

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 20th September, 2022

Dean of Guild Court Room - City Chambers

This is a public meeting and members of the public are welcome to attend

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 Any items under “Private Business” will not be published, although the decisions will be recorded in the minute.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 Committee of 1 March 2022 – submitted for approval as a correct record | 9 - 22 |
| 4.2 | Minute of Education, Children and Families Committee of 3 May 2022 – submitted for approval as a correct record | 23 - 26 |
| 4.3 | Minute of Education, Children and Families Committee of 2 August 2022 – submitted for approval as a correct record | 27 - 30 |

5. Forward Planning

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| 5.1 | Work Programme | 31 - 34 |
| 5.2 | Rolling Actions Log | 35 - 74 |

6. Business Bulletin

6.1	Business Bulletin	75 - 84
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7. Executive Decisions

7.1	Standards & Quality Report and Education Improvement Plan – Report by the Executive Director of Education and Children's Services	85 - 124
7.2	Edinburgh Learns for Life: Equity – Report by the Executive Director of Education and Children's Services	125 - 146
7.3	Youth and Children's Work – Report by the Executive Director of Education and Children's Services	147 - 154
7.4	Gaelic Medium Education (GME) Update – Report by the Executive Director of Education and Children's Services	155 - 162
7.5	Learning Estate Update - Engagement Planning – Report by the Executive Director of Education and Children's Services	163 - 170
7.6	School Meals Report 2022 – Report by the Executive Director of Place	171 - 182
7.7	Early Years Partner Provider - Hourly Rate for Funded Early Learning and Childcare – Report by the Executive Director of Education and Children's Services	183 - 242
7.8	Revenue Monitoring 2022-23 - Month Three Position – Report by the Executive Director of Education and Children's Services	243 - 246
7.9	Empowered Learning Programme – Report by the Service Director – Customer & Digital Services	247 - 256
7.10	Attainment in the Senior Phase, 2020-21 – Report by the	257 - 272

7.11	Quality, Improvement and Scrutiny – Report by the Executive Director of Education and Children's Services	273 - 290
7.12	Response to National Improvement Framework Consultation on Measures – Report by the Executive Director of Education and Children's Services	291 - 304
7.13	Internal Audit: Overdue Findings and Key Performance Indicators as at 26 January 2022 - Referral from the Governance, Risk and Best Value Committee	305 - 322

8. Routine Decisions

8.1 None.

9. Motions

9.1 Motion by Councillor Louise Young – St Margaret's Primary School – Catchment Review

“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 re-alignment 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."

9.2 Motion by Councillor Steve Burgess – Outdoor Learning for Edinburgh Schools

"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."

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 items of business on the grounds that it would involve the disclosure of exempt information as defined in Paragraphs 8 and 9 of Part 1 of Schedule 7A of the Act.

11. Private Reports

- 11.1 Currie Community High School - Referral from the Finance and Resources Committee 323 - 332

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 and Councillor Louise Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris

Information about the Education, Children and Families Committee

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

Further information

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

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Minutes

Education, Children and Families Committee

10am, Tuesday 1 March 2022

Present:

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

Religious Representatives

Fiona Beveridge and Therese Laing

Parent Representative (non-voting)

Alexander Ramage

1. Gaelic Medium Education (GME) Update

(a) Deputation – Comann Nam Pàrant

The deputation raised the following key points:

- The deputation supported the cross-party amendment, specifically the continued engagement with parent councils and the additional detail on other potential sites. Concerns were noted on the level of detail that could be acquired in the proposed timeframes for the site reviews.
- The deputation did not agree that the best educational option was a dedicated GME school on a shared campus in Liberton.
- The staffing allocations in the current annex at James Gillespie's High School do not give confidence for the development of GME staffing will be sufficient to staff a full secondary school.
- The deputation supported continued talks with the Scottish Government on potential funding for GME in Edinburgh. The clarification on funding had the potential to open further site options.

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

Further detail was provided on the potential sites for a GME secondary school in Edinburgh. The report also outlined the implications of the Committee decision in January 2022 to not proceed to statutory consultation at this time.

Decision

- 1) To recognise the potential impact of the decision not to proceed with the statutory consultation on the growth of GME in Edinburgh, as outlined in the report.
- 2) To note the Council's policy and responsibility to expand GME provision and the pressure of rising school rolls at James Gillespie's High School.
- 3) To note the previous officer recommendations of the educational benefits of a co-located school and that the option with the strongest rationale is currently a dedicated GME secondary school on a shared campus with the replacement Liberton High School.
- 4) Council to continue to engage with the GME community, including finding opportunities to gather information from beyond Comann nam Pàrant, along with Chairs of the parent councils from Bun-sgoil Taobh na Pàirce and James Gillespie's High School.
- 5) To agree additional information is required to move forward to statutory consultation.
- 6) To request a revised report in one cycle that contains the following information:
 - i) To provide details of the proposal for a standalone school on the site of the former Castlebrae Community High School
 - ii) To provide 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
 - iii) To provide additional detail regarding the sites 1,2, 3, 4 and 7 listed in the paper, to enable clearer rule-in/rule-out to include:
 - a) the level of nearby public transport connections
 - b) the nearest secondary school and the number of metres to walk to that school
 - 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
 - d) Information on whether discussions have been had with current stakeholders regarding medium-term future of the following sites:
 - Russell Road depot
 - Royal Victoria Hospital Site
 - Drummond bus depot

- Princess Alexandra Eye Pavilion
 - Police Scotland Fettes (details of decommissioning and indicative land values)
- 7) The report to also include a timeline setting out key decision-making milestones.
 - 8) To acknowledge that some information may not be able to be provided as the data doesn't sit within the Council and to agree that this will not hold up the decision on a statutory consultation but that explanation will be given to Committee on the reasons for this.
 - 9) To agree that any alternatives that emerge as viable are discussed with affected parents and carers and stakeholders prior to committee consideration.

(Reference – Report by the Executive Director of Education and Children's Services and written deputation from Comann Nam Pàrant, submitted)

Declaration of Interests

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

Alex Ramage declared a non-financial interest as a parent of a child attending Liberton High School.

2. Minutes

Decision

- 1) To approve the minute of the Education, Children and Families Committee of 7 December 2021 as a correct record.
- 2) To approve the minute of the Education, Children and Families committee of 24 January 2022 as a correct record.

3. Work Programme

The Committee's Work Programme updated to March 2022 was presented.

Decision

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

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

4. Rolling Actions Log

The rolling actions log updated to March 2022 was presented.

Decision

- 1) To agree to close the following actions:
 - Action 2 – Community Access to Secondary School Sport Facilities
 - Action 3 – Edinburgh Learns
 - Action 6 – Update on Trinity Academy Wave 4 Project
 - Action 7A – Motion by Councillor Laidlaw – Curriculum Concerns
 - Action 15A & 15B – New Primary School Name
 - Action 17 – Pilot Scheme with Private and Voluntary Sector Childcare Providers.
- 2) To otherwise note the remaining outstanding actions.

5. Business Bulletin

The Business Bulletin for March 2022 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, submitted)

6. Energy in Schools – Annual Report

The detail of energy consumption throughout schools in Edinburgh for 2020-2021 was presented for noting. The report highlighted the impact of the Covid-19 pandemic and provided key initiatives aimed at reducing energy use moving forward.

Decision

- 1) note the content of the report and the detail on current and historic energy use across the Council's learning estate.
- 2) To note the progress on initiatives focused on supporting net-zero carbon in the learning estate.

(Reference – Report by the Executive Director of Place, submitted)

7. Empowered Learning Programme

An update on the Empowered Learning programme was provided.

Decision

To note the report and the progress made to date.

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

8. Gaelic Medium Education (GME) Update

Further information was provided on potential sites for a GME secondary school in Edinburgh following the decision taken at the last Committee meeting. The report detailed why the sites were considered inappropriate, and the implications of the decision to not proceed to statutory consultation.

Decision

- 1) To recognise the potential impact of the decision not to proceed with the statutory consultation on the growth of GME in Edinburgh as outlined in the report.
- 2) To note the Council's policy and responsibility to expand GME provision and the pressure of rising school rolls at James Gillespie's High School.
- 3) To note the previous officer recommendations of the educational benefits of a co-located school and that the option with the strongest rationale is currently a dedicated GME secondary school on a shared campus with the replacement Liberton High School.
- 4) To request the Council to continue to engage with the GME community, including finding opportunities to gather information from beyond Comann Nam Pàrant, along with Chairs of the parent councils from Bun-sgoil Taobh na Pairce and James Gillespie's High School.
- 5) To agree additional information is required to move forward to statutory consultation.
- 6) To request a revised report in one cycle that contains the following information:
 - i. Details of the proposals for a standalone school on the site of the former Castlebrae Community High School.
 - ii. 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.
 - iii. Regarding the sites 1,2,3,4 and 7 listed in the paper, additional detail to enable clearer rule-in/rule-out to include:
 - a) The level of nearby public transport connection.
 - b) The nearest secondary school and the number of metres to walk to that school.
 - c) What scale of secondary school provision could be provided on sites that have been listed as too small, including pupil capacity and ability to access shared sports facilities e.g. other schools, Edinburgh leisure facilities.

- d) Information on whether discussion have been had with current stakeholders regarding medium-term future of the following sites:
1. Russell Road Depot
 2. Royal Victoria Hospital Site
 3. Drummond Bus Depot
 4. Princess Alexandra Eye Pavillion
 5. Police Scotland Fettes (details of decommissioning and indicative land values)
- 7) To include a timeline setting out key decision-making milestones.
- 8) To acknowledge that some information may not be able to be provided as the data doesn't sit within the Council and agrees that this will not hold up the decision on a statutory consultation, but that explanation will be given to Committee on the reasons for this.
- 9) To agree that any alternatives that emerge as viable are discussed with affected parents and carers and stakeholders prior to committee consideration.

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

9. Learning Estate Update: School Roll Projections and West Edinburgh Engagement

The annual school roll projections up to January 2022 were presented for noting alongside further detail of the West Edinburgh engagement process, which included a programme of key events.

Decision

- 1) To note the latest school roll projections published in January 2022.
- 2) To note the briefing paper provided to Committee members in January 2022 and actions proposed for individual schools.
- 3) To note the strategy outlined in this paper to progress an engagement process in West Edinburgh.

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

10. Early Years 1140 Capital Programme Update

An update on the detail of the Early Years expansion projects in delay were presented alongside the planned actions to mitigate their impact.

The report also highlighted the projects were still achievable under Scottish Government grant funding, but rising costs meant there was no flexibility in this budget to respond to future cost increased.

Decision

- 1) To note the contingency measures being put in place to mitigate further delays in the delivery of five new nurseries at Craigentenny, Granton, Nether Currie, St John Vianney RC and St Mark's RC Primary Schools.
- 2) To note that the current Early Years expansion programme remains deliverable within the Scottish Government grant funding.
- 3) To note any additional costs incurred on individual projects will need to be considered in terms of their impact on the wider programme.

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

11. Holiday Support for Children Affected by a Disability

An update on the holiday support provided for children affected by a disability was presented for noting. The report highlighted the ambition to return to pre-pandemic levels of support provision, as well as incorporating the lessons learned throughout Covid-19 to new holiday support practises.

Decision

- 1) To note that the Holiday Hub development worker is now in post.
- 2) To note that work is underway on progressing support for summer 2022.
- 3) To note that a report will be submitted to Committee in winter 2022 giving options for a sustainable and robust holiday support model going forward.
- 4) To note that the holiday support continues to be impacted on by Covid-19 and now a National social care crisis.
- 5) To note the work that Children and Families officers have undertaken over the period of the Covid Pandemic to support children with a disability.

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

12. School Excursions – Equity (Further Update)

An update on the options for school excursions was presented for noting. The update followed from the request at the December Committee meeting to report back on the full scope of possible alternative and equitable options, including EPIC days. A general update on progress was also included in the report.

Decision

- 1) To note the options available to schools to achieve progressive and creative outdoor learning experiences and an expectation to ensure that every child can participate equally in school experiences.
- 2) To note the rationale for residential visits within a progressive approach, which also includes regular onsite and local beyond the classroom experiences.
- 3) To note the rationale and benefits of the Council operating its own centres.
- 4) To note the ongoing progress made since the December 2021 report.

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

13. School Sports and Extracurricular Activities: Progress Update

A progress report on school sports and extracurricular activities was presented. The report was noted to be in response to a motion submitted at the previous Committee meeting which called for further information on the resumption of extracurricular activities post-Covid, the funding for these activities, and the use of school premises for these activities.

Decision

- 1) To note this update report and the progress made on the reintroduction of school sports & extracurricular activities.
- 2) To note the issues and financial impact of the proposed introduction of free use of schools and to ask for a further report on this providing more detail on the significant budget implications for 2022/23 onwards.
- 3) To agree to receive a further update in June 2022 which provides detail on the extent of the continued reintroduction of extracurricular activity with focus on non-sport activity.

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

14. Pathways

A summary of the approaches taken to improve employability skills and positive destinations for children and young people was presented.

Decision

- 1) To note the achievements and next steps in DYW (Pathways) at City of Edinburgh schools.
- 2) To note the continued hard work of teams across departments within City of Edinburgh, our staff in schools, and partners to improve employability skills

and positive destinations of our children and young people, in particular, as part of the Covid-19 response.

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

15. Child Poverty Update – Schools and Lifelong Learning

The actions taken by Schools and Lifelong Learning to contribute to reducing child poverty were presented for information.

Decision

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

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

16. Promoting Equality

A summary of the progress in the Equality, Diversity and Inclusion Action Plan was presented to the Committee for information. The next steps of the plan were also detailed, which included the alignment of the Plan with Children’s Partnership members.

Decision

- 1) To note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.
- 2) To agree next steps at 5.1-5.2.
- 3) To agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

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

17. Children and Young People’s Participation

Children and young people’s participation in activities throughout the pandemic was presented to the Committee. The report detailed the main problems raised by children and young people for participation and set out the next steps to address these concerns.

Decision

- 1) To note the progress with participation work during the pandemic.
- 2) To agree the next steps outlined in section 5.
- 3) To request a further progress report in March 2023.

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

18. Early Years Session 2021-22 Parent Survey Findings

The findings of a parent survey into early years education were presented. The report outlined the issues raised and the actions to address them moving forward.

Decision

To note the findings of the parent survey and actions to address the issues raised.

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

19. Supporting Teach the Future

A verbal update was provided on supporting the Teach the Future programme.

Decision

To note the update.

20. Attendance Thematic Review

An overview of the Attendance Thematic Review was presented which detailed the scoping, fieldwork, results and recommendations of the review into persistent poor attendance of many children across Edinburgh.

Decision

- 1) To note that an Integrated Attendance Strategy will follow.
- 2) To note the service wide actions to improve attendance in schools.

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

21. Review Cuts to English as an Additional Language Provision for Dalry Primary School

An update on the implementation and approach of the ‘Language and Literacy Collaboration’ in Dalry Primary School was presented.

Decision

- 1) To note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across schools.
- 2) To note the ongoing work to support Dalry Primary School to adjust and engage with this approach.
- 3) To agree to the next steps proposed at section 5.

- 4) 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.
- 5) To agree that an update is presented in December 2022 to report on the recommendations and actions detailed in the Integrated Impact Assessment.

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

22. Edinburgh Community Learning and Development Plan 2018-2021

The positive achievements of the Community Learning and Development Plan 2018-2021 was presented for noting. The report also noted the areas that have not fully progressed alongside the next steps of the Plan in the next academic year.

Decision

- 1) To note the outcomes achieved in the Plan and some of the areas which were not fully progressed.
- 2) To note the learning by the Community Learning and Development (CLD) Partnership and how this informs the new CLD Plan 2021 – 2024
- 3) To agree to receive an annual progress update on the new Plan.

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

23. Update on Devolved School Management Scheme

The Devolved School Management Scheme was presented for approval prior to publication.

Decision

To approve the updated Devolved School Management Scheme (Appendix 1).

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

24. Revenue Monitoring 2021-22 – Month Nine Position

The projected month nine revenue monitoring position for Education and Children’s Services was presented.

Decision

- 1) To note that a balanced overall monitoring position is forecast at month nine.

- 2) To note that the temporary accommodation monitoring position will be reported to Housing, Homelessness and Fair Work Committee on 24 March 2022, and is not reported in the forecast balanced budget for Education and Children's Services.
- 3) To note that approved savings and operational efficiencies in 2021/22 total £2.584m. Further savings of £1.658m, relating to pressures from the delivery of prior year approved budget savings also require to be managed within the 2021/22 budget, resulting in a revised savings target of £4.242m. £3.195m on track to be delivered in full; £0.085m assessed as amber, and £0.962m assessed as being at risk of not being delivered.

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

25. Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021 – Referral from the Governance, Risk and Best Value Committee

The Governance, Risk and Best Value Committee had referred the Internal Audit: Overdue Findings and Key Performance Indicators as at 5 November 2021 for scrutiny.

Decision

To note the status of the overdue Internal Audit findings as at 5 November 2021.

26. Motion by Councillor Laidlaw – Preparation of School Meals

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

“Committee

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

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

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

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

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

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

Decision

- 1) To approve the motion.
- 2) To include in the report back, information on those schools where decisions had been taken to remove production kitchen facilities and any resulting impacts.

27. Motion by Councillor Laidlaw – Scottish Government Health and Wellbeing Census

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

“Committee

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

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

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

Asks that for a report detailing the roll-out in Edinburgh to be submitted to Full Council on March 24th 2022, to include:

- Questions being asked of pupils in each year group
- Number of pupils included (per schools and year group)
- Number of opt-outs (per school and year group)
- Number of completed questionnaires received
- Number of ‘cause for concern’ responses logged by CEC”

Decision

- 1) To approve the motion
- 2) To agree that the list of Scottish Government census questions is published on the Council’s website by the end of this week (4 March 2022) and that this action is communicated to Head Teachers and Parent Councils; further, that each Head

Teacher be requested to inform their specific school parent body if they plan to deviate from the core Scottish Government census questions.

Minutes

Education, Children and Families Committee

10am, Tuesday 3 May 2022

Present:

Councillors Perry (Convener), Aldridge (substituting for Councillor Young), Bird (Vice-Convener), Burgess, Mary Campbell, Griffiths, Johnston (substituting for Councillor Douglas), Key, Laidlaw, Frank Ross and Whyte (substituting for Councillor Rust).

1. Order of Business

The Convener ruled the amendment by the Coalition urgent so that it could be considered at this meeting.

The Service Director, Legal and Assurance referred to the legal advice which had been circulated to members in advance of the meeting setting out the reasons why the report on Edinburgh Secure Services should be held in private.

The legal advice recommended that proper scrutiny by members would best be achieved through free and frank discussion in private as this would allow officers to answer relevant questions. This did not mean, however, that some of the exempt information could not be considered and debated by a future committee in public once the relevant risks had abated as matters progressed.

Motion

Committee notes the original rationale for requesting this Special Meeting below:

The following members request an urgent meeting of Education Children and Families Committee under Standing Order 4.3 to discuss the implications of the report in the Sunday Post allegedly detailing leaked elements of reporting into Edinburgh Secure Services (ESS) and a case where a vulnerable young person was placed in the care of a social worker who was already under investigation over an inappropriate relationship with a minor placed in their care.

Specifically, this meeting of the Committee should receive a report from the Chief Executive detailing why this placement was allowed to happen.

It should address the allegation that an investigation ordered under the authority of the Chief Executive didn't take place, how this relates to the latest ESS report and how this relates to the earlier Gordon Collins investigation which was not implemented by senior management despite the awareness of the Chief Executive, Director and other senior managers of the report and its recommendations.

The report should detail whether any issues raised at any stage in these matters remain to be investigated and whether the young people involved in the ESS cases have been interviewed, as recommended in the Whistleblowing report, to determine whether any further action should be taken against any employee through disciplinary or Police investigation.

The report should also address whether the 'Physical Contact and Physical Intervention - Special Schools Special Classes and Additional Support for Learning' procedures agreed by the Education Children and Families Committee in October 2015 have been fully implemented in ESS and all other appropriate settings, and if that is not the case, provide a full explanation of the failure to do so including detail of the settings involved and who determined that the instructions of Committee should not be followed.

The report should detail all senior management interaction with the outcomes of the reports identified and the Chief Executive should explain why he has not personally ensured that recommendations were implemented through being aware of the work of the Council's children's services and through management and appraisal of the work of successive directors."

Committee agrees that effective scrutiny of this must take place in public as far as is possible and will therefore debate these concerns in public.

Any additional confidential matters under the terms of the relevant Acts that Officers wish to introduce can, of course, be held back for a 'B' agenda at this meeting.

If disciplinary matters are to be referenced, Committee would expect to hear from the Service Director of Human Resources.

- moved by Councillor Whyte, seconded by Councillor Laidlaw

Amendment

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.

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.

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 Governance, Risk and Best Value Committee and full Council. These revised reports should be referred to a special meeting of the Education, Children and Families Committee as soon as possible following the election.

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 Group motion.

- moved by Councillor Perry, seconded by Councillor Bird

Voting

For the motion - 3 votes
For the amendment - 8 votes

(For the Motion: Councillors Johnston, Laidlaw and Whyte.

For Amendment: Councillors Aldridge, Bird, Burgess, Mary Campbell, Griffiths, Key, Perry and Frank Ross).

Decision

To approve the amendment by Councillor Perry.

2. Edinburgh Secure Services – Update Report

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 1, 12 and 15 of Part 1 of Schedule 7A of the Act.

An update was provided on a major investigation in relation to Edinburgh Secure Services.

Decision

- 1) To note the responses to the specific questions and remit any agreed further action to the new committee.
- 2) To agree the proposed model of scrutiny suggested for the new Convener and committee.
- 3) To note that the Governance, Risk and Best Value Committee, on 8 March 2022, had agreed to refer the report responding to a whistleblowing investigation and consolidated action plan by the Executive Director of Education and Children's Services to a future meeting of the Education, Children & Families Committee as a "B" agenda item for consideration.

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

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Minutes

Education, Children and Families Committee

10am, Tuesday 2 August 2022

Present:

Councillors Griffiths (Convener), Cowdy, Davidson, Jones, Key, Kumar, O'Neill, Osler (substituting for Councillor Young) and Walker.

1. Appointments to the Consultative Committee with Parents 2022-2023

(a) Deputation – Parents and Carers in Edinburgh

The deputation wished to ensure that the Consultative Committee with Parents (CCWP) reflected the changes which had taken place during the previous Council administration. The appendix in the paper didn't address a number of areas which had been added. The deputation asked the Committee to consider making the following changes:

- The title of "parent representative" was confusing as it was not clear if it meant parent representative to the Education, Children and Families Committee or to the CCWP. The deputation asked members to clarify this by changing the title to "parent representative to the Education, Children & Families Committee".
- The second area to be addressed in the membership was representation from parents/carers of children and young people with additional support needs in mainstream schools and the deputation recommended that two representatives be added in to the CCWP membership.

(b) Report by the Interim Executive Director of Corporate Services

The Committee were asked to appoint the membership of its Consultative Committee with Parents for 2022-2023.

Decision

- 1) To agree the remit and adjusted membership of the Consultative Committee with Parents as set out in the Appendix to this minute.

