursery

In the nursery there are strong positive relationships which are warm and nurturing. Children feel safe and secure. Adults are very alert to the needs of the new children who are seeking warmth and reassurance. Adults are prioritising this important settling time to ensure children's wellbeing.

There is now a better balance between free flow play and planned experiences allowing children to follow their own interests and ideas. There are some examples of children being highly engaged, focusing on their play and learning. The team feel empowered as their opinions and suggestions are valued by the leadership team in the nursery. Key champions for core curricular areas are clear on their role in driving improvements forward.

2. Improve learning and teaching to ensure children experience consistently high-quality learning. In doing so, develop approaches to planning and assessment which take account of the varying needs of all children.

In all lessons, the children and young people are eager to learn and there is a positive learning ethos. The children spoke of the teachers being responsive and approachable to them and their needs. The Positive Relationships Policy is well embedded in the school, and a focus on pupil wellbeing and teachers use of restorative practice supports pupil engagement. This has led to increased inclusion in learning, with a 20%

reduction in pupils being extracted from lessons. The participation scale is beginning to be used to track learner engagement and to inform next steps.

Across the school, the consistent use of learning intentions and success criteria meant the majority of pupils were able to explain what they are learning and how to be successful. In a few classes, co-construction of this was highly effective and facilitated pupil understanding and progress.

In a few lessons questioning was used effectively to check understanding, enable higher order thinking skills and support progress for all students.

In the majority of lessons in the upper school, digital technology was used to enhance learning and teaching, provide opportunities for personalisation and choice and support progress in learning. In a few lessons, digital technology was used effectively to assess learning and directly inform a differentiated approach to what young people did next in their learning. As identified as part of the 4-year plan, there is opportunity to share good practice in the use of digital to enhance Learning & Teaching to ensure this is embedded across the school.

In most classes learning activities were matched to pupils' abilities. However, only in a few lessons, were activities appropriately targeted to ensure pace and challenge for all.

In most lessons, teachers used AfL strategies to review the learning. In less than half, this was used directly to feed into the learning experience and adapt learning and teaching.

In most lessons, learning activities are planned to ensure pupils with ASN are able to engage with the whole-class learning, with effective use of PSAs to support the learning. In a few examples, these learners are actively included in the whole class learning with direct teacher and PSA input. The development of ASN strategy folders, and effective use of the Circle document, have improved teacher understanding of pupil needs. Further evaluation is required to assess how far this directly informs strategies within the classroom.

The school staff have collegiately developed a Writing and Reading Policy. This continued development will lead to a comprehensive literacy policy which will articulate how literacy is taught at Gracemount Primary School. The Numeracy working group have developed a cohesive plan for progression in numeracy so that teachers know what to teach and how this relates to the benchmarks. This has led to increased staff confidence in the teaching of numeracy and positively impacted attainment.

The school have developed a broad inclusive curriculum that engages young people positively in their learning and effectively meets their needs. This has resulted in no pupils on part-time timetable.

Consistent approaches to Planning and Assessment have been developed across the school which has improved consistency and confidence in teacher professional judgement. Moderation processes have been established across stages and levels which have improved the approach to planning for learning, teaching and assessment in-line with national expectations. This has improved staff confidence in their own professional judgement and that of other staff.

There is continuity in the approach to learning through play in P1. The school should now review their play-pedagogy strategy, including a review of the learning environments inside and outside in P1, with a focus on opportunities for learning. As part of this, there is opportunity to review adult initiated and child-led experiences to ensure developmentally appropriate learning and progression from nursery through P2.

A focus on revising the Learning and Teaching policy will provide an opportunity to embed the key features of practice that will ensure pace and challenge for all. There is opportunity during this process to reflect on strategies that will encourage the active engagement of learners during all activities, including direct instruction, to ensure all learners make progress in learning.

The school has identified plans to evaluate the impact of the Reading, Writing and Numeracy policy on targeted and universal approaches in order to inform next steps. In particular, the numeracy working group identified that there is not currently a coherent approach for how children who require additional support in numeracy are supported across the school. This should therefore be included as part of the review.

Nursery

There is evidence of positive changes within planning for play including the interactions, experiences and spaces within the Nursery. Routines are now supporting children's experiences and sense of the day; this will progress through the year as the children develop.

Children value their relationships with the adults in the nursery. Adults are more knowledgeable about quality interactions and are aware of the importance of using open-ended questioning and commentary effectively to support and extend children's learning

The next steps that have been planned for using Hanen approaches, and strategies will further improve staff interactions. Staff are aware that this will support children to lead their own learning.

3. Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning

The school have developed approaches to tracking and monitoring children's progress across all curricular areas. Planned Tracking and Moderation meetings provide opportunities for staff to engage with attainment and progress data, set targets, and plan universal and targeted teaching approaches. This has increased teacher ownership of data and impacted attainment. The school should continue to rigorously analyse data on attainment and progress to inform school improvement planning, including the increased focus on reducing the poverty related attainment gap, and analysing attainment data for different groups of learners (EAL, SIMD, Gender, Ethnicity).

The Senior Leadership team have created a culture where staff speak confidently about why and how they use data to support progress and attainment. The school should now continue to build a data rich culture across all staff, specifically focusing on how this data is being used to inform the learning in the classroom to ensure appropriate pace and challenge.

The SfL team have a clear system for tracking and monitoring interventions and evaluating impact in literacy. This has ensured interventions have a positive impact on children's learning and progress.

With regard to early level tracking and monitoring, there is opportunity to review the school's approach to tracking and monitoring and the moderation of play from nursery – P2.

Nursery

The nursery team know their children well. They are developing staff confidence and skills in writing quality observations and identifying significant learning. The leadership team have a process to track children's progress across the year with key workers for each group. The next steps are to review the qualitative and quantitative data to support more robust analysis and trends to inform planning for children's progress.

The QICS will continue to support the school in evaluating the actions from improvement and to develop their strategic plan for continuous improvement.

Appendix 5

Granton Primary School and Nursery class Follow-Through visit by City of Edinburgh Council, June 2022

In January 2020, Education Scotland inspectors visited Granton Primary School and Nursery Class. Following the inspection, in July 2020, Education Scotland published a letter outlining the following areas of improvement that were identified:

1. Improve attainment and achievement for all children in the nursery and primary school.
2. Develop further approaches to planning, assessment and moderation to ensure all children are making appropriate progress across the nursery and primary school. This should include robust tracking and monitoring of children's progress across all curriculum areas.
3. Continue to improve and develop greater consistency in the quality of learning and teaching in the nursery and primary school. This should ensure that activities meet the learning needs of all children. Staff and practitioners should increase opportunities for children to be more involved in evaluating their own progress and next steps in learning.

The post-inspection visit

In order to report on progress, a team of council officers visited the school on 7th June. The team consisted of the Acting Senior Education Manager, 3 Quality Improvement Officers, 2 early years Quality Improvement Officers, 3 members of the ASL service and a current City of Edinburgh Council Head Teacher. The team met with the school's Senior Leadership Team and Senior Early Years Officer to discuss progress with the priorities identified by HMIE. The team also met with the following groups/individuals: focus group of young people from all stages; Numeracy Development Officer; Principal Teacher; Support for Learning team; and the EAL school team. The team also observed a range of learning experiences across all stages, including observing targeted intervention groups.

Findings of the visit: progress with areas of improvement

Improve attainment and achievement for all children in the nursery and primary school.

The school has demonstrated improvements in attainment for all areas from November to June 2022, particularly for P7 Numeracy. To continue progress in this area, the school should continue to develop a data rich culture so that staff are confident in using data to identify gaps in learning, inform planning and evaluate impact. In the nursery and P1, the school has implemented tracking and monitoring approaches for play-based learning that demonstrates students are making progress in learning. The school would benefit from embedding tracking and monitoring for play-based learning across nursery and P1 to ensure staff can confidently assess progression in learning to inform planning.

Nursery

In the nursery, e-journals were used to record children's participation in learning experiences. The next step is to ensure that children's progress is documented by improving the focus of the observations on significant learning and to develop approaches to ensure that children's achievements and making links with home are developed.

Develop further approaches to planning, assessment and moderation to ensure all children are making appropriate progress across the nursery and primary school. This should include robust tracking and monitoring of children's progress across all curriculum areas.

The school are beginning to develop a consistent whole-school approaches to planning and assessment, including an assessment timetable, professional dialogue, collegiate planning time and moderation across the school. The school should continue to develop this across the school and build this into their Learning, Teaching & Assessment Policy. The school have begun to develop effective tracking and monitoring approaches, including effective tracking of interventions and the tracking and monitoring of play-based learning approaches. This is particularly strong in the

tracking of numeracy progress and attainment. The school should continue to embed whole-school tracking and monitoring of pupils' progress and attainment from ELC to Primary 7, including the tracking of interventions, to enable all teachers to have a clear picture of progress in learning across the school. This should also include developing approaches to track skills development through wider achievement.

Nursery

The nursery has established observation and planning processes. This includes both intentional planning and responsive planning to capture learning opportunities, and these are communicated with parents via e-journals. The nursery should now consider how responsive planning processes in particular can be developed to demonstrate that children's learning needs are being met, and to increase opportunities for children to be involved in identifying what they want to learn. The Senior Leadership Team monitor e-journals and planning. This practice should be developed further to ensure that there is robust tracking and monitoring of individual children's progress over time.

Continue to improve and develop greater consistency in the quality of learning and teaching in the nursery and primary school. This should ensure that activities meet the learning needs of all children. Staff and practitioners should increase opportunities for children to be more involved in evaluating their own progress and next steps in learning.

The school has made good progress in developing greater consistency in the quality of learning and teaching, particularly in the teaching of numeracy. The delivery of in-house professional learning has increased staff knowledge and skills, and staff report increased confidence in the teaching of numeracy. There is opportunity now to reflect on the success of the model for Learning & Teaching in numeracy and consider how this could be applied across other curricular areas and embedded as part of a revised Learning, Teaching & Assessment policy.

Staff had a strong focus on developing positive relationships across the school. As a result, in all classes there was a calm, purposeful learning environment, where relationships were strong. In the majority of lessons learners were eager and active participants in their learning.

In all classes the use of learning intentions and steps to success were evident and used by students to support independent learning. In the majority of lessons, assessment approaches were used. In a few lessons assessment approaches directly informed what the students did next in their learning. This resulted in the learning being appropriately challenging and students making greatest progress. Where engagement in learning was strongest, young people experienced differentiation that was appropriately targeted to their needs. The next step is to ensure that all tasks and activities are set at appropriate levels of challenge to meet the needs of all learners and targeted appropriately. This will ensure there is pace and challenge for all learners, including those with additional needs.

In most lessons a wide range of learning environments and creative teaching approaches were used. In a few lessons there were examples of strong practice in using digital technology to effectively enhance learning & teaching. This practice should be built on and established across the school.

In most lessons, questioning was used effectively to promote curiosity, independence and confidence. In the best examples, questioning was used to check understanding and move learning forward.

Students comment that they are well supported by their teachers. In a few lessons, there was evidence of students being involved in evaluating their own progress and next steps for learning. This practice should be developed across the school to support children to be more involved in evaluating their own progress and next steps in learning, including giving students time to respond to individual feedback.

The Support for Learning team deliver a range of targeted interventions to meet the needs of learners and are increasingly tracking the impact of interventions over time. As a result of Covid, interventions have mainly been delivered out-with the classroom. The SfL team are beginning to re-establish joint working with class teachers to align universal and targeted teaching approaches. PSAs are highly skilled at contextualising the learning in the class for young people with Additional Support Needs.

The Hub is an excellent facility and has the potential to make a difference to the school experience of a greater number of learners with additional support needs. Consideration should be given as to how to maximise the impact the Hub can make. For example, groups targeting a wider range of ages and needs, including nurture experiences. Some of the resources being used were not sufficiently motivating for the age and stage of the pupils in the Hub and consideration should also be given to allocation of budget for Hub resources.

In P1, the development of a dedicated outdoor space based on a sound understanding of play pedagogy supported children's learning effectively, with regular communication across the P1 staff team. The team should now use the insights gained from this approach to develop learning opportunities and assessment strategies across the whole P1 learning environment.

Nursery

The spaces and experiences offered to children in the room were of high quality. There was a focus on literacy experiences, as well as opportunities to explore mathematical concepts in many areas. Practitioners were nurturing and positive in their interactions with children. Children were confident, secure and engaged in play throughout the nursery. Where a child's behaviour showed that he was not feeling safe and secure, there was evidence that the staff member knew him well, and was responding appropriately to ensure that his needs were met. Distressed children were comforted quickly and effectively. Children with identified needs were supported and included.

Children were encouraged to make choices and had time and space to engage with and revisit their learning. Interesting experiences and provocations were available, and open-ended resources allowed children to explore and experiment at their own pace.

Developing approaches to observations and planning will offer opportunities for children to be further involved in taking leadership of their own learning.

Conclusion

The primary school has made progress with all of the identified areas for improvement and has developed clear plans for how this will progress in order to raise attainment and achievement of all young people. The nursery has also made progress across the identified areas for improvement. A continuing focus on observation and planning processes is required in order to ensure further improvement.

Appendix 6

Holy Rood Roman Catholic High School

Supported Self-Evaluation Visit Report

Background/context

A team of officers from The City of Edinburgh Council, including a Senior Education Manager, Quality Improvement Manager, three Quality Improvement Education Officers and an Educational Psychologist, undertook a 3-day Supported Self-Evaluation Visit to Holy Rood High School from 5th – 7th September 2022.

During the visit, a total of 59 lessons were visited, covering every faculty and year group. Details about evidence relating to the four areas of the Edinburgh Learns Teacher's Charter (Assessment for Learning; Differentiation; Leadership of Learning; and Skills) are included within the summary of strengths and next steps in the QI 2.3 section below, along with other aspects of Learning, Teaching and Assessment.

In addition to this, separate meetings with members of the Senior Leadership Team about areas of their strategic leadership were conducted. Meetings with focus groups of pupils from the Broad General Education and from the Senior Phase also took place, in addition to meetings with the leaders of the Wellbeing Hub and Support for Learning, with the team of Pupil Support Leaders, and with a group of teaching staff. Visits to the Wellbeing Hub and the Support for Learning Faculty to observe the provision for learners and speak to pupils and staff were also included.

Alongside this visit, an Equalities review was undertaken by a separate team of two officers, the report from which is published separately to this one.

Key strengths and next steps from the visit

Strengths

- A positive ethos, where positive, caring and supportive relationships between staff and pupils, was evident in all lessons visited.
- Pupils' engagement in learning and their eagerness to participate in learning activities was evident across the school, and Senior Phase attainment demonstrates positive trends, including for learners residing in SIMD Quintile 1.

Next Steps

- To undertake a review of the alignment and processes of Pupil Support, in order to maximise effectiveness and efficiency.
- To develop effective self-evaluation processes for tracking and monitoring of progress and attainment, particularly within the Broad General Education. This will ensure that data is used effectively to inform staff actions at all levels so that universal and targeted supports are delivered and their impact on learners monitored.

Summary of Findings

This section provides more detail about strengths and next steps identified through the visit, organised by quality indicator.

Leadership of Change (1.3) and Self-evaluation for Self-improvement (1.1)

Strengths

A positive school ethos, underpinned by the school mission statement encompassing the gospel values, was evident across the whole school. Pupils were confident in describing the values and were aware of the mission statement, citing assemblies as being a key vehicle for discussion of these. Relationships were positive, caring and supportive between teaching and support staff and pupils, and between pupils themselves, in all classes visited.

The Head Teacher was able to demonstrate the way in which leadership of change and opportunities for staff to lead school improvement, including through structured School Improvement Groups with clear aims and actions (Ethos and Values; Numeracy; Literacy; Developing the Young Workforce; Health and Wellbeing; /Learning and Teaching). Staff choose each year which improvement group to contribute towards, in line with school priorities and with their own strengths and development.

Teaching staff indicated that they feel valued, listened to, consulted and involved in decision-making by members of the Senior Leadership Team.

There was evidence of opportunities for all staff to contribute towards faculty and whole-school self-evaluation of improvement priorities, both in terms of evaluating impact and in shaping new targets and outcomes.

Opportunities for learner participation were evident, including:

- Pupil Council
- Pupil Ambassadors (Sports/Digital)
- Consultation during S6 induction
- Pupil Focus groups about Learning, Teaching and Assessment (S6 Prefects, Captains, Pupil Leadership Team)

Next steps

Pupil views about pupil leadership groups are mixed: some pupils feel that it is the same people who are always selected for focus groups, and that the pupil council doesn't achieve anything. For example, the "we did" part of "you said, we did" is something that pupils did not see as being communicated back to them.

Shared classroom experience requires to appear in self-evaluation calendar/quality calendar relating to Curriculum Leaders, outlining an expectation for Curriculum Leaders to formally visit members of their own faculties and feed back to them. This is inconsistent across middle leaders/faculties currently (although staff are invited to participate in shared learning experience during two identified weeks of the year).

Formal link DHT/Curriculum Leader meetings require to happen more often than twice per year, and require to be documented, showing a clear focus on learners in the senior phase and the Broad General Education who are and are not on track in their learning, and the interventions that individual faculties are deploying to support pupils to achieve their potential.

Learning, Teaching and Assessment (2.3)

Strengths

Positive relationships were observed in every lesson visited. Pupils were ready to learn and were engaged in almost all lessons. They were keen to participate in class discussions and in the tasks set for them. In almost all lessons visited pupil focus and effort was exemplary throughout.

Within Assessment for Learning, clear teacher explanations of content and tasks, and a range of questioning during whole class discussions was evident across almost all lessons visited.

Starter tasks were evident in most lessons visited, and the majority of these were linked to the focus of the lesson.

The purpose of the learning was routinely shared by teachers in almost all lessons visited (though in a few of the lessons visited, the learning intention was communicated as a list of tasks/what to do, rather than describing the skills that would be developed by learners in the lessons).

Regarding differentiation, appropriate pace and challenge was observed in almost all Senior Phase classes visited, with Senior Phase pupils confirming that they feel appropriately challenged in their learning.

Next steps

Whilst strong use of individual pupil tasks were evident in most lessons, few lessons made use of pupils leading their own learning through collaborating with one another or working together through peer assessment or feedback. The school should consider how these opportunities can be increased.

As outlined in the School Improvement Plan, a focus on increasing the use and quality of verbal and written feedback from teachers to pupils will benefit pupils' understanding of their progress and next steps.

At the time of visiting, the Empowered Learning 1:1 iPad rollout had recently occurred (two weeks previously). It is encouraging to see the use of iPads to enhance learning and teaching in several classes. The school should continue to develop this as time goes on and pupils and staff gain skills and confidence in utilising the many learning opportunities that the iPads bring.

In S1-S3 classes, pupils would benefit from greater pace and challenge and a higher level of differentiation between learners to meet individual needs in the majority of lessons visited. This is something that was echoed by pupils when asked about their learning, as they outlined that they did not always feel that the learning was pitched at a high enough level to challenge them.

The school should consider how to develop their tracking and monitoring of learner progression across curricular areas in the Broad General Education, so that a cohesive system which also includes information about interventions and supports for learners who require them is in place and used by staff.

Personalised Support (2.4)

Strengths

An integrated approach to support from Support for Learning and the Wellbeing-Hub which is pupil centred and meeting the needs of learners was evident.

A range of targeted support is offered to pupils in all year groups and the support is data driven and well planned.

There is a clear focus on pupils being involved in the mainstream school, and strong organisation helps pupils accessing timetabled support as well as support in accessing as many classes as possible.

Communication from the Support for Learning and Wellbeing Faculty was highlighted by the staff focus group as a key strength, and regular updates are sent to staff throughout the year about pupil needs and strategies for support. Strong systems are also in place to share ASN and confidential information appropriate staff have access to this. Pupils consulted with also outlined that the range of different supports on offer in the school is very good, and that they believed that they could access support for issues such as mental health support and support with their learning needs should they require it.

The school works with a range of partner agencies to help meet the needs of learners and this is well managed by the Year Heads (PSLs) and the Support for Learning and Wellbeing staff.

During the visit to the Wellbeing Hub it was clear that there was an inclusive atmosphere and that the pupils were well-served in various supports.

Although in the early stages, the new PSO roles within the school to improve attendance were extremely proactive and had a clear plan, based on removing barriers to attending school. Parental engagement as well as regular interaction with pupils was a key theme and the staff involved felt that they were supported by the school to focus on this role.

Pupils highlighted that Study Skills were an aspect of individualised support that they found useful and commented on how different subjects taught the same skills but adapted them to fit the particular subject area.

Next Steps

Systems are in development to help track and monitor key targeted groups, the next step is to embed the systems and translate them into practice.

A new schedule of pupil support meetings is also being developed and this will be key to help improve communication between staff and SLT, which will ultimately improve outcomes for young people.

Continued development of differentiation in classes as a universal support would be advised. Although some differentiation was viewed during classroom visits, it was not always apparent with many classes having pupils complete the same task with the same outcome.

Ensuring Wellbeing, Equality, and Inclusion (3.1)

Strengths

Relationships in the classes visited were consistently positive, welcoming and inclusive. Pupils described their relationships with almost all class teachers as being strong and stated that these teachers make them feel safe and welcome.

Wider achievement opportunities were highlighted by pupils as being a key strength of the school, and pupils indicated that these opportunities provided them with a wider sense of belonging and a feeling of being included in the school community.

During visits to the Wellbeing Hub and Support for Learning faculty, collaborative practice to support inclusion through mainstream classes and bespoke curriculum opportunities for individual learners was clearly evident and working well.

Year Heads (Pupil Support Leaders) have good knowledge of their caseloads and build positive relationships.

Work has started on a curriculum review through an Equalities lens, with changes evident in a variety of curricular areas.

Next steps

A review of Pupil Support processes and communication systems is recommended in order to maximise effectiveness and efficiency.

Almost all pupils indicated that they have a trusted adult they can go to with concerns, and most pupils indicated that this was a member of teaching or support staff. It is recommended that the accessibility of Pupil Support Leaders (Year Heads) to pupils at key times of the day is evaluated.

Last session, the school launched a new Equalities strategy. Moving forward a consistent approach to this procedure will enable pupils to receive feedback on any concerns raised and reassure them that appropriate actions have been taken.

Completion of an updated Positive Relationships policy and Equalities policy, as outlined in the School Improvement Plan, are next steps for the school. In the meantime, the school should develop a consistent approach across all faculties to recording restorative conversations, in line with the current policy.

The school has already planned the introduction of regular (weekly) meetings between pupil support team to discuss pupils. Doing this will strengthen key communication between the Senior Leadership Team, Wellbeing Hub Team, Support for Learning Team, and Year Heads (Pupil Support Leaders).

The school should ensure that all staff are clear that the Pupil Support Depute Head Teacher operates as the Child Protection Officer for the school.

It is recommended that the school considers how the GIRFEC process for Young Person's Planning Meetings is managed.

Raising Attainment and Achievements 3.2

Strengths

Very positive trends in attainment are evident, including for learners residing in SIMD Quintile 1.

Tracking in the Senior Phase to identify pupils at risk of not achieving is effective, and the school also plans to address under-presentation in subjects.

Tracking in the Broad General Education is in place and the school has plans to develop this further.

There are plans underway to use Insight more effectively following training from The Scottish Government Insight Advisors earlier this term for staff.

Use of the transition teacher to support pupils in S1 is in the early stages but evidence so far is that this has started positively.

The wider achievement offer across the school is very good, with a wide range of opportunities available to learners from all year groups. Learners feel that these opportunities are communicated effectively to them and that they are very aware of what is on offer and how they can access clubs, groups, teams and trips.

Next steps

Scrutiny of data at faculty level needs to be standardised to include an initial meeting in late August to look at Senior Phase data (pre-Insight) and a comparison of estimated and actual grades.

Link meetings between Depute Head Teachers and Curriculum Leaders to scrutinise attainment data for learners in the Broad General Education are required. In order to quality assure faculty levels, it will be important to analyse the data on a regular basis along with appropriate DHTs.

Reviewing the school presentation policy will ensure consistency across faculties in this area.

Continue to work on assessment and moderation within the Broad General Education, including at transition points from P7 into S1.

Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Edinburgh Child Protection Committee – Annual Report 2021-22

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of the Edinburgh Child Protection Committee Annual Report 2021-22.
 - 1.1.2 Note the positive contribution made by services across the City in keeping children safe.

Amanda Hatton

Executive Director – Education and Children’s Services

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Edinburgh Child Protection Committee – Annual Report 2021-22

2. Executive Summary

- 2.1 This report accompanies the Edinburgh Child Protection Committee Annual Report 2021-22 (see Appendix 1), which summarises the work of this multi-agency strategic partnership within the past year. It highlights the core business of the Child Protection Committee as well as areas of strength and good practice, alongside identified priority areas for the coming year.

3. Background

- 3.1 Since 2020, the Edinburgh Child Protection Committee Annual Report has been submitted to the Education, Children and Families Committee for information and comment.
- 3.2 The Scottish Government guidance “Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities” (2018) sets out the functions of child protection committees:
- 3.2.1 Continuous improvement
 - 3.2.2 Public information, engagement and participation
 - 3.2.3 Strategic planning and connections
 - 3.2.4 Annual reporting
- 3.3 Following endorsement by the Chief Officers Group (Public Protection) in July 2022, the Annual Report is presented to the Education, Children and Families Committee for information and to comment as necessary.

4. Main report

- 4.1 The Edinburgh Child Protection Committee is a multi-agency strategic partnership, including membership from the City of Edinburgh Council, Police Scotland, NHS Lothian as well as partners including the Edinburgh Voluntary Organisations

Council (EVOC), Scottish Council of Independent Schools (SCIS) and Scottish Children's Reporter's Administration (SCRA).

- 4.2 Several key achievements are highlighted within the Annual Report, including:
- 4.2.1 Approval of new Care and Risk Management (CaRM) Guidance which supports work with young people whose behaviour is a concern.
 - 4.2.2 Approval of a revised toolkit to support the assessment of neglect.
 - 4.2.3 Piloting and subsequent embedding into practice of the National Minimum Dataset for Child Protection Committees in Scotland v2, which helps the Committee to understand the operation of key processes as well as emerging trends.
 - 4.2.4 Taken forward learning from Initial Case Reviews, ensuring that relevant learning is communicated to all staff via staff briefings.
 - 4.2.5 Contribution to the improvement plan for Edinburgh's residential services.
 - 4.2.6 Conclusion of the successful All Of Us campaign in partnership with NSPCC Scotland.

5. Next Steps

- 5.1 The Child Protection Committee Annual Report highlights several areas of work to be taken forward over the coming year across the range of strategic functions.
- 5.2 These include:
- 5.2.1 Publication of updated Child Protection Procedures, in collaboration with partners in East Lothian, Midlothian, West Lothian and the Scottish Borders, which will align our local procedures to current National Guidance.
 - 5.2.2 Carrying out a review of previously completed actions which resulted from Initial and Significant Case Reviews, ensuring improvements have been embedded in practice.
 - 5.2.3 Publication of a revised Learning Review Protocol in conjunction with the Adult Support and Protection Committee, again bringing our local practice in line with recently published National Guidance.

6. Financial impact

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

7. Stakeholder/Community Impact

- 7.1 As noted in Appendix 1, the work of the Child Protection Committee is closely aligned with the Edinburgh Children's Partnership via the priorities within the Children's Services Plan. This ensures there is connectivity between the aspirations for children, young people and their families across these strategic forums.
- 7.2 The views of children, young people and their families are central to the continuous improvement of child protection services. Participation and Engagement, including with stakeholders, is one of the themes within the Child Protection Improvement Plan. The Child Protection Committee will continue to actively consult with stakeholders going forward.
- 7.3 The Annual Report is a publicly available document, published online via the City of Edinburgh Council website at the following link: [Edinburgh Child Protection Annual Report](#).
- 7.4 There are no health and safety, governance, compliance or regulatory implications.
- 7.5 There are no carbon impacts or impacts on climate change and sustainable development.