- 2) To appoint members to the Consultative Committee with Parents for 2022-2023 as follows:
 - Councillor Burgess
 - Councillor Davidson
 - Councillor Griffiths
 - Councillor Jones
 - Councillor Key
 - Councillor Kumar
 - Councillor Walker
- 3) To appoint Councillor Griffiths as the Convener of the Consultative Committee with Parents for 2022-2023.
- 4) To review the wider engagement strategy to examine ways of improving communication and the sharing of information with all parents and carers.

Consultative Committee with Parents

Membership - 7 members and Parent/Carer Representative of the Education, Children and Families Committee

(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 Griffiths (Convener)	Councillor Key
Councillor Burgess	Councillor Kumar
Councillor Davidson	Councillor Walker
Councillor Jones	

Parent/Carer Representative

To be confirmed following first meeting of CCWP in August 2022.

Other Members

Three parent/carer representatives from each of the four Locality Groups
Two parent/carer representatives from the citywide Special Schools Group
Two parent/carer representatives from the group of parents of children and young people with Additional Support Needs in mainstream schools
One head teacher from each sector on a rota basis
One representative from the National Parent Forum
One representative from Connect

Remit

The Consultative Committee with Parents is a forum which:

- provides a collaborative, solution-oriented discussion and consultation space with parents and carers on local and national issues
- provides a parent/carer perspective to inform local and national level
- makes a recommendation to the Council on the appointment of a parent representative (non-voting) to the Education Children and Families Committee
- ensures parent groups ie National Parent Forum and Connect are represented
- communicates with locality groups and the wider Parent Councils.

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Work Programme

Education, Children and Families Committee 20 September 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	September 2022 December 2022 March 2023
2	Promoting Equality	Every cycle (verbal and written updates by rotation)	Lorna French	Education and Children's Services	Every cycle	December 2022
3	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	December for Session 2020/21 December 2022 for session 2021/22 then March thereafter
5	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	December 2022

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	December 2022
7	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	September 2022
8	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
9	Appointments to Sub-Committee on Standards for Children and Families, Consultative Committee with Parents and Working Groups	Annual Report	Lesley Birrell	Corporate Services	Annual	June 2022
10	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	December 2022
11	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Annual	September 2022

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

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Rolling Actions Log

Education, Children and Families Committee

20 September 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	<p>March 2022</p> <p>December 2021</p>		<p><u>September 2022</u></p> <p>Item 6 – briefing will be prepared and circulated to Education, Children and Families Committee Members.</p> <p><u>December 2021</u></p> <p>Report considered by Committee at its meeting on 7 December 2021</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>				

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>				
2	21-05-19	Edinburgh Learns: Framework for Digital Learning	To request a report in December 2019 which details the progress made on the implementation of the digital strategy. This should focus on any technical difficulties encountered with the infrastructure and any technical support required	Executive Director of Education and Children's Services	March 2022	March 2022	<p>Recommended for closure</p> <p>Reported to March 2022 Committee</p> <p><u>December 2021</u></p> <p>The report on empowered learning will be</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			as identified by the officer working group including cluster technicians, school budgets and the affordability of hardware, and Wi-Fi access at home.				submitted to Committee in March 2022. <u>October 2020</u> An update was included in the Return to Schools Report on 13 October 2020 and a report on Empowered Learning will be submitted to the December Committee.
3	03-03-20	<u>Children and Young People's Participation</u>	Request a further report in March 2021.	Executive Director of Education and Children's Services	March 2022		Recommended for closure <u>December 2021</u> This report has been deferred to March 2022.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<u>March 2021</u> This report has been deferred to December 2021.
4	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		<u>September 2022 Update</u> 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 the overall project unfolds
5	03-03-20	<u>Motion by Councillor Laidlaw – Thistle Foundation Children's</u>	Officers to review the results of the projects to date and assess how these principles and partnership working could be applied in other	Executive Director of Education and Children's Services	Ongoing		Recommended for closure The Principal Educational Psychologist had dialogue with

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Wellbeing Project	schools across the North East and beyond.				<p>schools in the area and whilst the work was very highly regarded it was a small scale initiative</p> <p><u>October 2021 Update</u> Thistle Foundation have delivered excellent work to mainstream school leavers with a disability in Edinburgh and Midlothian. Pre-Covid-19 they had started work in two Edinburgh primary schools on pupils' emotions. They were set to roll out this work to three further schools but Covid-19 caused this work to pause.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Officers are in discussions with Thistle and other Community Mental Health and Wellbeing organisations in the Craigmillar area on an ongoing basis.
6	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		
7A	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 	Executive Director of Education and Children's Services	October 2021		<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</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Scottish Government's Protection Level 3.</p> <p>2) To circulate a briefing note to committee members on:</p> <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</p>				<p>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
			<p>points raised in their written deputation.</p> <p>4) To confirm if the above response had been sent to the Edinburgh Parent Council Network via Headteachers.</p>				
7B	24.08.21	<u>Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities</u>	<p>1) Motion approved</p> <p>2) To include information on in-school school lets in the report.</p> <p>3) To include any outstanding or new requests from groups that have not been actioned at the time of the report coming to Committee.</p>	Executive Director of Education and Children's Services	October 2021		<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
8	02-03-21	<u>Equalities – Investigation into Allegations of Racism</u>	<ol style="list-style-type: none"> 1) To thank the young people who brought these allegations to light and for sharing their personal accounts and recollections enabling the investigation to take place. 2) To thank the staff who supported the investigation process. 3) To note the overall conclusion that a culture of racism did not exist within the schools investigated. 4) To note however that important improvements were required for: 5) Setting out clear processes to report racist incidents 6) Managing racist incidents sensitively and 	Executive Director of Education and Children's Services	Ongoing		<p>Recommended for Closure</p> <p><u>March 2022</u> Updates will be included in the Promoting Equality Reports / Verbal Updates which are included on the work programme</p> <p><u>October 2021</u> Updates were included within the Promoting Equality Report on the agenda for the October Committee meeting.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>ensuring follow up actions were taken</p> <p>7) Reviewing the curriculum to ensure it did not perpetuate and actively challenged racist or colonialist attitudes</p> <p>8) Improving the culture to clearly show zero tolerance of racist conduct</p> <p>9) To further note that these improvements were in motion and appeared in the Equalities Action Plan previously brought before this Committee.</p> <p>10) To ask for a follow up report to every Committee meeting until further notice to allow members to monitor and evaluation specific actions.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>11) To ask that future reports address incidents of racism separately from curriculum review and development work.</p> <p>12) To note that management actions would be reported back to Committee if required.</p> <p>13) To circulate a briefing note to members providing information on teaching materials provided for religious and moral education, what was mandatory in terms of the national curriculum, any discretions which could be applied by local education authorities and any subsequent discretions that could be applied by individual Head Teachers.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			14) To record the Committee's thanks and appreciation to all the young people, staff and the Independent Equalities and Education Specialist for enabling and supporting the investigation process.				
9	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 	Executive Director of Education and Children's Services	March 2022		<u>October 2021</u> 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.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018.</p> <p>4) To agree to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.</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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			towards which would provide a formal qualification as a result of working with our young people.				
10	18-05-21	Business Bulletin – Outdoor Learning, Homelessness Prevention Group and Response to Incidents Survey	<p>1) To update Committee on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated guidance on outdoor learning.</p> <p>2) To circulate a briefing note and impact statement from the Homelessness Prevention Group.</p>	Executive Director of Education and Children's Services	August 2021	August 2021	<p>Decisions 1) and 2) closed by 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>
			3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the		June 2022 November 2022		<u>December 2021</u> An update will be included in the Inclusion Report scheduled to be

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			24 August 2021 Committee.				submitted to Committee in June 2022.
11A	28-05-21	Gaelic Medium Education in Edinburgh – Statutory Consultation	<ol style="list-style-type: none"> 1) Committee noted the report 2) Next Steps agreed: Once a response has been received from the Cabinet Secretary a further update report will be submitted to Committee for consideration. 	Executive Director of Education and Children's Services	Ongoing		<p>Recommended for closure</p> <p>On the agenda for September 2022 <u>December 2021</u> Update report considered by Committee at its meeting on 7 December 2021.</p>
11B	24-01-22	Update on Gaelic Medium Education Statutory Consultation	<ol style="list-style-type: none"> 1) To continue consideration of the matter to the next meeting of the Committee on 1 March 2022 to allow for further discussions between the Council and the GME community. 2) To request officers to provide further additional information on the present 	Executive Director of Education & Children's Services	March 2022		<p>Recommended for closure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			sites and any other sites that would support the quality of education as set out in the educational benefits section in the appendix to the report.				
12	01.03.2022	<u>Gaelic Medium Education (GME) Update</u>	<ol style="list-style-type: none"> 1) To request a revised report in one cycle that contains the following information: <ol style="list-style-type: none"> a. Details of the proposal for a standalone school on the site of the former Castlebrae Community High School 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. c. Regarding the sites 1,2, 3, 4 and 7 listed in the paper, additional detail to 	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 future of the following sites:</p> <p>i. Russell Road depot</p> <p>ii. Royal Victoria Hospital Site</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> 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 Convenor could share the latest response from the Cabinet Secretary for Education & Skills with committee members and Comann Nam Pàrant.</p>				
13A	12-10-21	West Edinburgh High School	To note the update and that a further report was scheduled to be submitted to Committee in December 2021 focussing on the outcome of the detailed	Executive Director of Education and Children's Services	March 2022 December 2021		Recommended for closure <u>December 2021</u> Update was included in the Learning Estate

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			work on options with a view to an informal consultation process beginning early in 2022.				Infrastructure Report approved at the Education, Children & Families Committee on 7 December 2021.
13B	07-12-21	Learning Estate Infrastructure	<ol style="list-style-type: none"> 1) To note the intention to publish the latest school roll projections in January 2022. 2) To note the intention to return a report to Committee in March 2022 setting out how any accommodation pressures arising from the new projections would be addressed. 3) To note the update on the Trinity Academy Phase 2 replacement project. 4) To agree that a detailed informal 	Executive Director of Education and Children's Services	March 2022		Recommended for closure.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>consultation on future learning estate infrastructure requirements in West Edinburgh be progressed with an outcomes report to Committee in June 2022.</p> <p>5) To affirm the essential goals set out in the Council's sustainable Capital Budget Strategy 2022-2032, that future developments in the Educational Estate must include strategic briefs outlining the teaching, learning and wider community requirements from the outset to ensure that the buildings constructed were fit</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>for purpose, and that this should include options for wider service delivery and active listening to/engagement with all potentially impacted local communities.</p> <p>6) To request a progress update at the March Committee to include issues remaining outstanding at that point and proposed next steps.</p> <p>7) To agree that Ward Councillors be invited to participate in the planned school working group sessions.</p>				
14	12-10-21	<u>Business Bulletin –</u>	To include in the Strategic Overview of Early Years	Executive Director of	March 2022		Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Strategic Overview of Early Years Childcare Provision	<p>Childcare Provision report coming to the December Committee meeting a focus on:</p> <ul style="list-style-type: none"> • a more comprehensive option for families utilising the Play Scheme that includes more than two half days throughout the holiday; • a focus on specific considerations and implications for families with children attending special schools. 	Education and Children's Services	December 2021		December 2021 Update reported to Committee at its meeting on 7 December 2021.
15A	12-10-21	Review Cuts to English as an Additional Language for Dalry Primary School	1) To note the ongoing work to develop a sustainable, equitable and capacity building approach to provision for English as an Additional Language to learners across all schools.	Executive Director of Education and Children's Services	March 2022		Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2) To note the ongoing work to support Dalry Primary School to adjust and engage with this approach.</p> <p>3) To note progress with the next steps previously agreed by Committee on 18 May 2021.</p> <p>4) To submit an update report in December 2021 on the recommendations and actions detailed in the Integrated Impact Assessment and the review of the criteria for allocating distribution of EAL Teacher support to all primary schools.</p>				
15B	01-03-2022	Report Regarding Petition –	1) To agree that an update is presented in October 2022 to report on the overall evaluation of the	Executive Director of Education	November 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Review Cuts to English as an Additional Language Provision for Dalry Primary School</u>	<p>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>	and Children's Services			
16	07-12-21	Motion by Councillor Mary Campbell – Support for Teachers and School Staff	<p>“Committee recognises the extreme pressures on school staff caused by the pandemic, particularly in relation to staff absence, and the mental health impacts of the pandemic on staff and pupils.</p> <p>Committee feels the resumption of school inspections is not appropriate when schools are under such pressure and agrees to write to the Cabinet Secretary for</p>	Executive Director of Education and Children's Services	March 2022		Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Education and Skills sharing the concerns of committee and of EiS, and to request consideration of delaying inspection visits for this academic year.</p> <p>Committee also understands that the pressures of the pandemic has shown the need for the Council to do more to support our Pupil Support Assistants. Committee requests a report to come to Education, Children and Families in one cycle, to analyse what could be done in terms of recruitment, training, pay and career structures.</p> <p>Committee expresses thanks to all school staff working so hard in these difficult times and acknowledges the difficulties they are facing. Committee</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			requests that Council officers look to see if any part of the workload of schools can be reduced without impacting learning and teaching.”				
17	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</p>	Executive Director of Education and Children’s Services	March 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>on our children and young people.</p> <p>Consequently, Committee agrees:</p> <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 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>recovery phase and the efforts teachers and school staff are 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>				
18	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,</p>		September 2022		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>food served in dining centres can fall short of the quality standards of that produced on-site and that this is exacerbated by longer journeys.</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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>funding to help grow the number of production kitchens.</p> <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>				
19	01-03-2022	Motion by Councillor Laidlaw –	Committee notes the concerns that have been raised by pupils, parents	Executive Director of Education	March 2022	March 2022	Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Scottish Government Health and Wellbeing Census	<p>and educationalists with regard to the Health and Wellbeing Census that is being asked of school pupils across Scotland and the decision of a number of local authorities to halt its rollout.</p> <p>Recognises that following debate, Council agreed to its implementation in CEC schools.</p> <p>Understands members' desire for further detail on the background and implementation of the well-being census in Edinburgh.</p> <p>Asks for a briefing note to be circulated to all members by Friday 4 March 2022 detailing the roll-out in Edinburgh, to include:</p> <ul style="list-style-type: none"> • Questions being asked of pupils in each year group 	and Children's Services			

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> • Number of pupils included (per schools and year group) • Number of opt-outs (per school and year group) • Number of completed questionnaires received • Number of ‘cause for concern’ responses logged by CEC” <p>To agree that the list of Scottish Government census questions is published on the Council’s website by the end of this week (4 March 2022) and that this action is communicated to Head Teachers and Parent Councils; further, that each Head Teacher be requested to inform their specific school parent body if they plan to deviate from the core</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Scottish Government census questions.”				
20	01-03-2022	Energy in Schools – Annual Report	To circulate a briefing note on demand reduction.	Executive Director of Place			Recommended for closure
21	01-03-2022	School Sports and Extracurricular Activities: Progress Report	<p>1) To circulate a briefing note previously provided to Committee Members to the wider parent council body for information, if appropriate.</p> <p>2) To circulate a briefing note on the re-introduction of sports academies to Committee Members and the wider parent council body, if appropriate.</p>	Executive Director of Education and Children’s Services			Recommended for closure
22	01-03-2022	Business Bulletin – Supporting	To note that a detailed report on supporting Teach the Future would be submitted to the next	Executive Director of Education and			<u>September 2022</u> The Edinburgh Learns Sustainability

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Teach for the Future</u>	meeting of the Committee on 21 June 2022.	Children's Services			Group have prepared an annual 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
23	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	Executive Director of Education and Children's Services			

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>should be considered on a 'B' agenda.</p> <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 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</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Council. These revised reports should be referred to 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>				
24	30-06-2022 (Council)	Motion by Councillor Gardiner – Currie Community High School	Council asks for a report to the Education, Children and Families Committee, providing an update on the construction of Currie Community High School, in the context of construction price inflation due to labour and supply chain issues related to Brexit and the pandemic and with the	Executive Director of Education and Children's Services	Being referred to EC&F from F&R on the 8 September.		<p>Recommended for closure</p> <p>On the agenda for September 2022</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>following principles addressed:</p> <ol style="list-style-type: none"> 1) The new school achieves Passivhaus standard as this will reduce ongoing energy costs for the new facility and contribute towards Edinburgh's carbon reduction. 2) There will be no reduction in the educational and community facilities to be incorporated into the new school, including swimming pool." 3) Any delay in completion of construction will not impact the quality of education, facilities and development of teaching materials for those pupils currently attending CCHS 				
25	25.08.2022 (Council)	<u>Appointment of Religious</u>	To request an update in the Business Bulletin of the next	Executive Director of	November 2022		


No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Representatives to the Education, Children and Families Committee</u>	<p>Education, Children and Families Committee on: Appointment of a second parent members to the committee to facilitate representation from both primary and secondary school parents.</p> <p>Progress with establishing a children and young people's liaison group as agreed by committee in March 2022.</p>	Education and Children's Services			

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 20 September 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</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Mrs Fiona Beveridge</p> <p>Angela Campbell</p> <p>Dr May Ruhyyih Parris</p> <p>Parent Representative To be confirmed</p>	<p>Nickey Boyle, Executive Support 0131 469 5725</p>

Recent News

Leading the digital revolution



Congratulations to three more Edinburgh schools who were recognised with the Digital Schools Award during the summer.

Lorne Primary, Corstorphine Primary and Wester Hailes High School were successful in their submissions and now join four other Edinburgh schools in achieving this level.

Digital Schools Awards is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology. It helps schools assess progress and recognise excellence in the use of digital technology, providing practical support and encouragement to help them plan for further improvement.

In order to achieve this award, schools have to submit evidence and demonstrate capability across a range of criteria. These include having a clear vision, strategy and digital technology 'culture' across the school, digital learning well integrated into the curriculum, and a commitment to ongoing digital professional development for teachers.

More information about the awards can be found here:

<https://www.digitalschoolsawards.co.uk>

Youth Music Initiative (YMI), funded by the Scottish Government through Creative Scotland, engages our pupils in quality music making experiences. In Edinburgh, YMI delivers music sessions to pupils from P1 to P5, and in 21/22 reached nearly 20 000 children – a number which we aim to build on in session 22/23, which marks the 20th anniversary of YMI.

Our YMI sessions, delivered by our fantastic tutors, impact positively on pupils' learning experiences not only in music, but also in other areas of the curriculum, including numeracy, literacy and health and wellbeing. Here are some comments from class teachers about their experiences of YMI this summer:



Pupils at Murrayburn PS taking part in a rhythm-based warm up game.

I enjoyed learning alongside the children and playing along with the ukulele. I now play this with the children on a weekly basis and continue to use the songs that were taught.

Thank you so much! I know all the other classes also really enjoyed the sessions and the kids are still singing some of the songs that they learnt. It was a great experience for them, and we really appreciate the support from YMI. Communication was also excellent, and the sessions ran very smoothly, so a massive thank you from all.

You have inspired us to timetable weekly singing with both P2 classes together next term, and classroom music with our own classes to develop knowledge of other aspects of music too.

The children loved learning new songs and being able to develop their confidence each week by revising the songs. Learning about pitch, tempo and the Scots element was fantastic!



P4 pupils enjoying their ukulele lesson with a YMI tutor.

Screen Education Edinburgh (SEE) update

Schools

Edinburgh City Film Education Programme completed in June. Funded by Screen Scotland, final activity developed pupils and teachers in schools serving SIMD 1 communities, including Broomhouse Primary, Craigoyston High, Forthview Primary, St Augustine's High, and Edinburgh Secure Services (Howdenhall).

ECFEP also included a CLPL programme developing 45 teachers in 31 primary and secondary schools across the Southeast Improvement Collaborative authorities, a CLPL programme for 12 probationary teachers in City of Edinburgh schools, and development of Scotland's first General Teaching Council for Scotland accredited programme in film 'Using Filmmaking to Develop Your Teaching Practice'.

The next programme 'Set the Scene' will see a pilot roll out of the GTCS programme developing teachers in Edinburgh, and a pilot roll out 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.

The team at SEE are also part of a nationwide group recently formed by Screen Scotland, Education Scotland, and SQA, to develop a new Screen and Film Education curriculum for Scotland, covering early years to senior phase, in response to the increasing growth of the screen industries.

Partnering the Youth Music Initiative team, from April to June, combined animation and music projects took place in Forthview, Craigoyston, St David's, Granton, and Pirniehall primary schools.

Young People

The Moving Image Arts programme developing young people aged 16 to 25 in Edinburgh completed in June, with 10 learners developed over the 2021-22 academic year in film theory, history, and making through the CCEA Moving Image Arts AS level qualification.

20 young people aged 16 to 19 completed the latest BFI Film Academy Edinburgh programme. Funded by the British Film Institute and Screen Scotland, learners developed in all aspects of filmmaking, produced short films, and engaged with screen industry professionals in a masterclass programme, with each studying for the level 5 BFI/Screen Skills Preparing to Work in the Film Industry qualification.

Edinburgh & Lothians Schools Film Competition in partnership with Edinburgh International Film Festival made a return to two in person events in June. Successful entrants took part in the primary/special school screening, or high school screening, with a youth jury selecting films and deciding awards across categories and presenting at each event at the Filmhouse.

Amplify was a project funded by Edinburgh International Festival, with young people based at Goodtrees Neighbourhood Centre in Moredun producing music videos in their community, following on from a music making project working with EIF and Vox Liminis music organisation.

Adult Learners

In the Frame, an Inspiring Scotland/Scottish Govt Creative Communities programme funded project focused on giving skills, knowledge, and a voice to 20 people in North Edinburgh from September 2021 to June 2022, with a series of heartfelt documentaries produced about their lives and their community, particularly in response to the covid pandemic.

Production

The team at SEE are currently producing two films focused on the Discover holiday programme, one which will aid recruitment and of families across the city who can be supported by the programme, and another to highlight the impact the programme has made for families over the past few years.

Another film being produced celebrates 20 years of the Youth Music Initiative in the city.

In partnership with The Guardian as part of their Made in Britain series, and funded by Joseph Rowntree and Paul Hamlyn foundations, SEE produced the only Scottish film of the strand, Made in North Edinburgh. A very timely, powerful, and immensely positive documentary focused on the community of North Edinburgh and the return of a local festival, the voices of local people and organisations are at its heart.

Follow this link to view – <https://www.screen-ed.org/news/made-in-north-edinburgh>

Creative Conversations

Last session saw a packed programme of virtual Creative Conversations, bringing around 600 school leaders, practitioners and partners across the South-East authorities together to discuss important ideas in and about education. We welcomed back familiar and new guests to deliver a programme of conversations to inspire educators. These include Professor Ken Muir, to discuss his most recently published report '*Putting Learners at the Centre*', as well as Sir Tim Brighouse and Mick Waters on their co-published book '*About our Schools*' on

Education, Children and Families Committee – 20 September 2022



educational systems through the ages. We engaged with young climate activists, classroom practitioners and school leadership teams, to hear their views on current matters such as the Climate Emergency, pandemic recovery and increasing poverty.

With current planning in place for the 22-23 programme, it is anticipated that a blended approach of in-person events, online conversations as well as short creative clips, showcasing inspiring creative practice, can be showcased on our new [Creative Conversations YouTube channel](#). You can keep up-to-date with the latest news and events by [signing up to the Creative Conversations mailing list](#) as well as by following us on Twitter, @CreateLearnEdin.

Excitingly, we will be hosting our first live, in-person event of the session, kicking off on the 29 September at the Edinburgh Training and Conference Venue. [Click here to sign-up now!](#)

We are grateful to be supported by the Creative Learning Network Fund, a partnership between Creative Scotland and Education Scotland under Scotland's Creative Learning Plan, to run Creative Conversations.

Racket Skills Holiday programme is a Big Hit!



The 'Racket Skills' Holiday programme was delivered this summer within 3 areas of the city. The programme delivers badminton and tennis activities as part of the Racquets Development programme headed up by Ryan Harrower - Racquets Development Officer with the Sport and Outdoor Learning Unit.

116 pupils aged between P3 – P7 attended across 5 sports camps.

Education, Children and Families Committee – 20 September 2022

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It is really encouraging to see so many pupils engaged in the content and the feedback has been fantastic from parents and pupils!

“By far the best summer camp/ activity we have put our kids into. So happy to see our daughter enthusiastic to go every morning, running to get her stuff ready and bouncing into the class!”

“Kids loved it, I felt good sending them to a class where they wanted to go and it wasn't just 'babysitting' - kids made new connections and had fun.”

Health and Wellbeing afternoon inspires pupils participation

To **introduce pupils to extra-curricular opportunities** at Castlebrae High School and to strengthen links between local clubs and partners a **Health and Wellbeing afternoon** was held for the 80 new S1 pupils.

Pupils rotated around 5 stations – girls football, boys football, rugby, hockey, basketball. Sessions were led by PE staff and local clubs/partners. The afternoon introduced new S1 pupils to the extra- curricular programme and allowed pupils to experience what is on offer at Castlebrae High School. The afternoon strengthened links between clubs and partners working with or looking to work with Castlebrae High School and Community Sports Hub.

**"It was great to see team sports, (hockey), being offered at Castlebrae."
HT Castlebrae CHS.**

Pupils were able to get to know staff/partners and vice versa and were then able to sign up to extra-curricular activities. This was the first time this type of event had been run for S1 pupils, and the event had come about due to lack of opportunity for transition during COVID. The event was very successful and will now be repeated at the start of each academic year building on the links with local clubs/partners.

Active Schools working in partnership with West Edinburgh Sting Rays

Following the reopening of the pool at Balerno High School, Active Schools partnered with **West Edinburgh Stingrays Waterpolo Club** to provide a range of swimming lessons for the local community, as well as offering a Waterpolo Club for the students at Balerno High School, along with some “Come and Try” Waterpolo sessions for the local primary aged young people. The high school club proved very popular with over 20 S1 and S2 students signing up to take part, with plans now in place for creating a competitive team to take part in national competitions. The swimming lessons saw sessions available for all ages and abilities, providing affordable and accessible opportunities. The interest for both swimming lessons and waterpolo has been so high that we are now creating plans for additional sessions in the coming months to try and satisfy the demand.

Set for Success at Liberton High School!

The partnership between NUVOC Volleyball Club, Active Schools and the Liberton Community Sports Hub has been prevalent for over 6 years now. Throughout this time, NUVOC have engaged fully with all aspects of the Community Sports Hub and the Active Schools programme: attending events both local and city wide, delivering at extra-curricular clubs and holiday programmes.

NUVOC have a partnership with Liberton High School, along with Scottish Volleyball and other partner clubs to create a Volleyball Pathway within the curricular timetable. This provides pupils the opportunity to participate in volleyball during school time learning every aspect of the game.

It was through this partnership with Scottish Volleyball and the clubs, that the high school and community sports hub were able to acquire funding to build 1 of only 2 Beach Volleyball courts in Scotland; this was built on the grounds of Liberton High School and is frequently used for PE, extra-curricular clubs, and local and national beach volleyball events.

“There are many great kids involved and I love the way that the link just gets stronger.”

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Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Standards & Quality Report and Education Improvement Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Committee is requested to note the progress made during the last academic session, despite the significant challenges relating to the pandemic
 - 1.1.2 Committee is requested to note the Education Improvement Plan targets which have been shared with schools, particularly those to Close the Poverty Related Attainment Gap

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

Standards & Quality Report and Education Improvement Plan

2. Executive Summary

- 2.1 This report contains the statutory Standards and Quality Report and Education Improvement Plan which are prepared annually, following analysis of data, consultation with Edinburgh Learns Boards, Headteachers and officers. Overall, progress has been maintained, despite the significant challenges presented by COVID-19.

3. Background

- 3.1 The Standards in Scotland's Schools Act (1980) and the Education Act (2016) place a duty on local authorities to report and keep under review the provision of education, particularly around the aims of the National Improvement Framework.

4. Main report

- 4.1 The National Improvement Framework provides a structure for education services to plan and report on the provision of education around raising attainment, closing the poverty related attainment gap, improving health and wellbeing and improving pathways. For session 22/23 onwards it also places an emphasis on Children's Rights.
- 4.2 Assessing the standards and quality of education is normally done through analysis of externally verified SQA exams and internally verified teacher judgements for Achievement of a Level. Additional information is also taken into consideration, such as HMI inspections of schools, local authority reviews and analysis of self-evaluation reports from schools.
- 4.3 The standard and quality of education across all schools and centres in Edinburgh is satisfactory with elements of good practice. Gaps in learning across primary sector have been recovered in most instances. Senior Phase information is still being processed, however some aspects have improved since the last formal diet of exams in 2019.

- 4.4 The Poverty Related Attainment Gap persists however, and more schools need to ensure that their staff have the appropriate level of skills, and the appropriate culture in place, to tackle this deeply ingrained issue. The Teachers' Charter and the Leadership for Equity culture change programme are beginning to show indications of progress in closing the gap. Strong practice in tracking and monitoring attainment and achievement are also required. Schools which underperform are being more rigorously supported and challenged in the revised programme for Quality Improvement.
- 4.5 The full reports for Attainment, Equity, Inclusion and Health and Wellbeing are reported at various Committee cycles. The Standards and Quality Report contains summary information only.

5. Next Steps

- 5.1 The Education Improvement Plan (Appendix 2) sets out the next phase of implementation to meet the objectives of the National Improvement Framework and the Business Plan.

6. Financial impact

- 6.1 No financial impacts are noted for this report

7. Stakeholder/Community Impact

- 7.1 The Education Improvement Plan has been influenced by relevant Edinburgh Learns Boards, comprising Headteachers and officers.
- 7.2 The EIP has been shared with Headteachers for consultation.

8. Background reading/external references

9. Appendices

- 9.1 Appendix 1 Standards and Quality Report
- 9.2 Appendix 2 Education Improvement Plan (Schools)

EDUCATION STANDARDS & QUALITY REPORT 2021-2022

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Edinburgh learns for life **1**

Key school actions..... Error! Bookmark not defined.

Edinburgh Learns for Life Boards Error! Bookmark not defined.

Empowered Edinburgh Resources Boards Error! Bookmark not defined.



The City of Edinburgh Council provides high quality services for all residents. This Standards and Quality Report shows the progress made towards educational outcomes in the

academic year 2021-22. Evidence for this report is gathered by the Quality Improvement and Curriculum Service through self-evaluation activities. External evaluation is carried out by Education Scotland and the Care Inspectorate who publish reports on the standards of education and care they observe. The COVID-19 pandemic presented new challenges and opportunities, developing resilience across neighbourhoods and schools, leading to stronger collaboration and an increased sense of what families really need. Under the leadership of Amanda Hatton, our Executive Director of Education and Children's Services, I am confident the Education Service will continue to build progress towards the council aims of reducing poverty, becoming net zero and improving wellbeing and equalities.

Joan Griffiths

Our education strategy: Edinburgh Learns for Life, underpins all of our work and seeks to transform lives through learning. Edinburgh Learns for Life is an ambitious vision for every learner in Edinburgh and fully incorporates the National Improvement Framework, which specifically tackles inequality in our society.

This report demonstrates the progress we have made towards the four national priorities set out in the National Improvement Framework, as well as the related themes and drivers which underpin it. We are fully committed to working in partnership with parents and carers, and community partners, forming a large and supportive family who meet the needs of all learners. Developing children and young people's health and wellbeing through high quality wider achievement and outdoor education is helping them to become healthy, active and confident citizens. Our aim for every young person to leave school and go on to further or higher education, employment or training and to narrow the gap between those living in different areas of affluence. Through the self-evaluation activities which have informed this report, we have identified next steps in achieving our vision which will be taken forward with renewed vigour this session. Closing the poverty related attainment gap in Edinburgh will require us to continue to build the highest quality teaching workforce through our Edinburgh Teachers' Charter, as well as to develop engaging, enriching curriculum pathways for all. These and other actions are shown in the Education Improvement Plan for 2021-24.



I am deeply committed to ensuring that the best possible learning and care for every child, young person and resident in the City of Edinburgh will enable them to become lifelong learners, and to close the deep inequalities which exist. I am very pleased to lead Education & Children's Services and sincerely hope that we will achieve our worthy ambitions together.

Amanda Hatton

Our vision

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

Our mission

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our goals

Transform

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

Connect

We will use a Place-based approach to build collaborative and sustainable learning, communities and networks.

Empower

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

Background Information

In 2021/22, our Education Service delivered education through:

In 2021/22, our Education Service delivered education through:

- 23 secondary schools
- 90 primary schools, of which 78 have nursery classes
- 20 Early Years Centres
- 11 Special Schools, of which 2 have nursery classes
- Delivered to 60,786 children and young people
- By 3680 teachers and 1520 support staff

The Education Service also has responsibility for Wider Achievement and Lifelong Learning.

- 28 Active Schools Coordinators
- 85 Music Instructors
- 12 Youth Music Tutors
- 12 Lifelong Development Officers

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Improvement and Renewal Plan 2021-24. The EIP is underpinned by our strategy: Edinburgh Learns for Life and is organised under the National Improvement Framework national priorities.

Evidence for the Standards and Quality Report is gathered through

- School Supported Evaluation Reviews
- Thematic Reviews
- Education Scotland and Care Inspectorate reports on schools and services
- Follow through reviews from Education Scotland inspections
- Audits carried out by the Quality Improvement & Curriculum Service
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

The results of this self-evaluation have been used to plan the next steps, which are incorporated into the accompanying Education Improvement Plan.

Education Scotland Engagement	Setting
Critical friend support (continued engagement visit due to one or more grade of satisfactory or less or nominated by LA)	<ul style="list-style-type: none"> Colinton Primary School Gracemount Primary School St Crispin's Primary School Granton Primary School
National Thematic Inspections	<ul style="list-style-type: none">
Approaches to supporting children and young people's wellbeing	<ul style="list-style-type: none"> Roseburn Primary School Leith Academy
Local approaches to recovery	<ul style="list-style-type: none"> Moffat EYC Castleview PS Gracemount High School
Outdoor learning	<ul style="list-style-type: none"> St Andrew's Fox Covert Primary School Woodlands Special School
Other (CLD)	<ul style="list-style-type: none"> Discover Get into Summer Summer Epic Days programmes
Additional virtual meetings to EYC	<ul style="list-style-type: none"> Fox Covert EYC Tynecastle EYC Greendykes EYC Calderglen EYC Lauriston Castle Forest Kindergarten
Recovery Visits	<ul style="list-style-type: none">
Continuity in learning Wellbeing of children, young people and staff Safeguarding and Child Protection Procedures	<ul style="list-style-type: none"> St Margaret's Pre-school and Nursery Gracemount High School
Care Inspectorate Visits	<ul style="list-style-type: none"> Programme of Early Years Settings, including partner providers "Good or better" national agenda

Summary of QICS Engagement	
Follow-through session 2021-22 (grade of satisfactory or less – normal cycle of 1 year from inspection)	<ul style="list-style-type: none"> Colinton Primary School Granton Primary School
Follow-through session 2021-22 (normal cycle of 18 months from inspection)	<ul style="list-style-type: none"> Boroughmuir High School St Augustine's High School
Remaining Follow-throughs (prioritised start of session 2022-23)	<ul style="list-style-type: none"> Gracemount Primary School Echline Primary School Longstone Primary School Prestonfield Primary School Ratho Primary School
Supported Self evaluation (start of session 2022-23)	<ul style="list-style-type: none"> Holy Rood RC High School The Royal High School Queensferry Community High School Pirniehall Primary School James Gillespie's High School Wester Hailes High School

Objectives

- We will raise attainment for all
- We will improve the skills of staff
- We will improve the tools and resources for staff
- We will raise attainment in numeracy and mathematics

Raising Attainment and Achievement

Analysis of schools' standards & quality reports show Raising Attainment and Achievement (QI 3.2) self-evaluation as follows:

Sector (3.2)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	21	53	15	0	3.93
Secondary	0	1	5	12	5	0	3.91
Special	0	0	8	2	2	0	3.50

Schools evaluating as satisfactory or less are priority schools and receive a high level of support. These self-evaluations are also revisited during the session as more assessment data and analysis becomes available

Senior Phase Attainment

Pupils across the city worked hard under very challenging conditions and were graded with strong results. These achievements are a tribute the support they received from parents, carers and staff. In particular:

- 49% achieved 5 or more passes at National 5 in S4 (an increase of 6 percentage points since 2019).

- The most significant increase in attainment at Level 6 in S5 was for those achieving 3 or more Higher passes – a 6 percentage point increase on 2019.
- At Advanced Higher in S6, the authority also achieved its best ever performance with 32% of the original S4 cohort achieving 1 or more Advanced Higher passes.
- Schools showing a strong pattern of improvement across all measures compared to 2019 are: Broughton, Craigmount, Firrhill, Leith, Liberton and Tynecastle.

Percentage of the S4 roll attaining passes at SCQF levels

	2018	2019	2020	2021	2022
By the end of S4					
5@National 5	41	43	52	49	49
By the end of S5					
1@Higher	60	59	64	65	63
3@Higher	41	38	45	46	44
5@Higher	22	20	24	25	24
By the end of S6					
1@Higher	66	66	69	70	70
3@Higher	47	49	50	55	53
5@Higher	35	36	38	42	40
1@Advanced Higher	26	27	30	25	32

Attainment in the Broad General Education (P1-S3)

Over the course of the pandemic all attempts were made for learning to progress as normal and for gaps in learning to be filled through additional interventions. The results show that the steady improvements in performance, impacted by COVID are back to our expected levels. Additional interventions are planned to build on this strong and improving performance.

Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	76.0%	78.3%	78.9%		71.9%	78.8%
P4	71.1%	74.3%	75.8%		76.3%	73.3%
P7	70.6%	74.2%	76.5%		73.4%	77.1%
P1,P4,P7 (Combined)	72.7%	75.7%	77.1%		73.8%	76.4%
S3 (3rd+)	84.7%	88.4%	93.8%			91.1%
S3 (4th)	48.2%	58.0%	63.6%			62.5%
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%
S3 (3rd+)	90.1%	91.5%	95.4%			94.1%

S3 (4th)	58.3%	63.4%	69.7%			75.6%
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Learning, Teaching & Assessment Summary 2021-22

Analysis of schools' standards & quality reports show teaching, learning and assessment (QI 2.3) self-evaluation as follows:-

Sector	Un-satisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Average
Primary	0	0	18	65	6		3.9
Secondary	0	0	4	17	2		3.9
Special	0	0	7	3	2		3.5

This data helps to identify priority schools who will receive a high level of support from their QIEO. Schools evaluating as satisfactory or less are priority schools.

Edinburgh Learns Teachers' Charter

One of our main aims to ensure all young people access the highest quality teaching and learning. This relies on the development of a highly skilled workforce. In 21-22, 20% of the teaching workforce, has been met or exceeded our requirements to be proficient in the 4 key areas shown below which make up the Teachers' Charter. We are on track to increase this to 40% for session 22-23 and 60% for session 23-24.

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Full course	524	625	274	242
Aspect of the course (focused webinar)	393	685	389	367

All responders agreed that engagement with professional learning has had a positive impact on their practice and all agreed that their learning would have a positive impact on learners.

Evaluation comments from teachers included, "I'm new to Edinburgh so actually was quite thrilled to hear there are so many opportunities for collaboration.", and "This training was great! Reminded me that I am doing things well but also highlighted some things I could improve on in my classroom and the benefits this would have. Thank you :)"

Addressing Gaps in Learning

Additional Covid Recovery Funding was allocated (£2,692,000) to schools to secure additional staffing to address gaps in learning. Additional funding (£1,238,734) has been allocated to each learning community to appoint a transition teacher to provide targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. Senior leaders have been issued with guidance to work as a "learning community" for financial, and improvement, planning which ensures both best value and better outcomes for learners.

Digital Learning

The Empowered Learning project is on schedule to deliver 1:1 devices to all pupils from P6 to S6, all teachers, a ratio of 1:5 devices for pupils in P1 to 5, and an allocation of devices for use in Early Years, by December 2022. The project is also providing a significant uplift in WiFi provision across all schools, the installation of which is also progressing satisfactorily.

A suite of 10 professional learning courses (90 individual videos in total) has been created and shared to support the development of digital skills for teachers. To date, there have been 6532 individual views by 804 different teachers, which will increase as the project progresses towards completion. A range of pupil/carer-focused digital skills videos (23 to date) have also been created and shared, to provide further support for schools.

Good progress has also been made with the Digital Schools Award Scotland. Almost all schools have now registered for this award, the number of our schools

who now have the award has more than doubled from 3 to 7 this year, and we have a further 11 schools who have completed the self-evaluation process and will request a validation visit in the new term. Lastly, to further support and promote effective digital pedagogies, a wide range of webinars have been delivered, including embedding the use of tools like ClickView and Class Notebook, specific support sessions for P6,7 teachers new to 1:1, and a particularly successful Minecraft Challenge which attracted over 150 team entries, ultimately resulting in South Morningside Primary going on to win at national level.

Numeracy Strategy

Following a thematic review of practice across schools, the Strategy for Numeracy was developed to develop lifelong skills in numeracy. The need for high quality professional learning for staff from all sectors was highlighted to improve confidence in the delivery of this area of the curriculum. During the 21-22 academic year there were 20 hours of online Numeracy CLPL delivered by the Development Officer and educational professionals to over 1000 teachers across the authority. All of these sessions were recorded for teachers to access through any time learning. 98% of attendees who completed evaluations predicted that the learning from these sessions would have a positive impact on the learning outcomes for pupils.

Literacy Strategy

In 2021-22, a multi-disciplinary Literacy partnership of Additional Support for Learning (ASL) specialists, educational psychologists, and lead practitioners was established. Attainment data for 2020-21 writing skills identified an increase in the gap between children in Quintile 1 compared to Quintile 5. The Professional learning programme for session 2022-23 has been revised to include interventions to address this.

A Transition Writing project aimed at Primary 7 teachers was launched across the South East Improvement Collaborative. The project examined how to explicitly and systematically teach children to write through breaking down the teaching of writing into small chunks and linking this directly to the development of oral language. The Liberton Learning Community participated in this project. Evaluations highlighted an increase in teachers' confidence in making professional judgements on children's progress in 2nd Level Writing. In Early

Years, new 'Communication and Literacy' guidance was produced to support teacher/practitioner understanding of the skills children need to develop from birth. This guidance is being used across the SEIC to support good practice in play based pedagogy.

Lead Teacher networks for English and Media ran throughout the session. These network provide opportunities for sharing good practice, exploring standards and examining areas for future development. In addition, a new Literacy network for Secondary colleagues was established.

NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve, for the care experienced and those living in poverty
 - Attendance
 - Attainment
 - Wider achievement

Leadership for Equity

Leadership for Equity is our externally accredited professional learning programme to change the culture in our schools to eradicate poverty-related stigma. This programme is in its pilot year with delivery and participation extended over the next 3-4 years. This will include a programme for pupil support assistants and Newly Qualified Teachers. The programme covers a range of areas, including

- Social Justice, equity, poverty and associated implications for school and classroom ethos and culture
- The theory and pedagogical approaches required to address poverty, the poverty related attainment gap, associated challenges and barriers to learning
- Research on learning and teaching practices which have the biggest impact on closing the poverty related attainment gap
- Working in partnership with parents & carers and support staff to promote equity and close the poverty related attainment gap

Evaluations showed that 100% agree/strongly agree that the course will support them in developing key strategic actions for equity and have a positive impact on staff in their establishment. The course has been described as 'inspiring and thought-provoking' by participants.

Sector	Senior Leaders	Teachers
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Participation rates are as follows:-

Sector	Senior Leaders	Teachers
Primary	29	12
Secondary	9	9
Special	2	1

Closing the Poverty-Related Attainment Gap (PRAG)

Note that "gap" data for session 2021-22 is not yet available

Broad General Education

The drop in attainment for 2020-21, compared to 2018-19, was greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. In almost all cases, the gap between these two therefore widened. This was in contrast to the pattern from 2016-17 to 2018-19, where in most cases the gap narrowed. These gaps were widest for writing (all levels) and numeracy (P4 and P7). The gaps were "narrowest" for listening & talking. Given that in session 2021-22 attainment increased to levels roughly in line with 2018-19, we do expect to see progress in narrowing the PRAG once the data is available.

Senior Phase

Attainment for learners living in areas of high deprivation has fluctuated over the past five years at SCQF levels 4, 5 and 6, and the gap remains greatest for attainment at SCQF level 6 in session 2020-21. The attainment of learners from Quintile 1 at all three levels rose overall since 2016-17, and the PRAG was narrower at SCQF levels 5 and 6 than previously. Based on the 2021 data, the greatest progress was seen at SCQF level 5, whereby the PRAG of 15.5 percentage points was at its lowest level during the five-year period, with 81% of learners from Quintile 1 achieving 1 or more qualification at that level. Early indications are that Senior Phase attainment *decreased* in session 2021-22 due to the reintroduction of formal SQA examinations, although the attainment was

better than for 2018-19 (the last time there was a formal diet of examinations). We therefore expect the PRAG to widen compared to 2020-21.

Thematic Review of Attendance

A Thematic Review of practice across a range of schools and centres took place November 2021. Schools with good practice had developed strong relationships and communication channels with families which removed barriers to attendance, and improved attendance rates. In addition, clarity around policies, procedures, roles and responsibilities, regular and rigorous monitoring of attendance, were helping to ensure attendance was high on the agenda. Early intervention and partnership working were also key components to success in improving attendance.

A range of challenges was also identified such as the broader impact of covid on attendance: effectiveness and functionality of recording systems; staffing capacity and the need to develop a whole community approach to tackle this issue. As a result, recommendations are being taken forward within the Craigroyston Learning Community as a pilot.

In addition, the critical of the PSO role in supporting attendance has been made clear and many schools are using PEF to create these posts.

The Promise

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 as part of our annual update on Child Protection. As well as deepening our understanding about our roles as Corporate Parents, staff were able to recognise and understand their crucial role in supporting, developing and inspiring Edinburgh's Care Experienced children. Using their own school practice as inspiration, staff discussed how we can ensure children and young people feel loved, safe and respected in Edinburgh's schools. The creation of a toolkit on feeling Loved, Safe and Respected in Edinburgh's schools has contributed to staff being able to respond and react to children in a way that attunes to their individual needs.

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. As well as delivering professional learning to staff teams, Who Cares? delivered workshops to 1360 pupils in P5-S2. The sessions focussed on raising awareness of the issues care experience children face and breaking down the stigma of being in care.

The sessions evoked powerful emotions and reflections from the young people involved. Comments changed from 'care experienced children are bad', 'don't listen' and 'have mental health problems' to 'everyone's journey is different', 'just because you are care experienced doesn't mean you can't achieve something big' and 'being in care is never a person's fault ever!'