8. Background reading/external references

- 8.1 None

9. Appendices

- 9.1 Appendix one - Edinburgh Child Protection Committee Annual Report 2021-22



Edinburgh Child Protection Committee Annual Report 2021-22

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1. Introduction

Colleagues,

I am delighted to present the Edinburgh Child Protection Committee Annual Report for 2021-22. Over the last year I have had the continued privilege of working with colleagues across the multi-agency partnership to keep children safe.

This report outlines the work we have done in the last year to continually improve our services.

Of course, our services and the families we work with have continued to feel the impact of COVID 19 during this time. The Child Protection Committee and associated Subcommittees have continued to meet throughout the pandemic – albeit virtually – in order to ensure protection of Edinburgh’s children.

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

Jackie Irvine

Chair – Edinburgh Child Protection Committee

Chief Social Work Officer

Service Director, Criminal Justice and Children's Services

2. Demographics

Between 1998 and 2019, the population of Edinburgh had increased by 17.6%. This is the 3rd highest percentage change out of the 32 council areas in Scotland and more than double the national figure. Edinburgh's population in 2019 was estimated at 524,930.

The population is projected to increase to 552,585 by 2028. This is an increase of 6.6% on the 2018 figure and is the 3rd highest of the council areas and compares to a projected increase of 1.8% for Scotland as a whole. Net migration (i.e. net migration within Scotland, from overseas and from the rest of the UK) is expected to account for most of this increase (5.4% compared to 1.2% due to natural change (more births than deaths)). The secondary school aged population is projected to increase by almost 24% by 2028 whilst over the same period the primary school aged population is projected to decrease by 10%.

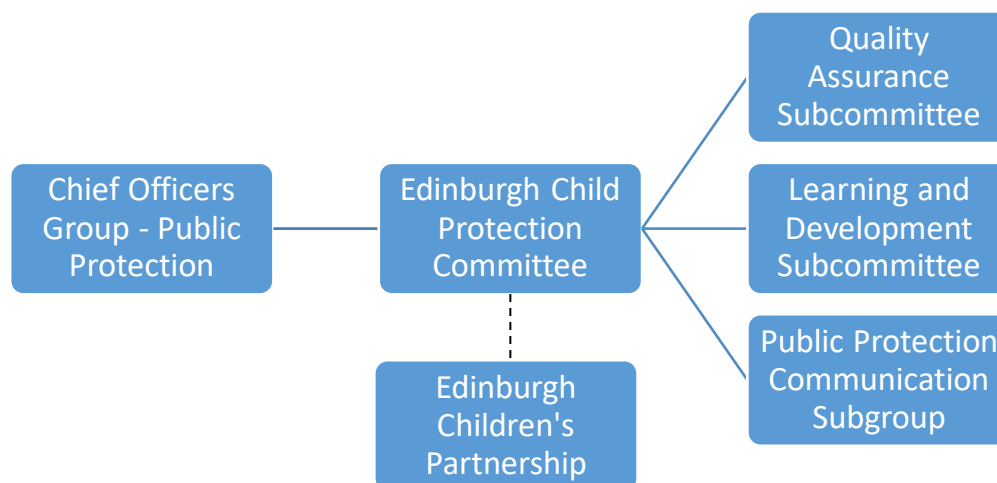
In 2020 of the 52,000 children and young people attending Edinburgh's local authority schools, 31% were Black, Asian and minority ethnic (BAME) pupils with this being an increase from 23% in 2014. One in five pupils do not have English as their main language and 43% of pupils are assessed as having an additional support need with 1,900 assessed as having a disability. One in ten children had a least one developmental concern recorded at their 27-30 month review with one in five children in Primary 1, around 900 pupils, at risk of being overweight or obese.

Whilst around a fifth of secondary school aged pupils attend independent schools, there was an estimated 22% of all children in Edinburgh living in poverty in 2019. This rate varies widely, with some areas recording child poverty rates as high as 35% and these rates rank among the highest levels of child poverty recorded in any local authority in Scotland.

The number of child welfare concern contacts in 2021/22, at 10,129, was almost 8% lower than the level seen in the previous year, but broadly similar to 2019/20 figures. There were 1143 inter-agency child protection discussions in 21/22, 5% higher than 20/21 and 5% less than 19/20. The number of children on the Child Protection Register has been sustained at around 100 children at any one time, although in some months has been as low as 87. As noted last year, there has continued to be a decrease in the number of Child Protection Case Conferences with a total of 466 child/conference instances in 2022/22, a reduction of 18% on the previous year.

The number of Looked After Children also continued the six-year decreasing trend throughout 2020/21 with 1,028 children looked after at March 2022.

3. Child Protection Committee Structure and Functions - overview



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

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

Strong links exist between the Committee and the Edinburgh Children’s Partnership (the Partnership) through the Edinburgh Children’s Services Plan (2020 - 23).

The vision for both the Committee and the Partnership is to ensure that all Edinburgh’s children and young people enjoy their childhood and achieve their potential. The Children’s Services Plan was developed following consultation with children, young people, parents, carers and staff, whose collective feedback assisted the formation of the Plan’s three main aims – the 3Bs:

- Best Start
- Bridging The Gap
- Being Everything You Can Be

In line with the GIRFEC well-being indicators, we aim to ensure children and young people are safe, healthy, active, nurtured, achieving, responsible, respected, and included. The Committee has a key role in achieving these aims along with the Children’s Partnership,

recognising that the environment for some children in Edinburgh is more challenging, requiring additional measures to ensure children are protected from harm.

The governance of the Committee is the responsibility of the Edinburgh Public Protection Chief Officers' Group. This group consists of high-level representation from City of Edinburgh Council, Police Scotland and NHS Lothian, meeting on a regular basis to provide scrutiny and oversight.

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

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

4. Continuous improvement

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

i. Policies, Procedures and Guidance

The Committee:

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

What we have done:

Contributed to ongoing review of relevant policies and procedures, including the Dispute Resolution Protocol for Child Protection Case Conferences, as well as those with relevance across the public protection landscape, relating to topics such as forced marriage and honour based abuse.

Approved Care and Risk Management (CaRM) guidance which supports work with young people whose behaviour is a concern.

Commenced revision of the Edinburgh and Lothians Interagency Child Protection Procedures, following publication of new National Guidance in 2021. This work is well underway, with a planned completion date of September 2022, and will be expanded in scope to include Scottish Borders.

Approved a thoroughly revised toolkit to support the assessment of neglect.

What we will do next:

Publish the revised Edinburgh, Lothians and Scottish Borders Child Protection Procedures, following approval by all involved local areas.

Carry out a subsequent review of any additional local policies, procedures and guidance to ensure these are congruent with the overarching procedures.

Launch a communication and training programme to ensure staff are aware of the updated procedures and these are incorporated into operational practice.

Launch the revised neglect assessment toolkit on a multi-agency basis and the CaRM guidance across the multiagency partnership.

ii. Data and Evidence

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

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

What we have done:

We have piloted and subsequently embedded version 2 of the National Minimum Dataset for Child Protection Committees in Scotland into our programme of work. This provides three-year trend data which helps us understand the operation of key processes as well as any emerging issues in the protection of children. The updated version includes a range of new indicators which help us understand both our child protection processes but also the impact on children and families.

Working closely with Edinburgh's Promise, we have gathered additional data and evidence of the impact of having named Looked After Children's Nurses aligned to our children's residential houses. This piece of work resulted from a child protection Significant Case Review, and demonstrates the strong collaborative working at the heart of the partnership.

Continued to work closely with colleagues in universal services to support and further understand the interaction between children who are supported through GIRFEC processes and those who become subject to formal child protection measures.

What we will do next:

Through close partnership working with Edinburgh's Promise, we will strengthen the data we collect to ensure that this enables greater understanding of the experience of children and families involved in child protection processes.

In tandem with our Multi-Agency Practice Evaluation process, carry out analysis of cases which have been on the threshold of formal child protection processes.

Continue to develop and embed the practice of engagement with families at all points.

iii. Quality Assurance and Self-Evaluation

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

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

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

What we have done:

Overseen the progress of the Child Protection Improvement Plan, ensuring multi-agency activity is completed within agreed timescales. This includes key multi-agency work to tackle neglect through the introduction of a revised toolkit to support early assessment and identification.

Monitored progress of actions resulting from case reviews, audit and evaluation activity, to ensure that these are progressed to completion in a timely manner.

Reviewed the scope and structure of the Multi-Agency Practice Evaluation process in order to ensure its focus on areas identified as priorities by the Committee.

What we will do next:

Carry out a review of our combined actions log, to ensure that those marked as completed are backed up by evidence and that improvements have been embedded into practice.

Carry out a further round of Multi-Agency Practice Evaluations focussing on those children who have been on the threshold of formal child protection processes, in tandem with a data analysis and review, and report the findings and actions to the Committee.

iv. Conducting Initial and Significant Case Reviews

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

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

What we have done:

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

Taken forward learning from Initial Case Reviews completed throughout the year, including the development of staff briefings to share learning widely across the multi-agency partnership. These are now hosted on the Knowledge Hub and accessible for use in supervision and team meetings.

We have also considered learning from Significant Case Reviews carried out elsewhere in the country and reflected on their applicability to an Edinburgh context.

Continued to liaise with and consider feedback from the Care Inspectorate, in their role as the central repository for ICR and SCR reports.

Contributed to the development of the Learning Review Hub – an online resource run by the Care Inspectorate with the aim of sharing learning from case reviews across the country.

Contributed to a combined improvement plan across Edinburgh's residential and secure services, following a review of whistleblowing reports.

What we will do next:

We will finalise a new Learning Review protocol, in conjunction with the Adult Support and Protection Committee, which will bring our local processes into line with the recently published National Guidance for Child Protection Committees Undertaking Learning Reviews (2021).

Continue to support the progress of the residential and secure services improvement plan, which will include reporting to the Chief Officers' Group and the Council's Education, Children and Families Committee.

5. Learning and Development

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

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

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

What we have done:

Continued to develop and deliver a varied programme of interagency training, both as self-directed e-learning and virtual training sessions.

Reviewed our course calendar on an ongoing basis and commenced development of new courses to meet unmet needs – for example, the gap in training specifically focussed on adolescents.

Reviewed and updated the Terms Of Reference for the Child Protection Learning and Development Subcommittee.

Launched the Public Protection Learning and Development Subcommittee, which brings together representation from across the public protection landscape to address training and learning needs which cut across the remit of the Committees.

What we will do next:

Further develop our capacity to utilise course feedback, both in order to ensure the continued quality of training but also to understand the impact of training upon the workforce.

Develop a combined Public Protection Learning and Development Strategy.

Begin the move back to face-to-face learning events from late 2022.

6. Public Information, Engagement and Participation

The Scottish Government guidance for child protection committees states that:

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

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

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

A priority for the Committee in recent years has been to maximise visibility and connectivity with frontline staff and the community, which closely aligns with the functions described above.

What we have done:

Continued the promotion of key public protection messages, particularly throughout the period of COVID 19 restrictions. This has included the use of targeted online advertisements to reach our target audience.

Planned a further period of activity through the All Of Us campaign – a collaboration with NSPCC Scotland which ran during 2020 and aimed to reduce child neglect by highlighting early help and support. This has included ongoing “lunchtime learning” sessions for staff, spotlighting particular services or areas of practice.

What we will do next:

We will deliver a further family event under the All Of Us campaign in July 2022.

Continue to work collaboratively with colleagues across public protection to ensure key messages are communicated to staff and the public.

7. Strategic Planning and Connections¹

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

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

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

What we have done:

Engaged in national forums such as CPC Scotland and the National Learning and Development Network.

Members of the Committee are represented on the National Child Protection Implementation Group and associated subgroups, ensuring we are closely connected to key strategic forums relating to the implementation of child protection guidance.

Continued to promote interagency collaboration, including across local authority boundaries, for example through the continued investment in the eIRD system which has benefits across the public protection landscape on a Lothian-wide basis.

Committed funding, via the Public Protection budget, to support strategic objectives, such as the continued implementation of Safe and Together training to address domestic abuse.

¹ Scottish Government guidance states that:

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

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

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

Consolidated previous improvements to the link between the Committee and the voluntary sector through the continuation of a bi-monthly liaison meeting as well as regular input from Lead Officer and other colleagues at the wider EVOC Network meeting.

What we will do next:

Continue to ensure that the Child Protection Committee is closely linked to Edinburgh's Promise.

Continue to contribute to key strategic forums and link with the Scottish Government on implementation of the National Guidance for Child Protection In Scotland 2021.

8. Conclusion and next steps – Chief Officers

The Edinburgh Child Protection Committee Annual Report for 2021-22 is designed to demonstrate the key role of the Committee in ensuring the inter-agency response to the protection of Edinburgh’s children is cohesive, structured, and working towards continuous improvement. The report summarises some of our key achievements throughout the period under review.

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

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

We endorse the contents of the Child Protection Committee annual report for 2021-22.



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

Appendix B – Child Protection Register Statistics

Appendix A – Remit and Membership of Committee Sub Group structure

Edinburgh Child Protection Committee Quality Assurance Sub-Committee

Purpose

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

Membership

Membership will include representation from the following agencies/ services:

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

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

Meetings

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

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

Edinburgh Child Protection Committee Learning and Development Sub-Committee

Purpose

1. To develop a learning and development strategy that allows the Child Protection Committee to monitor the effectiveness of interagency child protection training
2. To plan and coordinate an ongoing programme of interagency child protection learning and development opportunities for staff and volunteers working in Edinburgh.
3. To develop methods of reviewing the efficacy and impact of interagency training upon staff confidence and competence.
4. To contribute to multi-agency plans (such as the Child Protection Improvement Plan or those resulting from Learning Reviews) from a learning and development perspective.
5. To maintain an overview of developments in child protection matters both locally and nationally, in terms of the impact upon the learning and development needs of the interagency workforce, and to develop coordinated responses to address identified needs.
6. To liaise with the other subgroups of the Child Protection Committee to avoid duplication of work.

Membership

Membership will include representation from the following agencies/services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council
- Edinburgh Voluntary Organisations Council (EVOC)
- Scottish Children's Reporter's Administration (SCRA)

Meetings

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

Edinburgh Public Protection Committees Communications Sub-Group

Purpose

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

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

Membership

Membership will include representation from the following agencies/ services:

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

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

Meetings

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

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

Appendix B – Child Protection Register Statistics

	2021		2020		2010	
	Number	Rate per 1,000 population	Number	Rate Per 1,000 population	Number	Rate Per 1,000 population
Edinburgh	97	1.2	95	1.2	256	3.6
East Lothian	29	1.5	45	2.3	70	3.8
Midlothian	38	2.1	49	2.7	96	6.2
West Lothian	103	2.9	92	2.6	119	3.4
Scottish Borders	34	1.8	34	1.8	32	1.6
Aberdeen	83	2.3	142	4.0	119	3.7
Dundee	84	3.5	102	4.2	70	2.9
Scotland	2104	2.3	2564	2.9	2,518	2.7

Source:

Scottish Government

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

Statistics at 31 July each year.

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Education, Children and Families Committee

10:00am, Tuesday, 15 November 2022

Chief Social Work Officer Annual Report 2020-2021

**Executive/routine
Wards
Council Commitments**

1. Recommendations

It is recommended that Education, Children and Families Committee:

- 1.1 Notes the Chief Social Work Officer's (CSWO) Annual Report for 2021/22 attached at Appendix 1.

Jackie Irvine

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

E-mail: Jackie.Irvine@edinburgh.gov.uk | Tel: 0131 553 8250

Chief Social Work Officer Annual Report 2021-2022

2. Executive Summary

- 2.1 The CSWO is required to produce an annual report. The format changed some years ago, when local authorities were asked to use a template devised by the Chief Social Work Adviser to the Scottish Government to ensure consistency across Scotland in annual report submissions. Due to the Covid-19 pandemic, this format has once more been altered to reflect the challenges that the pandemic has brought to social work delivery across Scotland.

3. Background

- 3.1 This is the fourth and final report written by the Chief Social Work Officer, Jackie Irvine, since coming into post in July 2018. Jackie Irvine has now left the Council to take up another post and the CSWO will require to be recruited to, particularly given that every Council is expected through Legislation and regulation to have a statutory CSWO.

4. Main report

- 4.1 The CSWO annual report provides a broad outline of some of the key issues facing social work and social care in Edinburgh. It includes data on statutory services, areas of decision making and sets out the main developments, challenges and performance.
- 4.2 The report includes an update on finance, service quality, delivery of statutory functions, workforce planning, development and performance across social work service delivery across the Council and HSCP.
- 4.3 Included in the report is a range of performance data and some of the key social work indicators are set out. This information complements, rather than replicates the detailed performance and budget information on all social work and social care services most of which has already been presented to Committee, Council, and the Integrated Joint Board (IJB).

- 4.4 Appendix 2 of the report acts as the required annual report to elected members on the operation of the statutory social work complaints process.
- 4.5 The report highlights the impact that Covid-19 has had upon Edinburgh's population and its social work, social care, and public protection services, as well as indicating how the pandemic has affected and contributed to even greater levels of need and vulnerability for people living in the city.
- 4.5 The report also highlights the impact that is likely to be expected across our communities with the increased cost of living challenges. This is almost certainly going to further increase demand for social work services across the Council and Health and Social Work Partnership.

5. Next Steps

- 5.1 The report will be submitted to the Scottish Government as required, for their consideration
- 5.2 It will contribute to the overview report produced by the Office of the Chief Social Work Advisor for the government which will be produced next year..

6. Financial impact

- 6.1 This report is an overview of strategic and operational social work matters covering the areas of Children's, Adult's and Community Justice based social work. There is no financial impact from this report, which will not have already been considered through existing Council Committees or the Integrated Joint Board.

7. Stakeholder/Community Impact

- 7.1 All social work services have the expectation to engage the participation of those citizens who require the support and assistance of those services. Each Departmental area has existing mechanisms in place to address stakeholder and community impact.

8. Background reading/external references

- 8.1 There are no required background papers.

9. Appendices

- 9.1 Appendix 1 - Chief Social Worker Officer's Report 2021-2022.



**THE CITY OF EDINBURGH COUNCIL
CHIEF SOCIAL WORK OFFICER'S
ANNUAL REPORT**

APRIL 2021 – MARCH 2022

GLOSSARY

AWIA	Adults with Incapacity Act
CJOIP	Community Justice Outcomes Improvement Plan
CJSW	Criminal Justice Social Work
CPO	Community Payback Order
CSWO	Chief Social Work Officer
CTO	Compulsory Treatment Order
DALAG	Domestic Abuse Local Action Group
DTTO	Drug Testing and Treatment Order
EADP	Edinburgh Alcohol and Drugs Partnership
EDO	Emergency Detention Order
EHSCP	Edinburgh Health and Social Care Partnership
EIJB	Edinburgh Integrated Joint Board
ELPF	Edinburgh Local Practitioner Forum
EMORS	Edinburgh and Midlothian Offender Recovery Service
ESEC	Equally Safe Edinburgh Committee
FGDM	Family Group Decision Making
GIRFEC	Getting It Right For Every Child
IRD	Inter-Agency Referral Discussion
LOG	Locality Operational Group
LSI	Large Scale Investigation
MAPE	Multi-Agency Practice Evaluations
MAPPA	Multi-Agency Public Protection Arrangements
MHA	Mental Health Act
MHO	Mental Health Officer
QAO	Quality Assurance Officer
SSSC	Scottish Social Services Council
STDO	Short-term Detention Order
TCAC	Through Care and After Care
TIC	Trauma Informed Care

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FOREWORD/INTRODUCTION

It is my pleasure to provide my fourth and final Chief Social Work Officer's report in respect of the City of Edinburgh Council since coming into post in July 2018. As of September 2022, I move onto the Care Inspectorate as their Chief Executive. I have thoroughly enjoyed my time in Edinburgh and have been struck by colleague's commitment, integrity, and determination to provide excellent social work services. There have certainly been many challenges along the way, yet this is what the task of social work is at its essence – managing and mitigating the competing demands, expectations and risks associated with living in the modern world.

I would like to acknowledge all the colleagues who have supported the production of this report and the associated relevant material for inclusion. It should be noted that a lot of the performance and service development information within this report has been reported elsewhere and that my report is intended to draw together already existing information to form an overview of the quality of social work practice in the city. It also contains new and emerging information and concludes with a look to the future of Social Work and potential challenges going forward.

The requirement for each Council to have a Chief Social Work Officer (CSWO) was initially set out in the Social Work (Scotland) Act 1968 and further supported by Section 45 of the Local Government etc (Scotland) Act 1994. The role of the CSWO is to provide professional governance, leadership, and accountability for the delivery of social work services, not only those provided directly by the Council or from within the integrated Health and Social Care Partnership (HSCP), but also those commissioned or purchased from the voluntary and private sector. Social work services are delivered within a framework of statutory duties and powers and are required to meet national standards and provide best value.

The purpose of this report is to provide Council with information on the statutory work delivered through the various social work services of the Council during the period 1 April 2021 to 31 March 2022 as well as the associated challenges within the context of the current climate within public services.

As we move into 2022/23, we are increasingly concerned about the impact that the rising cost of living will have on the families and individuals that we support, and this is in addition to the poverty that already affects our citizens and communities.

This report will be posted on the Council website and will be shared with the Chief Social Work Advisor to the Scottish Government.

Jackie Irvine
Chief Social Work Officer
Service Director of Children and Families and Criminal Justice Services.
August 2022

GOVERNANCE AND ACCOUNTABILITY

Edinburgh has in place a range of governance arrangements to provide scrutiny and assurance to all areas of social work. (Appendix 1).

For all areas of Public Protection, the Chief Officers' Group provides oversight, assurance, and governance to the range of committees and partnerships addressing public protection issues.

The Chief Officers' group is chaired by the Council's Chief Executive and has representation from all the key partners as well as the chairs of the public protection groups, Child Protection Committee, Adult Protection Committee, Offender Management Group, Equally Safe Edinburgh Committee and the Alcohol and Drug Partnership.

In addition, the Chief Social Work Officer sits on the Multi-Agency Public Protection Arrangements (MAPPA) Strategic Oversight Group (SOG), for Edinburgh, the Lothians, and Borders Local Authority areas. The MAPPA SOG provides governance and oversight for the management of high-risk offenders across the five Local Authority areas.

Adult social work services are provided as part of the integrated Edinburgh Health and Social Care Partnership (EHSCP) which is governed through the Integration Joint Board (IJB). The IJB in Edinburgh has re-organised its reporting structure, and now has five sub-committees also providing governance. The CSWO in Edinburgh sits as a non-voting member and professional advisor to the IJB, as well as a member of the Clinical and Care Governance Committee.

The EHSCP reports to the two parent bodies of the Council and NHS Lothian, and as such there are reporting lines into each of these bodies for the purpose of reporting and seeking approval for certain features of its business. This includes the NHS Lothian Healthcare Governance committee and to several of the Committees within the Council. This provides good visibility across the Council of the progress, as well as challenges experienced, by the EHSCP in delivering on its key objectives.

Children's social work services are not integrated in Edinburgh, with no formalised inclusion into the EHSCP. The governance and reporting arrangements for children's services is through the Children's Services Partnership, through the Community Planning Partnership as well as the Education, Children and Families Committee. Edinburgh Children's Partnership is a governance arrangement linking; Council, NHS, Police and third sector agencies.

The Children's Partnership has four clear plans in place that support service delivery and improvement for children:

- Edinburgh Children's Partnership Children's Services Plan
- Edinburgh's Promise
- Edinburgh's Corporate Parenting Plan
- Edinburgh Child Protection Improvement Plan

Complementing this, each Locality has a Locality Improvement Plan, which is collaboratively created and led by partner agencies responding to local need and linked to the overall Children's Service Plan and the Health and Social Care priorities. This allows local variance in need and service provision to be reflected within each locality plan.

Justice Social Work is provided by the Scottish Government through a ring- fenced grant under Section 27 of the Social Work (Scotland) Act 1968. The funding is provided to allow the Council to discharge its statutory duties and to work towards preventing and reducing further offending in line with the Community Justice Outcomes Improvement Plan (CJOIP).

During the reporting period of this annual report there were two reports presented to full Council as a result of independent enquiries as commissioned by the Council. These were conducted by Pinsent Masons LLP and overseen by Inquiry Chair Susanne Tanner QC.

[Report of 28 October 2021 - Allegations Concerning the Conduct of the Late Sean Bell](#)

The Council commissioned an independent Inquiry into complaints about the conduct of the late Sean Bell, a former senior manager in its Communities and Families directorate, who passed away in August 2020. Mr Bell was due to stand trial for sexual offences charges, however Police Scotland's criminal investigation was brought to a close following his death.

The purpose of the Inquiry was to establish, amongst other things, whether or not any, or appropriate, steps were taken by the Council to respond to any past allegations or suspicions of abuse or inappropriate behaviour of this manager.

The independent Inquiry identified certain failings and missed opportunities on the part of the Council to address the unacceptable conduct of the late Sean Bell and made recommendations in this regard. The Council produced an Open Report of the full Inquiry report which identifies key issues, findings, and recommendations, and this was made available publicly through the issuing of the papers for Full Council.

The Inquiry team undertook a civil investigation into potential wrongdoing and as such the appropriate standard of proof that they have adopted was to make determination(s) on the balance of probabilities. It was acknowledged that this had been a very difficult process for the survivors, as well as all staff and others affected.

A series of recommendations were made by the investigators and were fully accepted by Full Council. Council officers are actively taking these recommendations forward and provide regular progress reports.

Report on 16 December 2021 - Independent Review into Whistleblowing and Organisational Culture

Following the consideration of the initial inquiry as described above, the Policy and Sustainability Committee agreed in October 2020 that a further independent assessment should take place in respect of the Council's whistleblowing and organisational culture.

This was agreed by full Council on 15 October 2020. This independent review into whistleblowing and organisational culture, was conducted by Susanne Tanner QC with the assistance of Pinsent Masons LLP and reported to Council on 16 December 2021.

This inquiry produced a total of 50 recommendations which were accepted in full by the Council. It was acknowledged that some of the recommendations overlapped with the previous inquiry, therefore these are being taken forward together by Council officers.

The inquiry team acknowledged the assistance provided by; City of Edinburgh Council Colleagues, Councillors, trade union representatives, Edinburgh residents, the external whistleblowing service provider and others who have reached out to shine a light on the current whistleblowing and organisational culture of the Council.

The inquiry reported that they had heard many positive views about the current culture and the improvements that have been made since 2014, when a new way of dealing with whistleblowing disclosures was introduced by the Council. However, they had also been told about practical and cultural issues which have prevented the process from working as well as it could, leaving some of those who have raised concerns feeling dissatisfied with the process, the outcome, or both; and without a guarantee of rigorous scrutiny by those charged with the governance of the process.

This inquiry report is in the public domain via the Council Committee papers.

SERVICE QUALITY AND PERFORMANCE

Health & Social Care

Impact of the Covid-19 Pandemic

2021/22 continued to be a challenging year for the health and social care system as restrictions eased but covid cases remained high. This resulted in staff shortages, increasing demand from residents with increasingly complex needs, and ongoing difficulties in recruitment. These system pressures were also reflected nationally and many of these pressures are not new although they have been exacerbated by the EU exit and the covid pandemic.