In order to meet the Calls to Action laid out in The Promise, we are now extending the project across a further 12 schools. This will be complemented with bespoke interventions to support health and wellbeing and raising attendance and attainment. Our Forest Schools approach has benefited over 140 care experienced children who participate in weekly outdoor learning opportunities. Our partnership with VTO (volunteer tutors organisation) supports primary ages children with one to one tutoring. Play therapist have supported children in ten primary schools and our partnership with the Hibs Foundation supported S3 – school leavers with positive destinations. We continue to work closely with social work colleagues and third sector partners to ensure our Care Experienced are prioritised.

Pupil Equity Funding

Pupil Equity funding totalling £8.7 million was deployed to schools in 2021-22. The funds were spent on staffing, family support, attendance, counselling,

reducing the cost of the school day, digital resources, literacy and numeracy interventions, and wellbeing interventions, targeted towards children and young people experiencing poverty-related barriers.

Summary

Our current data shows us that the past two years has seen an increase in the poverty-related attainment gap both across our local authority and nationally. We have focused in 2021-22 on developing an effective culture, skills, and support and challenge, in order to improve outcomes for learners. Next session, our plans include finalising a Team Around the Learning Community model for Strategic Equity Funding across the city, further expanding the reach of the Leadership for

Equity offer, continuing to increase engagement with the Teachers' Charter, and creating a new structure which enables schools to access relevant provision from partner providers that offers the highest impact for those learners who need it most.

NIF 3: Improvement in children's and young people's health and wellbeing

- We will ensure equality for all children with protected characteristics
- We will revise and decolonise the curriculum
- We will improve the PSE curriculum in secondary schools
- We will improve provision to meet the needs of young people in secondary schools
- We will learn outdoors

Wellbeing, Equality and Inclusion

Analysis of school S&Q reports confirms a continued strong performance in inclusion, equality and wellbeing

Sector (3.1)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	3	50	33	3	4.40
Secondary	0	0	1	10	11	1	4.52
Special	0	0	3	8	1	0	3.83

Health and Wellbeing

Supporting the Health, wellbeing and resilience of school communities has continued to be a priority during and beyond the pandemic.

Resources, supports and training related to health and wellbeing have been shared with schools to enable them to meet the needs of their communities. Additional resources to support increased levels of anxiety and its broader manifestations have also been shared with schools in response to these identified needs. Sign posting to both national training and new community-based funding has been well received.

Health and Wellbeing Census

The National HWB Census has been carried out in all primary and secondary schools. The total number of pupils from Edinburgh taking part in the national census was 24,186 with 10,354 responses from primary school pupils (P5, 6 and 7) and 13,832 responses from secondary school pupils (S1-S6).

All schools have been provided with detailed analysis of the responses for their pupils alongside city data for the appropriate sector to enable them to plan for improvement appropriately within their own context.

What does our evidence tell us?

Please note the following caveats to the comparability of this data – we use a proportionate approach rather than a 'census' approach, we use exact % whereas the Census uses the nearest 5% and whilst these questions were similar, they were not the same, so it is not possible to draw firm conclusions from the results.

<i>Life at School and Learning</i>	<i>Primary: Agree/strongly agree</i>	<i>Secondary: Agree/strongly agree</i>
<i>I enjoy learning new things</i>	85%	80%
<i>I feel confident to speak up in class, ask questions and share my opinion:</i>	60%	55%
<i>Most of the time, I am happy at school:</i>	70%	50%

The Edinburgh HWB questionnaire is carried out every two years. This year all schools took part in the National HWB Census designed by Scottish Government. 6 questions (/48) in the primary census and 5 questions (/64) in the secondary census were similar to our own survey. From this we can observe that recent experiences may have had a negative impact on the health and wellbeing of some children and young people. Table below shows responses in previous census versus current census

My teacher listens to what I have to say	
85% to 55% (P)	65% to 55% (S)
pupils saying they are treated fairly	
89% to 80% (P)	81% to 65% (S)
Anti-Bullying had improved	
84% to 55% (P)	47% to 50% (S)
Happy at school	Happy with self
82% to 70% (P)	90% to 70% (S)
Kept trying when things were hard 88% to 80% (P)	
Feeling optimistic about positive destination 88% to 85% (S)	

In relation to feeling they have a choice in what they are learning at school, 40% agreed/strongly agreed whilst 25% disagreed/strongly disagreed. Last year the responses were 47% agree/strongly agree 31% disagree/strongly disagree, demonstrating a mixed picture in this aspect of school life.

Exclusions

Schools are increasingly embedding an inclusive culture and ethos that values every individual equally. All staff engage in Inclusive Practice training and are skilled in using a range of approaches to support engagement in learning. We increasingly offer flexible curricular pathways to support more learners to attain and achieve, this includes making better use of learning spaces to support engagement and maximise learning opportunities for all. This has helped all practitioners to provide effective support for children and young people, encourage their own professional learning and development. This work will be further supported by national work on the strategy to review the deployment of support assistants in our educational settings.

Data shows that we had a significant downward trend over a number of years which then plateaued into a fairly stable annual figure. We have had a pattern of being significantly lower than the national average across mainstream schools but significantly higher within special schools. This was amplified post covid when children with complex addition support needs were perhaps struggling more to get back into routines and cope with COVID measures. Our Care Experienced and ASN learners are over represented. To address this, more schools will be challenged in their use of the Alternatives to Exclusions guidance, which states that learners are part of a resilient and positive learning community where they feel they belong, contribute and learn, are supported and can help others.

Exclusions	2017-18	2018-19	2019-20	2020-21
Primary	200	256	147	106
Secondary	562	529	446	374
Special	107	52	29	63
Total	869	837	622	543

Improved PSE Curriculum in Secondary Schools

All Secondary Pupil Support Leads were surveyed on their current PSE provision across all curricular organisers. This identified gaps, good practice and areas for development.

A new framework was developed and a data base of support and resources for each organiser was created. This allowed good quality resources to be collated and stored in one place to help schools to navigate the plethora of resources available. This will support our practitioners to provide a planned progressive learning experience for young people. In addition, signposting for staff, parents and young people and training opportunities for staff have been provided to supplement the curricular materials.

This data base has also enabled us to continue to promote the national Relationships, Sexual Health and Parenthood resource, our own Young Minds Matter materials, the new Gender Based Violence and Harmful Sexual Behaviour toolkit and our continued work with the Mentors in Violence Prevention Programme.

Equalities

In 2021-22 we continued the implementation of the procedure for preventing and responding to bullying and prejudice; revising and decolonizing the curriculum; and increasing diversity in the workforce.

A revised procedure was issued in November 2020. Equality Co-ordinators received regular training (November 2020 and annually) and briefings (termly) to support implementation. In addition, Senior Development Officer for Equalities and Equalities Officer supported schools to respond to more complex incidents. All school leaders attended a full day Race Equality in May/June 2021, followed by recall sessions in December 2021 and January 2022. These sessions were facilitated by a national expert involved in the Scottish Government REAREP (Race Equality and Anti-Racism in Education) programme.

Materials to support evaluation of our curriculum through an equalities lens were developed in 2021-22 including good practice guides, toolkits to examine the curriculum and a glossary of terms. Almost all schools have begun to audit the curriculum

A working group has also begun positive action measures to increase diversity in the workforce, particularly the number of staff from Black and Minority Ethnic backgrounds in teaching and promoted posts. A session for aspiring school leaders from Black and Minority Ethnic backgrounds was well received as a starting point for further positive action to support these colleagues.

Data on prejudice-based incidents for 2021-22 shows an increase in the number incidents recorded (and reported) in comparison with 2020-21 (not a full school year due to school closures), especially racist incidents. This increase is partly an anticipated result of the ongoing implementation of the strengthened procedure for preventing and responding to bullying and prejudice and guidance on tackling racist incidents. This is supported by training for Equalities Co-ordinators and Race Equality seminars for all school leaders. We know from school leader evaluations that there is raised awareness and understanding of what racism looks like and its impact on children and young people. In addition, it is recognised that historically there has been under-reporting and recording of racism, therefore an expected impact of focused work in this area is an increase in the number of reported and recorded incidents.

Qualitative feedback from Pupil Equality events and pupil and staff focus groups (as part of school self-evaluation) evidences that Equalities work is being led by children and young people, that they value the support and commitment of their teachers in this work, and the positive impact on their learning and social experiences in school. The school leader recall sessions included sharing practice items, with impressive contributions from young people.

Wellbeing Hubs in Secondary Schools

Significant progress has been made in enhancing the support available in mainstream schools so that all learners have the opportunity to attend and receive targeted support in their local catchment school.

Underpinned by the principles of GIRFEC, the establishment of Wellbeing Hubs in secondary schools strengthens our commitment to ensuring young people claim their right to an education which develops their personality, talents and abilities to their fullest potential (UNCRC).

In 2020 Wellbeing Hubs were established in nine mainstream secondary schools. The tailored interventions support young people to strengthen their Health and Wellbeing, build positive relationships with their peers, and thrive in mainstream settings. This concept of staged intervention allows for less intrusive and more efficient support.

A senior leader commented on the impact of the Wellbeing Hubs on the wider staff team 'we now feel in a better position to support a range of learners in our school. Young People belong in our school, we want to meet their needs. We are working together to ensure young people get the support they need so they can go on and access the curriculum and wider opportunities in our school and community'.

In 2022 we will complete the rollout of Wellbeing Hubs to all secondary schools in Edinburgh. With a focus on P7/S1 transition, primary and secondary schools will work together to further support young people to flourish in their local community.

Inclusion Strategy

Enhanced Support Bases (ESB) support children and young people with complex language and communication difficulties in their community. We now have 17 primary and 9 secondary ESBs across the localities catering for 210 children and young people and will extend the offer to include young people in the senior phase.

The ASL service continue to work closely with schools to support children and young people who require flexible and/or alternative pathways. 424 children and young people were supported, including 66 young people in the senior phase who accessed meaningful qualifications.

'I learned how to make a fire and make a den. I learned how to use a saw. I think (the sessions) helped me listen more at school.'

A thematic review will ensure that the provision offered is of high quality, and that the overall aims are to return children and young people to mainstream education when appropriate.

NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

Objectives

- We will embed place children's rights and needs at the heart of education
- We will review curricular pathways to ensure coherent development of skills
- We will align pathways to provide parity and fairness
- We will develop strategic plans to meet the objectives of the City Vision 2050
- We will review the curriculum to ensure learning about sustainability including environmental integrity, economic viability and the need for a just society

Children's Rights

Rights Respecting Schools Awards

Sector	Registered	Not Registered	Bronze	Silver	Gold	Gold ++
Primary	16	16	31	15	11	1
Secondary	2	2	12	4	1	2
Special	2	2	6	2	1	

In schools last session, staff were increasingly using technology as a way of capturing Pupil Voice. There are more Edinburgh schools than ever accredited with UNCEF Rights Respecting Schools. 85 schools were trained in UNCRC during the session. In addition, Edinburgh had the highest number of expressions of interest from potential MSYP candidates in Scotland and fielded the most confirmed candidates (26). Collaboration between schools and Youth Work has continued to improve. In addition, Edinburgh Primary Schools hosted their first ever Climate Summit with 550 pupils online. Next session, A new 2 part CLPL training programme session will be available for Secondary and Primary School Staff in August and September focusing on UNCRC, Pupil Participation and Global Citizenship. A Young Person Liaison Group will be created to enable

and improve Young Person Participation and opinion in decisions at Council level. Using RRS status data, we will continue to further promote the award in schools. Case studies and examples of good working practice will be identified and shared through LAYC/CEC collaboration. Furthermore, a working group will consider how schools, Life-Long Learning (including CLD), youth groups and colleges can plan and collaborate more effectively learner pathways and opportunities.

Pathways to develop the young workforce

Developing the young workforce through flexible learning pathways is fundamental to the Edinburgh Learns strategy for raising the attainment and achievement of our young people, and improving sustained positive school-leaver destinations. The 2021 Annual Participation Measure showed that of the

- 13,468 16-19 years old in Edinburgh City, 92.5% were participating in education, training or employment, a 0.1 percentage point increase from 2020.
- In Edinburgh 94.1% of all 2020/21 school leavers are in a positive follow-up (sustained) destination and this is above the national average (93.2%).

Our Annual Participation Measure highlights a 9.0 percentage point gap between the participation of 16-19 year olds living in the 20% most and least deprived areas – we are targeting appropriate interventions and resources to narrow this. Partnerships between schools and post-school destination providers are critical to ensure the process is robust. We continue to develop the quality and variety of learning pathways for all

young people, in particular Foundation Apprenticeships. This includes working with Edinburgh College to improve the completion rates of young people who attend as part of the School College Partnership.

It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing. There is a relentless focus on a high-quality senior transition where all young people are known and receive their entitlement to personal support, including the SDS statutory obligation. This has been supported by improved 16+ data intelligence; a rigorous 16+ Quality Assurance timeline to ensure consistency across schools; and sharing of best practice. Senior Transitions will continue to include rigorous action planning for all those at risk of a negative destination.

Sustainability

All schools are supporting the Edinburgh 2030 Climate Strategy – delivering a net zero, climate ready city. Last session we connected with colleagues and shared good practice both locally and nationally to capitalise on COP26. Our evidence suggests that some schools have developed good practice which we will build upon to improve consistency. The ‘Recycling in Schools Project in conjunction with Facilities Management and ‘Changeworks’ and the 2021 Outdoor Learning ‘Epic’ Transition days were very well evaluated and will be further developed. Next session, more leaders and practitioners will be upskilled and broaden their knowledge in Sustainability, Global issues and Carbon Literacy.

Leadership

The Edinburgh Learns Leadership Framework sets clear expectations for schools to develop leadership at all levels. Across the city, senior, middle and Aspiring Leadership programmes were well attended and received positive evaluations. Of the 6 full model HMIE inspections that have taken place since June 2019 and which assess Leadership of Change, 1 school was graded as satisfactory, 4 as good and 1 as very good.

School self-evaluation grades show that almost all schools rate themselves as good or better, consistent with previous years.

Leadership of Change

Sector (1.3)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	8	64	17	0	4.10
Secondary	0	0	1	15	5	0	4.26
Special	0	1	2	8	1	0	3.75

With the demands placed on senior leaders to manage health, safety and wellbeing over the past few years, leadership competency has been expanded to include appropriate completion of the Self Assurance Framework.

All newly appointed or acting HTs have taken part in the CEC HT Induction programme. This will be refreshed to ensure that it fully complements learning undertaken on the Into Headship programme. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme which will enable them to meet this standard.

1+2 Languages

This national policy aims to build language skills to participate fully in a global society and economy. Evidence shows increased provision of full entitlement for the second main language (L2) in session 2021-22, compared to 2020-21, as schools work to broaden their curriculum offer post-COVID 19. Levels of provision for L3 have increased, now reaching 100% in secondary schools. Overall engagement across sectors remains high and SQA presentations and awards have increased. Our professional learning diet aligns with Edinburgh Learns and provides career-long opportunities, with particular improvement in provision for probationer teachers, self-evaluation, curriculum design and leadership of learning. Tracking of participation in CLPL shows strong levels of engagement. Practitioners benefit from active, supportive professional networks while leadership and development work at LA level has increased sustainability within the model. Learners have engaged enthusiastically and learning experiences have been enhanced by extensive partnership and collaboration at school, learning community and authority levels. Working with the Digital Consortia Team, we have included Mandarin in the pilot offer and are working with school communities to extend this to further Heritage Languages.

Learning Together (Parental Engagement and Involvement)

All Schools have continued to strengthen their relationships with parents and carers. Most schools have supported and encouraged parents and carers to engage with their children's life and learning at school. In-person events have been well received and well attended. Schools have worked closely with families to reduce potential barriers to engagement and most have been responsive to the family circumstances such as families affected by food poverty, English as an additional language and mental health issues. An increased range of digital solutions have been used by all schools to improve parental engagement in children's and young people's learning. All schools have taken effective steps to support children where there may be financial hardship, this has been supported by Pupil Equity Fund (PEF) and other community funding.

Improved practice in either parental engagement, parental involvement, and family learning was celebrated by 34 early years centres and primary schools who participated in the Learning Together professional learning.

All feedback from consultation with parents and carers has been used to improve practice and communication. All actions from the Parent Council Chair Survey (May 2021) have been completed and have increased awareness of system to promote parent voice in Edinburgh.

Play for Learning Project:

Almost all Primary Schools are engaging with play pedagogy within Primary 1 and some into Primary 2. There is a clear desire and willingness to engage with play pedagogy in P1 and P2. However, through a baseline data exercise at the beginning of session 2021-22, a number of barriers were identified: low adult:child ratio, lack of understanding of play pedagogy, cost of resourcing continuous provision, meeting the needs of children working in more than one language, meeting the needs of children with ASN, structure of the school day, assessment and moderation.

To ensure success, the Early Years Quality Improvement Team are working in partnership with Education Scotland to update guidance, make use of digital platform to share practice and develop staff skills. 497 members currently engage with the Teams page. An additional Early Years Practitioner (EYP) has been allocated to all primary schools to support play, ensuring that high quality work is in place and moderated consistently across all centres and schools.

Associate Headteachers

Experienced and skilled Headteachers were invited to become Associate Headteachers, to help shape the strategy for various Edinburgh Learns themed boards. External experts interviewed these Headteachers and posts have now

been taken up for Equalities, Teaching, Learning and Assessment and Digital Learning.

Transition Teachers

Additional funding (£1,238,734) was allocated in session 2021-22 to all 23 learning communities to appoint a transition teacher. The focus was to provide targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. All learning communities have successfully appointed this practitioner. In the best examples, teachers report clarity of role focused on providing targeted interventions to young people with the most significant gaps in literacy and numeracy.

“Families and pupils are appreciative of the link between primary & high school”

“Benefits include improved links & sharing practice withing the cluster. Improved consistency, improved pastoral care & knowledge of pupils”

These teachers will continue to meet as a network to provide ongoing evaluation of impact and to identify further examples of good practice to be shared across learning communities.

Learning Communities

From Session 22/23 all schools will work together as Learning Communities, extending the ‘cluster’ to include collaboration with special and denominational schools and early years establishments within the geographical community. Progress in learning, GIREC practice and Learner pathways will become more consistent. In the best examples so far, schools are pooling Strategic Equity Funding to achieve best value benefits and improve outcomes for learners. In the Craigmount Learning Community for example, Inclusion, Attendance and progress in learning have been consistently developed

Gaelic Medium Education

Provision for Gaelic Medium Education, in line with the City of Edinburgh Gaelic Language Plan, aims to provide high-quality, immersive learning experiences for children and young people aged between 0-18 years. This session we have delivered GME to

- 120 children aged 0-3 and their families,
- 59 learners aged 3-5 (through our own Early Years Service and with a new Partner Provider)
- 384 primary pupils
- 169 secondary aged learners

Secondary school staffing has increased and now includes a dedicated GME DHT. The secondary curriculum offer has expanded to include immersive teaching and learning in Gaelic, History, Modern Studies, Geography, Art, Drama & Media, PE and RME within the BGE. Staff have worked collaboratively across sectors to provide enhanced support for families and learners at transition from P7 to S1. Parents reacted positively to this opportunity for additional engagement with GME staff. The James Gillespie’s HS Darroch Annexe will provide a sustainable, conducive environment for immersive teaching and learning for our GME pupils. Our Capital Gaelic officer has provided a range of opportunities for learners and families to engage with Gaelic language through cultural activities both in school and in the wider community. Through joint work with the City Art Centre JGHS pupils engaged with an art project and created and performed music and song linked to the work of artist Will Maclean.

Learning Estate

A number of schools delivered over the past year have been shortlisted for building awards. Frogston, Victoria and Canaan Lane Primary Schools and Castlebrae and Queensferry High Schools have been highlighted as examples of best practice in the provision of inspiring learning spaces to improve experiences for learners.

Initial evaluations and feedback from Castlebrae colleagues have been very positive in terms of the transformative effect of the new environment, both on learning and teaching and health and wellbeing.

"I think one of the biggest positive changes as been the flexibility of our spaces. Students can now be given so many more choices during the lesson, for instance the type of chair they sit on, how they group themselves, whether they work on a task at their desk, in a breakout space or a mixture of both. This choice has engaged them with their learning and allowed them to have more autonomy over their experience."

Outdoor Learning

Outdoor learning continues to focus on supporting education recovery. In 2021/22 there was an accelerated return to in-person training, including core workshops for all primary probationers and whole-school support for 4 schools. The reintroduction of residential visits to Benmore and Lagganlia Outdoor Centres resulted in 5,773 pupils participating with 93% attendance. 100% of schools agree or strongly agree the programme was adapted to meet the needs of pupils. Epic Adventures continued to support transitions for 1,133 pupils. Feedback was consistently positive noting the high quality of the provision. The Excursions Toolbox was shared with all schools and provided position statements and resources. Evaluations demonstrate that this successfully supported schools in reintroducing more off-site visits. In 2021/22, 9,125 pupils enjoyed visits which required enhanced planning due to factors including overnight stays, remote locations, adventurous and/or more hazardous environments.

St Andrew's RC Primary School was awarded the national [Learning Outside the Classroom Mark](#) (Gold); the highest achievement of its kind and the first in Scotland.

'Achieving this award recognises our commitment to providing our pupils with progressive and creative opportunities to learn in a meaningful way'. Part of their progressive programme includes visiting Lagganlia. Rebecca said: 'the intended outcomes, linked to both wellbeing and the school's core ecological values, were covered in depth. Our assessments demonstrate improvements essential to developing the Curriculum for Excellence four capacities. The residential also impacted positively on our staff team as they co-delivered content with instructors, gathering skills to be used to develop their own pedagogical approaches for the 'urban wild spaces' back at school. It's education at its very best.' (Head Teacher)

A new self-evaluation toolkit is being finalised to support schools in reviewing and developing their progression in outdoor learning.

School Sport & Physical Activity

The focus in 2021/22 was the resumption of programmes and services following the pandemic. Each service area increased the provision of sport and physical activity opportunities for children and young people.

The Sports Academy resumed in January 2022 with badminton, netball, football, rugby, cricket, volleyball and a new sport, hockey. A full programme is in place for 2022/23.

Curriculum swimming initially started with only 4 primary schools participating in their own primary school pools. Provision rose throughout the year to over 70 primary schools participating.

In 2020/21 no pupils received curriculum swimming. In 2022 the team delivered a P6 swimming programme for pupils in the city's most disadvantaged schools. This resulted in 456 pupils across 18 schools receiving 8 swimming lessons that they would not otherwise have had.

Canal View Primary School won the Cycling Scotland school of the year due to their whole school approach to delivery. 46 schools participated in Bikeability level 2 last session with 2,857 pupils learning to cycle safely on roads.

Active Schools resumed activity in all schools following the implementation of a no charge policy to pupils. 18,300 pupils participated in Active Schools activities last session, activities were delivered by 612 people of which 520 are volunteers. 60 pupils graduated from the Active Schools leadership academy. For the first time an SQA unit, 'Assisting an Activity' at Level 4 was offered to the Leadership Academy, which was completed by 8 pupils.

The Edinburgh Primary School Sports Association (EPSSA) resumed in 2022 with 20 events running from February to June. The new calendar for 2022/23 will see over 40 events take place throughout the year.

Music

The Instrumental Music Service (IMS) and Youth Music Initiative (YMI) together deliver free music in all mainstream and some special school for pupils from P1 – S6. IMS is offered from P4/5 – S6 and YMI from P1 – P6. Music was significantly impacted by Covid with IMS numbers dropping from 5,071 in 2019/20 to 3,245 in 2020/21, reversing what had been an upward trend. By June 2022, numbers had recovered with the number of SQA IMS pupils also recovering from 543 in 21/22 to xx in June 2022. THE SIMD profile of IMS broadly reflects that of the city as a whole.

YMI delivered whole class lessons in 2021/22 to 19,071 pupils, on track to reach pre-pandemic numbers of around 21,000 pupils. Lessons were delivered in 5 week blocks to all primary schools with blocks of lessons and bespoke projects in Special Schools. In 2021/22, 89 primary schools and 9 special schools have benefitted from YMI provision as follows.

- Early level: 182
- First level: 411
- Second level: 149
- Special Schools: 29

'You have inspired us to timetable weekly singing with both P2 classes together next term, and classroom music with our own classes to develop knowledge of other aspects of music too. (Primary Head Teacher following YMI input)

Our next steps are to re-build ensembles, choirs, bands and orchestras at school, learning community and city level. We will ensure Wider Achievement and SQA awards in music are gained by pupils across all SIMD.

Duke of Edinburgh (DoE)

Targeted support and action by schools and other groups focused on the continued DofE pandemic recovery. Monitoring showed a strong recovery with the total awards started increasing by 83%, returning to about 87% of pre COVID-19 average rates, and total awards achieved increasing 5-fold. Awards started or completed by disadvantaged young people also increased significantly. Young people contributed about 9,685 volunteering hours to support their local communities. The Council undertook a prompt and sector-leading restart of DofE expeditions, including the Sport and Outdoor Learning Unit providing expedition delivery for 133 young people.

	01 Aug 2019 to 31 Jul 2020				01 Aug 2020 to 31 Jul 2021				01 Aug 2021 to 31 Jul 2022			
	B	S	G	Total	B	S	G	Total	B	S	G	Total
Total Awards Started	998	387	179	1564	549	163	76	788	1044	402	86	1532
Disadvantaged Awards Started	242	87	30	359	173	27	11	211	210	68	12	290
Total Awards Achieved	425	157	50	632	53	39	16	108	342	103	28	473
Disadvantaged Awards Achieved	86	21	6	113	16	4	2	22	69	18	3	90

As well as supporting the universal recovery of DofE, a focus on the number and proportion of disadvantaged young people starting and achieving an award will continue with ongoing targeted support. Closing the gap between disadvantaged and non-disadvantaged remains a service priority; building on significant pre COVID-19 achievements.

EDUCATION RENEWAL AND IMPROVEMENT PLAN 2021-2024

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Introduction

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

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

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

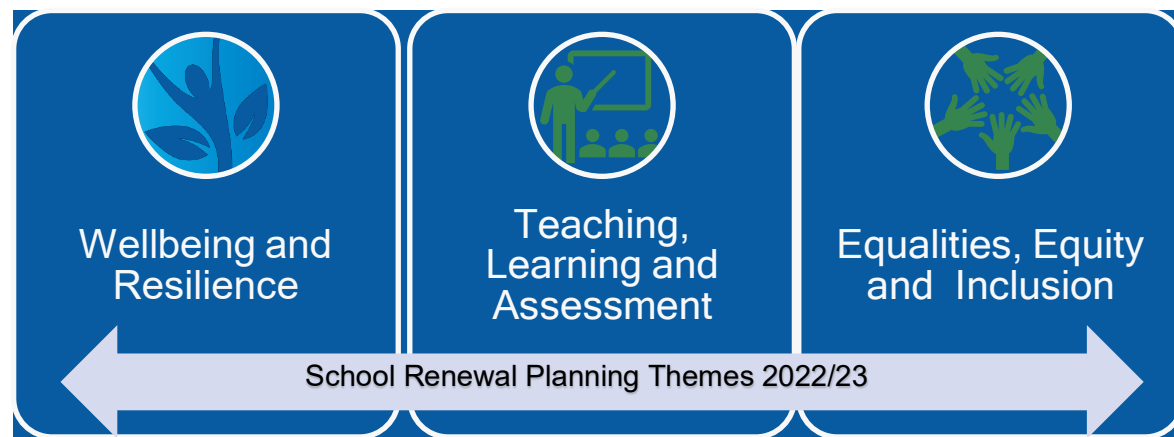
Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the main priority.

The School Renewal and Improvement Plan set out on the following pages details the expectations per

school to meet core and statutory duties. It is expected that each school, operating within their learning community, will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and capacity to improve increases.

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

Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.



Edinburgh learns for life

Our vision

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

Our mission

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our goals

Transform

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

Connect

We will use a Place-based approach to build collaborative and sustainable learning, communities, and networks.

Empower

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

Key school actions

NIF1: Improvement in attainment, particularly in literacy and numeracy

- We will raise attainment for all
- We will improve the skills of staff
- We will improve the tools and resources for staff
- We will raise attainment in numeracy and mathematics

Action number	Action	2021	2022	2023
1.1	Ensure teaching staff achieve the Edinburgh Teachers' Charter	Green	Green	Green
1.2	Revise PRD policy in line with authority guidance	Green	Green	Orange
1.3	Revise School/Learning Community Teaching and Learning Policy in line with authority guidance	Orange	Green	Orange
1.4	Revise School/Learning Community Assessment Policy, including Quality Calendar in line with authority guidance	Orange	Green	Orange
1.5	Implement or embed (authority) BGE Tracking and Monitoring system	Orange	Green	Green
1.6	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	Orange	Green	Green
1.7	Improve Professional Learning Skills in mathematics – CfE Second Level	Green	Green	Green
1.8	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills	Green	Green	Orange
1.9	Implement School Digital Strategy to support Empowered Learning project (1:1 strategy)	Green	Green	Orange
1.10	Revise Early Years Literacy & Communication policy in line with authority guidance	Green	Green	Orange
1.11	Revise Early Years Numeracy and Mathematics policy in line with authority guidance	Green	Green	Green
1.12	Review and develop Play for Learning across the Early Level	Green	Green	Orange

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve, for the care experienced and those living in poverty
- Attendance
- Attainment
- Wider achievement

Action number	Action	2021	2022	2023
2.1	Ensure school leaders and staff attend Leadership for Equity Coaching for Equity T&L for Equity	Amber	Green	Green
2.2	Implement revised Attendance Procedures	Green	Amber	Amber
2.3	Ensure all support staff are trained: Edinburgh Learns Core Support Staff CLPL	Amber	Amber	Green
2.4	Implement or embed Nurturing Schools Principles	Amber	Green	Green
2.5	School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early	Amber	Green	Green
2.6	Embed City of Edinburgh Equity (Poverty Proofing) Framework	Green	Green	Green

2.7	Following authority guidance, assertively track and monitor attendance, attainment and wider achievement of Care Experienced learners and learners in Quintile 1			
2.8	Ensure that Early Years staff access appropriate core CLPL for their individual roles within ELC			

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 3: Improvement in children's and young people's health and wellbeing

- We will ensure equality for all children with protected characteristics
- We will revise and decolonise the curriculum
- We will improve the PSE curriculum in secondary schools
- We will improve provision to meet the needs of young people in secondary schools
- We will learn outdoors

Action number	Action	2021	2022	2023
3.1	Embed revised local authority policy to prevent and respond to bullying and prejudice			
3.2	Embed Tackling Racist Incidents guidance			
3.3	Revise and decolonise the Curriculum			
3.4	Revise School/Learning Community Outdoor Education policy			
3.5	Implement RHSP guidance			
3.6	Establish Wellbeing Bases in Secondary Schools			

3.7	Undertake Inclusive Practice Review within three-year cycle, with support of Psychological Services and ASL Service	Amber	Amber	Green
3.8	Embed Relationships, Learning and Behaviour Policy	Green	Green	Green
3.9	Facilitate access to localised enhanced support for children and young people with ASN across our pathways	Green	Green	Green
3.10	Review and develop an inclusive curriculum for Early Years	Green	Green	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

- We will embed place children's rights and needs at the heart of education
- We will review curricular pathways to ensure coherent development of skills
- We will align pathways to provide parity and fairness
- We will develop strategic plans to meet the objectives of the City Vision 2050
- We will review the curriculum to ensure learning about sustainability including environmental integrity, economic viability and the need for a just society
-

Action number	Action	2021	2022	2023
4.1	All schools embed Career Education Standard & Work Placement Standard at appropriate stage	Green	Green	Green
4.2	All secondary schools review and align curricula	Amber	Amber	Green

4.3	All schools review Curriculum Rationale & Pathways to ensure children's rights, needs and wellbeing are secured	Amber	Green	Green
4.4	All schools review Curriculum Rationale & Pathways to ensure learning for sustainability	Amber	Green	Green
4.5	All secondary schools implement Transitions Guidance for young people from S3 with additional support needs	Amber	Green	Green
4.6	All schools prepare Edinburgh Learns for Life Learning Strategy and Routemap	Amber	Amber	Green
Priority	Colour			
Not a current year priority	Amber			
Current Year priority	Green			



Finance

Staffing

Learning
Estates

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Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Edinburgh Learns for Life: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

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

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

Edinburgh Learns for Life: Equity

2. Executive Summary

- 2.1 This report provides a summary of progress through key strategic actions the local authority has taken during session 2021-22, and the identified next steps for the coming months, in order to support equity for children and young people in Edinburgh. It outlines impact on outcomes for children and young people experiencing poverty-related barriers.

3. Background

- 3.1 The Edinburgh Poverty Commission publication *A Just Capital: Actions to End Poverty in Edinburgh* (September 2020), has formed core elements of the Council Business Plan and led to the approval of the End Poverty in Edinburgh Delivery Plan 2020-30 at the Policy and Sustainability Committee in December 2020. The actions within relate to the overarching premise of having ‘the right support in the places we live and work’.
- 3.2 This report provides an update in relation to actions within education, and follows on from the Edinburgh Learns: Equity Report of December 2020 and the Education Standards and Quality Report of May 2021.

4. Main report

The poverty-related attainment gap (PRAG)

- 4.1 National attainment data for P1, P4 and P7 relating to the achievement of a CfE level (ACEL) was gathered by the Scottish Government in August 2021 and is referred to below. In addition, the 2021 Senior Phase SCQF data relating to attainment of learners residing in Quintile 1 (SIMD 1 and 2) and Quintile 5 (SIMD 9 and 10) is referred to below. The gap data for session 2021-2022 is not yet available will be made available in the coming months.
- 4.2 It should be noted that in session 2019-20, there was no government collection of ACEL (Achievement of a Curriculum for Excellence Level) data for any year groups. Similarly, it should be noted that there was no national collection of *secondary school* ACEL data in session 2020-21, due to the demands being placed on schools by SQA assessments at this time.

- 4.3 This statistical information for the Broad General Education is taken from the October 2021 BGE Attainment Report which can be found here:

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

- 4.4 It also includes data for 3 other cities, published in December 2021 by the Scottish Government:

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2020-21/documents/>

The Broad General Education (see Appendix 1 for tables)

- 4.5 Tables 1.1 to 1.5 provide the ACEL data from 2016 to 2021, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5). The “gap” between these two figures is shown for each level.
- 4.6 The drop in attainment for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. In almost all cases, the gap between these two has therefore widened. This is in contrast to the pattern from 2016-17 to 2018-19, where in most cases the gap narrowed. These gaps are widest for writing (all levels) and numeracy (P4 and P7). The gaps are “narrowest” for listening & talking.
- 4.7 Tables 1.6 and 1.7 provide a comparison with the data of the three other ‘city’ local authorities across Scotland (rounded to the nearest %). Within the City of Edinburgh, attainment for learners residing in quintile 1 dropped by 5 percentage points for literacy (compared to 10, 3 and 4 percentage points in Aberdeen, Dundee and Glasgow respectively) and by 6 percentage points for numeracy (compared to 8, 1, and 4 in Aberdeen, Dundee and Glasgow respectively). Overall, quintile 1 attainment in literacy and in numeracy remains lower in Edinburgh than in Dundee and Glasgow but higher than Aberdeen, as was the case in 2018-19.

The Senior Phase (see Appendix 1 for graphs)

- 4.8 Attainment for Quintile 1 learners has fluctuated over the past 5 years at all 3 levels, and the gap remains greatest for attainment at SCQF level 6. The attainment of learners from Quintile 1 at all 3 levels has risen overall since 2016/17, and the PRAG is narrower at SCQF levels 5 and 6 than previously. Based on the 2021 data, the greatest progress can be seen at SCQF level 5, whereby the PRAG of 15.5 percentage points is at its lowest level during the 5 year period, with 80.7% of learners from Quintile 1 achieving 1 or more qualification at that level.

Progress made

- 4.9 Attainment Advisors from Education Scotland gathered evidence from local authorities in June 2022 about progress with next steps identified in *The Scottish*

Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh (Education Scotland, March 2021), which were:

- 4.9.1 intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap;
 - 4.9.2 providing support for schools to develop decision making processes which meaningfully include parents in PEF planning;
 - 4.9.3 continuing the vital work to change the culture by further embedding the accredited Leadership for equity professional learning suite which equips leaders with the necessary knowledge, understanding, attitudes and skills to challenge the limiting effects and stigma of poverty within education.
- 4.10 The City of Edinburgh Council was deemed to have made good progress with the three key areas identified in the report, with the following being highlighted:
- 4.11 Target 1:
- 4.11.1 significant steps have been taken to remove any curricular charges in secondary provision.
 - 4.11.2 the Pupil Equity Framework: Making Education Equal for All was re-launched in November 2021. Significant evaluation of impact has taken place and supports delivered to schools based on a needs analysis.
 - 4.11.3 a monthly Ending Poverty 'Network of Networks' has been introduced which provides opportunities for collaboration amongst anti-poverty representatives across CEC, including those from third sector organisations and those with lived experience of poverty.
 - 4.11.4 two conferences for education leaders held in 2021-22 focused on transdisciplinary approaches to eradicate poverty. Both conferences allowed education leaders to review and analyse relevant data and share effective professional practice. Key themes included the power of effective leadership, collaboration and relationships to improve outcomes for children and young people.
 - 4.11.5 Early Years: SIMD data within the city has been used to allocate Senior Early Years Intervention Officers to 29 Early Years settings. Settings with at least 61% SIMD Quintile 1 have been allocated a full-time SEYIO. Settings with 41%-60% SIMD Quintile 1 have been allocated a part-time SEYIO. Officers have been supporting narrowing the poverty related attainment gap, building resilience and wellbeing and positive outcomes for our youngest children.
 - 4.11.6 27 families of children within Early Years experiencing poverty have been supported in accessing employability, benefits and family support through the Maximise project which has been running in the North of the city.

4.12 Target 2:

4.12.1 professional learning and advice sessions for education leaders on Participatory Budgeting (PB) were held between February and April 2022. These sessions outlined the principles and key features of PB and provided practical information on phases of deliberative dialogue to allow schools to include parents and carers more effectively in decision making processes. Case studies were also shared to provide examples of highly effective practice;

4.12.2 self-evaluation on effective use of PEF highlighted the need for more focused support in relation to parental engagement and family learning. As a result these themes formed a key focus for the equity conference for education leaders in March 2022.

4.13 Target 3:

4.13.1 “Leadership for Equity”, a comprehensive professional learning programme for school leaders has been created and delivered over three full-days in session 2021-22. 31 school leaders across CEC have completed this suite of professional learning to date. Evaluations show that 100% of participants agree or strongly agree that this professional learning has supported them with developing key strategic actions for equity.

4.13.2 The programme is also underway with a cohort of approximately 20 class teachers.

4.13.3 All schools now include an evaluative statement in their Standards and Quality Report about their strategic plan for achieving equity for all children and young people, including how engagement in the “Leadership for Equity” Professional Learning could be used to support improvement priorities.

4.14 Evidence gathered about governance and leadership:

4.14.1 Robust and effective processes ensure that staff in all sectors are clear about their role in closing the poverty-related attainment gap and in removing all poverty-related barriers to learning and achievement.

4.14.2 A local authority equity board “Edinburgh Learns for Life: Equity Board” oversees the work of sub-groups which are responsible for promoting self-evaluation including effective use of data to target improvements. In addition one of the sub-groups focuses specifically on supporting strategic PEF planning and evaluation of impact.

4.14.3 Mandatory and additional optional professional learning is provided for education leaders to support robust financial management procedures and promote effective use of devolved funding. This professional learning

supports education leaders to engage with school communities on how funding is used and management of finance for learning.

- 4.14.4 QIEOs quality assure and evaluate school level PEF plans and Standards and Quality reports. QIEOs collate planned approaches, including an overview of partner providers on a central 'overview' spreadsheet. Thereafter QIEOs hold termly quality assurance meetings with education leaders to discuss interim impact/progress of planned PEF plans and approaches.
- 4.14.5 To further strengthen governance arrangements in May 2022 CEC created a paper "Finance for Equity in Edinburgh (2022-23)" (Appendix 2) which set out the rationale for how schools and services should make efficient and effective use of finance for equity.

5. Next Steps

- 5.1 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 new Contracts and Commissioning Team to ensure financial and statutory compliance.
- 5.3 A 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 for posts funded by Strategic Equity Funding and PEF. The aim is to ensure that resources are directed towards the greatest need. Posts will be created to meet gaps identified through data. The impact of these posts will be measurable in relation to improvements in attendance, attainment, engagement, inclusion or participation for identified children and young people facing poverty-related barriers.
- 5.4 The 5 strands of the Equity Board will continue to implement change and evaluate impact in 2022/23 in relation to: Poverty-proofing, the use of attainment data and teaching and learning interventions, finance for equity, partnerships, and professional learning for equity.

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.

7. Stakeholder/Community Impact

- 7.1 Views and impact were and continue to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.

- 7.2 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 reading/external references

- 8.1 Tackling Child Poverty: Delivery Plan (2020) Published for Education, Children and Families Committee 15 December 2020
- 8.2 Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21 (<https://democracy.edinburgh.gov.uk/documents/s39260/7.6%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20Schools%202020-21.pdf>)
- 8.3 Attainment in the Senior Phase 2020-21 (also tabled for this committee meeting)

9. Appendices

- 9.1 Appendix 1 Tables and charts for Edinburgh Learns for Life: Equity Committee Report (13th September 2022)
- 9.2 Appendix 2 Finance for Equity Guidance for Schools 2022-23
- 9.3 Appendix 3 Closing the Poverty Related Attainment Gap: Briefing Paper for Elected Members (1st September 2022)

Appendix 1 – Tables and charts for Edinburgh Learns for Life: Equity Committee Report (13th September 2022)

Table 1.1 – Numeracy: ACEL data for SIMD quintiles 1 and 5

Numeracy	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%	77%	95%	18%	71%	92%	21%
P4	65%	88%	23%	65%	90%	25%	68%	90%	22%	62%	89%	27%
P7	60%	87%	27%	64%	88%	24%	67%	90%	23%	63%	88%	25%

Table 1.2 – Literacy: Reading ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%	72%	94%	22%	66%	90%	24%
P4	65%	90%	25%	67%	92%	24%	68%	90%	22%	64%	88%	24%
P7	65%	90%	25%	65%	91%	26%	71%	93%	22%	67%	89%	22%

Table 1.3 – Literacy: Writing ACEL data for SIMD quintiles 1 and 5

Writing	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%	67%	92%	25%	64%	90%	26%
P4	57%	86%	28%	62%	87%	26%	62%	86%	24%	56%	83%	27%
P7	57%	85%	29%	58%	88%	30%	65%	89%	24%	62%	87%	25%

Table 1.4 – Literacy: Listening & Talking ACEL data for SIMD quintiles 1 and 5

Listening & Talking	2016-17			2017-18			2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%	85%	96%	11%	78%	94%	16%
P4	72%	92%	19%	76%	94%	18%	78%	95%	17%	73%	93%	20%
P7	68%	92%	24%	71%	94%	23%	77%	95%	18%	74%	93%	19%

Table 1.5 – Summary of Literacy and Numeracy PRAGs at P1, P4 and P7, and overall PRAG combined

	Literacy	Numeracy
P1	28.2%	20.5%
P4	27.4%	27%
P7	27%	25%
Overall Gap	27.5% (57.3% Q1 -84.8% Q5)	24.2% (65.1% Q1 -83.3% Q5)

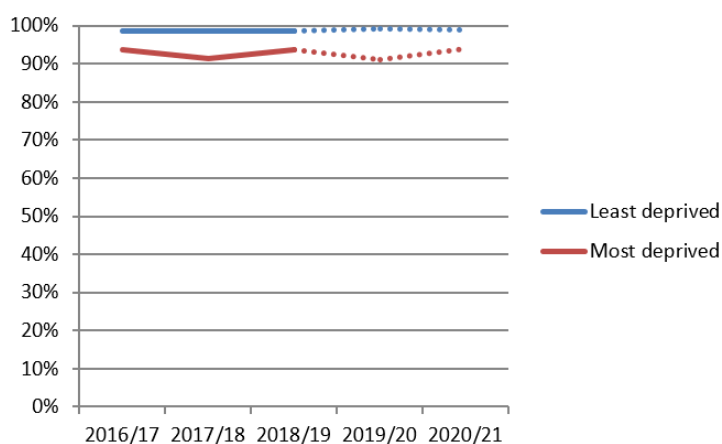
Table 1.6 – Literacy PRAG (P1, P4, P7 combined)

Literacy (P1, P4, P7)	2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap
Aberdeen City	57%	81%	24%	47%	78%	31%
Dundee City	65%	84%	19%	62%	82%	20%
Edinburgh City	62%	88%	26%	57%	85%	28%
Glasgow City	65%	85%	21%	61%	86%	25%

Table 1.7 – Numeracy PRAG (P1, P4, P7 combined)

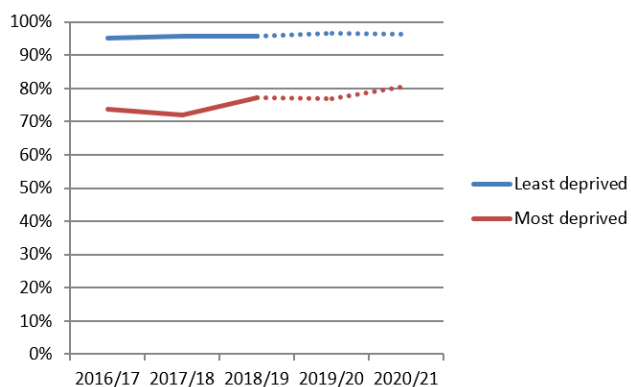
Numeracy (P1, P4, P7)	2018-19			2020-21		
	Q1	Q5	Gap	Q1	Q5	Gap
Aberdeen City	65%	85%	20%	57%	85%	28%
Dundee City	72%	88%	16%	71%	88%	17%
Edinburgh City	71%	92%	21%	65%	89%	24%
Glasgow City	74%	89%	15%	70%	88%	18%

Graph 1.1 – 1+ Award at SCQF Level 4 or better



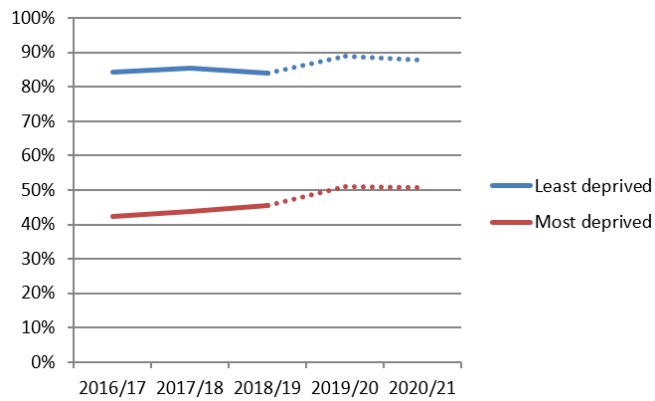
	2016/17	2017/18	2018/19	2019/20	2020/21
Q5	98.5%	98.6%	98.7%	99.3%	99.2%
Q1	93.6%	91.4%	93.7%	91.0%	94.1%
Gap	4.9%	7.1%	5.0%	8.3%	5.1%