As a result of these pressures being felt across the country, in early November 2021, the Scottish Government (SG) allocated additional funding of £300m across Scotland for the remainder of the financial year. Using the Partnership's share of this funding, the IJB agreed a programme of investment, framed to reflect the priority areas identified by the SG as well as supporting sustainability beyond the immediate crisis. This included investment in interim care beds, initiatives to increase capacity within the care at home sector and multi-disciplinary team working.

Alongside supporting recruitment efforts, the Partnership used the One Edinburgh approach to optimise the provision of existing packages of care. A command centre was established, and dashboards developed which use regularly updated data to inform service provision improvements. Current provision and unmet need across the city was regularly reviewed to identify where providers could work collaboratively to achieve greater efficiency in provision, following consultation with service users. A further part of work to optimise current capacity is through the creation of a dedicated team to review existing packages of care and look for alternative means of providing the support people require to maintain their independence; for example, through the support of local community partners or the provision of telecare/community equipment.

The EIJB's [Annual Performance Report 2020/21](#) details service performance against the six strategic priorities set out in their strategic plan and against the national health and wellbeing outcomes. Details of key projects and progress over the year affecting social work teams are outlined below.

One Edinburgh – Home Based Care

'One Edinburgh' is part of the EHSCP's Home-Based Care and Support project within the Transformation Programme. It seeks to transform Edinburgh's approach to supporting people in their own homes, recognising that choice and control for supported people cannot happen unless there is a sustainable market of providers and services to choose from. It is supporting the development of a market position statement including the One Edinburgh Charter, co-produced with external provider partners, and takes into consideration the EHSCP approach to commissioning care at home services and the function of EHSCP internal Home Care and Reablement provision.

Discharge from Hospital during the Pandemic

On 5 May 2021 the Mental Welfare Commission published their report entitled [Authority to Discharge: report into decision making for people in hospital who lack capacity](#). This report highlighted the situation of 20 people in Scotland from a sample size of 338 who had been moved unlawfully during the beginning of the pandemic. This included one person from Edinburgh. This led to assurance being sought through the Policy and Sustainability Committee as to whether people being discharged from hospital were being treated in accordance with legislation and support. A large-scale audit has been underway, involving the review of over 500 people's circumstances, led by a Quality Assurance Officer and four qualified and experienced Mental Health Officers. This audit was commissioned by the CSWO and the Chief Officer of the EHSCP and will report in Autumn 2022. It is anticipated that this will shape and outline learning and development for colleagues involved in discharge from hospital where a person is lacking the capacity to make informed choices in their lives.

Increased pressures during the Pandemic

Since March 2021, there has been both an increase in referrals for social care support, and an increasing number of people being assessed as requiring a service. This increase in demand resulted from people being de-conditioned (i.e. frailer, less confident) following periods of lockdown, family/unpaid carers who are exhausted having cared for people during the pandemic returning to work following furlough, and a general build-up of demand emerging as messaging about services being 'open as usual' were released.

Coupled with this increasing demand for services, there was also a decrease in care capacity available to support people, compounding an already challenging position. Decreasing capacity to deliver services resulted from:

- Loss of staff – to other industries and because of the exit from the EU
- Staff sickness absence and Covid-related absences
- Long-term challenges with recruitment to the social care sector.

These factors affected ability to meet demand, with increasing waitlists for social care assessment and provision, and an increase in people delayed while awaiting discharge from hospital.

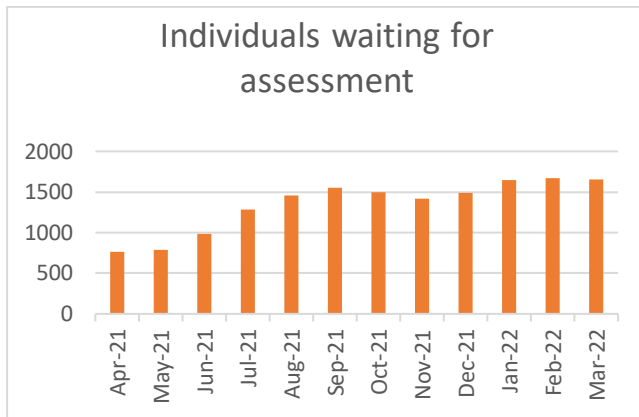
Social Work Referrals in year

The number of people referred each month to the Health and Social Care Partnership averaged just under 5,600 per month (5,585). As activity rebounded following the initial impact of COVID-19, 67,023 people were referred during 2021/22, this was almost a fifth higher (18.3%) than in 2020/21 when 56,632 people were referred. (Source: Swift)

Waiting for assessment

The number of people waiting for an assessment rose in the first six months of the year from 762 in April 2021 to 1,553 in September 2021. The number waiting

steadily fluctuated in the second half of 2021/22 rising to 1,656 in March 2022. (Source: Swift)

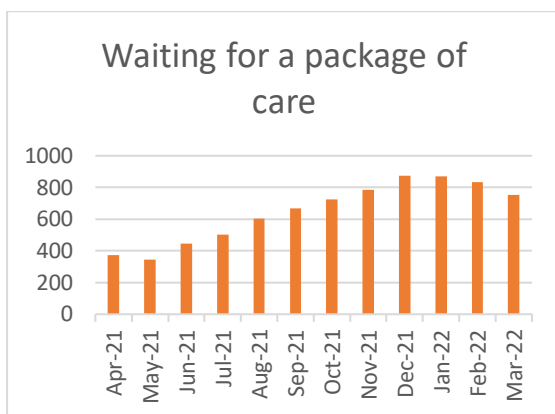


Assessments completed

During the year there were 7,901 people who received an assessment from a locality team or the Residential Review Team. This includes people who have been supported with a Three Conversations intervention rather than a traditional assessment, as well as those people for whom a Personal Support Plan was recorded in the year and who did not also have an assessment recorded. This is an increase on the previous year when 4,912 assessments were completed (plus an additional 260 people supported via the Three Conversations approach), however, it should be noted that fewer assessments were completed in 2020/21 due to COVID.

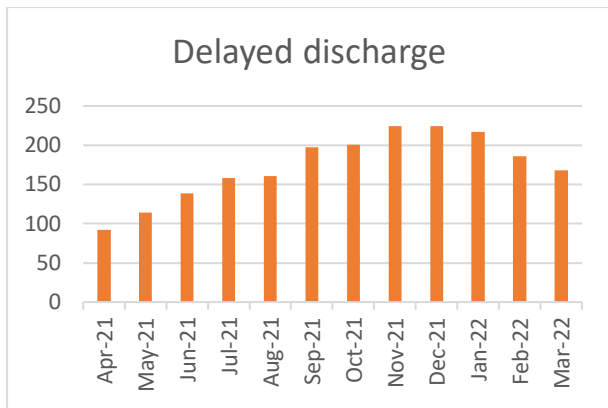
Waiting for a package of care

After an initial drop between April and May 2021, when 346 people were waiting for a package of care, the number of people waiting peaked at 876 in December 2021 before falling to 754 by March 2022. (Source: Swift).



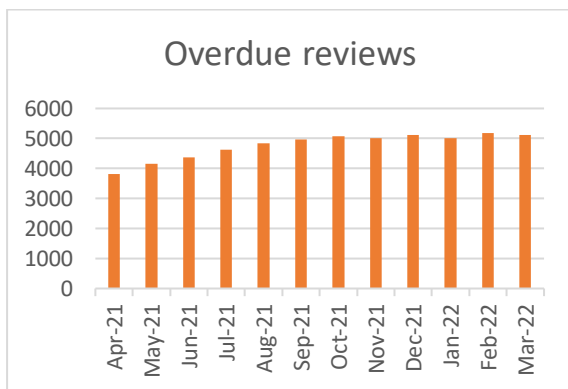
Delayed discharge

The number of patients in hospital waiting to be discharged also increased in the first part of 2021/22, from 92 at the April 2021 census to a peak of 224 at both the November and December censuses. The number then fell back to 168 in March 2022. (Source: [PHS Delayed Discharge publication](#))



Overdue reviews

The number of people with an overdue review increased steadily in the first six months of the year from 3,813 in April 2021 to 5,077 in October 2021. The number then levelled off for the remainder of 2021/22 with 5,107 people with an overdue review in March 2022. It should be noted that there are significant data quality concerns where it is known that subsequent reviews have taken place following the review that remains open. A programme to address these data quality issues is being scoped (Source: Swift)

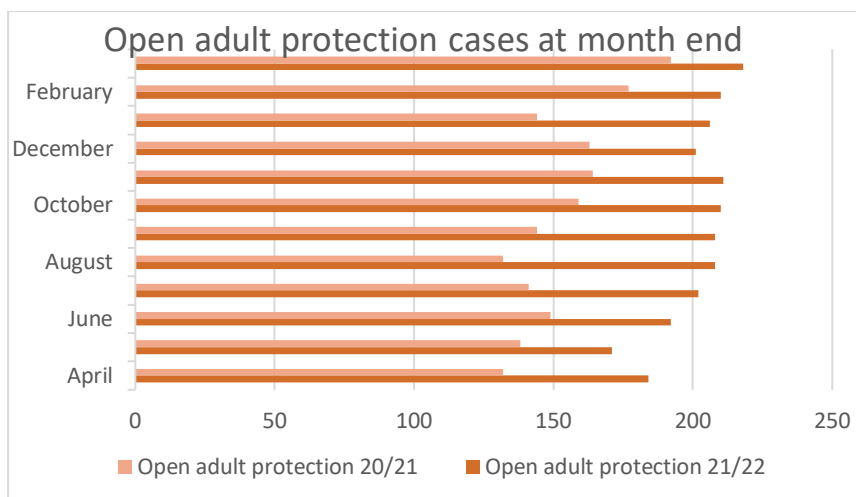


Completed reviews

During 2021/22 there were 6,141 reviews completed. This is a decrease on the previous year when 7,174 reviews were completed. As part of these numbers, the Residential Review Team completed 1,801 reviews (for 1,687 individuals) during the year. This included the part of the review programme funded by the Scottish Government, that started in early 2021 and has since been completed, to review all care home residents (other than private placements). (Source: Swift)

Open Adult Protection Cases

The number of open adult protection cases at the end of each month was higher than the corresponding month in 2020/21. From July 2021 onwards the number of open cases was above 200 each month. (Source: Swift)



The assessment and care teams in the four localities have worked with impressive resilience throughout the challenges of the pandemic, clearly showing the skill social workers bring to working with crisis. There has been an increase in referrals, and unfortunately therefore an increase in those waiting for assessment. Also, an increase in the number of open adult support and protection cases, suggesting an increase in complexity. There have been challenges in recruiting social workers, especially experienced ones. As a result, the locality teams are all running with vacancies, which has seen more pressure on and resultant increases in caseloads for social workers. There has also been a reduction in care and support available from providers, meaning social workers need to keep cases open longer to manage the risk and an increase in crisis work due to the lack of services available. The services are beginning to understand what a post Covid world will mean in terms of the needs of the most vulnerable adults in our society, who have been disproportionately impacted by Covid and other societal inequalities; and the service’s ability to respond to those needs.

This has not come without a cost to the well-being and morale of social workers, who overall do not receive the same outward recognition and support in society as NHS colleagues receive. As one very experienced social worker put it ‘the lows have been the difficulties in managing risk when holding a high caseload and the inherent stress that brings’. The highs have been about being ‘in a good team and doing what we social workers try our best to achieve – help people.’ The general view is that over the year there has been very limited time for preventative work as the vast majority of time has been spent managing evolving crises in people’s lives.

Three Conversations

The rollout of Three Conversations has continued over the last year. This approach focuses on what matters to a person and on working collaboratively with them as experts in their own lives, with staff considering a person’s strengths and community networks to achieve positive outcomes.

During 2021/22, teams using Three Conversations services have had conversations with over 4,900 people. Information, advice, or sign posting - e.g., to third sector and community resources - has been provided in 35% of conversations, rather than formal long-term care services being required or increased. In the same period, it has taken on average 11 days from someone contacting Social Care Direct to their

conversation starting; a significant reduction from the 2020/21 baseline of 37.3 days for those working in the traditional assessment model. Recent feedback from services and people they worked with in the four teams using Three Conversations has been positive, with it being viewed as a very person-centred approach.

Home First

Home First is developing services to better support people to remain at home or in a homely setting, preventing hospital admission and providing alternatives to hospital where it is clinically safe to do so. Significant progress was made in several workstreams during the year.

To support the prevention of admissions, the EHSCP implemented a Single Point of Access through the Flow Centre for all urgent health and social care/therapy pathways requiring a 4-hour response. From March 2021 – February 2022, 357 referrals were received and 53% of admissions were avoided. The social work hospital team was expanded to include Home First Navigators in Home Based Complex Clinical Care and intermediate care, and additional social workers to support the front door at Edinburgh Royal Infirmary and Western General Hospital.

The Home First approach also works to support timely discharge from hospital. In 2020/21, Edinburgh became the first Lothian partnership to test Planned Date of Discharge (PDD), as part of the pan-Lothian pathfinder site for the national Discharge without Delay initiative. This initiative will support closer collaboration between hospital and community based staff, including social workers, in discharge planning.

Older People's Services Joint Inspection

During 2021/22, the EHSCP continued to engage with the Care Inspectorate and Healthcare Improvement Scotland (HIS) (known as the Joint Inspectors), to demonstrate the improvements made since the Older People's Services Joint Inspection (May 2017) and Progress review (June 2018).

Following a successful programme of collaborative meetings between staff and inspectors throughout early 2021, the Partnership pulled together a self-evaluation statement, setting out the considerable work done to address the 17 recommendations of the original report. Improvements evidenced related to both key strategic transformation projects and business-as-usual services.

The Joint Inspection Team issued its response in November 2021, noting that overall positive progress has been made. The report acknowledges that, since the progress review of 2018, senior leaders in the Partnership have driven forward the change agenda and invested resources to progress strategic planning, which had previously lacked vision, direction, and pace. A positive shift has been noted, from a reactionary to a more planned and structured approach.

The Inspection Team noted areas of progress, including:

- Significant investment in improving the approach to engagement and consultation with stakeholders.
- Developing new approaches to early intervention and prevention.

- Developing and implementing the Carer Strategy (2019-2022).
- Improving access to diagnosis of dementia and post diagnostic support.
- Updating the Joint Strategic Needs Assessment, consulting on and implementing the Strategic Plan (2019-2022) and progressing with and investing in the Transformation Programme.
- Implementing new approaches to assessment and care management, strengthening support to practitioners, and reducing waiting times for assessment and access to services.

The Progress Report of November 2021 marks the end of formal scrutiny in relation to the original inspection and reflects the hard work and commitment of all staff involved.

Quality Improvement and Assurance in care homes

During the course of the year it was agreed that the Care Home Transformation Group would be disbanded; however, a structured work programme for the coming year was developed. This included plans to standardise the care documentation across the care homes, and the development of person-centred care plans.

Improvement work has continued at Royston Court Care Home with a continued focus on processes and the sustainability of the implemented changes.

The nursing model will be implemented iteratively in the newer 60 bed care homes, with nursing staff initially recruited to Royston care home, followed by Inch View and then Marionville Court. As such, work is being carried out with staff at all levels to create conditions for change and look at ways in which they will work with registered nurses as part of the team.

An assurance tool has been created and is being used for visits to all EHSCP operated care homes, which should not only provide assurance but also identify areas for improvement.

Complaint's training has been delivered to EHSCP operated care home managers and a system put in place to monitor all care home complaints, ensuring all actions are followed up and lessons learned are reviewed, shared and act upon change ideas.

Since March 2021, there has been both an increase in referrals for social care support, and an increasing number of people being assessed as requiring a service. This increase in demand resulted from people being de-conditioned (i.e., frailer, less confident) following periods of lockdown, family/unpaid carers who are exhausted having cared for people during the pandemic returning to work following furlough, and a general build-up of demand emerging as messaging about services being 'open as usual' were released.

Coupled with this increasing demand for services, there was also a decrease in care capacity available to support people, compounding an already challenging position. Decreasing capacity to deliver services resulted from:

- Loss of staff – to other industries and because of the exit from the EU

- Staff sickness absence and Covid-related absences
- Long-term challenges with recruitment to the social care sector.

These factors affected ability to meet demand, with increasing waiting lists for social work assessment and the provision of support, and an increase in people delayed while awaiting discharge from hospital.

Social Care Direct

Social Care Direct operate as the front door of the Edinburgh Health and Social Care Partnership, receiving referrals via telephone, email online and the NHS portal. All contacts are initially managed by a customer service advisor who will identify the correct onward pathway and offer signposting for immediate and less complex queries.

The calls received at social care direct have seen a significant increase per day. In 20-21 the team received an average of 103 contacts per day, in 21-22 this increased to 130 per day – a 21% increase.

Over the last year there has been a significant increase in the contacts made via Social Care Direct with a 20% increase of Adult Concern Forms received from our Police and NHS colleagues. The contact centre also noted an increase in non-complex requests, and this appears to be due to third sector organisations being closed, or not offering the same level of support during the pandemic. Within the last few months there has been a surge in requests for financial support for food and fuel, and given the current fuel crisis, this is only going to continue. This appears to be impacting the out of hours service more significantly, as food banks, and money advice centres are closed in the evenings and weekends.

Mental Health

Mental Health (Thrive Edinburgh)

The current Thrive Edinburgh adult health and social care commissioning plan is now coming to an end, and this has given the EHSCP the opportunity to renew, refresh and reimagine the strategic priorities for 2023-26. An event was held in October 2021 to begin the process, and there will be further dialogue around key priority areas over the coming year.

At the 2021/22 GO Awards Scotland ceremony for excellence in public procurement, the Thrive Collective procurement process won in two categories: Continuous Improvement, and Health and Wellbeing Recognition.

Mental Health – Statutory service

Table 1 – 3 below sets out the use of compulsory measures of care and treatment and the use of welfare guardianship

Table 1 – This table shows the number of assessments carried out by Mental Health Officers (MHOs) under the Mental Health (Care & Treatment) (Scotland) Act 2003 (MHA) and the Adults with Incapacity (Scotland) Act 2000 (AWIA). It is recorded that in 2021/2022 of 1224 assessments, 885 individuals became subject to compulsory

measures, indicating that some 339 individuals were assessed at least twice in terms of the appropriateness of compulsory measures under MHA and/or AWIA. The table shows that 90 more assessments were carried out in 2021/2022 than in the preceding year, an increase of 8%. The proportion of people who were assessed more than once for the appropriateness of compulsory measures decreased in 2021/2022 from the previous year from 416 to 339, a decrease of 77 or 18.5%. However, while less people have needed repeat assessments, the number of individuals assessed in terms of these two pieces of legislation is higher in 2021/2022 than in the 4 previous years.

	2017/18		2018/19		2019/20		2020/21		2021/22	
	No.	People	No.	People	No.	People	No.	People	No.	People
Contacts	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
Assessments completed	1,213	757	1,131	706	1,275	803	1,134	718	1224	885

Table 2 - This table shows a significant increase in the use of Emergency Detention Orders (EDOs) consistently since 2017. Comparison of the number of EDOs granted in 2016-17 with those granted in 2021/2022 shows a marked increase in use of this type of compulsory order of 69% (89 cases). This is concerning as the use of EDOs should be the exception, with the correct gateway to hospital on a compulsory basis being the Short-Term Detention Order (STDO) which affords the individual more rights. It is noted that there is an increase in all types of detention covered within the table, however EDOs have become a significantly increased proportion of all types of detention since 2017-18.

	Commenced	Commenced	Commenced	Commenced	Commenced
	Apr 17 – Mar 18	Apr 18 – Mar 19	Apr 19 – Mar 20	Apr 20 – Mar 21	Apr 21 – Mar 22
Emergency detention in hospital (72 Hrs)	241	268	298	322	330
Short term detention in hospital (28 days)	472	478	515	541	554
Compulsory Treatment orders (indefinite with 6 monthly review in first year and then annual review)	151	147	151	200	182
Interim compulsory treatment orders (28 days)	72	65	66	89	87

Table 3 - These figures represent a snapshot of MHA orders active on one day: 31 March. In comparing this day in 2017 with 2022, the figures indicate that there were 124 more CTOs in operation in 2022, representing a considerable increase of 36%. However, there are 39 less CTOs in operation on 31 March 2022 when compared to the same day in 2021. Numbers of STDCs in place on 31 March through 2017 to 2022 have varied markedly.

Table 3 – As at MH orders – counted individuals instead of orders						
	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021	As at 31 March 2022
Emergency detention in hospital	1	1	1	3	0	4
Short term detention in hospital	51	37	27	37	29	49
Compulsory treatment orders	343	416	403	455	506	467

Table 4 below shows the total number of orders under the Criminal Procedures (Scotland) Act open to the MHO service. The table shows that the number of these types of orders made by the court through 2021-2022 increased by 9 from the previous year (21%). The number of orders being made exceeds the number being closed and we see that there are 56 more open at the end of the reporting period in 2021 than in 2016, representing an increase of 70%. The number of Compulsion Orders with Restriction Orders (CORO) which are the orders related to the highest perceived level of risk and requiring the greatest level of RMO and MHO supervision, increased by 4 from 2020/2021.

	2017/18	2018/19	2019/20	2020/21	2021/22
Total legal orders started	41	36	36	42	51
Total legal orders open at period end	94	101	116	123	136
Compulsion orders with Restriction order open at end of period	27	32	40	38	42

Table 5 shows an increase of 36 in the total number of guardianships in operation in 2022 compared with the previous year. There are 20% more Guardianships in operation in 2021/22 when compared to 2016/17. Private guardianships of all types account for 75.7% of the total. There are 64 more CSWO Guardianships in existence in 2021/22 than in 2016/17, representing an increase of 34.6%. Meeting the statutory duty to provide an MHO Suitability Report relating to Guardianship applications within 21 days has been challenging to the service for several years, with waiting times for MHO allocation in non-urgent cases ranging from a few months to a year. We have welcomed additional funding from the Scottish Government to

build capacity in the MHO workforce both to train new MHOs and to directly employ more MHOs. Through the course of 2022, 3.5 additional FTE MHOs have joined the service funded by this additional resource. The CSWO meets quarterly with MHO Service lead officer to monitor demand and capacity issues.

Table 5 – Guardianship orders <u>as at</u> (remained open on date period ends). Counted individuals instead of orders.	2017/18	2018/19	2019/20	2020/21	2021/22
CSWO welfare guardianships	148	153	181	195	198
Private Welfare guardianships	205	214	265	262	275
Financial guardianship (private only)	97	73	74	65	66
CSWO welfare and financial guardianships (guardian for financial element must be non-Council)	29	33	48	39	51
Private welfare and financial guardianships	385	381	445	428	435
Total	864	854	1,013	989	1025

CHILDREN'S SOCIAL WORK SERVICES

A great deal of work in Children's Services has been connected to the transformational change that the Care Review, and the Promise expect of children's services. Edinburgh, through the [Edinburgh Children's Partnership](#) have created Edinburgh's Promise:



Edinburgh's Children Loved, Safe and Respected

Edinburgh's Promise is governed through the Edinburgh Children's Partnership, as all sectors of children's services – voluntary, statutory, and regulatory – will be required to review, consult and amend service provision. This is aligned to the ambition of the Children's Partnership to be as joined up as possible regarding children's services.

The multi-agency Edinburgh's Promise is the governance, planning and delivery mechanism for Edinburgh's children's services transformation. The main strategic focus has been on the 2021-2023 calls to action set out by the Promise Scotland. This has been split into 4 working groups, led by senior leaders across children's services.

Given the scope and scale of the Promise, the Edinburgh Promise Leadership Group is comprised of senior managers who provide leadership, guidance, instruction, prioritisation, communication, and championing of Edinburgh's Promise to those designated with delivering the service redesign and remodelling required.

Alongside these groups, work has been undertaken to create key documentation and applications for colleagues regarding:

Language

Trauma Informed Practice

[The Promise's 5 Fundamentals](#)

Edinburgh's Promise has also secured two Good Childhood grants to support contextual safeguarding (an approach to child protection) (see page 31) as well as Sparrow (see page 41).

Children's Partnership

The last year has seen a range of new initiatives being taken forward by the Children's Partnership. Examples of this are in:

Mental Health – significant work undertaken to make best use of funding to provide mental health and mental wellbeing support to children and young people when they first need additional support

Whole Family Support – continuing the excellent work of Edinburgh's Parent and Carer's Collaborative, an extensive mapping exercise, public consultation, and development plans from this were created, and link with Edinburgh's Promise ambitions to develop an increasingly unified offer of family support at the right time, right support for as long as a family requires this

No wrong door/single point of access – discussions and collective focus on creating and developing the city's children's services away from a 'hand off' and referral model, to a more straight forward response to any request for help or assistance

Working Through Covid

Alongside this significant transformation programme Children's social work services have continued to operate throughout the past 12 months, working both from home, as well as using office locations to increasingly manage duty and face to face arrangements.

Social Care Direct have continued with staff working from home to be the first point of contact for access to our services. This service has supported wider services to ensure that families are able to receive advice support and assistance in a timely fashion.

Edinburgh's out of hours social work service have continued to ensure that families in crisis are supported out of hours.

The level of referrals to Social Work Services continued on a consistent level throughout the Covid period. Initially the service did not see an increase in referrals but with the easing of restrictions and other services starting up, an increase in referrals has occurred. This, linked with lower staffing levels relating to nationwide staffing challenges, has led to an increase in the number of children being dealt with by our duty teams and systems.

Alongside an increase in numbers, the service has observed the longer-term impact of Covid on families in terms of increased complexity and a higher level of stresses and difficulties. The service has viewed this as families' levels of both resilience and capacity having been impacted through the challenge of the last two years. This has been compounded by increasing financial challenges for Edinburgh's families.

The service has also dealt with increasing needs and service demands from emerging areas such as European families, particularly families from certain EU countries, arriving in the city presenting as homeless and destitute. With Brexit there are increasingly complex issues relating to what level of support can be offered.

There are, in this group a number of pregnant women; and there have been child protection issues and care concerns connected to these families as well.

There are other emerging issues relating to support for Ukrainian refugees and this is also a developing challenge on resources in the city.

The service has continued to build strong partnerships with colleagues in the voluntary sector and the strength of GIRFEC has continued to support Edinburgh's families.

Children's social work performance

Table 1: Child Protection and Looked After Children			
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Child protection Interagency Referral Discussions (IRDs)	1,205	1,086	1,143
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Child protection case conferences	598	568	466
Item	Figures as at 31 March		
	2020	2021	2022
Children on Child Protection Register	115	101	97
Children looked after at home	290	236	217
Children looked after away from home	899	856	811

There has been a slight (5%) increase in IRD's. This slight increase is converse with the 18% reduction in the number of child protection case conferences held in the past year, and the 4% reduction in the number of children subsequently placed onto the child protection register. The EIRD review group identifies that many children's circumstances discussed at IRD level, go on to be successfully supported through local GIRFEC children's planning.

Overall Edinburgh has seen the continuation of a long-term downward trend in the numbers of looked after children – at home (8% reduction from last year) and away from home (5% reduction from last year).

Table 2: Child Protection Case Conferences			
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Initial	136	145	117
Pre-birth	58	60	36
Review	396	355	307
Transfer	8	8	6
Total	598	568	466

As referenced above, case conference rates have reduced over the past 12 months, and this is reflected in every 'type' of case conference. The largest reduction has been a 40% reduction in the number of pre-birth case conferences being held; followed by 25% reduction in transfer case conferences, 19% reduction in initial case

conferences, and a 14% reduction in the number of review case conferences required.

The Edinburgh Child Protection Committee was a test partner with CELCIS/Scottish Government in the development of the latest version of the National Minimum Dataset for Child Protection Committees in Scotland, which launched in June 2022. Using the dataset, the Committee can carry out regular analysis of trend data, identifying areas for attention. The Committee has also adapted the dataset for local use – for example, through separating out pre-birth child protection data to fully understand the level of demand and the resulting multi-agency response for this group.