Graph 1.2 – 1+ Award at SCQF Level 5 or better



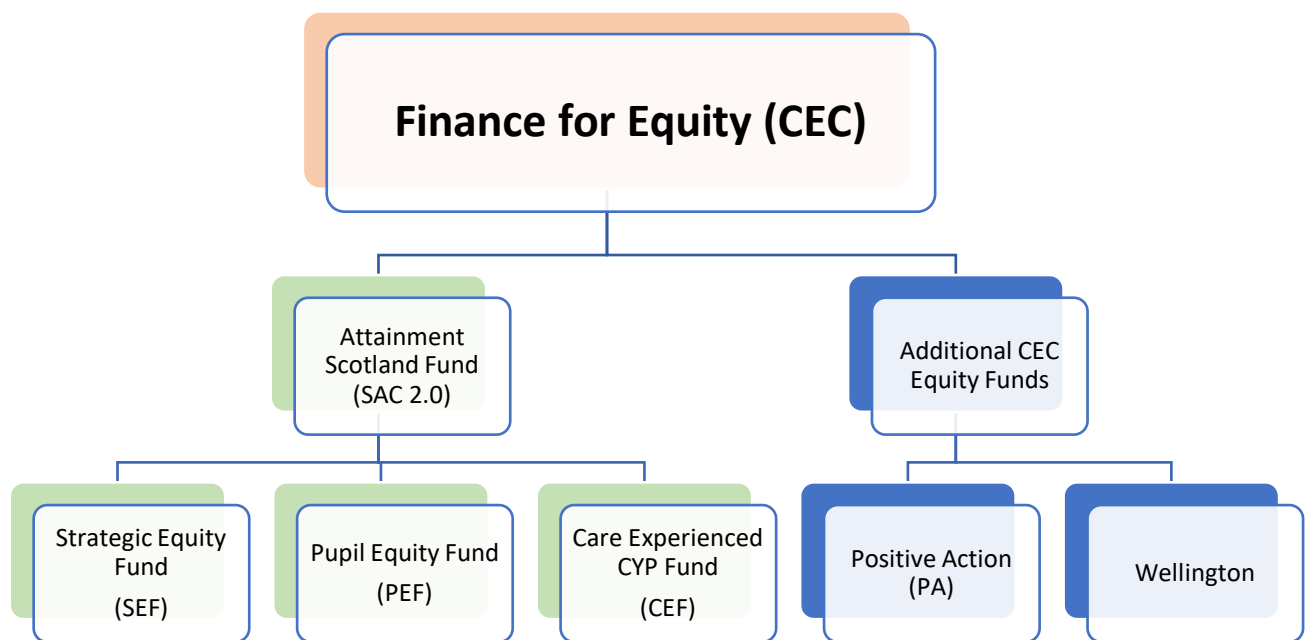
	2016/17	2017/18	2018/19	2019/20	2020/21
Q5	95.3%	95.7%	95.6%	96.6%	96.2%
Q1	73.6%	72.1%	77.2%	76.9%	80.7%
Gap	21.6%	23.7%	18.4%	19.7%	15.5%

Graph 1.3 – 1+ at SCQF Level 6 or better



	2016/17	2017/18	2018/19	2019/20	2020/21
Q5	84.4%	85.5%	84.1%	88.9%	87.7%
Q1	42.2%	43.8%	45.6%	51.1%	50.6%
Gap	42.1%	41.7%	38.5%	37.8%	37.0%

Finance for Equity in Edinburgh (2022-23)



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Introduction

This paper sets out the rationale for how schools and services within Education make efficient and effective use of all Finance for Equity, to ensure excellence and equity for children and young people.

The refreshed Scottish Attainment Challenge, effective from April 2022, has set out plans to achieve the following mission:

“to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.”

(Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress, page 4)

The Edinburgh Imperative

Following the extensive meta analysis of cost/benefit impact conducted in recent years (e.g. EEF), and the express intention to operate within a fully empowered and self-improving system, decisions about funding are taken in partnership and with a full needs analysis and based on research. Strategic decisions at authority level are made by collating school level data. These then become the ‘authority imperative’ and become everyone’s shared objectives.

Equity funding has been in place in Edinburgh for many years (Positive Action was introduced pre-2003) and this paper contains current guidance and information on each funding stream.

The thematic review of QI 1.5, Management of Resources to Promote Equity, conducted in 2020 across all sectors, highlighted the need for stronger strategic decision-making, stronger governance and better training ([CEC Self-Evaluation report of QI 1.5](#)).

While many outcomes were improved for children and young people, the recent analysis has confirmed that large numbers of temporary contracts, contracts which do not allow for career progression, and contracts which are limited in scope and do not fully incorporate the learning community model were put in place.

The key priorities of the NIF 2022 are:

- Placing the human **rights and needs** of every child and young person at the centre of education
- Improvement in children and young people’s **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in **skills and sustained, positive school-leaver destinations** for all young people
- Improvement in **attainment, particularly in literacy and numeracy**

These are reflected in the City of Edinburgh Council Education Improvement Plan (EIP). Specifically, the themes known as the Edinburgh Imperative are:



The inputs and interventions to achieve these aims are:

1. Attendance Project
2. Leadership for Equity
3. Teachers' Charter and Support Staff Charter
4. Curriculum Review
5. Inclusion Resources

Roles Remits Responsibilities

Education Service:

- Analyse data and set stretch aims
- Prepare Equity Fund opportunities and interventions for each theme
- Ensure best value and fit for schools, in conjunction with Contracts and Commissioning Team

Headteachers:

- Select priorities based on data
- Work with SDO Equity and other LA Officers to plan and set targets

Equity Funding Streams

Strategic Equity Fund (SEF)

From 2022/23 onwards local authorities will be in receipt of Strategic Equity Funding (SEF), which replaces the previous model of 'Schools Programme' or 'SAC Schools'.

Details of SEF allocations for each local authority have been published online:

(<https://www.gov.scot/policies/schools/pupil-attainment/>)

Local authority	2022/2023	2023/2024	2024/2025	2025/2026
The City of Edinburgh (*amount for 2021/22 was circa £843,000)	£641,043	£1,274,381	£1,907,719	£2,541,058

SEF 2022/23

SAC Schools Needs Analysis

Data gathered from the 12 CEC schools previously known as 'SAC' or 'Schools Programme' schools concluded that in 2021/22, £768,209 of the £842,314 allocated to CEC was spent on staffing, with schools employing staff to a wide variety of roles.

For session 2022/23, as part of our transition into the new model, each of these 12 schools will continue to receive a portion of the Strategic Equity Fund allocated to Edinburgh, to fund

temporary posts and approaches for that session which aim to impact positively upon outcomes for children and young people facing poverty-related barriers, based on the needs of those school communities and learning communities.

A centrally-appointed Senior Development Officer for Equity will also work with schools to support planning and the setting of targets. They will also work with the new Contracts and Commissioning Team to ensure financial and statutory compliance, in addition to representing the views of schools about the types of contracts that the local authority requires to procure through PEF. This strategic planning aims to achieve strong management of finance for equity across the whole system.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of SEF spend.

SEF 2023/24 and beyond

From 2023/24 onwards, a Place Based approach to the management of finance for equity is being developed that can result in better value and improved outcomes for learners.

This holistic way of planning, utilising a Team Around the Learning Community (TALC), will see SEF deployed to learning communities to be utilised effectively in line with the needs of the learning community, by the appointment of staff to temporary and permanent roles.

A strategic planning group consisting of central officers, Head Teachers, and partners, will produce guidance by December 2022, outlining the approved permanent posts that learning communities can appoint through SEF from April 2023 onwards, as part of the TALC.

These roles will include those that support GIRFEC, Pathways, and Progress in Learning.

Pupil Equity Fund (PEF)

Pupil Equity Funding should be focused on resources, activities and approaches to support learners impacted by poverty, which will lead to improvements in literacy, numeracy and support health and wellbeing.

Leadership; learning & teaching; and families and communities continue to be recognised as useful organisers to consider when determining interventions and approaches. Headteachers can work at an individual school and local community level, which includes children and young people and their families, or collegiately in wider school clusters and beyond at local authority and regional improvement collaborative level to address common interests. Interventions and approaches should be considered within the context of the school improvement planning cycle and must be targeted towards closing the poverty-related attainment gap.

Consideration should be given to how the school can work with community partners beyond education to deliver proposed and collaboratively agreed aims and outcomes.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of PEF spend.

As set out in the *Framework for Recovery and Accelerating Progress*, there should be alignment between aims set by schools to improve the outcomes for children and young people affected by poverty and the stretch aims of the local authority. School plans should inform the local authority stretch aims and local authority aims should be reflected in school plans as part of a two-way collaborative process.

Headteachers should use their discretion when deciding which pupils will benefit from Pupil Equity Funding, as well as engaging with teachers, when deciding which approaches would have the most impact for children and young people impacted by poverty.

The following five key indicators may be helpful and should be taken into consideration.

- Attainment
- Attendance
- Inclusion
- Engagement
- Participation

The Senior Development Officer for Equity will work with schools across the authority to plan and set targets.

Page 11 of the [Pupil Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/04/Pupil_Equity_Fund_National_Operational_Guidance_2022_-_gov.scot.pdf) provides some useful general principles relating to the PEF planning and evaluation cycle.

Positive Action (PA)

A Short Life Working Group was formed in September 2021, tasked with evaluating the current ways in which Positive Action funding is allocated to the Primary and Secondary sectors, and identifying clear options for the funding to be allocated going forward.

The Finance Board will consider the finding from the SLWG, and will also consider Positive Action within the wider Finance for Equity context of SAC 2.0 and Place Based approaches including the Team around the Learning Community for session 2023/24 onwards. For session 2022/23, individual school allocations will remain as they were for 2021/22.

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of Positive Action spend, which is currently allocated as staffing FTE. Schools should ensure that they can evidence the impact of their spend to one or more of the Edinburgh Imperative themes.

Wellington

£500,000 continues to be allocated annually to secondary schools, which began after the closure of Wellington School in 2014. The funding aims to strengthen the support for pupils with emotional and behavioural needs in mainstream school, to ensure that pupils receive a high quality education which meets their needs, delivers improved educational outcomes and avoids exclusion.

Examples of Use of Wellington Funding

- School based posts to provide support for targeted pupils.
- Commissioned services to support targeted pupils

The CEC Finance for Equity Planning Template 2022/23, which has been issued to all schools, includes a tab for the recording of the planning and evaluation of impact of Wellington spend.

Equity Funding (SEF and PEF): Appointments and Contracts

Pupil Support Officer posts, wholly funded by **Pupil Equity Funding**, can now be recruited on a permanent basis. This is contingent on the remit of these posts being focused on the following areas:

- Home link/Family Engagement (improved attendance prioritised) and/or
- Literacy, Numeracy, Health & Wellbeing interventions which are designed to address the poverty-related attainment gap

All other PEF posts, and all posts funded by SEF in 2022-23 require to be recruited on temporary contracts, and to fall within the following job titles:

- Senior Development Officer
- Development Officer
- Class Teacher
- Home Link Teacher
- Pupil Support Officer
- Pupil Support Assistant

The City of Edinburgh Council encourages schools to align each post appointed to one or more of the following themes from the Edinburgh imperative:

1. Attendance
2. Literacy and Numeracy PRAG
3. Pathways
4. Health and Wellbeing

Procurement of goods and services from external partners

Community partnership work can be procured by individual schools or learning communities using PEF by following current Procurement Regulations, utilising existing contracts in compliance with CEC Contract Standing Orders. Information on current contracted suppliers can be found by downloading the City of Edinburgh Council's Contract Register available here, where suppliers can be filtered using PEF. There is also additional information on the Orb for schools, under the How to Order Goods and Services (the link is here).

For 2022/23, schools should continue to use contracted suppliers on the current PEF framework which is in place until 28 February 2023 (here). **All purchase orders must be raised by 28 February 2023, but the services can be provided beyond that date.**

Education contracts will soon be overseen by a new team who will begin to explore how best to design the model for delivery based on the needs of the service. This will include negotiations with schools and the voluntary and community sectors. This will be part of the Education and Children's Services Commissioning Team. The use of non-contracted suppliers will continue to be challenged and require approval, following discussions with the new commissioning team, and compliance with Contract Standing Orders is essential.

Continuity of service provision continues to be a priority, and each requirement will be discussed accordingly. Schools should contact their QIEO in the first instance with any queries.

Useful links:

[Pupil Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Pupil_Equity_Fund_National_Operational_Guidance_2022.pdf)

[Strategic Equity Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Strategic_Equity_Fund_National_Operational_Guidance_2022.pdf)

[The Care Experienced Children and Young People Fund National Operational Guidance 2022 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/The_Care_Experienced_Children_and_Young_People_Fund_National_Operational_Guidance_2022.pdf)

[The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/The_Scottish_Attainment_Challenge_Framework_for_Recovery_and_Accelerating_Progress.pdf)

[Pupil Equity Funding: school allocations 2022 to 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/03/Pupil_Equity_Funding_school_allocations_2022_to_2023.pdf)

[CEC Contracted Suppliers Register](#)

Closing the Poverty Related Attainment Gap

Introduction

Closing the Poverty Related Attainment Gap has been a requirement of all local authorities since the introduction of the Education Act (2016) and the establishment of the National Improvement Framework. The outcome is referred to as:

- **Closing the attainment gap between the most and least disadvantaged children and young people (NIF Priority 3)**

The demographics within Edinburgh are distributed fairly evenly across each SIMD band, and our baseline attainment is best in areas where there is low deprivation. We are at pains to ensure that we do not close the gap by reducing attainment in our areas of affluence, however it is accepted that measures to raise attainment tend to raise attainment in areas of affluence even faster than areas of deprivation.

Research tells us that there are several ways to close the PRAG, ranked in order of cost and benefit. There is no single 'magic bullet' and each context is affected to a greater or lesser effect by politics, parent/pupil voice and cultural practices.

In 2017 we set out the strategy to deliver excellence and equity in education: Edinburgh Learns. This comprised of a range of strategic frameworks schools were asked to use to improve quality and consistency across the city. Officers also increased support and challenge of schools that were underperforming. The result was that the gap narrowed, however more work is required, particularly post-pandemic.

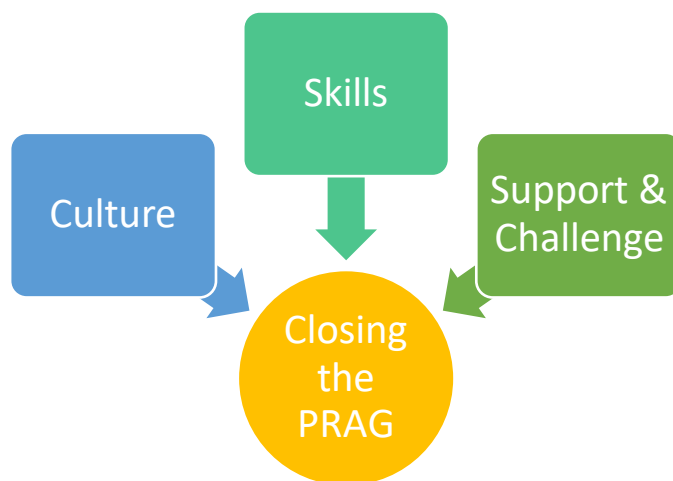
The Education Improvement Plan (an annual plan – Appendix 2) sets out in detail how we meet the aims of the National Improvement Framework and the council's overarching framework for Education was refreshed to become Edinburgh Learns for Life.

Drivers of Change

Most social policy fails because the strategy is conveyed without any accompanying culture change to support. It is widely acknowledged that the City of Edinburgh's culture is one of tradition and segregation, made obvious by the high numbers of children and young people attending private schools, and the desire by many, for education in Edinburgh to replicate their traditional offerings. Poverty of ambition and opportunity are accompanied by low expectations and high state support. In the past, council ambitions were seen to relate more to the positioning of Edinburgh on the international cultural scene than on educating its citizens to transform their lives through high

quality education. The current Business Plan reflects a shift in practice to empower citizens and to reduce poverty.

Acknowledging the specific challenges of the Edinburgh context, our strategy to close the PRAG is based on 3 core features.



Culture

Leadership for Equity is the Education Service approach to change the culture within our schools, to remove the stigma of poverty and to raise aspirations for all. It was devised by the Quality Improvement Team and the Attainment Advisor for Education Scotland. It has General Teaching Council Scotland and Education Scotland accreditation and is available for staff at all levels. Topics covered include:

- Social justice, equity, poverty and associated implications for school and classroom ethos and culture
- Data, self-evaluation and planning for equity
- Teaching and learning for equity; working with parents and partners.

Skills

The most cost-effective way to raise attainment is to ensure staff are highly skilled. The Edinburgh Teachers Charter incorporates the main elements of teaching practice which are known to deliver excellence and equity:

- Assessment for Learning (formative)
- Differentiation
- Skills based curricula
- Leadership of Learning

Teachers are trained by our small team of experts (Edinburgh Learns Teaching and Learning Team), with offers on each aspect of the Teachers' Charter, delivered in intensive and bitesize components.

Engagement with the Teachers' Charter Professional Learning (number of attendees) – August 2020 to June 2022:

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Full course	524	625	274	242
Aspect of the course (focused webinar)	393	685	389	367

Support and Challenge

Our workforce is increasingly younger (approx. 8 years difference in the ages of current HTs to those in post 5 years ago). Although age is no direct indicator of quality, reduced experience, resources and a stable context have all been additional challenges of late. The Quality Improvement Team risk assess school performance based on attainment, attendance, exclusions and more. Targeted support is put in place for 'red' schools. This takes the form of QIEOs working alongside school leadership teams, coaching in context to improve quality. The Improving Quality In Learning document from the Edinburgh Learns framework sets this out.

Actions for Schools

Equity Framework and 1 in 5

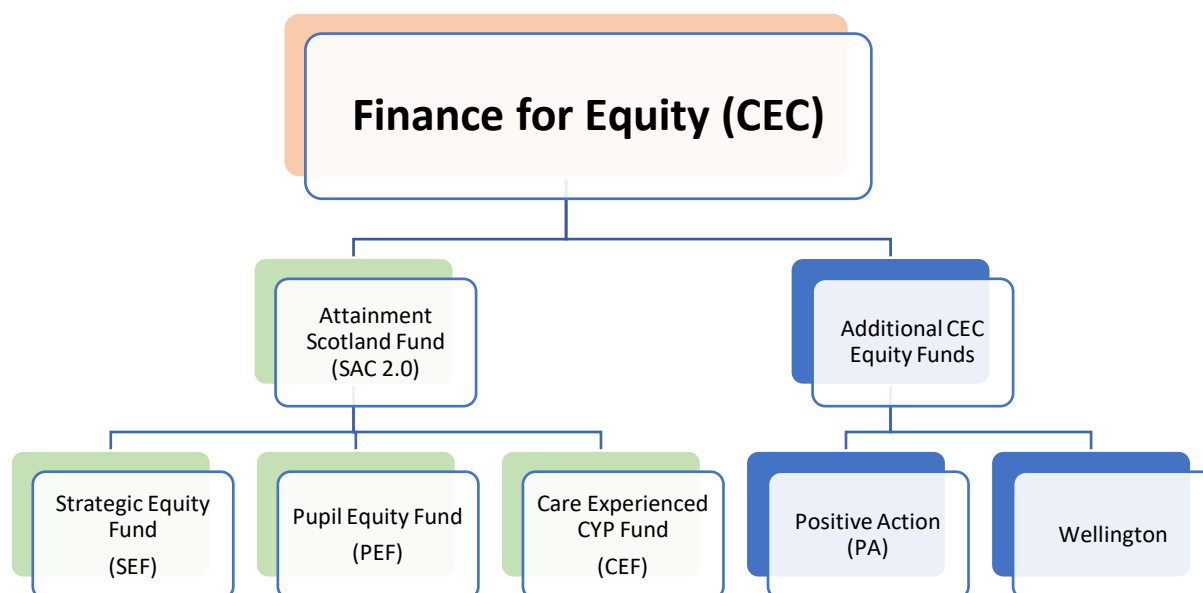
A re-launch of the *CEC Pupil Equity Framework: Making Education Equal for All* took place in November 2021 at the Head Teacher Conference. Between November 2021 and March 2022, 64 settings from across all sectors completed a self-evaluation survey, which found the following:

- **Resources for learning:** 81% consistently do this very well and 29% meet the majority of the statements
- **School trips:** 54% consistently do this very well, 33% meet the majority of statements and 9% identified this as an area for improvement.
- **Financial support for families:** 52% consistently do this very well, 47% meet the majority of the statements, and 1% identified it as an area for improvement.
- **Extra-curricular activities:** 53% consistently do this very well, 41% meet the majority of the statements, and 5% identified this as an area for improvement.
- **Social and charity events:** 75% consistently do this very well, 17% meet the majority of statements, and 1% identified this as an area for improvement.
- **Engagement with parents:** 20% consistently do this very well, 52% meet the majority of statements, and 28% identified this as an area for improvement.
- **Poverty awareness:** 42% consistently do this very well, 47% meet the majority of statements, and 9% identified this as an area for improvement.

Next steps:

- We continue to support schools with signposting to effective practice in Parental Engagement and Family Learning and the Equity Board continues to create and share resources for schools.
- Structured delivery of updated 1 in 5 content, in light of Covid-19 and the current poverty-related challenges faced by families, is planned for 2022-23.
- Continued use of Scottish Government 'curricular charges' funding, introduced in 2021, which was apportioned to secondary schools.
- Educational Excursions: finalise the revised approvals process for CEC trips and UK/Overseas excursions, which includes agreed criteria for equity, equality and environmental sustainability.
- The 5 strands of the Equity Board will continue to support schools to implement change and evaluate impact on learners in 2022/23 in relation to: Poverty-proofing, the use of attainment data and teaching and learning interventions, finance for equity, partnerships, and professional learning for equity.

Finance for Equity



The CEC Finance for Equity Guidance 2022/23 (Appendix 2 of the Equity Report for the Education, Children and Families Committee, 13th September 2022), aligns with the refreshed Scottish Attainment Challenge (launched by the Scottish Government in March 2022 and referred to as 'SAC 2.0').

It outlines our strategic approach towards equity funding, with particular reference to the way in which Strategic Equity Funding will be deployed across the city from 2023/24, using a place based approach called 'Team Around the Learning Community', and the ways in which schools can plan for, deploy, and evaluate the impact of Pupil Equity Fund spending, in order to ensure that poverty is not a barrier to positive educational outcomes for any learner.

Schools complete and submit PEF Plans on an annual basis based on their analysis of gaps in outcomes between our most and least disadvantaged learners. The progress of outcomes is

Appendix 3

evaluated and discussed by schools and QIEOs throughout the session, and impact evidenced and evaluated at the end of the session, to aid the planning of spend for the following year.

Education, Children and Families Committee

10.00am, Tuesday, 20 September 2022

Youth and Children's Work

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress with re-starting of in-person youth and children's work services as pandemic restrictions are eased.
 - 1.1.2 Note the strong partnership work underway to create a new Youth and Children's Work Strategy in Edinburgh, combining statutory and voluntary sector provision.

Amanda Hatton

Executive Director of Education and Children's Services

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Tel: 0131 529 6507

Youth and Children's Work

2. Executive Summary

2.1 This report focuses on:

2.1.1 progress towards creating a new Youth and Children's Work Strategy in Edinburgh, encompassing both statutory and voluntary sector provision. It also briefly outlines the recovery and re-starting of youth and children's work activity paused or, in a few cases, discontinued as a result of the pandemic.

3. Background

- 3.1 The previous report to Policy and Sustainability, in August 2020, set out the steps being taken to deliver youth and children's work during that relatively early stage of the pandemic, the plans to increase and diversify provision as far as restrictions permitted and some of the obstacles faced.
- 3.2 Owing to lockdown restrictions, the COVID pandemic resulted in the suspension of a range of youth and children's work, mainly indoors provision. As a result, outdoor youth and children's work and street work, youth and children's work in schools, and the development of online delivery became more predominant. Youth and children's work staff also became involved in responses such as distributing food parcels and other necessities to families, as well as staffing and delivering activities at childcare hubs for key workers.

4. Main report

4.1 Youth and Children's Work recovery

4.1.1 Following the easing of COVID restrictions, an increasing and varied amount of youth and children's work is taking place across the city. A wide range of activities is already underway and planned. This work will continue to develop and expand over the coming months and is based on feedback from children and young people.

4.1.2 The volume of activity is on course to reach pre-pandemic level. It should be noted that because of changed need arising from the

pandemic, the actual provision may not be exactly the same as it was before the first lockdown. However, the numbers of children and people able to access suitable and relevant provision should soon be at pre-pandemic level.

- 4.1.3 With the easing of restrictions, the Voluntary and Community Sector has been equally agile in responding to the recovery needs of children and young people. A full range of universal and targeted services are in place across the city, which includes universal youth clubs, detached youth work, issue-based work, individual support work, group work and accredited learning. However, challenges remain for some organisations that are reliant upon access to premises for service delivery.
- 4.1.5 In addition to youth and children's work, there are many Wider Achievement opportunities for children and young people re-started and re-starting. Many of them also adopt a youth work approach and some have youth workers engaged as part of the delivery team.
- 4.1.6 The pandemic has resulted in several challenges and changes. The main challenge has been staff recruitment. Significant numbers of sessional staff found other work during the pandemic and, consequently, recruiting new youth and children's workers has, as in several other sectors, proved challenging. One change which will mitigate this will be the introduction of permanent contracts with enhanced terms and conditions (e.g. holiday pay, sick pay, annual leave entitlement) thus making the work more attractive, providing greater security and career pathways.
- 4.1.7 The Organisational Review of Community Empowerment, Libraries and Wellbeing and Wider Achievement was paused in early 2020 because of Covid. Its re-launch in June 2022 affords the opportunity to strategically align youth and children's work with key local, city and national priorities in response to the emerging/changing needs and concerns reflected by young people. This will also ensure youth and children's work delivers existing and new CLD priorities, such as closing the poverty related attainment/achievement gap, improving attendance, and developing the young workforce. While the pause to the Review did pose some challenges for youth and children's work, the strategic alignments ahead offer significant potential for developing youth and children's work in the city and with partners.

4.2 **A new Youth and Children's Work Strategy for Edinburgh**

- 4.2.1 Work is underway to create a new Youth and Children's Work Strategy in Edinburgh. This will be a joint plan covering the work of statutory and voluntary providers and is based on research with children and young

people during the pandemic. We have still to decide whether this will be a three- or five-year strategy.

- 4.2.2 Youth and children's work will maintain its focus on the 5-25 age range, continue to support and develop the position of universal and targeted youth work and emphasise the role of youth workers as trusted adults for many young people.

4.3 Youth and Children's Work Priorities

Youth and children's work in Edinburgh will continue to enable young people to achieve the wide range of outcomes identified by national and local research. Specific priorities will be informed by the challenges facing children, young people and their families in the aftermath of the Covid pandemic, including:

4.3.1 Reducing Inequality and the Impact of Poverty

Providing access to social, educational and recreational opportunities, information, advice and support for children and young people from disadvantaged families and communities

4.3.2 Health and Wellbeing

Helping children and young people to be physically healthy and emotionally resilient, particularly as they recover from the impact of the Covid pandemic on mental health

4.3.3 Closing the Attainment Gap

Supporting children and young people who have disengaged from education during Covid to return to school and move on to positive destinations in training, further education and employment.

4.3.4 Rights and Participation

Asking children and young people what is important to them, including their views on youth and children's services.

It is important to recognise that all these priorities can be achieved through universal, open youth work, as well as more targeted services.

4.4 Youth and Children's Work Strategic Actions

To support these priorities for children and young people, the following strategic actions for youth and children's work have been identified:

4.4.1 Develop the skills of the youth and children's workforce

Provide access to a youth work led local training programme delivered by a range of partners and includes essential topics (i.e. child protection, emergency first aid and trauma informed practice) alongside

topical training (i.e. Relationships, Sexual Health and Parenting and substance use awareness).

An annual training report will be published, including data on increase of skills, knowledge and confidence, alongside case studies on the impact of training.

4.4.2 Communicate with a range of stakeholders

Engage with a range of stakeholders including Elected Members, public sector and other interested organisations to raise awareness of the role and impact of youth and children's work.

Youth and children's work will be represented within Edinburgh Community Planning Partnerships and other local networks.

4.4.3 Increase partnership working between youth and children's services

Identify opportunities for partnership working through the Edinburgh Youth and Children's Work Strategy Group, alongside local youth work providers forums.

Regular youth and children's work events will be held, providing opportunities for partnership working, raising the profile of youth and children's work and highlighting good examples of practice.

4.4.4 Improve equality and diversity within youth and children's work services

Support youth and children's services and create opportunities to improve equality and diversity within services, including engagement in decision-making and increasing participation in services.

Work in partnership with diverse communities to develop and share "Top Tips" for inclusive youth work practice.

4.4.5 Implementation Plan

The Strategy will be regularly reviewed by the Edinburgh Youth and Children's Work Strategy Group. This will involve:

- 4.4.5.1 Gathering evidence of effective practice from providers across the city,
- 4.4.5.2 Listening to the views and experiences of children and young people
- 4.4.5.3 Identifying and responding to gaps in services and emerging priorities.
- 4.4.5.4 Additionally, we will work together to develop Key Performance Indicators (KPIs) for each action as part of this work.

4.4.5.5 Officers and partners will align aspects of the new Youth and Children’s Work Strategy in Edinburgh with Edinburgh Learns for Life (the strategy for education and learning in Edinburgh). The proposed themes based on feedback from young people suggests that the new Strategy has potential to contribute to actions in Edinburgh Learns for Life Boards as set out in the table below:

Proposed Youth and Children’s Work Strategy theme	Edinburgh Learns Board links
Health and Wellbeing	Health and Wellbeing Board
Reducing Inequality and the Impact of Poverty	Equity Board Wider Achievement Board Learner Participation Board
Rights and Participation	Learner Participation Wider Achievement
Closing the Attainment Gap	Pathways Board Wider Achievement Board

The emerging Wider Achievement workstream contributes to delivering Edinburgh Learns for Life and acknowledges the important role of youth work linked to Learning Communities.

The new Youth and Children’s Work Strategy in Edinburgh will also align with the CLD Plan, which is also a partnership plan.

4.5 The Youth and Children’s Work Strategy in Edinburgh also needs to reflect and support the priorities of the new National Youth Work Strategy being developed by YouthLink Scotland for the Scottish Government. This is due to be published towards the end of 2022 and the priorities are agreed as:

- 4.5.1 Skills and Achievement
- 4.5.2 Funding and Investment
- 4.5.3 Youth Work is Valued, Understood and Communicated
- 4.5.4 Workforce Development
- 4.5.5 Health and Wellbeing
- 4.5.6 Youth Work is Inclusive and Accessible to All

In addition, the implementation themes of the previous Youth and Children’s Work Strategy for Edinburgh will be considered, along with the local evidence base for youth and children’s work in Edinburgh, particularly the Universal

Community Based Youth Work Research and the Education Youth Work Recovery evaluation.

- 4.6 The final draft of the Youth and Children's Work Strategy in Edinburgh will be overseen and prepared by a steering group drawn from voluntary and statutory providers and will include and consult children and young people. This is expected to be ready and published by autumn and a launch event will be organised to promote and celebrate the new strategy.

5. Next Steps

- 5.1 Work with colleagues and partners to align the new Youth and Children's Work Strategy in Edinburgh with existing plans and strategies.
- 5.2 Ensure the links between the new Youth and Children's Work Strategy in Edinburgh with existing local and national plans are clear

6. Financial impact

- 6.1 There is no requirement for additional resources for this work; costs are met from existing budgets.

7. Stakeholder/Community Impact

- 7.1 The Council and Voluntary and Community Sector providers will continue to engage with children, young people and staff on their plans for youth work.
- 7.2 The findings of national surveys of young people during lockdown have been taken into account in planning the resumption of youthwork. For example, young people are particularly concerned about the future, the impact of the lockdown on their schoolwork, and on their own and others mental health.
- 7.3 An Integrated Impact Assessment will be prepared as part of creating the new strategy

8. Background reading/external references

- 8.1 <https://democracy.edinburgh.gov.uk/documents/s25435/Item%206.6%20-%20Resumption%20of%20Youth%20Work%20Services%20v0.2.pdf>

9. Appendices

N/A

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Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Gaelic Medium Education (GME) Update

Executive/routine	Executive
Wards	All
Council Commitments	36

1. Recommendations

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

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Crawford McGhie, Head of Strategic Asset Planning

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

Gaelic Medium Education (GME) Update

2. Executive Summary

- 2.1 This report is an update on Gaelic Medium Education (GME) provision in Edinburgh and provides further details requested by the Education, Children and Families Committee on 1 March 2022.

3. Background

- 3.1 Reports on the future of GME in Edinburgh have been considered by the Education, Children and Families Committee in May, August, December 2021, January 2022 and March 2022. On 24 January 2022 the [report](#) to Committee recommended a statutory consultation on the future of GME in Edinburgh should be progressed. The proposed statutory consultation was recommending growth of primary GME across the city and the creation of a dedicated GME secondary school on the same site as a replacement Liberton High School.
- 3.2 Committee did not approve this recommendation and asked for a further update report on GME to Committee in March 2022. The Committee requested:
- To continue consideration of the matter to the next meeting of the committee on 1 March 2022 to allow for further discussions between the Council and the GME community and to request officers to provide further additional information on the present sites and any other sites that will support the quality of education as set out in the educational benefits section in the appendix to the report.*
- 3.3 On the 1 March 2022 a [report](#) was considered by the Committee which provided further information on the sites considered in relation to secondary GME provision. After considering the report the Committee agreed and requested the following:
- 1) Recognises the potential impact of the decision not to proceed with the statutory consultation on the growth of GME in Edinburgh, as outlined in the report.
 - 2) Notes the council's policy and responsibility to expand GME provision and the pressure of rising school rolls at James Gillespie's High School.
 - 3) Notes the previous officer recommendations of the educational benefits of a co-located school and that the option with the strongest rationale is currently a dedicated GME secondary school on a shared campus with the replacement Liberton High School.

- 4) Council to continue to engage with the GME community, including finding opportunities to gather information from beyond Comann nam Pàrant, along with Chairs of the parent councils from Bun-sgoil Taobh na Pàirce and James Gillespie's High School.
- 5) Agrees additional information is required to move forward to statutory consultation.
- 6) Requests a revised report in one cycle that contains the following information:
 - i) Details of the proposal for a standalone school on the site of the former Castlebrae Community High School
 - ii) 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
 - iii) Regarding the sites 1,2, 3, 4 and 7 listed in the paper, additional detail to enable clearer rule-in/rule-out to include:
 - a) the level of nearby public transport connections
 - b) the nearest secondary school and the number of metres to walk to that school
 - 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
 - d) Information on whether discussions have been had with current stakeholders regarding medium-term future of the following sites:
 - Russell Road depot
 - Royal Victoria Hospital Site
 - Drummond bus depot
 - Princess Alexandra Eye Pavillion
 - Police Scotland Fettes (details of decommissioning and indicative land value)

(7) The report to also include a timeline setting out key decision making milestones.

(8) Acknowledges that some information may not be able to be provided as the data doesn't sit within the Council and agrees that this will not hold up the decision on a statutory consultation but that explanation will be given to Committee on the reasons for this.

(9) Agrees that any alternatives that emerge as viable are discussed with the affected parents and carers and stakeholders prior to committee consideration.

3.4 The remainder of this report provides the further information requested by Committee.

4. Main report

Details of the proposal for a standalone school on the site of the former Castlebrae Community High School.

- 4.1 The proposal for delivering a school on the former Castlebrae Community High School site would follow a standard construction process. At the time this option was suggested the buildings on the site were due to be demolished once the replacement facility in the town centre was opened. The demolition is now in progress. The original plan for the next use of the site was new housing development as part of the wider regeneration plans for the Craigmillar area. The proposal put forward as part of engagement with the GME community was that the site could be used for a GME secondary school in the future instead of for housing development.
- 4.2 The design process for the new school, the requirement for budgets to be allocated for the construction project and all other aspects of project delivery would be progressed as they would be for any other learning estate project. Educationally, the closest secondary school that links would be made with to ensure full curriculum delivery would be the new Castlebrae Community Campus.

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

- 4.3 Details on public transport links to Liberton High School have been provided previously as part of the ongoing GME engagement. The estimated average public transport travel time from Bun-sgoil Taobh na Pairce to Liberton High School was estimated as 39 minutes. The estimated average public transport travel time from a likely city-wide catchment to Liberton was estimated as 37 minutes.
- 4.4 Average times were calculated using the Lothian Buses Journey Planner. The travel times are averaged and do not include a few minutes' walk either side of the bus journey.
- 4.5 It has also been previously confirmed that the Council would provide a direct bus service between Bun-sgoil Taobh na Pairce to Liberton High School for pupils.
- 4.6 In relation to immersion challenges, it has been explained during the GME engagement process that wherever a new GME secondary school was established there would need to be links with another secondary school to ensure full curriculum delivery. Also, all new schools will be designed for community access and it would not be possible to ensure all visitors converse in Gaelic. Similarly, subjects will not be able to be fully delivered in Gaelic due to a lack of resources and trained Gaelic teachers. Therefore, irrespective of where a new GME secondary school was established the issues with ensuring immersion would be present.
- 4.7 Immersion would be supported by the ethos of the school, which would include a focus on immersive pedagogy and positive encouragement of the use of Gaelic through cultural and wider achievement opportunities. Continual effort would be made to ensure the proportion of the curriculum delivered in Gaelic grows and

evolves as a secondary school expanded and in line with the needs and interests of learners.

Further Details on Sites

4.8 The further information requested on some of the sites listed in the report previously submitted to Committee on 1 March 2022 is provided in the table below:

Site	Nearby Public Transport Connections	Number of metres to walk to the nearest secondary school	Scale of school that could be provided and any supporting facilities	Discussions with Stakeholders on site availability
Bus depot site adjacent to Drummond High School	Estimated Walking time to: Bus: 3 minutes Rail: 19 minutes Tram: 9 minutes	This site is directly adjacent to Drummond High School. Walking distance would be minimal.	Site is approximately 6.5 acres. 10 acres required for full provision including sports. However, shape of site is rectangular and this combined with adjacency to Drummond High School could offer design solutions.	Operational Lothian Buses depot with no current plans to relocate.
Fettes Police Station	Estimated Walking time to: Bus: 3 minutes Rail: 31 minutes Tram: 25 minutes	Walking distance to Broughton High School is minimal as the site is directly across the road.	Site is approximately 14 acres so would be large enough for all required facilities.	Scottish Government and Police have confirmed site is not available.
Royal Victoria Hospital Site	Estimated Walking time to: Bus: 3min Rail: 32 minutes Tram: 27 minutes	Walking distance to Broughton High School is approximately 550m.	Site is approximately 14 acres so would be large enough for all required facilities.	Scottish Government and NHS have confirmed site is not available
Council's depot at Russell Road	Estimated Walking time to: Bus: 7 minutes Rail: 15 minutes Tram: 14 minutes	Walking distance to Tynecastle High School is approximately 300m.	Approximately 6 acres. 10 acres required for full provision including sports. Shape of site is triangular so would make design for all facilities difficult.	Council owned site. Site between road and railway. Poor access due to land owned by others. Potential contamination issues. Not considered a suitable site for education.

Princess Alexandra Eye Pavilion	Estimated Walking time to: Bus: 2 minutes Rail: 19 minutes Tram: 19 minutes	Site adjacent to St Thomas of Aquin's RC High School. Walking distance minimal.	Site is approximately 0.5 acres and is too small for any reasonable scaled school to be delivered.	Site is still operational and not available.
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Timeline setting out Key Decision Making Milestones

- 4.9 There is currently no Committee approval to proceed with a statutory consultation and no budget in the Capital Programme to deliver a GME secondary school. Therefore, there are no key decision making milestones to be shared with Committee at this time.

5. Next Steps

- 5.1 Continue engagement with the GME community.
- 5.2 Based on the output of the engagement continue to consider options for the future of GME education in Edinburgh.
- 5.3 At an appropriate time and if required, present a report to committee outlining the future options for GME in Edinburgh and any necessary statutory consultations which are recommended to be progressed.
- 5.4 Consider the implications for accommodation at Bun-sgoil Taobh na Pairce and James Gillespie's High School and bring forward any solutions through the rising rolls process. Options considered in a rising rolls project include catchment change, introduction of timetabling efficiencies, internal reconfiguration of existing accommodation or, if possible, provision of additional accommodation.

6. Financial impact

- 6.1 One implication of the delay in progressing with a statutory consultation is that the plans for the growth of GME at primary level will be delayed. Options to consider capping the number of pupils entering primary GME in the city need to be considered until the plan for growth is determined. A placement policy which restricts numbers of GME pupils may be required and as it will not be possible to expand GME in the manner anticipated less funding will be required. A new placement policy would require a statutory consultation.
- 6.2 The requirement to establish a capital budget for the delivery of a secondary school will need to wait until there is more clarity on the preferred future option and can then be given consideration through an appropriate budget setting process. Similarly, any revenue budget for staffing will need to be agreed when the model required is clarified.

7. Stakeholder/Community Impact

- 7.1 Any statutory consultation which does progress will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.
- 7.2 All pre consultation engagement and any statutory consultation are considered part of the information gathering stage for an Integrated Impact Assessment (IIA) as required by the Equality Act 2010. The Council is under a duty to have due regard to the need to advance equality of opportunity between those with a protected characteristic and those who do not and to fostering good relations between such groups.
- 7.3 As such, any statutory consultation will be used as an opportunity for these matters to be raised and to invite comments regarding impacts. The full IIA will be completed once all responses to the consultation have been received.

8. Background/External Reading

None

9. Appendices

None

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Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Learning Estate Update: Engagement Planning

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the engagement processes underway and those in development to inform the delivery of new school infrastructure.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Robbie Crockatt, Strategic Asset Planning Manager

E-mail: robbie.crockatt@edinburgh.gov.uk | Tel: 0131 469 3051

Learning Estate Update: Engagement Planning

2. Executive Summary

- 2.1 This report provides an update 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 has helped shape and focus plans for wider public engagement in this area. This report sets out where this model for engaging with communities will be utilised in other areas of the city. The report also highlights the need for engagement with the school communities who may be affected by the roll-out of the EnerPHit programme.

3. Background

- 3.1 There is a requirement to assess and agree with affected communities across the city how the learning estate should be planned to meet growing and changing education and other service provision needs.
- 3.2 In March 2022 the “Learning Estate Update: School Roll Projections and West Edinburgh Engagement” report set out a process for engagement with communities in the West of the city. The engagement plan was focused on three key issues:
- 3.2.1 Primary School provision in the Queensferry area;
 - 3.2.2 Secondary School provision for the Kirkliston and Queensferry areas;
 - 3.2.3 Secondary School provision for pupils in the new Maybury and Cammo housing developments.
- 3.3 In addition, in the Greendykes and Gilmerton areas of the city, a significant amount of new housing is leading to growing catchment populations and accommodation pressures. Both areas have new primary schools identified as a requirement in the Local Development Plan and there is now a need to engage with existing and new populations to inform the strategy adopted to meet this growing demand.
- 3.4 In the 2019-2020 Capital Investment Programme (CIP) budget, funding was allocated for the replacement of St Catherine’s RC Primary School due to its condition. This project was not progressed at that time pending the outcome of the Service Design process for the Gracemount Area. COVID-19 then further delayed

the development of the project. However, this project will form a critical strand of the infrastructure requirement consideration in the Gilmerton area.

- 3.5 The Local Development Plan also identifies a requirement for a new school to serve the East of Milburn Tower development south-west of the Gogar Roundabout. This new school and a new school as part of the Granton Waterfront will both require informal engagement followed by formal consultation. Statutory consultation papers and will be the subject of separate reports to Committee at an appropriate time.
- 3.6 Finally, there will be a requirement for engagement with the communities of those schools approved as part of the first tranche of Enerphit upgrade work. The first tranche of the Enerphit programme was the subject of The “EnerPHit Tranche 1 Programme” report to the Council’s Policy and Sustainability Committee on 30 August 2022. The Enerphit programme will involve disruptive works at the schools affected.

4. Main report

West Edinburgh Learning Estate Strategy

- 4.1 Two Stakeholder Reference Groups (SRG) have been established; one with interested parties to consider an engagement process focused on Maybury Primary School and the other to consider engagement in the Queensferry area.
- 4.2 The SRGs act as a sounding board, providing the opportunity for direct dialogue between Council Officers and key stakeholders. They provide guidance for Council Officers on how to best engage and communicate with people on the development and delivery of new infrastructure and will facilitate feedback from the groups they represent as ideas, concepts and proposals develop.
- 4.3 The terms of reference (see Appendix 1) agreed at the first meetings with these two groups set out the role of the groups. Membership includes parent representatives from all local primary and secondary schools as well as representatives from the local Community Councils. Local elected members have also been invited to attend.
- 4.4 Both groups have met with Council Officers on at least two occasions to shape and inform a wider public engagement on these issues. Officers have also attended relevant Community Councils to provide details of the engagement underway and planned.
- 4.5 The timescales for the engagement process set out in the “Learning Estate Update: School Roll Projections and West Edinburgh Engagement” to Committee in March 2022 were ambitious and it has been necessary to extend this schedule. Wider public engagement will now take place in October and November 2022 with a recommendations report to follow in March 2023. An interim update report will be provided to the Education, Children and Families Committee in December 2022.
- 4.6 The SRG meetings to date have been well attended and positive. The conversations have been open and have allowed Council officers to better

understand the pressures and challenges in each of the affected communities and have helped inform the approach being developed to a wider public engagement.

- 4.7 It is hoped that this pre-engagement activity with key stakeholders will help make planning and decision-making processes more transparent and improve the accessibility of our public engagement.