Any areas which require further analysis are identified by the Committee and the resulting actions progressed by the Quality Assurance Subcommittee, with regular reporting and ongoing monitoring through subsequent iterations of the dataset report.

Table 3: Looked After Children			
Item	Figures as at 31 March		
	2020	2021	2022
Total number of children and young people Looked After	1,189	1,092	1,028
At home with parents	290	236	217
In Foster Care	519	466	441
In Residential	101	98	101
With Kinship Carers, Friends/Relatives	248	244	225
With Prospective Adopters	14	24	32
In Secure Accommodation	6	7	4
Other	11	17	8

The reduction in looked after numbers reflects the continuing trend in recent years. These reductions continue to demonstrate Edinburgh’s approach to working with children and their families in supporting children remain in their family’s care. This approach is supported through the developments of Edinburgh’s Promise.

Table 4: Secure accommodation			
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Total number of admissions	20	27	14
Admissions to out of Edinburgh provision	9	15	4
Average length of time in secure for young people discharged (in days)	132	229	153

Over the past 12 months there was a 48% reduction in the number of children entering secure care. This was mirrored by a 78% reduction in the use of out of Edinburgh secure care for Edinburgh’s children. Of note, there has been a 33% reduction in the average length of time that children and young people are required to stay in secure.

Table 5: Adoption and Permanence			
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Adopters approved	11	14	14
Children registered for Adoption (Permanence Order with Authority to Adopt)	22	23	25
Children registered for Permanence (Permanence Order)	59	24	25
Children placed for adoption	18	19	15
Children adopted	27	11	11
% of Permanence panels within timescale	43%	32%	39%

There has also been an increase in the number of children placed with adopters.

Table 6: Other context information			
Item	Figures as at 31 March		
	2020	2021	2022
Approximate number children allocated within Children & Families teams	3,300	3,300	3,000
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Monthly number of reports submitted to the Children's reporter	165	50	102

The number of children and young people allocated to Edinburgh's practice teams has fallen by 10% over the past year. The number of reports requested by the Scottish Children's Reporters Association (SCRA) for children's hearings has doubled from last year yet remains 39% lower than pre-pandemic requests. It is anticipated that report requests will begin to mirror the same volume as pre-pandemic over the next 12 months.

Table 7: Domestic Abuse - Child Welfare Concerns and Child Protection Registrations			
Item	Figures for period April to March		
	2019/20	2020/21	2021/22
Total number of child welfare concern forms sent to Social Care Direct	10,139	10,959	10,129
Number of child welfare concern forms with domestic abuse as a concern	3,010	3,216	2,911
Item	Figures as at 31 March		
	2020	2021	2022
Children on Child Protection Register	115	101	97
Percentage of children on the Register who had a domestic abuse concern identified	47%	33%	43%

The pattern of several IRDs being concluded with single agency responses or child planning meetings has continued and this is seen to reflect a strong GIRFEC culture and robust interagency work in Edinburgh. The development of the Locality Operational Groups (LOGS) and the Taskforce, at the onset of the pandemic, has meant that there are strengthening partnerships in the city and the Children's Practice Team Managers as co-chairs of the LOGs have taken a lead role in this

innovative culture shift. The objectives were set out clearly and that was to improve opportunities to share information regarding vulnerable families and collectively find solutions and provide support.

There has been no significant reduction the number of children and young people open to the social work teams, and this is a clear indication that despite the challenges of Covid it has been very much business as usual. The Four Locality Practice Teams and Disability Team have overcome the limitations set by operating and navigating in a Covid affected world. Social Work Assistants supported families to maintain contact with looked after and accommodated children. This has at times involved outdoor contacts or along with social workers having to creatively find space in an environment when most indoor venues have been closed. The challenges overcome and the commitment of staff to fulfil statutory duties and to do the best for Edinburgh's looked after children cannot be overstated.

Edinburgh's Disability Team have continued to develop their practice and are currently working with the Scottish Government in an innovative project on Self Directed Support and worker autonomy. This team has experienced a rise in demand, and this has increased both the workload and costs associated.

There have been significant changes in Edinburgh's Communities and Families Senior Management arrangements in the last year as well as other challenges for the service. Nevertheless, the managers of all teams and their team Leaders have with staff continued to provide support to Edinburgh's most vulnerable children and their families. Practice has developed, and supported innovations underpinned by a strong restorative culture. The service is now routinely exploring with families what would make a difference and developing a clearer focus on strengthening families, further developing relationship based social work practice.

This will equip the service to engage in the Balance of Care 2 (an exploration of how services improve for our looked after and accommodated children and move towards a more preventative approach). Likewise, the willingness to learn, and to change and adapt will support Edinburgh engage and fully support the Promise.

[Throughcare and Aftercare](#)

The Corporate Parenting Team has been created, comprising of the Corporate Parenting Lead Officer and two care experienced Participation Officers. The team oversee the work of Edinburgh's Champions Board, as well as engaging with key corporate parents. The team have been facilitating meetings with the Champions Board to explore how all partners can be effective and considerate corporate parents.

In December of 2021 a newly created Corporate Parenting Lead Officer came into post. This new role has been created to oversee and manage City of Edinburgh's Council's work as Corporate Parents, striving for improvement and innovation in how we care for and support our Care Experienced Community. Since coming into post the Corporate Parenting Lead Officer has reviewed and proposed a new oversight strategy, looking at improving partnership working in Corporate Parenting across the city, not just within the council. A review of Edinburgh's current Corporate Parenting

plan is underway and new and strengthened partnerships across Corporate Parenting Partner Agencies are being forged.

Alongside this Edinburgh has now created and filled two permanent posts for Participation Officers for Care Experienced Young People. These two posts are critical in communicating with Edinburgh's care experienced community, past and present, to bring forward the voices of experience to the work undertaken by the City of Edinburgh Council. The Participation Officers and the Corporate Parenting Lead Officer head up Edinburgh's Champions Board, and since the start of 2022 have worked hard to reinvigorate the board following the pandemic. The team have reengaged the Champions and interviewed and brought on new Ambassadors (key Corporate Parenting representatives from agencies including Police, Health, Education and Social Work). The team have been reaching out to the wider care experienced community and are building their links and relationships with young people in Edinburgh's Residential Homes, as well as via community links and groups.

To aid the work of the Champions Board the team have been working on a number of projects including; designing corporate parenting training for all Council staff; trialing a driving lessons project for care experienced young people; reaching out to Edinburgh's care experienced community and support services to increase participation and awareness; designing peer mentoring for care experienced young people; planning a leadership residential for 13-16 year old's during the summer of 2022 and creating opportunities for training and development for the Champions.

As highlighted in last year's CSWO report some Throughcare and Aftercare (TCAC) groups paused during the covid pandemic, whilst others moved to an online platform. Taking on board the views of young people some groups have continued to be on an online platform to make them more accessible. Other groups have now returned to being based in the Customer Hub, this includes the general drop in space for young people to visit, get some breakfast and support for a variety of issues from staff.

Returning to face-to-face groups has been welcomed and provided the ability to build relationships and provide safe spaces, particularly to those most vulnerable and isolated. The housing drop in has also resumed to support young people access advice and information, helping with housing applications and resolve housing related issues. With the current cost of living crisis, the service is focussing on income maximisation and have continued the £20 monthly top up for those in receipt of a maintenance payment. The Job Club Drop-In has also resumed, this is supported by Skills Development Scotland (SDS) and in addition to this the service are building links with the Capital City Partnership as part of the Edinburgh Guarantee.

TCAC continue to support unaccompanied asylum-seeking children and young people on an allocated and duty basis. A drop-in service is provided where advice is given for a range of issues. As highlighted in last year's report TCAC staff have been involved in the New Scots Edinburgh Partnership project, a collaboration between the Mental Health Foundation, City of Edinburgh Council (South West Children's Practice Team and TCAC) NHS Lothian CAMHS Meadows Team. This project is

being delivered via funding from the Scottish Government to deliver a variety of mental health and wellbeing courses for unaccompanied asylum-seeking children and young people, incorporating Photovoice, peer mentoring and trauma informed reflective practice.

Young People's Service

This service continues to provide support to children and young people in conflict with the law and their families, up to age 18. This support is provided on a voluntary basis as well as a statutory basis for those in the children's hearings or criminal justice system. Our Justice for Children and Young People vision and priorities has been approved by the Edinburgh Children's Partnership and will focus on a rights respecting approach to children in conflict with the law, prevention and early intervention, complex needs, and child criminal exploitation.

In the last year there has been an increase in Criminal Justice Social Work Reports (CJSWR) for under 18's as well as an increase in diversion from prosecution assessments, the numbers successfully diverted and those subject to a Community Payback Order (CPO).

CJ - Under 18 year old Comparison of Orders 2020-21 to 2021-22

		2020-21	2021-22	Change	% Increase
CJSWRs		14	19	5	35.7%
CPOs Started		12	16	4	33.3%
Diversion from Prosecution	Referrals	81	94	13	16.0%
	Cases Commenced	83	94	11	13.3%
	Assessments	76	84	8	10.5%
	Completed Successfully	38	41	3	7.9%
	No of Individuals	80	99	19	23.8%

The service's partnership with Action for Children and Police Scotland to deliver the Serious and Organised Crime Early Intervention Service to support children and young people at risk of criminal exploitation is now in its final year of Big Lottery Funding and continuing funding is being considered. In the last year there has been an increase in referrals and demand for the service, along with an escalation in the complexity of need and risk. The City of Edinburgh Council supports a child protection response to children up to age 18 who are at risk of criminal exploitation. Funding has been secured to support delivery of Edinburgh's Promise with the service testing a contextual safeguarding approach in one area of the city to

respond to extrafamilial harm and child protection concerns regarding children at risk of criminal exploitation. Learning from this will be used to develop practice across the city.

Residential services

In terms of residential care April 2021 to March 2022 continued to be a challenging time with the houses still working under the restrictions of the pandemic, suffering from staff shortages, and having to work out new ways of working with young people that kept both the young people and workforce safe and healthy. Most of these changes went against the normal working practices of the houses, where handovers, team meetings, residents meeting and the day-to-day interaction with young people all had to be altered. This clearly had an impact on the young people and workforce.

During 2022, the impact of the pandemic began to lessen, and houses started to look at how to recover. This included risk assessments for staff teams getting back together in team meetings and engaging with young people in the houses in a more relaxed fashion. Team meetings restarting has been very positive and has given the houses the chance to re-engage with their workforce and “re-set” their ethos, aims and objectives. All the houses have also had the opportunity to meet as a team for a development day, led by the Team leaders. Again, this has been a great opportunity to re-engage with staff and look at departmental developments and how these can be embedded in each unit.

Despite the restrictions imposed on the houses, the Over 12's panel continued to deal with referrals for young people requiring accommodation. Between May 2021 and March 2022 there were 76 referrals to the Over 12's panel for residential accommodation, 53 (69%) of these were requests for emergency placements. Due to capacity issues within the Council's resources, 42 young people were placed out with Edinburgh with Independent Providers during this period, due in principle to a lack of capacity in the city.

Since the beginning of May 2022, no young people have been accommodated out with Edinburgh as services have looked to create capacity in Council resources as it is predicted that the outcomes for young people are better if they remain in Edinburgh and close to their communities. The reconfiguration of the service is ongoing and hopes to address the issue of emergency admission.

On a positive note, young people in the houses continue to do well with a number gaining qualifications this year, engaging with My Adventure and other providers and one young person has taken up a place at Harvard Summer Camp, supported by Who Cares? Scotland.

Secure Care – Whistle Blowing Complaint

On 15 September 2020 a detailed anonymised whistleblowing report was submitted by the City of Edinburgh Council CSWO to Safecall.

The report contained several allegations concerning Edinburgh Secure Services (ESS) over several years, naming children and young people accommodated within the service and details of inappropriate care and treatment. The examples of

incidents cited covered several years and provided the detail of the staff members and managers involved.

The Investigating Officer was also appropriately tasked with aspects relating to ESS by the Chief Social Work Officer (CSWO) and the then Head of Children's Services and Legal department who were liaising with Police Scotland. The previous Head of Children's Service remained responsible for the oversight and governance of the ESS service until the end of May 2021.

In June 2021, the CSWO took on full responsibility for Children's Services and continued with the investigation and improvement actions, following the departure of the previous Head of Children's Services.

This was investigated by the Council's independent SafeCall Whistle Blowing service and a final report was received in October 2021.

The report highlights that an anonymous whistle-blower complaint alleged malpractice, including physical, verbal, and emotional abuse of young people; the existence of a toxic work culture; the reticence of young people to complain and the ability to see patterns and trends in 11 cases raised by the whistle-blower.

It should be noted that following examination of the 11 cases included in the original whistleblowing complaint, the Investigating Officer found an additional 19 cases of concern which when added to the 11 cases cited in the whistleblowing complaint, increasing the total number of cases included in the final whistleblowing report to 30.

The Investigating Officer found cases and evidence which appear to corroborate the assertions made by the whistleblowing complaint and answers Safecall's question about the misuse of power and control by managers and staff over the period examined. The findings detail concerning evidence about the standard of care provided to vulnerable young people over an 11-year period.

On receipt of the original whistleblowing referral (September 2020) the CSWO instigated a review and audit of progress and implementation of the recommendations generated by the GC SCR. Importantly considering whether there was evidence that these had been implemented and/or sustained.

Given the commonality and duplication between the recommendations from the Whistle Blowing report and those from a previous, SCR (GC) the decision was made to combine the requirements into one Consolidated Action Plan, with a clarity of the 'source' of the individual actions and a process that was auditable and would stand the test of time, from an audit point of view.

A Strategic Oversight Board is in place, chaired by the Executive Director, to provide governance and oversight of the consolidated Improvement Plan and in turn this is reported to the Public Protection Chief Officers' Group. Progress reports will also be presented to the Education and Children's Services Committee.

Family Based Care

During 2021/2022 Family Based Care services were delivered by staff working from home, remotely and through some temporary office accommodation in Waverley Court. Levels of direct contact with carers increased throughout the year in line with changing Government advice.

Foster Care

The Foster Care service continued to recruit foster carers during 2021/2022. The recruitment of foster carers continued to be significantly lower than prior to the pandemic.

The number of foster carers approved increased from 13 to 23 compared to the previous year. Of the new approvals, 7 were full time and 16 were short break foster carers. Delays in developing a new website, restrictions on holding monthly public recruitment drop in events at Waverley Court and the lessened impact of carer recruitment campaigns have all resulted in the reduction in foster care recruitment reflecting the similar national position.

Conversely, the number of foster carers de-registered also increased from the previous year from 26 to 35. This has resulted in a net loss of registered foster carers of 13 in 2020/21 and 12 in 2021/22.

In total, the Foster Care service supports 415 fostering households across the range of care types including, full time and short breaks, family and friends' carers and dual registered adopter and foster carers. 40% of foster carers have been registered with the service for at least 8 years.

The views of the Council's foster carers were captured in the annual survey which was completed by 110 fostering households. 70% of respondents stated that they still anticipated being foster carers in three years' time. 73% of respondents stated they were very satisfied with the support they received from Family Based Care. In total 92% of foster carers stated to be to be satisfied or very satisfied with the support they received from Family Based Care. This figure is comparable to the previous year.

Adoption

The Adoption service continued to recruit adopters, link children with adoptive parents and provide post adoption support during 2020/21. A refocusing of service delivery resulted in the development of a recruitment model more aligned to the profile of children waiting for adoptive parents.

In 2020/21, 13 adoptive families were approved, which is similar to the previous year. Recruitment has been realigned to the profile of children registered for adoption. This resulted in a reduction in carer preparation groups from 3 to 2. An additional preparation group was delivered for prospective inter-country adopters.

In total, 14 individual children were linked and matched with prospective adopters. Of these 8 were with adopters approved by the Adoption service and 6 by other adoption agencies. This figure is down on the previous year where 22 individual

children were linked, 10 with Adopters approved by the service and 12 from other adoption agencies. The Adoption service continues to make use of the Scottish Adoption Register to support the linking of Edinburgh's children and adopters.

Adoption support was provided to 19 adoptive families directly with a further 100 adoptive families being supported in the exchange of information regarding their adopted children with birth families.

Kinship Assessment and Support

The Kinship Support and Assessment service continued to assess new prospective kinship carers alongside supporting existing kinship carers. The assessment of kinship carers is undertaken by a pool of experienced independent assessors.

In 2021/22, 38 Full Kinship Assessments were completed with 30 being subsequently approved as kinship carers. 19 Kinship Viability Assessments were completed with 10 progressing to approval. These figures are broadly similar to the previous year which saw 29 kinship carers being approved following assessment.

A total of 259 Kinship Wellbeing Assessments were completed during the year. This process underpins the payment of Kinship Wellbeing Payments relation to eligible non looked after young people residing with kinship carers. The assessments confirm the status the placement, considers the wellbeing needs of the kinship family and ensures that the correct level of payment is being provided.

During the previous year, 157 families received support from the Kinship service. Of these 57 were closed as the need for support was met. Support to Kinship families is based on identifying needs and putting in place a plan of support which may be time limited or reviewed on an ongoing basis. The range of support provided can include participation in support groups, direct practical support, emotional support, support accessing other services and training courses (e.g., Impact or Trauma or Internet Safety).

Family Group Decision Making

From April 2021 to March 2022, Family Group Decision Making (FGDM) received 382 referrals for a family meeting, and this led to 173 meetings and many more significant pieces of work taking place.

FGDM have counted family meetings held on Microsoft Teams, skype or Google Duo as full family meetings for the purposes of our statistics. The service has had an increasing number of face-to-face family meetings yet the majority of the 2021 FGDM meetings have been virtual. This has been hard for some families and makes the initial engagement with children and family members more difficult to achieve or more superficial. The service has held several meetings with family members in their homes or outside to assist with this. However, for some family's virtual family meetings have been a positive development. Important people within the network have been able to join the meeting that perhaps wouldn't have been able to due to the distance they live from Edinburgh or due to work commitments. Other family

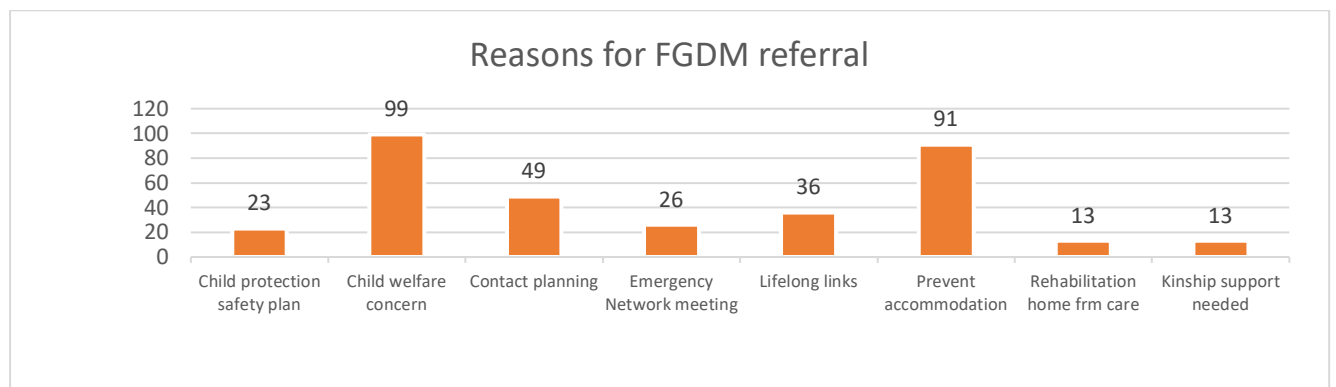
members have noted that when relationships are strained it can be easier to hold the family meeting virtually rather than face-to-face.

FGDM referrals are down 30% from 2018/2019. As services have recovered from pandemic lockdowns so too has the referral rate to FGDM, it is interesting, yet perhaps not unexpected, to see the correlation between lockdowns and the referral rates to FGDM.

The boxes below show issues for families being referred to the FGDM team. There will be multiple factors for each referral. It is to be expected that relationship issues would affect most of the referrals to the team, but it is interesting to note the high prevalence of parental mental health and domestic abuse.

Alcohol issue 43	Behaviour problems 104	Bereavement kinship 1	Bereavement parent 13	Child affected by disability 44	Child Mental health 43	Child offending 15	Child protection 106
Child with disability 50	Domestic abuse 106	Drug misuse 57	Educ problem 76	Parental Mental health 180	Parent with learning difficulties 13	Relationship issues 203	Previous child accommodated 59

The chart below outlines the main reasons for referral to FGDM from 1 April 2021 to 31 March 2022.



There were 68 plans made to support children at risk of accommodation and keep them at home by pulling in the wider supports of the family/friends, 8 children who had plans to rehabilitate them home from care placements, 18 kinship placements supported and a further 12 kinship placements identified for children at risk of accommodation. Not all of the children at risk of becoming accommodated would have come into care. If only a quarter of these were diverted from care placements the savings are substantial.

Similarly, 8 children were rehabilitated from care following FGDM, obviously many of these would have come home regardless or not of whether they have the FGDM service, but even if a small percentage were due to the FGDM process this again represents a large saving.

Work with babies

Many of the service's referrals are for unborn babies or babies under one year. All circumstances where babies (unborn or under one year) come into contact with Social Work have the option to have a Family Meeting. In order to engage with the parents quickly, the service will independently contact them to offer them the option to have a Family Meeting.

From 1 April 2021 to 31 March 2022 the service had 64 referrals for babies and about the same number again of consultations that did not progress either because of safety worries, loss of the pregnancy, closure of the case as the risks were assessed as low or because the families did not want a meeting.

Work with babies has increased year on year as the process becomes more embedded in Edinburgh and the automatic offer is normalised. Many of these situations are kept as consultations if families do not want to proceed with a Family Meeting until the baby is born because the service have found that sometimes families do not want to engage with FGDM until the baby is born and the reality of their issues is more apparent.

FGDM track all baby work until the child is 16 years old – this is in order to make sure that we are not diverting babies from care at birth only for them to come into the system later in life and be too old for adoption or a permanent care arrangement away from parents.

Child Protection work

The service's work with Child Protection is also designed to see if family supports can reduce risk and lead to the de-registration of children. The focus of the Child Protection Service within FGDM is on engaging our colleagues within the Practice Team at the earliest opportunity (where a child or young person has become subject to a Child Protection Case Conference), to consider whether a referral to the FGDM Service may be helpful.

In the context of Child Protection, a Family Meeting can support families (and their networks) to react and contribute to Child Protection processes by providing a family focussed space in which to discuss concerns, needs, and risk (in partnership with the Practice Team Social Worker). It is an opportunity for the family to come together and plan together to address these areas of concern, need, and risk.

The families plan can be shared at Case Conference (or Review) as evidence of a family's engagement, their capacity to understand and react to concerns, as well as their capacity to share responsibility for managing any risk.

Between 1 April 2021 and 31 March 2022 the service received notifications for 97 children from 58 Families.

Emergency network meetings

The FGDM service continue to offer an emergency network meeting to children who have come into care on an emergency basis or are referred for emergency

accommodation. Much of this work involves phoning round family members and bringing their views and offers of kinship/respite/support to social workers within a 5-day timescale. Over the last few months this service has become very busy with an increase in emergency placements.

[Lifelong links](#)

Lifelong Links work continues with most Lifelong Links plans and meetings resulting in connecting children in care with their wider networks and family members.

Increasingly the service recognises that Lifelong Links is a process that should and needs to be available to children and young people as and when the time is right for them to ask questions and explore. For example, when they need more information about their lives and circumstances, or they identify an individual they want to reconnect with.

Register House closed its doors in March 2020 and has just re-opened for people to be able to research family trees. The service has been fortunate enough to have the offer of staff from Register House to do some searches on the service's behalf.

The Lifelong Links evaluation continues at CELCIS, and the service provided data for this. The evaluation for Scotland will complete at the end of 2022.

[The Sparrow Project](#)

It has been identified in Edinburgh that there is a need for more tailored support for parents who have children placed permanently away from their care. Over 50% of parents who have had one child permanently accommodated go on to have further children placed away from home.

Earlier in 2022, the service, as part of Edinburgh's Promise were awarded £158,005 from two funds (The Good Childhood Fund and a Scottish Government Fund) to develop a service alongside Circle's Harbour project and Stepping Stones Edinburgh North which will look to engage with parents who have lost children to permanent or adoptive care. The money will fund two development posts which will sit within FGDM and two Family Support Workers who will work from within Circle and Stepping Stones Edinburgh North. It is hoped that the development of the service can be done alongside parents and young people who have lived experience and a pilot will directly engage with up to 20 parents from across Edinburgh.

[Multi-Systemic Therapy](#)

Since 2013 Edinburgh's children's services have been supported by a Multi-Systemic Therapy Team. Multisystemic therapy (MST) is an intensive family and community-based intervention. It targets the causes of anti-social behaviour in young people aged 11 to 17 who could be at risk of out-of-home placement.

Due to operational issues the work of the service was suspended in September 2021 and is now subject to an organisational review.

Community Justice

The City of Edinburgh Council received Section 27 funding of £9,775,833 for the year 2021/22 which was a reduction of £145,451 on the prior year's allocation. In addition, a separate allocation for Pandemic Recovery was made totalling £1,322,271. Additional funding was made available for Structured Deferred Sentences and the Council received £9,000.

In addition to the impact of the reduction in core funding, financial pressures increased in 2021/22 due to the unfunded pay award for public service staff. In Edinburgh, this equates to approximately £150,000 per annum. To address the unfunded pay award a service review is being undertaken, with full consultation with staff and Trade Unions. As Covid restrictions increased, workload demands have also increased. This includes work from the Scottish Courts and Tribunal Service, Unpaid work, and Parole Board Scotland backlog, leading to increased numbers of Criminal Justice Social Work Reports and community-based disposals.

While the additional funding by the Scottish Government to address the impact of the pandemic was welcome, the main barriers to using this funding was the timing of the funding award, including date notified and date the money had to be spent. This caused significant problems because of the length of time required by the Council's recruitment and procurement processes. Because of the fixed term nature of the funding and the fact that all JSW were recruiting at the same time, there were significant delays in getting people started. Contracts to the end of 31 March 2022 were also not attractive to people, which has impacted on the pool of staff applying to these temporary posts.

[Summary of Performance – key challenges, developments, and improvements](#)

Edinburgh's Community Safety and Justice Partnership, on behalf of the Edinburgh Community Planning Partnership, is responsible for the development and implementation of Edinburgh's Community Justice Outcomes Improvement Plan. An [annual report](#) for 2020/21 was submitted to Community Justice Scotland in September 2021.

The [Community Justice Outcome Improvement Plan for 2019–22](#) sets out the priority areas for community justice work in Edinburgh, complementing the Community Safety Strategy 2020-23 and the Edinburgh Partnership's Community Plan 2018-28. The Community Justice Outcome Improvement Plan is due to be reviewed this year.

2021/22 saw Covid restrictions relaxed considerably, with City of Edinburgh Council taking an understandable cautious approach, to ensure the continued health and wellbeing of staff and people using services.

Justice Services in Edinburgh have continued to develop a hybrid model of working and new ways of working, with more capacity for people to work from office space; more face-to-face contact with people using services and the return of groupwork interventions. This was welcome by both staff and people using services. In addition, the Scottish Government additional funding allowed us to commission voluntary sector services to support recovery.

Some key highlights are:

- The development of a virtual group work course that is delivered through the Microsoft Teams platform. The pilot of this course was evaluated and showed that the people who participated found it a very acceptable means of delivery.
- The revision of feedback questionnaires around how our services are experienced by the people who use them. These revisions are designed to make them more inclusive and suitable for every person who is provided a service. The revised questions are also intended to tell us how we can improve the way we engage with and support people, with a focus on the core trauma informed principles of safety, choice, trust, empowerment, and control.
- Building upon the positive [evaluation](#) of the project developing trauma enhanced practice within Groupwork Services, work is now well underway towards rolling this out to other Sectors. A Temporary Team Leader for Trauma and a Specialist Clinical Psychologist have been appointed to lead on this. There have been regular leadership sessions to support line-managers with embedding trauma informed models of service delivery. Approximately 70 staff are currently engaging in training at enhanced practice level, which includes modules on:
 - Understanding and responding to complex trauma
 - Promoting recovery through relationships
 - Asking about trauma and using safety and stabilisation skills
 - Selfcare and developing trauma-informed services
 - Understanding mental health in the context of trauma
- The roll-out includes the provision of Trauma Informed Group Supervision for staff, facilitated by a Clinical Psychologist.

In 2021/2022 Edinburgh Justice Services was one of four local authorities whose justice social work practice was evaluated in relation to breach of licence/recall to custody of people subject to statutory throughcare. The review was undertaken remotely and included a position statement and associated supporting documents prepared by the service; a file review of randomly selected cases; a staff survey and a focus group with front-line practitioners and managers.

Although reporting on broad areas of strengths and development, the Care Inspectorate provided individualised feedback to each Local Authority. The review identified practitioner and line management achievements of 'really strong evidence of good practice' and strengths in areas such as multi-agency risk management planning; partnership working; relationship building; robust supervision; support to access services by addressing barriers; meeting statutory responsibilities; line management support/oversight and clear processes and procedures which supported practice and understanding of role and responsibilities. Areas identified for development are being addressed through an Improvement Plan, in conjunction with colleagues from Quality Assurance.

Work has continued throughout 2021/22 to further develop Restorative Justice and to offer the service to those who are subject to statutory supervision, having been convicted of a hate crime and the victim of that offence (or a representative), and to deliver training in Restorative Justice approaches. Edinburgh, along with Mid, East and West Lothian and Scottish Borders are the pilot site for the roll-out of Restorative Justice and we will be working with Community Justice Scotland over the coming months to support the implementation of the Scottish Government's vision for Restorative Justice in Scotland.

Over 2021/22 Criminal Justice services have commissioned a number of Voluntary Sector organisations, using the additional Covid recovery funding. Funds were used to expand the options available to those undertaking 'other activities' as part of community payback; both **APEX** and the **Wise Group** were commissioned to provide facilitated personal development programmes, tailor made to the individual and with a focus on employability, training, and learning, and included mental health and wellbeing supports, managing stress, budgeting, and healthy eating.

The additional monies also paid for winter liberation packs for those with an identified need who were released from prison over the winter months and paid for the recruitment and supervision of a paid peer mentor within the **Edinburgh and Midlothian Offending Recovery and Support Service (EMORSS)**. The peer mentor has lived experience of the justice system and has used their knowledge and experience to support others to live crime free lives.

To overcome the challenges presented by COVID-19 in hosting workshops for people completing unpaid work during the winter months where activity takes place indoors, justice services hired a large hall between December 21 and March 22 to accommodate the workshops; this enabled staff to deliver them safely and in compliance with social distancing guidelines.

Justice Services commissioned a bike mechanic from **The Bike Station** who supported the Brake the Cycle Project and upskilled both Unpaid Work staff and people undertaking Unpaid Work, to repair/mend bikes which were then donated on to community groups and youth groups.

Justice Services also used this funding to commission the **Edinburgh Community Food (ECF)** to work with Willow Service to support women to increase their awareness of a healthy balanced diet, to access affordable food, and to gain confidence in food preparation and cooking. ECF provided both 1:1 and group support to women at Willow.

The Edinburgh Alcohol Problem Solving Court has been in place since February 2016 and utilises community payback legislation, with frequent court reviews. Covid-19 impacted on court report requests and subsequent orders being made through this Court. As restrictions relax and court business increases, justice social work services have resumed the provision of assessments to the court, focussing on alcohol and ensuring streamlined access to substance misuse services through close partnership working with **Change Grow Live (CGL)**.

Justice Services Performance

Edinburgh Justice Social Work Services continues to be committed to preventative work and to a service model that offers a continuity of service regardless of where the person is in the community justice pathway.

As Covid-19 restrictions relaxed in 2021/22, the service workload increase, primarily because of Scottish Courts and Tribunal Services dealing with their backlog. This generated an increase in the number of people we supported and the number of assessments we completed:

- 2,070 people were supported through open community orders by Justice Social Work Services. This represents a 10.6% increase from support given during 2020-21.
- Justice Services staff completed 1,516 social work reports to support decision making by the courts, representing a 45.6% increase in comparison to 2020-21.

Table 13 - Offenders in the community subject to statutory supervision						
*Many people being managed in the community have their risk levels reduced to medium, reflecting successful risk management strategies.						
	31 Mar-17	31 Mar-18	31 Mar-19	31 Mar-20	31 Mar-21	31 Mar-22
Assessed as very high risk or high risk (sexual violence)	17	7*	10*	12		
Assessed as very high or high risk (violence)	46	37	37*	34		
Probation orders	9	8	6	3	1	1
Community service orders	7	5	5	6	5	5
Community payback orders	1121	1069	940	900	838	992
Drug treatment and testing orders	121	145	168	144	99	119
Drug treatment and testing orders (II)	33	34	38	18	6	10
Bail supervision	16	23	24	34	20	27
Statutory supervision of released prisoners (e.g. life licence parole, extended sentence, supervised release orders)	128	127	121	117	134	119

Table 14 - Offenders in prison who will be subject to statutory supervision on release		
	31 March 2022	31 March 2022
	Male	Female
Offenders currently in prison who will be subject to statutory supervision on release assessed as very high or high risk (sexual violence)	75	0
Offenders currently in prison who will be subject to statutory supervision on release assessed as very high risk and high risk (violence)	116	4

QUALITY, GOVERNANCE AND REGULATION

Single-Agency Practice Evaluations (currently under review in Education and Children's Services Directorate and Health and Social Care)

The Practice Evaluation programme provides a pro-active and participatory approach to self-reflection and has been a long-standing element of quality assurance of social work service provision. Research indicates that reflecting on practice can enable practitioners to be more effective, contribute to their personal development and improve outcomes for people who use services.

The Practice Evaluation programme is currently under review in Children's Services and Health and Social Care, and the Quality, Governance and Regulation Service is assisting these social work areas with the development of alternative programmes.

However, Community Justice Services (CJS) has continued with the Practice Evaluation programme and currently undertakes 24 Practice Evaluations yearly. As part of the CJS Involving People Strategy, the Practice Evaluation process provides participants for People's Stories where those people who use services provide feedback about their experience of service provision.

Multi-Agency Practice Evaluation Programme

This work was planned in Health and Social Care but did not progress due to the Covid pandemic and operational pressures. This work will be integrated into the re-development of the Single Practice Evaluation Programme

People's Stories

The aim of People's Stories is to embed a culture of qualitative engagement with the people who use social work services and to recognise the impact that a social work intervention can have on individuals. The model promotes a culture of quality assurance and improvement in service provision, including social work practice. By gaining direct, qualitative feedback, the quality assurance of service provision can be triangulated using the experience and views of people supported by services, staff, and management.

The Quality, Governance and Regulation Service is working with Children's Services and Health and Social Care to identify where the People's Stories model can be integrated into alternatives to the Practice Evaluation programme and other areas of self-evaluations and quality assurance/improvement work.

In CJS, a group of social workers has been trained in the People's Stories model and carry out interviews with the people who use services as part of the Practice Evaluation programme. As with the other social work service areas, CJS is also considering how this model can be integrated into other areas of self-evaluation and quality assurance/improvement work.

Care Service Feedback

Care Service Feedback is a mechanism for collecting, collating, and reporting on concerns or positive comments made by staff and members of the public. The procedure applies to all Council colleagues in contact with care services. The

purpose of Care Service Feedback is to enable identification of emerging trends. The Quality, Governance and Regulation Service has undertaken two reviews of the Care Service Feedback process which is currently mainly used to report concerns with Care at Home service provision. However, work is currently underway with the Care Home and Children's Services Multi-Agency Quality Assurance Groups to promote and increase the use of Care Service Feedback in these areas.

Multi-Agency Quality Assurance (MAQA) Meetings (Care at Home, Care Home, and Children's Services)

Bi-monthly MAQA meetings are held for both Care at Home and Care Home services. The Children's Services MAQA was recently convened and will meet monthly until fully established. The purpose of the MAQAs is to:

- Share information about the quality of provision in council, independent and voluntary sector care homes/Young People's Centres/Secure establishments/Children's Services, and any other relevant information, including financial information.
- Develop agreed actions as appropriate to address concerns and/or achieve specified improvements.
- Monitor provider progress in achieving specified improvements.
- Make recommendations to the Chief Social Work Officer (CSWO) of the Council or the Chief Officer of the Edinburgh Health and Social Care Partnership (EHSCP) or the Executive Director, Education and Children's Services where specified service standards are not met, where a provider is not progressing agreed actions or where additional concerns come to light while a service is the subject of a suspension and/or a requirement to improve.
- Make recommendations to the CSWO or the Chief Officer of the EHSCP or the Executive Director, Education and Children's Services to suspend temporary referrals to a specified services and/or initiate the Breach and Termination procedures set out in the National Care Home Contract in respect of a specified care home.
- Identify where the criteria to initiate a Large-Scale Investigation (LSI) have been met and, if so, begin an investigation.
- Provide consistent and formal feedback to the appropriate parties about the findings of the MAQAs in respect of the quality of care and support provided.

Supervision Survey

An annual Social Work Supervision in Practice survey takes place across social work services to provide the CSWO with assurance in relation to policy/procedural compliance. The survey was launched in Communities and Families (C&F) in 2017 and extended to Edinburgh Health and Social Care Partnership (EHSCP) in 2019. In 2020 the first collective Social Work Supervision in Practice survey across both C&F and EHSCP took place. Specific reports were prepared for EHSCP and C&F (including Community Justice) along with a report outlining the collective survey findings.

In 2022, the findings of the latest survey were as follows:

- 323 responses of colleagues registered with the Scottish Social Services Council (SSSC) or the Health and Care Professionals Council (HCPC), along with social work assistant/community care assistant colleagues.
- Approximately 4329 staff were in scope of the survey with the 323 responses representing 14% of the targeted workforce.
- Edinburgh Health and Social Care Partnership (EHSCP) had the most responses 167, followed by Education and Children Services (E&CS) with 135 and Criminal Justice (CJ Services) with 21.
- Colleagues' overall experience of supervision and awareness of supervision has declined in every area when compared with the 2020 survey. Of particular note is the decline in colleagues' views that supervision is reflective down 2%, given priority down 4%, free from distraction down 2% and includes personal and professional development down 4%.
- Colleagues said that they want their supervision to be prioritised, for it to have space for reflective practice as well as personal and professional development.
- As with previous surveys there is no routine use of supervision contracts or records on SWIFT/AIS when a case is discussed in supervision with 37% of colleagues reporting this to be the case.
- During the COVID Pandemic colleagues reported mixed experiences of supervision for example, some reported an increase in frequency of supervision and others reported a decrease.

When compared with the 2020 survey colleagues have continued to find creative ways to make sure they are supported and support colleagues. For example, socially distanced walks, meeting colleagues in public spaces and using ICT as a way of communicating with each other.

Self-Evaluation Programme

Self-awareness is the goal for all service areas to support and evidence knowledge about their strengths, areas for improvement, and to have enough planning in place to promote improvement, together with an awareness and understanding of the impact of services on individuals. The Quality Assurance service participates in work that will support and challenge service areas to develop and improve upon their own self-evaluation. The Self-Evaluation Improvement Guidance was updated in 2019 to assist services within the Council's social work provision to undertake self-evaluation activity and to ensure that all staff within services are included within the self-evaluation, improvement and change process. The guidance is based on the models of improvement used by both the Scottish Government as well as the Care Inspectorate.

Projects

Bespoke audit or quality assurance work is undertaken on an agreed and negotiable basis and depends on priority and the capacity of the Quality Assurance service.

Education and Children's Services:

- Development of Consolidated Action Plan – in response to the review of Edinburgh Secure Services.
- Consultation on the Scottish Government's Revised National Practice Standard for GIRFEC – supporting and facilitating the council's response to this work.
- Sharing Council records with care experienced people – facilitating a multi-disciplinary group of colleagues who are developing an approach to sharing people's historic records with them.
- Review of Multi-Agency Risk Assessment Conference (MARAC) and outcomes for children – a review of the level of effectiveness of the MARAC in reducing the risk of domestic abuse to children and improving outcomes for children and young people.
- Family contact during Covid Lockdown – an audit exploring how family contact was maintained, as a result of the pandemic, for children and young people who were looked after and accommodated away from home as of 23 March 2020. The audit also considered an evidential review of risk assessments undertaken by workers where face-to-face or physical contact continued or resumed after initial lockdown rules had eased.
- Family-Group Decision Making (FGDM) and the planning/decision-making process within the Children's Hearing System – development of a pilot project to explore what impact FDGM can have for families in the south-west of the city, in relation to the planning and decision-making process within the Children's Hearing System. It is also an opportunity to explore the role of FGDM in:
 - potential diversion from referral to Children's Hearing System;
 - the duration of orders;
 - planning around the termination of orders;
 - linking this back to the Promise to support better outcomes;
 - informing recommendations.
- Development of Neglect Toolkit – working with the Lead Officer, Child Protection, in the development of a tool for the assessment, identification and planning around neglect.
- Domestic Abuse Local Action Groups (DALAG) – development and rollout of four locality-based groups which will provide a preventative service for domestic abuse cases which are low risk/low threshold where children are involved.
- Evaluation of Safe & Together model – case file audit of cases in Children's Services to evaluate the efficacy of the Safe & Together domestic abuse model.
- Children's Service Case File Audit Programme – development of programme to provide a model of assurance/improvement in the quality of service provided by Children's Services.

Community Justice Services:

Assistance with development and implementation of Involving People Strategy and Throughcare Improvement Plan following inspection.

Edinburgh Health and Social Care Partnership:

Development of Edinburgh's Outcomes Framework in Health and Social Care – assisting colleagues in south- west locality with testing of the Wellbeing Wheel, an outcomes measurement tool. Further development and roll out of the wheel are currently under discussion.

Guardianship Audit – a quality assurance review of guardianship orders applied for and assessed prior to granting by the Court. The review considered processes, systems, and outcomes of private and local authority guardianship applications in Edinburgh. The aim of the review was to ensure that the application, allocation, assessment, and management of granted guardianships were considered within the framework, principles and values of current social work legislation that exists to ensure the wellbeing and protection of adults with incapacity.

A large scale audit has been undertaken this year following the Mental Welfare Commission's report on Authority to Discharge; the role of social work, NHS and people who lack capacity to offer their views on where after hospital they would wish to live.

Regulation

Regulation supports care service and social work professionals to deliver the Care Inspectorate and Scottish Social Service Council (SSSC) agendas, on behalf of the Chief Social Work Officer.

Regulation influences developments at a strategic and operational level to support improvements in the quality and compliance of the regulated care services and registered social service workforce.

Inspection activities remain impacted during 2021/22 due to COVID-19. The Care Inspectorate suspended their normal inspection programme in response to COVID-19. Whilst 2021/22 saw a resumption in inspection activity, levels remain at a reduced level.

This resulted in lower inspections across Council Care Services. A summary of inspection gradings is given in Appendix 3

This is a summary of the work undertaken by the Regulation in 2021/22:

- Providing regulatory input to the Children and Families Improvement Plan.
- Participation to the Multi Agency Quality Assurance meetings for Children and Families and Care at Home.
- Coordinated a corporate response to SSSC registration consultation.
- Produced a performance report on the Care Inspection annual return process for care services.

- Developed a mechanism for annual Duty of Candour reporting, meeting the Duty of Candour Procedure (Scotland) Regulations 2018.
- Coordinate regulated activity across care services so the Council meets its statutory obligations as a Provider of regulated services.
- Advise and support to Care Services with regulatory requirements; including notifications, new registrations, variations to existing registrations and service cancellations.
- Monthly analysis of adult and children inspection performance for Chief Social Work Officer.
- Provided Care Inspectorate performance analysis for the Health and Social Care Partnership Annual Performance Report.
- Advice and support to care service managers on SSSC (See Appendix 4) matters, including registration, learning and practice.
- Working in partnership with Learning and Development in supporting SSSC registration conditions & qualifications.

PUBLIC PROTECTION

Chief Officers' Group

The Chief Officers' Group (see Appendix 1) has overview and governance responsibility for public protection in the city of Edinburgh. The Chief Officers' Group had a development day in early 2020 and revised its Terms of Reference.

Child Protection Committee

Development events were conducted virtually in 2020 due to COVID 19 restrictions. In addition to an online survey of members, several focus groups were held with agency representatives to discuss the operation of the Committee and the content of the improvement plan for 2021/22. This year's plan focusses on four key themes: Neglect, participation & engagement, structure and connections, national drivers.

These themes represent the areas of practice improvement and strategic planning which Committee members deemed most relevant in the current year when considering areas of local and national development. The Improvement Plan includes focus upon the launch of a revised interagency toolkit to support the identification and assessment of neglect, as well as the embedding of consultative and participatory approaches with both staff and families as part of the Committee's approach. In addition, the partnership working which has been so crucial throughout the last year will be incorporated into Committee structures through a revitalised relationship between the Committee and third sector partners – with a focus on collaborative work. Over the coming years, significant national developments will take place with the launch of the new **National Guidance for Child Protection in Scotland** and an unprecedented programme of work to ensure the findings of the Independent Care Review – The Promise – are responded to effectively and lead to improved outcomes for all children.

Through the interagency Public Protection Budget, funding has been committed in a range of ways to support the safety and wellbeing of children. This has included the continued funding of a public protection business support post, ensuring that crucial administrative capacity is available for key public protection activity such as the coordination of Initial and Significant Case Reviews. The budget has also been used to maintain the electronic Inter-Agency Referral Discussion (eIRD) system, ensuring the continued operation of this sector leading resource, in addition to delivering a public awareness and information campaign in partnership with NSPCC Scotland, entitled [All of Us](#). The aim of this campaign was to help prevent child neglect by ensuring that early help was available when required, in recognition of the fact that raising children can be hard and we all need help from time to time. The campaign plan required significant adjustment due to COVID-19, with the result that an innovative range of virtual approaches were used to reach thousands of families and professionals.

Ongoing funding for inter-agency training has been crucial in ensuring that our workforce is skilled and knowledgeable in carrying out their roles. In addition to a full programme of child protection courses, funding has also supported the delivery of Safe and Together training in order to ensure our multiagency response to domestic

abuse is informed and effective. During covid several training opportunities were developed on-line with a significant number of staff utilising these. Over 3000 colleagues have participated in a range of 11 online modules.

Data and Performance

The Committee has continued to maintain oversight of data via the National Minimum Dataset for Child Protection Committees in Scotland, which is now fully embedded in Edinburgh. This provides trend data over a three year period and supports focussed analysis and assurance activity. In addition, weekly data captured for the purposes of SOLACE/Scottish Government COVID 19 tracking has been a useful source of real-time information as to the operation of key processes during the pandemic.

Edinburgh has continued to have a lower rate of children subject to child protection registration throughout the last year, with minor increases in the number of children subject to Child Protection Registration at several points in the year being a result of registration being continued for slightly longer periods rather than any rise in the number of children deemed at risk of significant harm. The Quality Assurance Subcommittee has carried out assurance activity in relation to the operation of child protection processes within education and early years setting, following a reduction in the number of secondary school age pupils whose names were on the child protection register. This highlighted several examples of good joint working as well as the need to support ongoing opportunities for constructive dialogue and shared learning between services.

The Committee has also provided feedback to the Scottish Government on the use of the minimum dataset and is committed to working in partnership during the development and revision of this tool, currently being ongoing between CELCIS and Scottish Government.

Adult Protection Committee

Throughout the reporting period between 1 April 2021 and 31 March 2022 there continued to be challenges for the work undertaken across all partner agencies which required the need to adapt to changing events. This section will reflect the Committee's wider achievements and aims.

The Adult Protection Committee has undertaken a significant piece of self-evaluation work which has included colleague focus groups, colleague surveys and a development session for the Committee. The aim of this activity was to produce an accurate picture of Adult Support and Protection in Edinburgh and to identify key priorities for improvement planning. The Committee has identified themes and areas for improvement locally through Initial and Significant Case Reviews. For the coming year the committee plan to implement the actions in the redeveloped improvement plan and outline our priorities for the future. The Committee has agreed that every second meeting will be focussed specifically on the improvement and self-evaluation activity.

The Covid-19 pandemic continued to have implications for all areas of Adult Protection activity during the reporting period. A Senior Manager's Strategic Oversight Group was put in place at the beginning of the Pandemic to consider

priorities. This group continues to meet monthly and includes the Chair of the Committee, the Chief Social Work Officer, the Detective Chief Inspector of the Public Protection Unit, and the Chair of the Quality Assurance Subgroup supported by the Lead Officer. Adult Support and Protection Case Conferences have continued online using the Microsoft Teams platform, as has Adult Support and Protection training. In the reporting period, 143 multi-agency colleagues have been trained in Adult Support and Protection at level 2, and 124 at level 3, which is Council Officer level training.

Performance

The number of ASP referrals received by the City of Edinburgh Council during the reporting period was 1901, a marginal increase from the previous period which was 1868. Of these, 39% were received from Police Scotland, 16% from social work services and 10 % from NHS Lothian and GPs.

The remaining 35% of referrals were from a variety of sources, 7 % of which were from the person themselves, family or other members of the public.

During the reporting period 481 investigations were undertaken, which is a slight decrease from 505 in the previous year. Investigations were undertaken where the person was female were held slightly more than for male, with women accounting for 53% of investigations. The locus of harm was in the adult's own home in 335 of the investigations which is 70% of the total. The main type of harm was recorded as 'neglect' in 24% of cases, which was the highest, with 'physical harm' the second highest (23%). This differs from the previous period in which physical harm was recorded most often as the main type of harm (24%) and financial harm as the second most recorded (20%). The recording of neglect as the main type of harm has risen by 6% between the two periods. This may be due to increased awareness of 'self-neglect' as a type of harm and the launch of a new Hoarding and Self-Neglect Protocol in September 2021.

Most investigations were for people aged 65+ (37%) with those aged between 40-64 (34%), with younger adults accounting for 29% of investigations. These are similar percentages to last year. Of this, 224 people's circumstances were discussed at an initial Adult Protection Case Conference and there were 573 reviews.

During the reporting period 1 April 2021 to 30 March 2022, four Initial Case Reviews were initiated and overseen by the APC and one Significant Case Review was commissioned.

During the reporting period 1 April 2021 to 30 March 2022, three Large Scale Investigations were commenced.

Equally Safe Edinburgh Committee

The Equally Safe Edinburgh Committee is a multi-Agency partnership working to ensure the implementation of Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls (VAWG). The four key priorities of Equally Safe for Edinburgh are the Following:

- Edinburgh embraces equality and mutual respect, and rejects all forms of violence against women and girls
- Women and girls in Edinburgh thrive as equal citizens: socially, culturally, economically, and politically
- Interventions in Edinburgh are early and effective, preventing violence and maximising the safety and wellbeing of women, children, and young people
- Men in Edinburgh desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response

A new Lead Officer was appointed to the Equally Safe Edinburgh Committee in September of 2021, completing a team of three Public Protection Lead Officers together with Child and Adult Support and Protection.

The Equally Safe Edinburgh Committee has now finalised its constitution and updated relevant information on the public-facing City of Edinburgh Council website. This includes information for the public on organisational members of the committee, as well as information for people experiencing gender-based violence and abuse on how to access help.

The Committee has further expanded its membership to ensure better representation among statutory and voluntary organisations delivering work that contributes to the implementation of Equally Safe in Edinburgh and has taken significant steps towards completing actions identified in its three-year Improvement Plan. These actions relate to the four key themes the Committee has agreed as priority areas in the period 2020-2023:

- The ESEC seeks to improve its understanding and data measures connected to violence against woman and girls
- The ESEC seek to build and improve the infrastructure to ensure women and girls thrive.
- The ESEC seeks to better understand what works in effective violence prevention.
- The ESEC seeks to strengthen its governance relating to male violence as well as create opportunities to learn what works.

Currently, 74% of actions identified in the improvement plan have been implemented, with the remainder currently in progress.

Additional workstreams currently undertaken by the Equally Safe Edinburgh Committee include:

- The review of Council policies, both internal and multi-agency, on issues relating to gender-based violence.
- The Women's Safety in Public Places Community Improvement Partnership, which seeks to understand factors that contribute to women's feelings of lack

of safety and to implement measures to ensure that women and girls feel safer in Edinburgh's public spaces.

- The Commercial Sexual Exploitation Short-Life Working Group, which seeks to develop work in this area in Edinburgh, namely an Edinburgh Position Statement and, in collaboration with Violence Against Women Partnerships in East Lothian, West Lothian, Midlothian and Borders Inter-Agency Practice Guidance.
- The Equally Safe Edinburgh Committee is also supporting colleagues in Education to develop resources and workstreams to prevent gender-based violence within school settings and to support the implementation of Equally Safe at School across secondary schools in Edinburgh.
- Participation in the Learning and Development Subgroup, which is currently reviewing public protection training offered and exploring options for obtaining and providing additional training that is currently not available.

[Equally Safe Edinburgh Committee Report to the Chief Officers' Group 2021-2022](#)

Key highlights of the trends on Violence Against Women and Girls for the period April 2021-March 2022 are as follows:

- Crimes of Violence where the victim was female have decreased by 0.15% against last year to date.
- Recorded domestic abuse incidents have increased by 14.3% in Edinburgh compared to last year to date.
- Domestic Abuse recorded Crime has decreased by 1.7% against last year to date.
- Overall recorded Sexual Crime has increased by 5.1% against last year to date with females accounting for 88.86% of all victims.

The Equally Safe Edinburgh Committee is currently working on completing its annual report for submission to COSLA and the Improvement Service with a view to informing the national progress report on the implementation of Equally Safe across Scotland.

[Alcohol and Drugs Partnership](#)

[Strategy Development](#)

The strategy was agreed in 2020-21 but additional development work in 2021-22 has included production of a performance framework; completion of an Equalities and Rights Impact Assessment; and preparation to respond to the [Partnership Delivery Framework for Alcohol and Drug Partnerships](#)

The Edinburgh Alcohol and Drug Partnership (EADP's) strategic plan is structured across five areas of work: consistent with Rights, Respect and Recovery (2018) strategy.

- 1) Prevention and Early Intervention
- 2) Developing Recovery Orientated Systems of Care

- 3) Getting it right for Children, YP and Families
- 4) A Public Health Approach to Justice
- 5) Alcohol Framework

The key challenges, developments and improvements during the year are described below under these headings

Prevention and Early Intervention

Young Peoples Substance Use Service (YPSUS) encompasses the following component parts:

The Adolescent Substance Use Service nurse is a specialist nurse post linked to Substance Misuse Directorate and CAMHS. It provides a treatment response to young people under 18 experiencing problems with their drug and/or alcohol use. The service is currently commissioned three days per week and provided treatment to 69 young people, receiving 55 referrals. The service is also now responding to non-fatal overdoses among young people under the age of 18 and attempting to meet with them to provide treatment and support. This service is unique in Scotland and there is a need for additional capacity to deal with the level of referrals.

YPSUS support services run by Circle and The Junction provide support to young people affected by their own substance use, their parents or siblings use or a combination of both. The services operate in the north-east and north-west of the city and provided direct ongoing support to 32 young people. Covid restrictions meant a lack of access to schools and the need to retain young people longer to support them with additional issues of isolation and lack of engagement elsewhere.

Low threshold access is provided by CREW offering shop front access at their premises, contact at outreach events and online. The service provided advice, information, and signposting to 2,414 young people between the ages of 12 and 25. Brief interventions were delivered to 202 concerned about their own use or that of family or friends. Young people are involved in the planning and development of services. The service evaluates very well with over 90% of young people feeling more confident about a range of issues around substance use and sexual health.

There are risks to these services as they rely on complex funding packages from charitable trusts and grants. EADP has picked up the shortfall until March 2022/23 but will require to secure funding beyond that period. There are also significant gaps in coverage in south Edinburgh. The HOT service in south central folded and funding from Children's Services for this service was not re-allocated.

Education and prevention

The Junction links with schools to provide a programme of drug and alcohol education for Primary and Secondary school students in north-west Edinburgh. This work resumed in September after a hiatus related to Covid with 54 sessions delivered to 629 students. It is partly funded directly by schools which is a challenge to maintain. The programmes evaluate very well but this level of resource can't be replicated across all schools. There is an opportunity to join with other school-based education such as Healthy Respect and offer a multiple risk approach.

Developing Recovery Orientated Systems of Care

The Medication Assisted Treatment (MAT) Standards are nationally set standards for the speed, capacity, and quality of treatment for drug users. They are a central element of the national mission to reduce drug related deaths and are key to local and national drug strategies. Substantial investment has been committed by the Scottish Government to ensure that they are achieved.

MAT Standard 1: All people accessing services have the option to start from the same day of presentation.

The EADP and partners have an agreed plan for a central clinic offering same day treatment. The timeline of opening the clinic five days a week by 1st April was not met and there are ongoing delays with implementation, but it is expected to be successful. Edinburgh Access Practice has successfully already begun a similar model.

MAT Standard 2: All people are supported to make an informed choice on what medication to use for MAT, and the appropriate dose.

The key development in this area is roll out of Buvidal (a novel medication formulation with significant advantages). By April 2022 only c60 of the 3000 patients in ORT are treated with Buvidal, but it is estimated that if it were universally available as a choice to patients, approximately 600 patients would prefer it. Progress has been delayed by lack of financial clarity.

MAT Standard 3: All people at high risk of drug-related harm are proactively identified and offered support to commence or continue MAT.

Edinburgh has an established network of teams who reach out to people who are identified as being in crisis and at high risk of drug related death and harms. Subject to the outcomes of the performance monitoring exercise, it is anticipated that the current work plus planned actions (including additional investment) will deliver the standard before April 2023.

MAT Standard 4: All people are offered evidence-based harm reduction at the point of MAT delivery.

Most interventions are available in most settings, and it is anticipated that the current work plus planned actions will deliver the standard before April 2023.

MAT Standards 5, 7 and Treatment target: All people will receive support to remain in treatment for as long as requested and will have the option of MAT shared with Primary Care; increase by 9% the numbers on Opiate Replacement Treatment by April 2024.

These standards require that an additional 276 patients are treated by a system of care which already has very high pressures. Within current resource constraints (funding, premises, available workforce) and models, meeting the existing pressures and new expectations is not possible. With the additional funding and plan below, status moves to amber, though very substantial challenges and risks remain.

In December 2021 the EADP made an application to MIST (the MAT standards Implementation Support Team) describing a plan with the following intended outcomes and a funding request of £1.6m pa

- Reducing caseloads in hub services
- Developing Low intensity care in community settings
- Maximising use of primary care

The plan was agreed though the funding committed was only £0.75m pa. Meeting this target remains extremely challenging.

Take home naloxone distribution

Naloxone is an opioid antagonist, which can temporarily reverse the effect of an opioid overdose; this provides more time for emergency services to arrive and further treatment be given. Naloxone continues to be distributed within key settings: injecting equipment provision outlets, drug services, homeless services, GP surgeries and pharmacies.

Due to a change in the Lord Advocate's guidance, we can now train up non drug treatment agencies to supply naloxone. New services whose staff were trained to deliver naloxone in 2021-22 included:

- Dunedin Harbour (hostel and temp housing)
- Dental Nurses
- Cameron Guest House Group (B&Bs for homeless people)
- Hillcrest (housing association)
- Crew 2000 (drugs and young people's charity).
- Bethany Christian Trust (charity working with the homeless)
- WISHES (formerly the Women's Clinic)
- ROAM (sexual health team)
- All Injecting Equipment (needle exchange) pharmacies in Edinburgh

In addition, an extremely active group of peers (people with lived experience of addiction) were trained and outreaching to provide naloxone to those in need through CGL (part of the recovery hubs).

2468 kits were distributed in Edinburgh in 2021-22, a record level of provision by a significant margin.

Expansion of residential rehabilitation capacity:

Expanding access to residential rehabilitation is a key strategic priority for the ADP and the Scottish Government. For Edinburgh Residents, the majority of rehab provision is delivered by the LEAP programme and its associated pathway (the Ritson detox unit, family, and peer support, out of hours care and accommodation, aftercare support and accommodation, employability and meaningful activity project). Pre-Covid, LEAP had capacity to treat 20 patients at a time, equating to 80 to 90 patients per year (approximately 60% of whom are typically Edinburgh residents).

Following announcement of additional Scottish Government and EADP funding being available for Residential Rehab, LEAP and its partners developed a bid with the aims of:

- Increased capacity in Ritson Clinic by 50% (8 beds to 12 beds)
- Increased capacity at LEAP by 40% (20 places to 28 places)
- Allowing 112+ residential treatment episodes per year in Lothian
- Allowing 600+ places over the five years of the fund
- Increased access for vulnerable groups
- Removal of barriers to treatment
- Improved quality of aftercare provision
- Allowing groundwork for a more ambitious East of Scotland Regional approach

This has been jointly funded by the Lothians ADPs and the Scottish Government.

[Visible recovery: Recovery community activity and peer support:](#)

Mutual Aid activity (organised and informal support of one person in recovery to another) remains the largest source of support for those in recovery from addiction in Edinburgh. Professional services continue to engage people with this unique source of experience, strength, and hope where possible.

There are now peer workers (individuals who are openly in recovery) working as volunteers or paid staff in each of the Hub teams as well as the rehab, DTTO and harm reduction teams and they are having a significant impact on the work of the teams. The peers are currently much less visible to those who receive their treatment and support in Primary Care, but we hope that this can be developed in the future.

The ADP are also supporting peer interventions for the most vulnerable people in crisis by funding the inspirational police-led initiative “Operation Threshold” which pro-actively seeks out those who have had a recent non-fatal overdose and offers them peer support and engagement with services.

In 2021/22, the most substantial funded project supporting the development of the recovery community was Edinburgh Recovery Activities (ERA). This was funded by the ADP through EVOC as an interim project pending the commissioning of a permanent contract. Over the course of the year, the coproduced contract for the long term service was procured and from June 2021 onwards Cyrenians have been the provider.

The service provides a vast range of activities online and in person. Recent feedback from the community taking part in the ERA online activity review is below - ERA asked respondents to give one word to describe ERA, these are some of the responses:

- **Fun.** It's so important that recovery is not just self-reflection. Action and creativity are needed and doing it with peers is even better!!
- **Essential.** They have been a major part of my recovery journey and without them I don't know if I'd be where I am now.

- **Welcoming.** The staff put effort into making everyone feel at ease.
- **All-encompassing.** I chose this word because ERA covers everything, something for everyone and their extended family. a great organisation.
- **Great.** I chose that word because it has been great for me, I barely left the house and didn't know a lot of people and through ERA I go to groups, outings, I have met a lot of lovely people.
- **Inclusive.** I chose that word because it is open to all in recovery and to the families. Welcoming and inclusive it a charity I have total respect.
- **Amazing!** Great support for people in recovery I think it will be better when in a building.

Offender Management Committee

A proactive multi-agency approach to Public Protection remains a key focus for the agencies involved in the management of high risk offenders. This is instigated by use of appropriate intervention measures by social work and Police regarding compliance concerns with statutory orders which are linked to child and/or adult protection matters. This is evidenced via the various performance Indicators which continue to show a relatively consistent 3-year re-offending rate across the various criteria of sexual, violent, and general offences.

The Edinburgh Offender Management Committee (OMC) has reviewed overall performance and has not identified any areas of concern or significant emerging trends that would be deemed business critical over the 2021-2022 (April to March 2022) period or that would affect future resource.

The number of Registered Sex Offenders assessed as posing a High Risk of Serious Harm continues to increase as seen in 2020-2021 – figure of 43, representing a 34% increase from Jan 2020. The following 12 month period to Jan 2022 – figure of 44 representing a 2% increase.

Complex workload via Level 2 Multi-Agency-Public-Protection-Arrangements (MAPPA) cases remains consistent.

Initial Notifications were completed on 9 occasions over the 2021–2022 period. This relates to Edinburgh based offenders re-offending sexually and an initial review taking place regarding circumstances and lead agency involvement. On all occasions the Lothian and Borders (L&B) Strategic Oversight Group (SOG) found no requirement to instigate either an ICR or SCR. Of note all incidences did not meet the criteria of serious harm.

MAPPA 2 Guidance went live in March 2022.

CJSW continue to utilise E-Safe across Edinburgh and L&B, enabling them to manage more effectively those considered as posing a risk of serious harm. E-Safe will provide remote monitoring software to be installed on appropriate electronic devices, of those people CJSW assess as posing a risk of serious harm and who are subject to a post-release license, with conditions instructing the monitoring software to be installed. This monitoring will support risk management strategies.

Edinburgh Sex Offender Policing Unit (SOPU) provided inputs and guidance to CJSW partners in regard to inspection of offender's devices and usage of same. This can be replicated for new staff if required.

The Council and its Social Housing Partner landlords continue to work well together to support survivors/victims of domestic abuse, with a focus on early intervention and accommodation choices. Several women/families have been supported to remain in their current accommodation with safety measures having been put in place by Housing Property Services, while many have been supported to move to alternative tenancies through management transfers across the Social Housing partner landlords. Scottish Government has announced that it intends to lay down the regulations as agreed in the Domestic Abuse (Protection) Act 2021 (by summer 2022) whereby the Scottish Secure Tenancy agreement will be amended to allow Councils and Registered Social Landlords to evict perpetrators of domestic abuse from joint tenancies, ensuring that the victim/survivor can remain in that tenancy as the sole tenant. The expansion of the Equally Safe Edinburgh Committee has been much welcomed, allowing housing to strengthen partnership working regarding violence against women and girls. The existing Domestic Abuse Housing Policy (May 2020) will, as a result, be reviewed with the intention of developing an Equally Safe Housing Policy, to ensure that all areas of violence against women and girls are included and appropriate housing solutions and interventions are developed in response.

RESOURCES

While the financial effects of the pandemic lessened somewhat relative to the previous year, these impacts continued to be significant in 2021/22. The net cost to the Council during the year, including exposure through its Arm's-Length External Organisations (ALEOs), was some £25.5m. The largest single contributors were a reduction in parking income, net of enforcement costs, of £6.8m, the loss of the Lothian Buses dividend of £6m, additional homelessness expenditure of £5.2m and further support for Edinburgh Leisure of £5m.

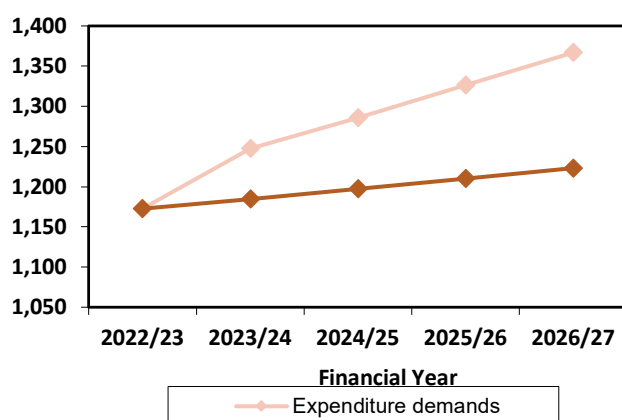
Given the scale of these impacts, elected members continued to consider regular financial monitoring reports during the year and through a combination of savings in both service area and corporate budgets, a provisional underspend of £3.9m was achieved. This position was also delivered without the planned level of drawdown from reserves, providing an additional contingency against the on-going expenditure and income impacts of the pandemic.

Looking forward, to enhance the Council's resilience against these longer-lasting implications, the 2022/23 budget set aside a further £25m, alongside sums to address other new liabilities such as an increase in employer's National Insurance rates effective from April 2022. Following the receipt of additional funding as part of the Scottish Budget's Parliamentary consideration, the budget also included £10m of additional investment in the Council's key priorities.

2023/24 and future years

The Council continues to face significant financial challenges resulting from increased demand for services, inflation, legislative reform, and increased citizen expectations, as well as the continuing financial impacts of the pandemic. These factors are set against a backdrop of core grant funding (accounting for around three quarters of the Council's overall income) that is not keeping pace.

While the Council has approved a balanced budget for 2022/23, it faces significant financial challenges going forward. Current projections indicate a need to deliver at least £63m of recurring savings in 2023/24, increasing to £144m over the five-year period to 2026/27 as shown in the chart below.



Since 2012/13, the Council has delivered over £380m of recurring annual savings, equivalent to more than a third of our current budget. These savings have mainly been delivered through a combination of making our processes more efficient,

improving our procurement practices and use of buildings, effective treasury management and raising more income where we can. Given the scale of these savings, however, the ability to make further incremental savings is correspondingly limited. There has, in recent years, also been an unsustainable reliance on savings from non-service budgets.

The urgent need to initiate a structured medium to longer-term savings programme was highlighted in both the Council's Best Value Assurance Report and the external auditor's report for 2020/21. In recognising this urgency, Directorates have been asked to develop potential options, captured by means of a standard template detailing service and performance impacts, risks and dependencies, with reference to the priorities set out in the Council's business plan. These proposals will be subject to a process of co-design between the incoming administration and officers and form the basis of public consultation in Autumn 2022. Given the extent of the challenge noted above, members will likely need to make increasingly difficult choices about the Council's priorities, including considering service reductions, across all service areas to maintain expenditure in line with available income.

Demographic investment

In recent years, budget planning in the Council has provided significant protection to social work services, as well as for other priorities, such as schools. The Council's long-term financial plan continues to provide, through full pass-through of sums received from the Scottish Government, for additional funding to meet the growing needs for care services from the increasing number of older people in the population, particularly those over the age of 85, and increasing numbers of people with learning and physical disabilities due largely to greater longevity.

Funding is also provided for a growing number of children and young people, the level of which is adjusted, as appropriate, for preventative investment in early years activity and by actions intended to reduce the increase in the number of looked-after children.

WORKFORCE

The Chief Social Work Officer-sponsored Edinburgh Local Practitioner Forum (ELPF) has been restricted by the impact of the Covid-19 pandemic, as such it met virtually on only one occasion over 2021-2022. The ELPF continues to offer opportunities for operational colleagues to reflect on their practice, discuss service developments across the city and how these will impact on their day-to-day work. The ELPF maintains an online presence via a Microsoft Teams Group and encourages participation from voluntary sector workers, front line workers, senior managers, and social work students.

The number of subscribers to the ELPF's Microsoft Teams Group currently sits at 31. This is used to maintain engagement with practitioners and professionals, and to supplement traditional email and face-to-face contact opportunities. The Microsoft Teams Group allows us to post the dates of upcoming meetings and copies of the agendas and presentations used, as well as sharing any other events of interest.

The March ELPF virtual meeting discussed the National Care Service for Scotland. There were inputs from Keith Gardner (Community Justice Scotland), Karin Heber (Scottish Association of Social Work) and James Maybee (Social Work Scotland).

The current co-chairs of the Practitioner Forum remain as Andrew Reeves (Social Worker - Marie Curie), Lynne Blanchfield (Children and Families Social Worker), Heidi Watt (Social Worker - Drug Treatment and Testing Order Team), David Orr (Team Leader - Young People's Service) and David Carter (Team Leader – Children's Services). Lauren Moore one of the ELPF previous Co-chair's stepped down in March 2022 to pursue her PhD. The ELPF would like to wish her all the best with her studies and hope to have her back to the forum in the future as a guest speaker.

With regards to forthcoming events for 2022/3, one of the topics which the ELPF is keen to explore further with practitioners is that of Gender Identity and the way in which social work practice may be required to shift and to adapt to accommodate changing social norms and trends.

The ELPF are always keen to hear from anyone interested in becoming more involved with the ELPF and any notes of interest can be emailed to localpractitionerforum@edinburgh.gov.uk.

Workforce Planning

Through the EHSCP transformation programme, an inaugural workforce strategy, 'Working Together', has been developed to ensure that the Partnership has a skilled and capable workforce that can deliver 'a caring, healthier and safer Edinburgh'. The strategy focuses on the Partnership's workforce across the City of Edinburgh Council and NHS Lothian as well as recognising the invaluable contributions of those we work with, such as unpaid carers, volunteers, and those in the third and independent sectors.

'Working Together' was developed through workshops, staff surveys and focus group activity, which in turn helped to identify key themes, commitments, and actions necessary for the successful delivery of the EHSCP workforce strategy. 'Working Together' is also informed by demographic and projected demand information which highlights the need for short-term as well as mid-term and long-term goals to be achieved to meet the challenges faced.

The next step is for the working together strategy to progress to implementation, with wider communication over strategy and delivery groups beginning in 2022/23.

Children's services - Workforce planning – Organisationally Children's Services are in a period of personnel changes with a number of very experienced staff retiring, particularly Team Leaders. Along with other Local Authorities, Edinburgh has had increasing recruitment challenges as there is a shortage of care staff across the country. Children's services are looking at succession planning, staff retention and support for the workforce as part of the ongoing Covid recovery planning.

The service is supporting its teams to transition from working predominantly from home to a return to offices with a blended/ hybrid working arrangement.

[Preparing operational social care colleagues for SSSC registration:](#)

Scottish Vocational Qualification (SVQ) in Social Services and Health Care and Children and Young People Services: The Learning and Development Team continue to monitor and respond to the qualification and professional registration needs of support workers, practitioners, supervisory managers, aspiring managers, and registered managers across the departments of Health and Social Care and Communities and Families.

2022 has seen continued engagement with Modern Apprenticeships (MAs) in Social Services and Healthcare and Social Services (Children and Young People) at SCQF6 and SCQF7. In addition, in 2022, we are piloting the delivery of Technical Apprenticeship (TA) at SCQF9, with The City of Glasgow College. Over 25 senior practitioners, who have been identified as potential future leaders, have applied for and are now engaged in, this demanding programme of study and assessment.

The SVQ and MA programmes are delivered by several FHE providers on behalf of the Council. This currently includes Fife College, Borders College, West Lothian College, Edinburgh College, Training for Care and The City of Glasgow College.

The funding for MAs comes directly from Skills Development Scotland, and this means that essential qualifications can be delivered cost-free to colleagues who need the qualification and who meet the eligibility criteria.

The MA model relies on the creation of a strong network of support being provided to the MA candidate. Each MA/TA candidate must have the support of a workplace Mentor as well as the SVQ Assessor. In the first full year of delivering MAs, that have seen some very encouraging results and strong engagement from teams.

FHE providers have continued to adapt their approach to the delivery of vocational qualifications within care settings. They are now adept at working remotely with

candidates and programme delivery and administration have continued smoothly and without disruption. Tentative steps towards the resumption of more traditional face-to-face assessment activity have been seen since spring 2022.

Active Candidates SCQF6: April 2021 21-March 2022		Completed Candidates SCQF 6: April 21-March 2022	
Fife College	6	Fife College	10
Borders College	14	Borders College	23
Training for Care	14	Training for Care	6
Edinburgh College	1	Edinburgh College	0
Total	35	Total	39
Active Candidates SCQF7: April 2021 21-March 2022		Completed Candidates SCQF 7: April 21-March 2022	
Fife College	0	Fife College	0
Borders College	35	Borders College	22
Training for Care	22	Training for Care	6
Edinburgh College	0	Edinburgh College	8
Total	57	Total	36

Preparing our Leaders for SSSC registration

As well as preparing operational team based colleagues for their registration, Learning and Development has worked with Supervisory and Registered Managers who need to achieve an SQA accredited qualification to support their professional development and SSSC registration.

Training for Care have continued to deliver the Professional Development Award (PDA) Health and Social Care Supervision (SCQF7) on behalf of the Council during 2021/22. The online delivery model continues to work well for our managers and the last two intakes have had very positive outcomes.

PDA Health and Social Care Supervision (SCQF7)		
Start Date	Delegates	Completions
Feb 2021	12	12
Sept 2021	7	7
March 2022	9	TBC

Following a quick quote process, West Lothian College, will deliver two more PDA programmes in Autumn 2022 and early 2023.

Smaller numbers of Registered Managers are provided with fully funded access to the Level 9 and 10 SVQ Leadership qualifications that they require for their SSSC

Registration conditions. These qualifications are provided through West Lothian College.

In addition, in 2022, Learning and Development worked closely with colleagues in the Council’s Modern Apprenticeship Team to secure a provider, able to help us to pilot the delivery of Technical Apprenticeships in Social Services and Healthcare and Social Services (Children and Young People) at SCQF 9. The target audience for this pilot are aspiring future-managers (currently in senior practitioner roles) and the FHE provider who will deliver on behalf of the Council is The City of Glasgow College.

Active Candidates SCQF9/10: April 2021 21-March 2022		Completed Candidates SCQF9/10: April 2021 21-March 2022	
West Lothian College	2	West Lothian College	3
The City of Glasgow College	22	The City of Glasgow College	0
Total	24	Total	3

Providing Continuous Professional Development opportunities to the Edinburgh Health and Social Care Partnership workforce

The Higher National Certificate (HNC) Social Care supports students to explore Social Care Theory, Health, Wellbeing and Safeguarding, Care in Contemporary Society and Lifespan Development. The 2019/21 class moved to an online delivery model, and this has proved extremely effective. This class has now concluded their studies with an almost 100% success rate.

Following procurement activity, Fife College, have been commissioned to deliver two HNC intakes in September 2022. This will allow for over 40 support workers and practitioners to engage in a two-year programme of study. One intake will be specifically geared towards staff working in disability services, and the other will be open for applicants from all other EHSCP settings.

HNC Social Care: Fife College	
Intake 2019-2021	24
Candidate Withdrawn	3
Candidate completion	21

Essential Learning for Care Programme

Essential Learning for Care Programme (ELCP) has been developed so that Edinburgh Health and Social Care Partnership colleagues can complete the essential learning requirements for their role relatively soon after their commencement in post. The opportunity to have periods of protected time for learning supports the development of a workforce which is competent, confident, and valued.

The essential learning provision that was put in place in response to the pandemic is continuing.

Learning and Development are working with managers to review role-specific learning to ensure that what is provided is current and meets the needs of colleagues working in care roles. This also involved providing refresh training in manual handling to the majority of Care Home, Disability, ATEC 24 and AHP colleagues.

Learning and Development is working closely with Support Works and Homecare to roll out a full programme of refresh manual handling for front line colleagues who require this for their role, those working with people and those working with loads. An NHS Pharmacist is working on the roll out of medications training to colleagues in Care Homes and Disability Services and they have instigated a full programme of refresh training for staff in Homecare. They are working with other NHS Pharmacists to build the capacity of provision and extend the opportunities for training across key services.

[Postgraduate Certificate in Advanced Professional Studies \(Mental Health Officer Award\)](#)

The University of Edinburgh (UoE) delivers this qualification to nominated social workers from each local authority within the East of Scotland Partnership. The City of Edinburgh Council is one of those local authorities and each year nominate up to six social workers from across Children's Services, Edinburgh Health and Social Care Partnership and Criminal Justice Services to attend the six month part-time modular Mental Health Officer (MHO) certificate. The trainee MHOs are released from their posts for the six months duration of the course to be able to focus on their studies. The East of Scotland Partnership Group appoint an MHO Programme Co-ordinator to work with the lead Senior Lecturer in the University of Edinburgh to deliver the MHO Programme. On successful completion of the MHO Award the Chief Social Work Officer appoints newly qualified Mental Health Officers to the rota to provide MHO duty cover across the City of Edinburgh.

[2021 cohort completions](#)

In June 2021, five colleagues who had been undertaking the Mental Health Officer Award from December 2020, all successfully completed their awards. Four of these colleagues work within the Health and Social Care Partnership and one within Children's Services. This was a great achievement given these colleagues whole period of study coincided with the pandemic and their achievements allowed them all to meet the requirements for appointment as a Mental Health Officer and to join the Mental Health Officer (MHO) duty rota.

[2021 to 2022 cohort commencements](#)

Four colleagues were successfully recruited to the programme in 2021, all from the Edinburgh Health and Social Care Partnership. These colleagues started their course of study in December 2021, and they were joined early in 2022 by a colleague from Children's Services. This cohort are currently in the process of completing their final placements to allow them to qualify so that they can join the MHO duty rota.

Practice Learning

The City of Edinburgh Council is committed to the SSSC Codes of Practice for Employers and the understand that: *As a social service employer, you must provide learning and development opportunities to enable social service workers to strengthen and develop their skills and knowledge and this includes contributing to the provision of social care and social work education and training, including effective workplace assessment and practice learning.*

In total there were 20 student social work placements offered over the period April 21 to March 22. This was a slight increase on the previous year but significantly lower than pre-covid years. There have been many factors which have affected this reduction such as a high vacancy rate, resulting in a high number of Newly Qualified Social Workers (NQSW) being appointed; over the last two years the loss of many well-established Practice Educators; the increase in hours provided by Practice Educators needed to support a student whose placement is blended; and few opportunities to generate new Practice Educators due to a shortage in the availability of the Practice Learning (PL) course over this period.

There remains some areas of practice across Edinburgh where students are welcomed on a regular and consistent basis and their value is recognised. However, Learning and Development are working to consider how to develop this capacity to increase the number of placements hosted in the City of Edinburgh.

The placements offered over this period can be broken down: 2 Robert Gordon University placements; 4 OU placements; 3 Stirling University placements; 1 Napier University placement and 10 Edinburgh University placements. Most placements were offered in Children's Services (10), EHSCP offered 8 and Criminal Justice offered 2.

Although there has been a shortage of Practice Learning courses available over this period, the interest in practice learning has been sustained with 24 people embarking on the one-day link workers course, provided by the West Consortium. Napier University has started a Practice Learning course in January in which Edinburgh have placed nine practice learning candidates. City of Edinburgh Council is currently exploring options with regards to a new Practice Learning course (PDA10) in a partnership arrangement with surrounding local authorities and hope to have this course up and running later in 2022.

Newly Qualified Social Workers (NQSW)

This year saw the introduction of the NQSW Supported year scheme which began in August with the onset of a new cohort of NQSW's. Edinburgh secured a government grant to enable a trial of the year with the intent to be able to sustain the model going forward. Although we began with 34 NQSWs in July due to SSSC registration times 17 were included in the supported year pilot and 17 continued the previous CPL route. A pilot group of 17 NQSWs is currently taking place with the continued introduction of new workers to the scheme as they join the City of Edinburgh Council. This inclusion of all new social workers onto the scheme will ensure sustainability of the supported year going forward. Thirteen additional NQSWs have joined the scheme.

In summary the NQSW supported year is made up of six core elements:

Induction: Includes more generic Council wide material, learning in the specialised area of practice and the NQSW core learning. Although aspects of learning will vary this is a well-established practice in Edinburgh. The NQSW core programme combines presentations (delivered by different speakers from various areas of specialism), allows time for small group discussions and larger group involvement. The sessions are interactive and inclusive for all, delivered on half days and take place over an extended period (12 weeks) supporting the initial stages of protected learning time.

Protected learning time: As a minimum requirement, NQSWs who are working full-time get the equivalent of a half day per week protected learning time during the NQSW supported year. This is being negotiated clearly as part of caseload management. The pattern of protected learning time is determined by individual and service needs.

Professional supervision: This is carried out by a qualified social worker and includes a more reflective style of supervision. This is something Edinburgh tend to do well and little guidance or change in style of supervision has been necessary. SSSC offered a short supervision course for any manager on the pilot scheme, and it was taken up by more than half of the managers on the pilot and those who joined later.

Professional development: The NQSW provides an independent learning plan (although not all universities have designed this yet) and there are three professional discussions between the NQSW and their line manager: initial, midway and at the end of a year to discuss and evaluate learning achieved and to identify future learning. This is a new system which has been introduced and consideration needs to be given to aligning it better to the current conversations model adopted in Edinburgh.

Continual professional learning: Matching learning opportunities to the standards and the original individual learning plan. The NQSW is encouraged to think of learning opportunities which can be accessed daily such as experiential learning, self-directed study, and research.

Protected caseload: It is good practice to ensure that NQSWs are given a protected caseload to allow for learning and reflection to take place. General discussions with the managers on the pilot scheme suggest that a benchmark to work to would be two thirds of a more experienced workers caseload. The need to support NQSWs in the higher tariff work of adult and child protection must be closely monitored and the NQSW must be introduced slowly and feel fully supported in all aspects of this practice.

Peer support & Mentoring: Mentors have been identified for most of the NQSWs on the pilot scheme and later arrivals to the supported year. The mentors have undertaken a short course which identifies the role and responsibilities of the mentor and mentee (NQSW) and explains the supported year. Peer support groups for the NQSWs have been offered also.

Overall, Managers welcome this approach and although some have expressed their concern over increased time needed for the new paperwork, they appreciate the value in supporting our new workforce to ensure that they are feeling supported through their first year in practice.

Pride in Practice

In addition to the Edinburgh & Lothians Practitioner Forum, colleagues from Children's Social Work, within Education and Children's Services, had been intending to present at a national Pride in Social Work Practice event in 2020 this was postponed indefinitely because of the Covid-19 pandemic. The City of Edinburgh practitioner group rallied together, with the support of Learning and Development Consultants to keep the concept alive by locally planning and delivering opportunities on MS Teams for Children's Social Work staff to meet and celebrate imaginative, engaging and family-focused practice. As a result, there have been two extremely successful events.

The first event took place in September 2021 with a focus on adaptive approaches to engaging with families through the pandemic. Three practitioners gave short, informative inputs on their experiences of working flexibly during the varying circumstances of the lockdown and the learning they had taken from these opportunities. This led on to small group reflection with all the practitioners who took part in the event.

Following on from the success of the first event, a group of speakers and supporters who had taken part went on to arrange a further opportunity to learn and reflect on positive practice. A group of around ten practitioners, made up of Children's Social Workers, Social Work Assistants, and supported by a Team Leader and Practice Team Manager, put together a further morning event on MS Teams, exploring the complexities of helping Looked After children to spend quality time with their family members. This included supporting another three practitioners to speak about facilitating contact arrangements with birth parents, brothers, sisters, and children's wider informal networks. As a result, there was lots of discussion about children's rights, the use of language and how best to offer whole family support within the group reflection times.

These events have come at an excellent time when embedding The Promise Fundamentals and Children's Rights, more generally, across the local authority and Children's Partnership. The two events were attended by around 120 Social Work Practitioners from across the service and staff particularly valued the chance to focus on strengths, rather than challenges, areas of development or policy change. Some staff members commented:

"Thanks to Pride in Practice Edinburgh for a really stimulating 2 hours about Positive Practice, inspirational & very relevant."

"Thank you for the really thoughtful presentations, a lot to think about regarding our practice."

"It was great to see passion and commitment come alive in this very special event."

The Pride in Practice working group is continuing to grow and would especially welcome representation from across the teams and services. Children's Social Work Practitioners can become involved in planning and facilitating future events or by noting an interest to speak about their own practice, with suggested topics such as, children and young people's participation; direct work with children; and child-centred meetings in the pipeline for over the next year.

[Corporate Parenting and Continuing Professional Learning for Residential Staff](#)

Residential Care Workers and their Managers have been undergoing an update to their Child and Adult Protection learning, in line with their Continuing Professional Learning needs and Inspections. This has resulted in a range of learning opportunities and ongoing discussions about Essential Learning. There is increased interest in Contextual Safeguarding, the needs of young adults who stay in care placements longer because of Continuing Care legislation. Services are also having to adapt to both the developments, benefits and risks posed by young peoples' lives being increasingly shared online through social media.

Learning and Development's role in supporting the workshops and training sessions goes together with the roles of the newly appointed Corporate Parenting Lead and the Participation Workers. The service is in the process of developing a new Corporate Parenting digital learning package that will be available to everyone who works for the City of Edinburgh Council to better understand the part they play with our Care Experienced young people. This work fits well with the organisational efforts to embed The United Nations Convention on the Rights of the Child and The Promise Fundamentals into the Children's Partnership, which will be ongoing in months to come.

COVID-19 – IMPACT AND RECOVERY

As highlighted earlier, 2021/22 continued to be a challenging year for the health and social care system as restrictions eased but covid cases remained high. This resulted in staff shortages, increasing demand from residents with increasingly complex needs, and ongoing difficulties in recruitment. These system pressures were also reflected nationally and many of these pressures are not new although they have been exacerbated by the EU exit and the covid pandemic.

As a result of these pressures being felt across the country, in early November 2021, the Scottish Government (SG) allocated additional funding of £300m across Scotland for the remainder of the financial year. Using the Partnership's share of this funding, the IJB agreed a programme of investment, framed to reflect the priority areas identified by the SG as well as supporting sustainability beyond the immediate crisis. This included investment in interim care beds, initiatives to increase capacity within the care at home sector and multi-disciplinary team working.

Alongside supporting recruitment efforts, the Partnership used the One Edinburgh approach to optimise the provision of existing packages of care. A command centre was established, and dashboards developed which use regularly updated data to inform service provision improvements. Current provision and unmet need across the city were regularly reviewed to identify where providers could work collaboratively to achieve greater efficiency in provision, following consultation with service users. A further part of work to optimise current capacity is through the creation of a dedicated team to review existing packages of care and look for alternative means of providing the support people require to maintain their independence; for example, through the support of local community partners or the provision of telecare/community equipment.

In children's services a well-established learning culture both in the children's social work service and in the wider multi-agency partnership continues to exist. The Promise Delivery Group have begun to engage in developing children's services practice, across all agencies working with Edinburgh's children. Children's services have also continued to promote a restorative and strength's based practice approach. Safe and together practice is continuing to be further developed particularly in relation to circumstances of domestic abuse connected to child protection.

Locality Operational Groups (LOGs) and the joint Voluntary sector and Council Covid Task Force have continued to support vulnerable children and their families. This has helped develop new and creative ways to problem solve together and overcome obstacles for service delivery because of Covid restrictions. 48 workers, a mix of Council and voluntary staff meet each week, 12 in each of our four localities to share learning and to problem solve. The LOGs have been operational since April 2020, and this approach has strengthened the partnership between the Local Authority and the voluntary sector.

There has been a wide range of activities linked to the LOGs regarding parenting support and various work groups are looking at different aspects of early help. This

will help inform us in developing a clearer City wide approach to parenting support and early help.

The LOG's feed real time learning to the Task Force, which then feeds into the Children's Partnership and the Child Protection Committee.

The employment of a dedicated post holder to co-ordinate school holiday opportunities for children affected by a disability and their families has been a key development in Edinburgh during the pandemic.

The challenges faced in the pandemic have moved in 2022 to challenges of supporting Ukrainian families fleeing from the invasion of Ukraine and settling in Edinburgh. These challenges are now being further impacted by a cost of living crisis, exacerbating the levels of poverty experienced by too many people in Edinburgh. Despite a significant amount of work by the Council to mitigate poverty – as evidenced by the Poverty Commission and resultant workplan – the levels of inflation and energy prices will mean that the coming year will see demand for support and assistance from services reach unprecedented levels.

Appendix 1

Appendix 1 - Public Protection Strategic Partnerships and Monitoring Arrangements

Diagram 1 – Strategy and planning groups

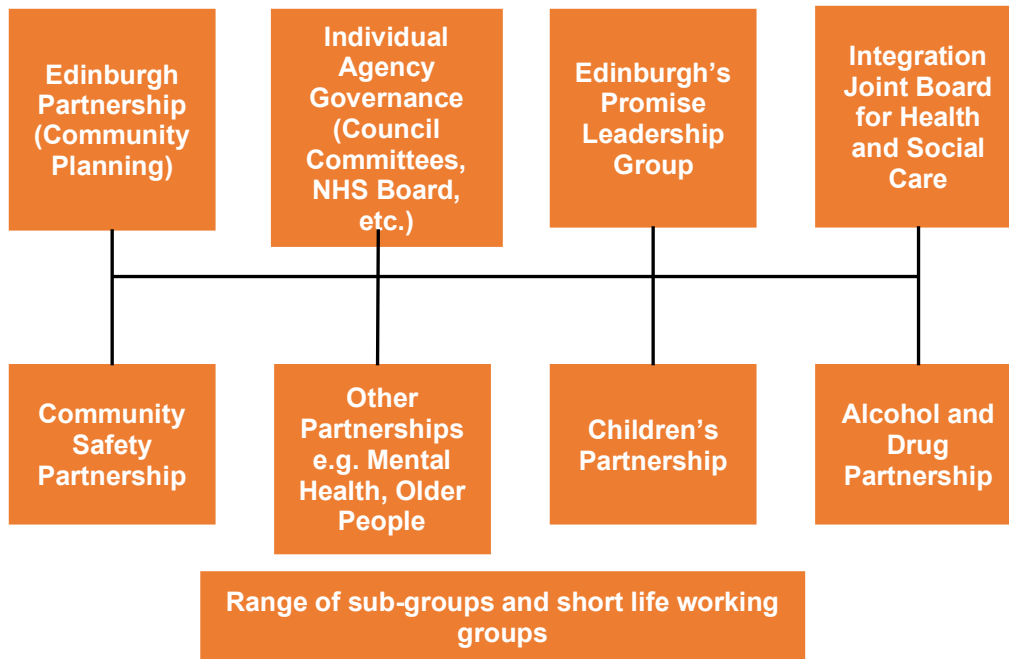


Diagram 2 – Public protection groups



Appendix 2 – Statutory Complaints Analysis

Children and Families

These are the first figures to be produced following the new Complaint Procedures going live on 1 April 2021.

There are no clear patterns emerging, other than perhaps that Covid19 has had a significant impact upon the service, and the ability to manage the complaints in a timely manner due to staff absences. In fact, the figures for each quarter are quite different, this is realistic in terms of the issues that prompt people to submit complaints.

There have been a number of unusual complaints due to events and subsequent media coverage which have clearly prompted people to come forward. These have included: The Scottish Child Abuse Inquiry; The Sean Bell Inquiry; Media attention on forced adoptions; adoption allowances which were not supported by legislation and needed to be changed.

The SPSO made enquiries about our responses to two complaints during this year, on each occasion they decided not to launch an investigation.

1 April – 30 June (Q1),

- **Complaints received in this period:**
- FR x 6; Stage 2 x 5
- **Complaints closed in this period –**
- FR x 7; Stage 2 x 3
- **Complaints closed – outcome**
- FR: Upheld x2; not upheld x6
- Stage 2: Partially upheld x1; not upheld x2
- **Number of extensions –**
- FR: on time x4; extension x 3
- Stage 2: on time x 2; extension x1

1 July – 30 September (Q2),

- **Complaints received in this period:**
- FR x5; Stage 2 x 9
- **Complaints closed in this period**
- FR x 4; Stage 2 x 3
- **Complaints closed – outcome**
- FR: Not upheld x 4
- Stage 2: Upheld x 1; Partially upheld x1; Not upheld x1
- **Number of extensions –**
- FR: on time x 2; extension x2
- Stage 2: extension x 3

1 October – 31 December (Q3),

- **Complaints received in this period**
- FR x15; Stage 2 x 13
- **Complaints closed in this period –**
- FR x 2; Stage 2 x 12
- **Complaints closed – outcome**
- FR: Upheld x2; Not upheld x2
- Stage 2: Upheld x2; Partially upheld x 4; Not upheld x6
- **Number of extensions –**
- FR: on time x2; extension x2
- Stage 2: on time x4; extension x 8

1 January – 31 March (Q4)

- **Complaints received in this period**
- FR x 19; Stage 2 x10
- **Complaints closed in this period –**
- FR x16; Stage 2 x 5
- **Complaints closed –**
- FR: Upheld x 5; Partially upheld x 3; Not upheld x5; Resolved x4
- Stage 2: Partially upheld x 1; Not upheld x 4
- **Number of extensions –**
- FR: on time x10; extension x6
- Stage 2: on time x 3; extension x 2

EDINBURGH HEALTH AND SOCIAL CARE PARTNERSHIP

Within the Edinburgh Health and Social Care Partnership, there continues to be an integrated complaints team. This team provides a joint approach to the management of complaints for all services within the partnership. For the purposes of this report, the following information is based on social care complaints only.

During 2021/2022, the number of social care complaints managed as a Stage Two in the partnership was 52. This represents a decrease of 28% on the previous year.

In addition, 70 complaints were completed at Stage One (frontline resolution); this represents an increase of 25%.

113 enquiries were responded to, and 10 compliments were recorded.

Timescales for Stage Two Complaint Investigations:

In 2021/22, Edinburgh Health and Social Care Partnership formally responded to 52 Stage Two complaints. 8 (15%) were responded to within the 20 working day target or within an agreed extension; 44 (85%) did not meet these targets.

Outcomes:

Of the complaints investigated at Stage Two, 5 (10%) were upheld; 31 (60%) were partially upheld; 13 (25%) were not upheld.

From 1 April 2021, the SPSO introduced a new complaint outcome, 'resolution'. We are now able to resolve a complaint by agreeing what action to take with individuals, without the requirement to reach a decision as to whether the complaint should be upheld or not upheld. In 2021/22, 3 complaints were resolved (5%).

Complaint Trends:

Of the 52 Stage Two complaints, 36 were either upheld or partially upheld. 30 of these were reported in locality teams:

- North East: 4
- North West: 9
- South East: 6
- South West: 11

6 Stage Two complaint were reported across miscellaneous services.

The top three themes around upheld or partially upheld complaints were:

- Delayed package of care
- Decision of Locality Teams
- Staff attitude

It should be noted however, that many complaints have several themes.

Service Improvements:

All Stage Two complaints with an outcome of upheld or partially upheld continue to have an accompanying improvement plan. The improvement plans are the responsibility of the locality or service to ensure identified actions are implemented and learning from complaints is shared with the relevant teams.

An example of this was improvement action taken after a complaint about a motion activated wrist alarm not activating when the client fell. The investigation found that whilst it was not possible to guarantee the equipment would detect all falls, it was important that clients and their families were made aware of this. ATEC24 updated their written citizen alarm agreement to ensure that all relevant parties are now aware and informed, particularly when carers or family members may not be present during the installation visit.

Action was also taken when complaints were received in connection with decision-making by the Transport Allocation Group (TAG), and it was identified there was a lack of clarity about types of shared transport available, and physical distancing guidelines when using transport. Practitioner guidance is now issued to workers as part of the invite to the TAG meeting, explaining areas to be discussed and helping practitioners prepare, so that a decision is more likely to be reached at the first meeting. A 'Frequently Asked Questions' document has also been developed, setting out expectations for practitioners attending the TAG and the process for arranging transport once agreed.

Social Work Advice and Complaints have introduced new training to improve knowledge and practice around complaint handling within EHSCP. Training modules

have been developed internally by the service and include an introductory overview of the Model Complaints Handling Procedure and Stage 1 Frontline Resolution, and a secondary module which focuses on Stage 2 Investigations. The training started in early 2022 and will continue to be delivered to practitioners throughout the year.

Separately, some bespoke training sessions have also been provided on request to Health services requesting this support; for example, 2C Practice Surgeries and District Nursing Service.

Scottish Public Services Ombudsman:

If a complainant is not satisfied with the Stage Two response, they may request that the case be heard by the Scottish Public Services Ombudsman (SPSO), who can undertake an independent external review.

In 2021/2022, the SPSO made contact in relation to 8 complaints. 5 of these contacts were requests for information on the investigation and any relevant background information to the complaint (they refer to this process as Pre-Investigation); the outcome from all these Pre-Investigations was that they were satisfied with the findings and response, and they did not proceed to a full investigation.

Two of the contacts related to complaints from 2020/2021; due to the delay in the SPSO reviewing complaints, it can sometimes take over a year to receive their final decision. In both complaints, the decision was again that they were not proceeding to an investigation.

The final contact from the SPSO was also a Pre-Investigation, the outcome of which had not yet been received by 31/03/2022.

JUSTICE SERVICES

Summary Information:

During 2021/22, Justice Services received ten stage one complaints and no stage two complaints. A stage 2 complaint in the previous period was closed. No positive comments were received.

The level of complaints received is set against a background of the following service provision volume:

- 2,070 people were supported through open community orders by Justice Social Work Services. This represents a 10.6% increase from support given during 2020-21.
- Justice Services staff completed 1,516 social work reports to support decision making by the courts, representing a 45.6% increase in comparison to 2020-21.

Timescales for Stage Two Complaint Investigations:

In 2021/22 Justice Services responded to 60% of stage one complaints within agreed timescales. Justice Services responded to 100% of stage two complaints within the agreed timescale (submitted in 2020/21).

Outcomes

Of the complaints completed, none were upheld, three stage one's were partially upheld, six stage ones were not upheld and one stage two was not upheld. No stage one complaint was escalated to stage two

Complaint Trends:

We have managed more complaints at stage one, using frontline resolution in 2021/22. This has reduced complaints progressing to stage 2. The stage one complaint that was closed in 2021/22, was in respect of Willow Service and related to service provision.

Service Improvements:

There were two service improvements in 2021/22:

- Willow service should implement processes for service users to be heard if they no longer wish to receive services.
- Conversations regarding bed spaces are recorded on SWIFT.

SUMMARY:

The Council is committed to improving social work services for the people of Edinburgh and recognises that complaints are an important source of customer feedback. The following table sets out the number of social work complaints over the last three years dealt with as frontline resolutions (stage one); the number of complaints that required formal investigation (stage two); and the number of complaints referred to the Scottish Public Services Ombudsman (SPSO). Along with responding to complaints the Council also respond to enquiries made by the public, and by elected members (MPs, MSPs and Councillors) on behalf of their constituents.

	2019/20	2020/21	2021/22
Stage One Frontline Resolution			
• Edinburgh Health and Social Care Partnership	76	56	70
• Communities and Families	35	46	54
Stage Two Investigation			
• Edinburgh Health and Social Care Partnership	37	67	52
• Communities and Families	45	23	38
Scottish Public Service Ombudsman (SPSO)			
• Edinburgh Health and Social Care Partnership	1	10	8
• Communities and Families	2	0	0
Enquiries			
• Edinburgh Health and Social Care Partnership	95	125	113
• Communities and Families	34	8	-

Data is also recorded by Edinburgh Health and Social Care Partnership regarding positive comments made by the public.

	2019/20	2020/21	2021/22
Positive Comments			
• Edinburgh Health and Social Care Partnership	11	22	10

Appendix 3: Care Inspectorate Inspections 2020/21

CS Number	Service Name	Quality Framework Evaluation	Latest Grading	Inspection Date
CS2016345165	Royston Court Care Home for Adults	How well do we support people's wellbeing?	3 - adequate	09-Apr-21
		How good is our leadership?	3 - adequate	
		How good is our staff team?	Not assessed	
		How good is our setting?	Not assessed	
		How well is care and support planned?	3 - adequate	
		How good is our care and support during the COVID-19 pandemic?	4 - good	08-Feb-22
CS2009233011	Inch View Care Home for Adults	How good is our care and support during the COVID-19 pandemic?	4 - good	11-May-21
CS2003010953	Crane Services Offender Accommodation Service	How well do we support people's wellbeing?	5 - very good	11-Feb-22
		How good is our leadership?	Not assessed	
		How good is our staff team?	5 - very good	
		How good is our setting?	Not assessed	
		How well is care and support planned?	5 - very good	
CS2003010927	Drylaw Young Peoples Centre	How well do we support people's wellbeing?	4 - good	15-Feb-22
		How good is our leadership?	3 - adequate	
		How good is our staff team?	3 - adequate	
		How good is our setting?	4 - good	
		How well is care and support planned?	5 - very good	

Appendix 4: City of Edinburgh Council - Workforce Registered with the Scottish Social Services Council as at 13/07/2021

Register Part	Number of Registrants
Combined Register part 1 (Managers in a Care at Home and Housing Support Service)	15
Combined Register part 4 (Supervisors in a Care at Home and Housing Support Service)	114
Combined Register part 5 (Workers in a Care at Home and Housing Support Service)	831
Managers in Housing Support Services	6
Managers of a Care Home Service for Adults	8
Managers of a Day Care of Children Service	24
Managers of a Residential Child Care Service	7
Managers of an Adult Day Care Service	7
Managers of Care at Home Services	4
Practitioners in a Care Home Service for Adults	126
Practitioners in Day Care of Children Services	1285
Residential Child Care Workers	286
Residential Child Care Workers with Supervisory Responsibilities	35
Social Work Students	0
Social Workers	816
Supervisors in a Care at Home Service	12
Supervisors in a Care Home Service for Adults	59
Supervisors in Housing Support Services	25
Support Workers in a Care Home Service for Adults	211
Support Workers in a Day Care of Children Service	318
Support Workers in Housing Support Services	143
Support Workers in a Care at Home Service	58
TOTAL COUNCIL WORKFORCE REGISTERED	4390

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Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Headteacher Recruitment Process for all Schools

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to
 - 1.1.1 Approve this Recruitment Process for the appointment of all new, permanent Headteachers to The City of Edinburgh Council.

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

Headteacher Recruitment Process for all Schools.

2. Executive Summary

- 2.1 This paper sets out the recruitment process for all new, permanent Headteacher posts across the City of Edinburgh Council.

3. Background

- 3.1 The recruitment of Headteachers across Early, Special, Primary and Secondary schools requires a consistent and uniform approach to ensure an equitable process for all applicants, while also ensuring the involvement of our school communities. This paper sets out a clear framework for the recruitment of all new, permanent Headteachers to The City of Edinburgh Council, across all sectors and equally to internal and external job applicants.

4. Main report

- 4.1 The recruitment and selection procedure for a Head Teacher will normally be completed in one school term. The Schools & Lifelong Learning Senior Manager will be responsible for leading the procedure but can delegate to another Senior Education Manager.
- 4.2 The composition of interview panels across each sector is detailed in Appendix 1. The same two parents should be involved in both the long and short leet interviews. Peer Head Teachers from the appropriate sector are involved only at the long-leet interviews.
- 4.3 Where a Parent Council is established (or a group of parents if no Parent Council exists), that Parent Council will be involved in the appointment of the Head Teacher at that school, working with the Senior Education Manager to help inform the person specification and interview questions for candidates. The Parent Council will nominate two trained members to participate in the screening process, long-leet and short-leet interviews.
- 4.4 All Head Teacher vacancies will be advertised through MyJobScotland. Screening for long-leet interview candidates will be undertaken by Council Officers, the Peer Head Teacher and nominated Parent Council members, who will identify appropriate

interview questions. These will include an equalities question at either the long-leet or short-leet interviews.

- 4.5 Candidates applying for posts in Roman Catholic Schools must seek and receive approval from the Archdiocese of St Andrews and Edinburgh before they can take up post. Long-leet candidates must confirm with the coordinating officer that this approval has been granted before interview.
- 4.6 Long-leet interviews will take place in school and comprise of a school walk-round, pupil engagement panel and six questions, the first question being the candidate's School Vision under Edinburgh Learns for Life. At the end of these interviews, the long-leet panel will select candidates for short leet-interview and identify appropriate interview questions for short-leet interviews.
- 4.7 Short-leet interviews will comprise of an online 'assessment centre' comprising of three written leadership tasks, followed by the short-leet interview, which will take place at City Chambers or Waverley Court and comprise six questions.
- 4.8 If any panel member is unable to attend the short-leet interview, the Lead Officer will liaise with the appropriate Elected Member (as Chair), to seek a solution to enable the procedure to be concluded. Every effort will be made by the panels to reach an unanimously agreed decision. The Chair will have the casting vote in the event of a "hung panel". In the absence of Committee Members e.g. prior to election, a Senior Manager will step in to fulfil their role.
- 4.9 The short-leet panel will identify a nominated candidate and seek approval from the Director of Children and Families to progress with appointment, subject to any outstanding pre-employment checks.

5. Next Steps

- 5.1 Following Committee approval, the new recruitment process will be shared with all Head Teachers and Senior Officers.

6. Financial impact

- 6.1 There should be no financial impact from this process.

7. Stakeholder/Community Impact

- 7.1 Stakeholders and school communities will be actively involved in the recruitment process for the new Head Teacher of their local school.

8. Background reading/external references

n/a

9. Appendices

9.1 Appendix 1 – Interview Panel Composition

RECRUITMENT AND SELECTION PANEL COMPOSITION
HEAD TEACHER APPOINTMENTS

Sector	Stage	Panel Membership
Primary	Long-leet Interview	Locality Senior Education Manager (chair and lead) QIEM/QIEO (coordinator) Peer Head Teacher from Primary Sector (Denominational where appropriate) 2 Parent Council Members
	Short-leet Interview	Locality SEM QIM/QIO 2 Parent Council Members 2 Members of the Education, Children and Families Committee, (1 will chair) – 1 denominational representative as appropriate
Secondary	Long-leet Interview	Locality Senior Education Manager (chair and lead) QIEM/QIEO (coordinator) Peer Head Teacher from Secondary Sector (Denominational where appropriate) 2 Parent Council Members
	Short-leet Interview	Locality SEM QIM/QIO 2 Parent Council Members 2 Members of the Education, Children and Families Committee, (1 will chair) – 1 denominational representative as appropriate
Early Years	Long-leet Interview	Locality Senior Education Manager (chair and lead) QIEM/QIEO (coordinator) Peer Head Teacher from Early Years Sector (Denominational where appropriate) 2 Parent Council Members
	Short-leet Interview	Locality SEM QIM/QIO 2 Parent Council Members 2 Members of the Education, Children and Families Committee, (1 will chair) – 1 denominational representative as appropriate
Special	Long-leet Interview	Locality Senior Education Manager (chair and lead) QIEM/QIEO (coordinator) Peer Head Teacher from Special Sector (Denominational where appropriate) 2 Parent Council Members

Appendix 1 – Interview Panel Composition

	Short-leet Interview	Locality SEM QIM/QIO 2 Parent Council Members 2 Members of the Education, Children and Families Committee, (1 will chair) – 1 denominational representative as appropriate
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Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Establishment of the City of Edinburgh Council Corporate Parenting Board

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Agree the need for a dedicated Corporate Parenting Board whose task it is to monitor and further improvements for Edinburgh's Care Experienced Community
 - 1.1.2 Agree that the Convenor of the Education, Children and Families Committee be appointed a member of the City of Edinburgh Council's Corporate Parenting Board
 - 1.1.3 Agree the membership and oversight structure of the proposed Corporate Parenting Board

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Emily Dempsey, Corporate Parenting Lead Officer

E-mail: Emily.dempsey@edinburgh.gov.uk

Establishment of the City of Edinburgh Council Corporate Parenting Board

2. Executive Summary

- 2.1 This report outlines the need for a Corporate Parenting Board within City of Edinburgh Council. It describes the previous monitoring and scrutiny arrangements in place, the need for this to be changed, and the proposed new structure.

3. Background

- 3.1 Corporate Parenting is a responsibility conferred on Scottish Public Bodies under the Children and Young People (Scotland) Act 2014. The Scottish Government states that all Corporate Parenting Bodies should strive for the best possible outcomes for their looked after children. This should be done through formal and local partnerships, with agencies working together to meet the needs of those in care as well as those who have left care. In 2003 City of Edinburgh Council established a Corporate Parenting Member Officer Group (CPMOG), which ran until March 2022.
- 3.2 In 2018 City of Edinburgh Council established a Champions Board, a group of Care Experienced Young People (referred to as Champions) and key stakeholders from the council and other partner agencies (referred to as Ambassadors).
- 3.3 There were attempts made for meaningful crossover between the two groups, but this proved difficult. The two groups functioned in a very different style and Champions reported finding the formal CPMOG hard to understand and engage with.
- 3.4 In March 2022 it was agreed by members of the CPMOG that the group was not functioning effectively. Members agreed that a new Corporate Parenting Board should be established following the elections in May 2022.

4. Main report

- 4.1 The Corporate Parenting Member Officer Group (CPMOG) was established in 2003, with a remit to -

- 4.1.1 establish a common understanding of the factors which lead to poor outcomes for looked after children
 - 4.1.2 agree a clear set of outcomes for looked after children
 - 4.1.3 set up a robust scrutiny mechanism of the outcomes for looked after children
 - 4.1.4 ensure that looked after children are considered in all policy initiatives
 - 4.1.5 have an overview of all recommendations in reports on looked after children
 - 4.1.6 ensure that looked after children are a high priority for all Council departments and partner agencies
 - 4.1.7 communicate with looked after children
 - 4.1.8 convey celebrations of success
 - 4.1.9 identify initiatives to progress the outcomes of looked after children
 - 4.1.10 support foster carers and kinship carers
- 4.2 Membership of the CPMOG in the last session was agreed as seven Councillors; one religious representative; two NHS representatives; one Police representative; one representative from the Champions Board (as co-chair).
 - 4.3 By March 2022 membership had grown beyond this to include 21 Council representatives (seven Councillors and 14 Officers) and seventeen representatives from partner agencies (including public and voluntary services). Invites were also extended to two Care Experienced Young People who were members of Edinburgh Champions Board.
 - 4.4 People involved in the CPMOG over the years have been passionate about supporting our Care Experienced community. They have attended regularly and brought about significant change to the way children and young people experience their services and support.
 - 4.5 In the time since the CPMOG was established, legislation, research and policy have progressed significantly.
 - 4.6 There is still a strong need to highlight inequalities experienced by those involved with the care system; but there is also a need to have a space where issues with moving practice on, or accessing necessary resources, can be brought, and solutions identified.
 - 4.7 The large number of invitees and the style of the meeting has led to a top-down model of engagement and consultation. Officers are asked to evidence what has been done from meeting to meeting, with little engagement between CPMOG members, or follow up regarding tasks, between meetings.
 - 4.8 The formal style of the meeting is prohibitive of ideas and thoughts being shared with ease, and the membership has become cumbersome and unwieldy.
 - 4.9 It is proposed that the CPMOG is renamed as the Corporate Parenting Board and is no longer held as a sub-committee of the Children and Families Committee. This will allow for a more informal approach to chairing and discussion. Updates from the Corporate Parenting Board can be prepared on a six-monthly basis and fed back to the Education, Children and Families Committee.

- 4.10 There should be a limited core membership that is kept under review, including Ambassadors from Edinburgh Champions Board. Ambassador attendance will ensure clear lines of communication between the two Boards, creating a feedback loop between our key Corporate Parenting Bodies in Edinburgh and our Care Experienced Community. Interim membership should be extended to parties when their attendance would be helpful/relevant to specific topics.
- 4.11 The Convener of the Education, Children and Families Committee is a member of the Corporate Parenting Board to ensure oversight.
- 4.12 Chairing of the board should be held between the different agencies, looking to each to take a shared responsibility for the group.
- 4.13 Standing agenda items should include pertinent updates from the previous action plan, an update on the Promise and an update on Corporate Parenting/Champions Board activity since the previous meeting.
- 4.14 The actions raised from the board meetings should be tracked by the Corporate Parenting Lead Officer.
- 4.15 Terms of Reference for the Board should be updated and revised annually and kept in line with those of the Champions Board.

5. Next Steps

- 5.1 Core Membership will need to be agreed.
- 5.2 The Terms of Reference for the Board will need to be set.

6. Financial impact

- 6.1 No financial impacts are noted for this report.

7. Stakeholder/Community Impact

- 7.1 This proposal was agreed by the CPMOG in March 2022.
- 7.2 The Champions from Edinburgh Champions Board are in support of these changes.

8. Background reading/external references

n/a

9. Appendices

n/a

Education, Children and Families Committee

10.00am, Tuesday, 15 November 2022

Revenue Monitoring 2022/23 – month five position

Executive/routine Wards Council Commitments	Routine City-wide
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1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to:
 - 1.1.1 note the estimated net residual budget pressure of £4.0m at month five
 - 1.1.2 note that a further update will be provided to Committee later in the year detailing the month 9 position

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Douglas Pirie, Principal Accountant

E-mail: douglas.pirie@edinburgh.gov.uk | Tel: 0131 529 7227

Revenue Monitoring 2022/23 – month five position

2. Executive Summary

- 2.1 The report sets out the projected month five revenue monitoring position for Education and Children's Services, based on analysis of actual income and expenditure to end of August 2022, and projections for the remainder of the year.
- 2.2 A review of pressures and savings within the budget indicates a projected net pressure of £4.0m, after assumed corporate provisions for continuing COVID impacts on the service. This represents an increase of £1.5m from the position reported to Committee in September.
- 2.3 The Executive Director of Education and Children's Services is fully committed to making all efforts to identify management action to reduce the projected net pressure.
- 2.4 A further update will be provided to Committee later in the year detailing the month 9 position

3. Background

- 3.1 The total 2022/23 net budget for Education and Children's Services is £434m.
- 3.2 This report sets out the projected monitoring position for Education and Children's Services revenue expenditure budget for 2022/23, 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 net budget pressures of £4.0m at month five.

4.2 Forecast Pressures and Savings

Significant pressures continue to be incurred in Children's accommodated services (£2.4m), including out-of-council residential and secure accommodation, reflecting continuing increases in the numbers of young people being supported across the service. Capacity issues continue to impact on the ability to free up places to return young people to the Council's care, and reduce pressures within the budget.

Home to school transport is also subject to continued pressures (£1.2m) relating to the delivery of the transport review and costs for additional routes which were put in place in response to Covid. Routes are being reviewed following the start of the new school term, including the impact of under 22 free bus travel, and any changes in the current forecast will be reported as part of the month eight update.

The forecast also includes a small variance relating to an element of uninsured costs following the settlement of the insurance claim for the fire at Liberton Primary School in February 2020. Forecast pressures are currently partially mitigated through savings elsewhere within the directorate , including vacancy control.

4.3 COVID related provisions

Council has allocated 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.

4.4 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.

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 net budget pressure of £4.0m for 2022/23. 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 None

Education, Children and Families Committee

10:00am, Tuesday, 15 November 2022

Finance for Equity – Update

Executive
Wards All
Council Commitments [34](#)

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the update provided in relation to Schools and Lifelong Learning Third Party Spend and Finance for Equity.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Laura Zanotti, Planning and Commissioning Manager – Education and Children's Services. E-mail: laura.zanotti@edinburgh.gov.uk

Finance for Equity – Update

2. Executive Summary

- 2.1 This report sets out:
- 2.1.1 the current Education commissioning activity and how this is expected to identify, review and address gaps in service provision and develop contractual arrangements to allow delivery of services aligned to closing the poverty related attainment gap.
 - 2.1.2 the planning and development of teams around the learning communities to respond to their local context by pooling resources and considering best practice to facilitate collaboration and opportunities for synergies, including poverty prevention, capacity building, empowerment, subsidiarity, sustainability and best value.

3. Background

- 3.1 The City of Edinburgh Council is currently considering the commissioning strategy and the contracts which will replace the PEF Framework, in order to more closely align with place-based approaches to improve outcomes for children and their families and to provide opportunities to deliver best value.
- 3.2 The initial approach, in line with the direction set by the Scottish Government, was to delegate decision making around third-party provisions to Head Teachers who are best placed to assess what is needed in the interest of the children. Most of this spend was compliant, procured via the PEF framework, however the cumulative spend on some of the non-contracted providers has increased over the years, creating more pressure on resources and on our ability to remain compliant.
- 3.3 The new services will be informed by the requirements of schools, children and their families and be commissioned and procured compliantly. Consideration is being given to the model and the resources required to address the priority of non-contracted spend and identify needs for appropriate frameworks such as sports and physical activities, pathways, wellbeing interventions, specific training and online resources that best meet the requirement across the Learning Communities.
- 3.4 A multi-disciplinary Short Life Working Group (SLWG), including school leaders from all sectors, has begun to meet fortnightly, to plan the city-wide “Team Around the Learning Community” approach funded by Strategic Equity Funding and PEF.

The aim is to ensure that resources are directed towards the greatest need. The impact will be measurable in relation to improvements in attendance, attainment, engagement, inclusion or participation for identified children and young people facing poverty-related barriers.

4. Main Report

4.1 Learning Communities and the Teams Around the Learning Communities are required to take a place-based approach to the management of Finance for Equity (for example PEF) to achieve best value and improved outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap.

4.2 Education Senior Leadership Team, in partnership with the Planning and Commissioning Team and Commercial and Procurement Services, are exploring the possibility to build on a model of partnership working and include the consideration of resources required to identify needs for appropriate contracts supporting the below themes.

The themes are known as ‘the Edinburgh Imperatives’:

- Attendance
- Closing the Poverty Related Attainment Gap
- Pathways
- Health and wellbeing

4.3 The aim is to co-produce innovative and compliant frameworks of commissioned services to support the health and wellbeing, attainment and outcomes of children and young people. These will meet evolving pressures, needs and support positive destinations for learners across the Learning Communities.

4.4 The priority is to explore how providers can work together to develop continuous improvement in their practices which will maximise the outcomes for Learning Communities and any further synergies to make the best use of resources.

4.5 Engagement with Community and Voluntary Sector networks has started. Outcome service specifications are being written in consultation with key stakeholders and will inform the upcoming providers’ engagement events and feedback.

4.6 Partner Providers are encouraged to support schools to provide a service which ensures pupils receive high quality education which meets their needs, delivers improved educational outcomes, and avoids exclusion. Schools, through engagement with contracted Partner Providers will aim to raise the attainment of the learners in receipt of the support.

4.7 Suppliers’ Engagement Events will be arranged and published on Public Contract Scotland - Tender (PCS-T), following the initial development and consultation with the third sector network.

- 4.8 The Sports and Physical Activities Framework Prior Information Notice is expected to be published on Public Contract Scotland - Tender (PCS-T) shortly after the wider Suppliers' Engagement Event on 2 November.
- 4.9 The Council wants to facilitate children and young people taking part in sport and physical activities which support social connections, confidence and inclusion. Physical activities promote health and wellbeing, support participation and wider social development. Trusted relationships also encourage perseverance, goal setting and a growth mindset which the Council wants to preserve and prioritise in the children and young people's recovery from Covid-19.
- 4.10 The interim position in relation to non-contracted and non-compliant spend needs to protect curriculum-based interventions, directly delivered to children and young people and the continuity of services in the spirit of mutual sustainability, in light of post Covid-19 circumstances and emerging needs of children and young people.
- 4.11 Given the complex landscape, careful consideration is being given to ensure we balance the need for dedicated bespoke provisions in individual schools with the risk of not being compliant with CSOs and procurement legislation, in the best interest of the children, the young people and their families.

5. Next Steps

- 5.1 Extension to the current arrangements, where appropriate, will ensure continuity of the services, for which each School will be responsible with additional support being provided through a joint contract management approach. This will inform the new contract monitoring requirements in the framework agreements.
- 5.2 To jointly build our vision with the Partner Providers, and to realign the contracts to the Learning Communities, Education and Children's Services require approximately nine months for the ongoing engagement exercise. A further six months will be required for market engagement and competitive procedures to be progressed where appropriate. This would also allow for the bedding in of the current spend on other funding streams across the Council and the mapping of provisions already commissioned by colleagues within and beyond the Directorate.
- 5.3 A centrally appointed Senior Development Officer for Equity (SDO) has been recruited to work with schools to support planning and the setting of appropriate targets. The SDO will work with the Planning and Commissioning Team to ensure financial and statutory compliance.

6. Financial impact

- 6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government (Pupil Equity Funding, Strategic Equity Funding, Care Experience Funding), in addition to those funded by the Scottish Government since 2020 as a result of Covid impact.

- 6.2 The Award of the new contracts will be submitted to Finance and Resources Committee for approval.
- 6.3 Any interim extension of current arrangements within budgetary provision will secure Best Value in its ultimate balance between quality and cost, ensuring the best outcomes for the children and the young people in the interest of the Local Authority and its community.

7. Stakeholder/Community Impact

- 7.1 A Short Life Working Group has been formed to consider and take forward the revised way of working with the aim to co-produce innovative and compliant frameworks of commissioned services for Schools and Lifelong Learning.
- 7.2 Engagement between Education and the Community and Voluntary Sector continues to explore how we can more closely align with Place Based approaches to improve outcomes for children and families (Learning Communities and Teams around the Learning Communities).
- 7.3 Market engagement and co-production with providers, voluntary sector, partner agencies and service users are being progressed according to the set timescales for each requirement.
- 7.4 Suppliers Engagement Events, Feedback Events, Discussions re co-production and collaborative approaches will be published on PCS Public Contract Scotland. Supplier Development Programme (SDP) Scotland offers support, expert training and information to interested SMEs and third sector organisations.
- 7.5 Views and impact continue to be gathered from schools by the Local Authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.
- 7.6 Views of parents/carers, families, and young people continue to be gathered by schools as part of the self-evaluation process around interventions and supports delivered to children and young people experiencing poverty-related barriers.

8. Background/External Reading

- 8.1 Tackling Child Poverty: Delivery Plan (2020) Published for Education, Children and Families Committee 15 December 202
- 8.2 [Pupil Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/pupil-equity-fund-national-operational-guidance-2022/pages/1-1-introduction.aspx)
- 8.3 [Strategic Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/strategic-equity-fund-national-operational-guidance-2022/pages/1-1-introduction.aspx)
- 8.4 [The Care Experienced Children and Young People Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/the-care-experienced-children-and-young-people-fund-national-operational-guidance-2022/pages/1-1-introduction.aspx)
- 8.5 [The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/scottish-attainment-challenge-framework-for-recovery-and-accelerating-progress/pages/1-1-introduction.aspx)
- 8.6 [Pupil Equity Funding: school allocations 2022 to 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/pupil-equity-funding-school-allocations-2022-to-2023/pages/1-1-introduction.aspx)

9. Appendices

- 9.1 n/a

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Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Renaming the Education and Children's Service Directorate

Executive/routine
Wards
Council Commitments

1. Recommendations

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

- 1.1.1 Approve the proposed change of Directorate from Education and Children's Services to Children, Education and Justice Services.

Amanda Hatton

Executive Director of Education and Children Services

Contact: Amanda Hatton, Executive Director of Education and Children's Services E-mail:
amanda.hatton@edinburgh.gov.uk

Renaming the Education and Children's Service Directorate

2. Executive Summary

- 2.1 The proposal is to rename the directorate to Children, Education and Justice Services to reflect the changes within the directorate, put children at the forefront and be more inclusive. Homelessness, and Family and Household Support have now moved to Place Directorate, and Justice Services remains within our directorate but have felt excluded as not being part of the name.

3. Background

- 3.1 Communities and Families was the title of the Directorate for a number of years. When the interim Executive Director was appointed to post in May 2021 the title was changed to Interim Executive Director of Education and Children's Services to make it more inclusive, and this title has remained since then.
- 3.2 Justice Services remain part of the directorate and there is a need to reflect this in the title.

4. Main report

- 4.1 Feedback from the Executive Director's Townhall Sessions had indicated that Justice colleagues would like to be recognised as part of the directorate and asked if the directorate could be renamed.
- 4.2 The cultural change being taken forward is centred on children being first in everything that we do and therefore putting them at the front of the name of the directorate reinforces this.

5. Next Steps

- 5.1 The internal / external council websites, systems, and the global internal address book to be updated to reflect the new name. This will involve consultation with the web design team and communications team.
- 5.2 All appropriate templates e.g. letter templates updated.
- 5.3 The Directorate email distribution list amended.
- 5.3 Communication to all staff in the Directorate to advise of the name change and to update email signatures.

6. Financial impact

6.1 There are no financial implications as a result of this report.

7. Stakeholder/Community Impact

7.1 Consultation with colleagues at the Town hall session.

7.2 Consultation with the web design team and communications team.

8. Background reading/external references

8.1 n/a

9. Appendices

None

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Education, Children and Families Committee

10am, Tuesday 15 November 2022

Appointments to the Gaelic Implementation Steering Group 2022/2023

Executive/routine Wards Council Commitments	Executive All
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1. Recommendations

- 1.1 To agree the proposed membership structure for the Gaelic Implementation Steering Group as set out in Appendix 1.
- 1.2 To appoint the membership of the Gaelic Implementation Steering Group for 2022/23 as set out in Appendix 1.
- 1.3 To appoint the Convener of the Gaelic Implementation Steering Group for 2022/23.

Richard Carr
Interim Executive Director of Corporate Services

Contact: Lesley Birrell, Committee Services
Legal and Assurance Division, Corporate Services Directorate
Email: lesley.birrell@edinburgh.gov.uk

Appointments to the Gaelic Implementation Steering Group 2022/2023

2. Executive Summary

- 2.1 The Education, Children and Families Committee is required to appoint the membership of the Gaelic Implementation Steering Group. The membership, remit and structure are detailed at Appendix 1.

3. Background

- 3.1 The appointments of committees, joint committees and joint boards is a reserved matter for full Council.

4. Main report

- 4.1 The Committee is required to appoint the membership of the Gaelic Implementation Steering Group for 2022/23.
- 4.2 While there is no requirement for the membership of working groups to be proportionate to that of the Council, it is suggested that this is good practice. The proposed membership has therefore been adjusted to reflect the overall political balance on the Council. It is, however, open to the Committee to alter the membership where it feels this is warranted.
- 4.3 Along with the membership, the Committee is asked to appoint the Convener of the Steering Group.
- 4.4 The membership, remit and structure are set out at Appendix 1. In consultation with senior officers, the remit of the Steering Group has been adjusted to better reflect the current challenges discussed by the Group.

5. Next Steps

- 5.1 Not applicable.

6. Financial impact

- 6.1 Not applicable.

7. Stakeholder/Community Impact

7.1 None.

8. Background reading/external references

8.1 [Minute of the Policy and Sustainability Committee of 6 October 2020](#)

8.2 [Minute of Policy and Sustainability Committee of 23 February 2021](#)

8.3 [Minute of the City of Edinburgh Council of 24 June 2021](#)

8.4 [Review of Political Management Arrangements – report by the Chief Executive](#)

9. Appendices

9.1 Appendix 1 – Gaelic Implementation Steering Group - Membership and Remit

Gaelic Implementation Steering Group

Gaelic Implementation Steering Group

Membership

7 elected members

(Convener of the Education, Children and Families Committee and 2 SNP members, 1 Labour member, 1 SLD member, 1 Green member, 1 Conservative member)

Councillor	Councillor
Councillor	Councillor
Councillor	Councillor
Councillor	

City of Edinburgh Council Officer Support

- Education Senior Manager (early years, primary, secondary)
- Gaelic Officer
- Corporate Gaelic Development Officer
- Policy Unit
- Communications

Other Members

- Young persons' representative
- Parent/Carer representatives (James Gillespie's High School, Croileagan, Bun-sgoil Taobh na Pàirce and Comann nam Pàrant)
- Head Teacher from Bun-sgoil Taobh na Pàirce
- Head Teacher from James Gillespie's High School
- 1 community representative

Partner Organisations

- Òganan
- Scottish Government
- Bòrd na Gàidhlig
- Higher Education – Edinburgh University

1 Remit

1.1 To support the implementation of Edinburgh's current Gaelic Language Plan (2018-2022) by:

- overseeing and providing constructive support and challenge to progress
- contributing to discussions on the prioritisation of next steps

1.2. To support the production of annual progress reports.

1.3. To support the development of future Gaelic Language Plans.

2 Meeting structure

2.1 The Group will meet on a quarterly basis and meetings will be themed to ensure effective focus and scrutiny of progress across all three major areas of the Plan in the course of a year:

- Education
- Arts, culture and economy
- Corporate

Last Met: 8 February 2022

Expected completion date: to be reviewed in December 2022 (as part of the wider Political Management Arrangements review)

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Education, Children and Families Committee

10am, Tuesday, 15 November 2022

Edinburgh Secure Services – update report

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 Committee is asked to take note of the positive progress in the report and agree to further updates to Education, Children and Families Committee.

Amanda Hatton

Executive Director of Education and Children's Services

E-mail: Amanda.Hatton@edinburgh.gov.uk

Edinburgh Secure Services – update report

2. Executive Summary

- 2.1 On 3 May 2022 Committee considered a report on the B agenda in relation to Edinburgh's Secure Services.
- 2.2 This report updates Committee on the positive progress in Edinburgh Secure Services (ESS).

3. Background

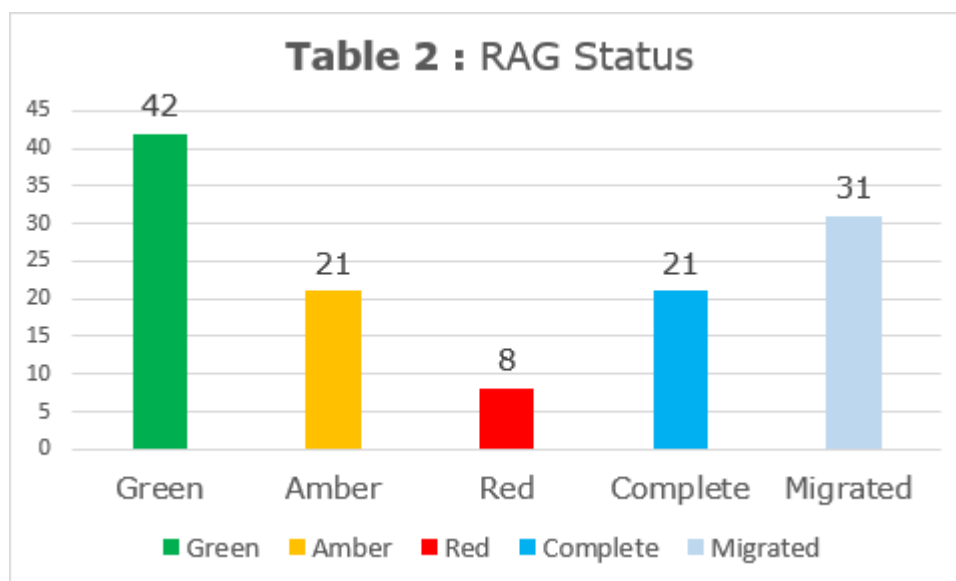
- 3.1 On 3 May 2022 Committee considered a report on the B agenda in relation to Edinburgh's Secure Services. Reports had previously been tabled at GRBV and full council on the B agenda and this included the full improvement plan.

4. Main report

- 4.1 The ESS and Residential Consolidated Improvement Plan has been introduced to the service: The Plan is an amalgamation of the recommendations identified in three separate investigations / enquiries carried out into residential care in Edinburgh. The oversight of the Plan is as follows:
 - 4.1.1 Improvement Board (a multi-agency, multi-disciplinary Board, Chaired by Executive Director, and meets every two months and has representatives from the Care Inspectorate)
 - 4.1.2 The Oversight Group (Previously Chaired by Jackie Irvine, Service Director who has now left the Council), now Chaired by the Acting Senior Manager and meets monthly. This group reports to the Oversight Board.
 - 4.1.3 Two working groups, each meeting once a month report to the - Oversight Group:
 - 4.1.3.1 Complaints, Restraints and Single-Separation (Chaired by the Manager of Edinburgh Secure Services).
 - 4.1.3.2 Recruitment and Locum Bureau (Chaired by the Acting Manager, Residential Care)

4.1.4 All tiers above are supported by Quality Assurance Officers.

4.2 The board considers the status of the improvement plan at each meeting and also undertakes a deep dive into key areas. For all reds and ambers, the board ensures mitigation plans are in place.



4.3 Since May 2022 the service has focussed on increasing the numbers of colleagues completing their online MyCALMS training. This is a theory course for colleagues focused on de-escalation techniques, to date 85% of colleagues have completed this training. Sitting alongside this is the need for colleagues to undertake accredited CALM physical intervention training, required for any physical intervention with a young person. Following a hiatus in the required physical practice/demonstration sessions during the height of Covid-19, accredited sessions have now restarted and staff within residential services are prioritising accreditation.

4.4 We are working with the [Promise](#) and fundamentals of [Edinburgh's Promise](#) to become a restraint free provision, by supporting colleagues to develop the skills to recognise how to respond to challenging behaviour in a trauma informed way. We recognise that the responsibility to create an environment which actively reduces the likelihood of restraint is as important as developing a leadership culture that upholds children's rights and applies the values of care into everyday life.

4.5 Who Cares? Scotland has reported that they have received a positive change in response to their young person's advocacy service, particularly within Edinburgh Secure Service. This is a welcome improvement as they gain access to all young people's centres and ESS, a change to the previous culture where there was a lack of partnership working.

4.6 ESS are being supported by the Councils and the Health and Social Care Partnerships Trauma Informed Services Advisory Panel (TISAP) to develop awareness amongst staff of trauma informed practice.

4.7 The Service has undertaken a review of a number of processes to ensure safer recruitment, performance management, supervision, use of restraints, complaints and managing allegations of abuse against members of staff. Through working with

the Council's ICT provider's Operational Change Manager, ESS has implemented positive changes which now ensures access to the CORPAD site for all colleagues, through creating more live data points, allowing easier access to MyLearning Hub and other online learning.

- 4.8 All vacancies will now be recruited to as a vacancy emerges and adverts will be specific about which young people's house, they are applying to work in. Managers have welcomed the change to recruitment as this allow them to select applicants with the right skills, experience and values that match their houses. Management oversight of restraints, supervision and managing allegations against staff is in place and exit interviews for leavers has been introduced.
- 4.9 Members of the Champions board have visited ESS and reported on positive physical changes to the building and also the culture of the service.
- 4.10 Refurbishment work is underway in the building and we hope to meet there soon with members of the Education, Children and Families Committee so they can see the improvements made.

5. Next Steps

- 5.1 To proceed as set out in the recommendation 1.1, and provide regular updates to the Education, Children and Families Committee.

6. Financial impact

- 6.1 There has been an increase in funding internally for residential to provide additional Team Leaders/Managers, one for each house. We have a contract with Who Cares through commissioning.

7. Stakeholder/Community Impact

- 8.1 Who Cares Scotland who provide an Advocacy Service for City of Edinburgh Council and other Local Authority Areas.
- 8.2 The Care Inspectorate who attend our Board meetings and undertake inspections into our residential care services.
- 8.3 The Children and Young People's Commissioner Scotland who is invited to our Board and receives minutes of our meetings.

8. Background reading/external references

- 8.1 N/A

9. Appendices

- 9.1 None.

by virtue of paragraph(s) 1, 12, 15 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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by virtue of paragraph(s) 12 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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