Gilmerton, Granton and Greendykes

- 4.8 A similar process as followed in the West of the city based around the establishment of SRGs to help shape public engagement will be followed in the Granton, Greendykes and Gilmerton areas. However, before beginning this process a review of previous consultation and engagement work, including the “MyGracemount” engagement in the south-east and Granton’s “Learning Strategy” will be undertaken to avoid duplication and ensure that the themes developed through this work are progressed.
- 4.9 SRGs in these areas will be established and meet between September and December 2022 with wider public engagement proposed early in 2023. As in the West of the city, school and community representatives, including local elected members will be invited to join these groups.
- 4.10 Similar to the process in the West of the city, any engagement will seek to explore the opportunities that new school infrastructure may provide to improve other community services or facilities in line with the 20 minute neighbourhood approach.

East of Milburn Tower

- 4.11 In April 2022 Murray Estates application to develop new housing on a site referred to in Planning as “East of Milburn Tower” was approved. The development which is on the west side of the City Bypass and stretches from Glasgow Road in the north as far south as Hermiston Gate, will include a primary school. The key issue will be to which secondary school this new primary school should be aligned.
- 4.12 The establishment of a school and its catchment areas will necessitate a statutory consultation process. Officers will monitor the progress of this development and report back to committee with a proposed approach to stakeholder engagement at the appropriate time.

EnerPHit

- 4.13 The “EnerPHit Tranche 1 Programme” report to the Council’s Policy and Sustainability Committee on 30 August 2022 set out the case for initiating a programme of works to bring a first tranche of 12 existing Council buildings up to the low energy and low carbon EnerPHit standard.
- 4.14 The report noted that the biggest challenge with respect to the programme is the impact the programme’s works delivery will have on the building users as the works, by their very nature, are highly intrusive and disruptive. Each individual building retrofitting project within the programme will require typically 18 to 21 months of site works and the impact on the building users will be significant.

- 4.15 Engagement with the school communities is required to plan for this disruption and the varying degrees of decant that will be required in order to deliver the works. Phased or even full decant of the schools to alternative accommodation for the duration of the works may be required.
- 4.16 The first two schools being progressed will be Brunstane Primary School and Lorne Primary School. A process of engagement with the management teams and parent representatives of these schools has begun.

5. Next Steps

- 5.1 In the West of the City, officers are in the process of developing engagement documentation and materials and will share these with local elected members and the SRGs for their feedback prior to the start of a public engagement process beginning in October (provisionally 10 October).
- 5.2 A process of engagement with internal and key stakeholders in Gilmerton, Granton and Greendykes will begin in September 2022 with a view to undertaking a wider public engagement early in 2023.
- 5.3 All schools and relevant stakeholder that are part of the EnerPHit programme will be engaged at the appropriate time. Discussions with representatives from Brunstane and Lorne Primary Schools are underway to determine how best to accommodate the works necessary.

6. Financial impact

- 6.1 There are no financial implications arising as a result of this report.

7. Stakeholder/Community Impact

- 7.1 This report is about stakeholder engagement and ensuring that our consultation and engagement processes are as open, transparent, equitable and accessible as possible.

8. Background reading/external references

- 8.1 "[Learning Estate Update: School Roll Projections and West Edinburgh Engagement](#)" – Education Children and Families Committee,
- 8.2 "EnerPHit Tranche 1 Programme – Policy and Sustainability Committee, 30 August 2022

9. Appendices

- 9.1 Appendix 1 – Terms of Reference for Stakeholder Working Groups

APPENDIX 1

West Edinburgh Learning Estate Strategy

Stakeholder Reference Groups Terms of Reference

1. Purpose

The West Edinburgh Learning Estate Strategy Stakeholder Reference Groups will work alongside Council Officers, supporting and guiding them on how to engage and communicate with people on the development and delivery of a West Edinburgh Learning Estate infrastructure strategy.

The Reference Group will also act as a sounding board, providing the opportunity for direct dialogue between Council Officers and key stakeholders. Reference Group members will facilitate communication with and feedback from the groups they represent as ideas, concepts and proposals develop.

2. Role of the Group

The role of the Reference group will be:

- a) To offer advice on the people that should be involved in engagement processes;
- b) To consider how best to engage with different stakeholder groups;
- c) To ensure equity in the opportunities people have to engage with the process;
- d) To identify the information, analysis or data that people may need to reach informed views;
- e) To advise on the presentation of information to people, ensuring it is fit for purpose;
- f) To help shape the direction of engagement processes and, where applicable, options development;
- g) To ensure fair and equitable development of ideas, proposals and, where applicable, assessment criteria.

The Reference Group has an advisory role and is not a decision making body.

3. Membership

The Reference Group will bring together stakeholders representing the interests of schools and their wider communities directly or indirectly affected by current or future learning estate infrastructure challenges and pressures.

Members will:

- a) Represent the views, aspirations and concerns of the communities they represent;
- b) Share relevant local knowledge about resources, opportunities and challenges within the communities they represent;
- c) Be open to the ideas and views of others.

The Reference Group will be chaired by an Officer from the Council's Learning Estate Planning Team.

Membership of the group will initially be based on High School clusters with two representatives from each High School and each of its feeder primary school's Parent Councils. Two representatives from affected Community Council's will also be invited. Local elected members will also be invited to attend.

Membership will be kept under review.

4. Meetings

The Reference Groups will not meet with fixed frequency. The requirement for future meetings will be discussed and agreed at the end of each meeting.

No time limit has been set on the duration of the work of the Reference Groups. This will be subject to the outcomes of engagement processes and the projects that may arise from them.

These Terms of Reference will be reviewed and agreed at the Groups first meeting and at appropriate points thereafter.

Meetings will initially be held online with this format reviewed for subsequent meetings.

An agreed written record of each meeting will be maintained.

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Education Children and Families Committee

10.00am, Tuesday, 20 September 2022

School Meals Report 2022

1. Recommendations

- 1.1 It is recommended that the Education, Children and Families Committee:
 - 1.1.1 Notes the update on school meals in regard to Universal Free School Meal uptake;
 - 1.1.2 Notes the challenges that the service faces with rising costs and inflationary pressures;
 - 1.1.3 Notes the significant progress of capital upgrades across the city and the positive impact this has had on the school meal service; and
 - 1.1.4 Acknowledges the work of officers to develop a sustainable service for future growth.

Paul Lawrence

Executive Director of Place

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E-mail: christopher.ross2@edinburgh.gov.uk | Tel: 0131 529 3171

Report

2. Executive Summary

- 2.1 This report will provide an update on the progress made by the catering service since the last school meals report in 2019. The report aims to detail some of the successes of the service in improving the outcomes of pupils across Edinburgh and partnership working across the service.
- 2.2 The report will also outline the significant operational and financial challenges ahead for the catering service and detail the mitigations in place.

3. Background

- 3.1 The main aim of the catering service is to provide a high quality, in-house, sustainable, cost-efficient catering service, which contributes to the overall health and wellbeing of pupils across Edinburgh.
- 3.2 The catering service provides on average 22,500 meals per day across the city. This is a combination of primary, special, secondary and early years meals, from both inhouse and PPP providers. This makes the catering service the largest provider of meals across the city. The catering service operates from 61 production kitchens serving 36 dining centres.
- 3.3 The catering service is made up of circa 600 council employees, all of whom are committed to delivering a high-quality menu offering and care passionately about delivering the best possible service to pupils.
- 3.4 From August 2021, the catering service implemented Universal Free School meals to P4 pupils and from January 2022 implemented P5 free school meals. P6 and P7 were due to be implemented in August 2022, however, due to the Scottish Government's spending review, this has been delayed until further notice.

4. Main report

Menu Design

- 4.1 Nutritional regulations for food in schools have been in place since the implementation of Hungry for Success in 2003. This was superseded by the Schools Health Promotion and Nutrition (Scotland) Act 2007.
- 4.2 In addition, the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 were introduced in primary schools in August 2008 and in

secondary schools in August 2009. The regulations set strict nutritional standards for all food and drink being served in schools. In April 2021, the updated [school food regulations](#) (2020) came into legislation. This further strengthened the nutritional quality of school meals, setting the strictest school food standards of all UK nations.

- 4.3 The statutory nutrient standards are calculated to ensure that the school lunch provides a third of the daily nutritional requirements for primary and secondary school pupils. A portion size range is set under the Schools Health Promotion and Nutrition (Scotland) Act 2007 and catering providers ensure portions remain within this range. This is audited as part of the “self-assurance” framework and forms part of the HMI inspection of schools. The council continue to be fully compliant and are rated highly.
- 4.4 The menu design process is extremely complex and takes on average 6 months from menu design to menu launch. School lunch menus are designed for the majority of the school population to comply with the nutritional legislation above, creating a balanced menu across the week. The menu design process requires a significant amount of resource in considering:
 - 4.4.1 Recipe costing;
 - 4.4.2 Nutritional & allergen analysis;
 - 4.4.3 Effect of transport;
 - 4.4.4 Equipment available in kitchens; and
 - 4.4.5 Incorporation of seasonal/local produce.
- 4.5 The need to balance foods pupils will eat across the city considering the diverse population and feedback of pupils in Edinburgh.
- 4.6 The service currently employs one FTE Menu Development Officer, who undertakes all the nutritional and allergen analysis of menus. As the role becomes increasingly complex, the service will look to increase this to two FTE roles.
- 4.7 Natasha’s Law has further heightened the need to ensure strict compliance to allergen labelling in schools. The service has recently brought in an external auditor who has identified areas for improvement and actioned a strengthened training process for staff, including the creation of twelve “allergen champions” who will undertake training and audits across the estate.
- 4.8 School kitchens are seeing a significant increase in pupils with increasingly complex dietary needs and steps have been taken to ensure these requirements are factored into the meal service. The catering service are in dialogue with Education Scotland on the services appetite for risk when it comes to catering for such life threatening special diets. The catering service have recently partnered with Edinburgh Community Foods to deliver all staff additional Food Hygiene training with an emphasis on allergens.
- 4.9 **Local Sourcing/Supply Chain**

4.9 The catering service are committed to sourcing goods from Scotland and the UK where possible. Through the Scotland Excel contract, the service uses local suppliers for meat, vegetables and milk. Working with suppliers and Food for Life, all fish comes from sustainable sources, all meat is either QMS or Red Tractor, all eggs Free Range, which reduces the number of processed foods. Balancing cost quality, substantial volume and tight specification with the desire to purchase local goods. Over the last 3 years the service has worked with suppliers to increase the spend on Scottish produce. Such examples include - all frozen peas are grown in Scotland, the use of a Scottish tomato grower to source tomatoes from April-October and the featuring of Scotch Lamb on the menu once per month.

Supplier	Percentage Spend on Scottish Produce
Scottish Butcher	89%
Scottish Fruit & Vegetable Supplier	59.6% (Increasing to 66.8% April/August)
Dry & Frozen Supplier	30% UK Produce – 6% Scottish*
Dairy Supplier	99.3%

*Only 6% claimed as wholly Scottish due to supplier labelling, i.e., produced in Scotland but packaged throughout the UK

Good Food Nation Bill

4.10 The Good Food Nation Bill is a new piece of legislation, aiming to make positive change to our food system. The Bill requires the Scottish Ministers and certain public bodies (referred to in the Bill as ‘relevant authorities’) to create Good Food Nation Plans. The relevant authorities identified in the Bill are health boards and local authorities (or councils). Other public bodies may be required to produce plans in the future. The Scottish Ministers and relevant authorities need to have regard to these plans when carrying out certain functions. These functions will be set out by the Scottish Ministers in secondary legislation that will be considered by the Parliament. The Bill is currently at Stage two – changes to detail, where MSPS can proposed changes (“amendments”) to the Bill. The amendments are considered and decided on by a committee. The committee involved in this bill is Rural Affairs, Islands and Natural Environment Committee.

4.10 The Foodservice industry remains under constant and seemingly continuous pressures, from trying to build back as a result of the pandemic, recent increases in energy costs, continued staffing shortages, supply chain issues, food inflation and now even higher rate of inflation which has predicted for the future as Russia’s invasion of Ukraine adds to the challenges. Year-on-year inflation in the foodservice sector hit 10.2% in February 2022 as the latest edition of the Foodservice Price Index from CGA and Prestige Purchasing reveals. The double-digit increase was fuelled by challenges including a surge in demand, the lingering impacts of COVID, additional costs of trade after Brexit and surges in energy and packing prices. Inflation has been further heightened by the comparisons with February 2021, when Britain’s lockdown temporarily eased the pressure on prices.

- 4.11 Inflation in the Foodservice Price Index is now running at exactly twice the level of the comparable Consumer Price Index number. It underlines the structural differences between the retail and foodservice sectors, with security of volumes and tighter ranging, forward contracting and hedging which is used to protect pricing over a more extended period in the retail sector. Inflation will become even more acutely following Russia's invasion of Ukraine in late February. The war will add to the stress on energy markets and generate new challenges in key commodities like Wheat, Oils and Fats, Fish and Fertilisers. This is likely to drive up prices for months to come and further increases in inflation will be inevitable.
- 4.12 The latest Consumer Price Index (CPI) data shows that take-home retail prices for commonly purchased food and drink items have risen by 5.9% in the 12 months to March 2022, which is up from 5.1% in the 12 months to February 2022. Prices have risen across all food categories with the highest levels of inflation seen in oils and fat (18.2% higher than in March 2021) and milk, cheese and eggs (8.2% higher than in March 2021).
- 4.13 Within the oils and fat category, margarine and other vegetable fats have seen particularly steep inflation. These products are 34.7% more expensive in March 2022 compared to March 2021. This drastic rise in prices is driven by the Ukraine war. Russia and Ukraine exported 55% of the global supply of sunflower oil last year and the sudden need to look for alternatives has increased the demand for and costs of other vegetable oils. Within the milk, cheese and eggs category, low fat milk saw a particularly sharp rise of 14.2% with other milk products seeing a rise of 10% as farms struggle to break even with fertiliser, cattle feed and fuel prices rising. Industry experts predict that prices will continue to rise. CPI data shows that bread and cereal prices also rose by 5.2% in the last 12 months. Inflation is not as severe for this category as for oils because the UK produces around 85% of wheat domestically and is therefore, less affected by disrupted supply from Ukraine.
- 4.14 The invasion of Ukraine will continue to exacerbate global food prices as the FAO predicts prices to increase up further by 20%, putting those already vulnerable countries at increased risk of malnutrition. The Arab nations and African countries, who heavily depend on wheat imports from Ukraine are already suffering from food shortages. Kenya has seen a 33% increase in the cost of importing wheat, and prices of bread has risen by 70% in Lebanon. Egypt had seen an increase of 80% in prices of wheat even before the Ukraine war and is at risk of greater food insecurity, as a result, of the conflict. Wealthier and more robust economies such as the US have also seen their consumer price index rise by 8.5% in the past 12 months, with food prices increasing by 8.8%, again, a knock-on effect of the war. Ukrainian farmers are expected to drastically reduce crop planting. It is estimated that 20-30% of their crop area have been damaged from the war and are struggling to harvest winter grains.
- 4.15 As a result, the catering service had originally forecast a pressure on food and beverages of around 11%, this will be kept under monthly review as it is expected that in some lines, this threshold has already been exceeded. Based on catering annual spend it is expected this increase will be circa £300,000. Current Universal Free School meals funding at £3.33 are just containing this cost, however any further increases will see a deal of pressure within this commodity line.

Capital Upgrade Programme

- 4.16 An average kitchen upgrade through the capital works programme, is estimated to cost £700,000. The catering service operates from an aged estate and has required significant capital investment to upgrade premises over the last five years. The capital sum noted above incorporates a full kitchen fit out, improving ventilation, electrical and gas supplies, as well as providing the required equipment.
- 4.17 Since 2018, seven kitchens have received significant capital works, increasing capacity and promoting a better working environment for employees and subsequently delivering a higher quality product to pupils. Six dining centres have been converted into production kitchens, three through new build schools with the remainder being previously closed kitchens, re-opened to provide additional capacity. The ongoing revenue cost for converting a dining centre into a production kitchen is circa £75k per kitchen – there is currently no additional funding for this type of conversion and the service is expected to contain these costs. This is due to the additional staff cooking and managing the service. A typical dining centre will contain 4/5 staff, whereas a similar sized production kitchen would employ between 7/8.
- 4.18 As part of the Universal Free School Meals expansion, nine dining centres were identified as part of a feasibility study as being suitable for conversion back into operable kitchens. An allocation was also detailed for a standalone production facility to aid capacity across the city. A further ten projects were identified as requiring minor capital investment to upgrade kitchen facilities.
- 4.19 Along with upgrades to kitchens, officers were also keen to identify that the lunch experience is also impacted by the variable dining provision in school. Seven schools were identified as having significant dining capacity issues which would impact learner's ability to enjoy lunch in a good quality environment.
- 4.20 Incorporating both dining and kitchen upgrades, the submission to the Scottish Government for Edinburgh equated to approximately £20m in capital funding. To date no settlement or commitment to funding has been agreed by ministers. This has caused significant pressure on the estate with a lack of commitment, leading to no projects being developed for feasibility this financial year.

Universal Free School Meals (USFM)

- 4.21 USFM were announced in March 2021, with P4's to be delivered in August 2021, P5's to be delivered in January 2022 and P6/7 delivered by August 2022. Edinburgh Catering Services undertook a significant revenue investment programme to prepare for this scheme. This involved £550,000 attributed to new equipment such as ovens, dishwashers or ranges and an increase headcount by 70 members of the team. A further expected revenue spend of £200,000 is planned for delivery this budget year for special schools' expansion. The service also prepared for long term expansion, by recruiting £c.300,000 of labour which would be directly attributed to the P6/7 Free School Meal programme.
- 4.22 In December 21, expansion to P6 and P7 was postponed by the Scottish Government, with many Local Authorities already committed to spending plans for delivery. This left authorities in a difficult position and, in the case of Edinburgh, it

was decided to postpone any planned CPT projects attributed to expansion until further clarity is provided on timescales and funding provision.

As part of the Scottish Government Exercise, Edinburgh requested significant capital and revenue costs to deliver the UFSM expansion. This formed part of a £250m request by all Scottish Local Authorities to ensure a sustainable delivery of the scheme. To date, no capital allocation has been received by any Local Authority and no update on dates of delivery have been provided by the Scottish Government.

Excerpt of Scottish Government Return

Capital Investment – Dining Hall extensions, new kitchens	£19.2m
Ongoing Revenue – Additional Staffing, Dining hall supervision	£2.1m
Ongoing Revenue Direct Meal Costs £3.33 x 75% of P6/7	£3.6m
One Off Revenue – Investment in a greater management team structure	£0.4m

Current Meal Numbers

- 4.23 The catering service is currently managing the additional demands of P4/5 Free School Meals relatively well, however, capacity issues as a result of no capital allocation are showing in areas of high population growth such as Gilmerton, Queensferry and Currie. As covid levels decrease and meal volumes increase. Officers expect significant capacity issues in at least 6 school kitchens.

April	Forecast	Actual
Nursery	3500	4049
Primary	14488	12266
High	1600	2273
Special	295	305
Total	19883	18893

**Table excludes PPP school meal numbers*

Comparing meal numbers to 2019 (pre-covid), the service has noted a 21% increase in meal numbers across the city.

The service has expressed concern, that if an amended date for the implementation of FSM is provided with less than 12 months' notice, the chance of achieving delivery on capital projects is likely to be low given the need for planning and feasibility to be commenced.

Other initiatives

- 4.24 In order to promote healthier choices and encourage pupils to increase their consumption of fruit, vegetables and salad items, freshly prepared fruit pots/ fruit platters are now on offer and many schools have a salad bar where pupils can help themselves. These have been very popular with pupils, showing a significant increase in the amount of salad and vegetables being consumed. The catering service have become the first authority in Scotland to partner with VegPower! an initiative to promote the consumption of more vegetables in primary school age pupils (15% increase in veg purchasing over this period). The service has also partnered with the fruit and veg supplier and milk supplier to bring in produce to pupils as an educational activity. Working with schools the service aims to make healthy choices for pupils the normal in Edinburgh Schools.
- 4.25 As part of the new menu (launched in April 2022) the catering service implemented several positive developments:
- Eight theme days across the year promoting cultural foods and an opportunity for pupils to try different foods
 - A decrease in processed meats.
 - An increase in plant based and vegetarian products.
 - A focus on scratch cooked recipes and sauces including sauces with hidden vegetables.
 - Increase in seasonal vegetable side dishes.
 - Removal of single use plastic across product lines.
 - A focus on high schools to aid uptake across this sector.
- 4.26 The catering service have also been heavily involved in the provision of meals for the cities “Discover!” holiday activity provision and more recently “Epic Days”. Providing high quality, nutritious lunches to those who may go without during school holiday periods.

Catering services have also worked with colleagues in Education to provide presentations to new S1's during transition. The presentation gives information on the catering service and what they can expect from the provision, in secondary school. It is hoped this will aid uptake and take some of the nervousness around lunch experience for new S1's.

Challenges

- 4.27 The labour market in the hospitality industry has continued to prove extremely challenging, with the number of vacancies increasing by 700% in the last 3 months. The catering service have struggled to fill vacancies at Cook 3 (Gr2) level, where kitchen experience is essential. The council are currently paying 10-20% less than the market rate for these posts, which now is hampering the ability to fill these positions.

Growing Early Years Provision

- 4.28 The expansion of the Scottish Government's 1140 hours for extended nursery places for children, will lead to continued additional demand on the catering service. The Scottish Government has published a blueprint for the expansion of 1140

places and subsequently the uptake in meals. Many of these settings will operate for 52 weeks per year, as opposed to the current school staffing model of 38 weeks. The catering service is currently providing c.4000 meals per day to EY settings. Currently these meals are produced at school production kitchens and transported to nursery settings. The catering department had also been in consultation with Learning Estates to identify kitchens within the large new build nurseries, this however was not included within the final design of these nurseries – due to funding. There is now a growing need for a central production hub for nursery feeding.

- 4.29 There has been a substantial and concerted effort over the last five years to improve kitchen facilities with several successful upgrades. From a total of 61 production kitchens 60% are over 20 years old. A typical production kitchen has a lifespan of anywhere between 15-30 years. Maintenance calls /jobs logged with the Customer Helpdesk continue to increase as equipment ages, becomes defective or fails completely demonstrating the increasing need to programme capital expenditure against equipment life expectancy. Analysis of the Helpdesk calls estimate an average of 127 calls per month relating to catering breakdowns, which impact upon service.

Transportation

- 4.30 Around 25% of the energy used in catering is expended in the preparation, cooking and serving of food. By far the largest proportion of this energy is consumed by cooking apparatus and much of this is wasted through inefficient, ageing equipment. The council are working to eliminate gas from their estate by 2030, catering has over twenty properties which use gas as their main method of cooking, to remove gas from these kitchens will involve a substantial capital sum and will need to align with the Council's wider Carbon Emissions Reduction Plan
- 4.31 Catering is a relatively labour-intensive activity, much of the potential energy savings relate to working practise. The efficient use of equipment in the kitchen will not only save energy and money but will contribute to a better managed catering operation, a more pleasant environment in the kitchen and in some instances better standards of food.
- 4.32 As a result of the above, an audit/condition survey of all equipment, is proposed to be commissioned to highlight the investment need to meet current and future the meal numbers. It is expected this would cost between £7-10k and a budget for this will be required.

Single Use Plastics

- 4.33 The new regulations from the Scottish Government, published in November 2021 and being enforced in June 2022, means that the single use plastic problematic items will be effectively banned by using "market restrictions". The ban means it is unlawful to make and supply commercially any of these single-use plastic items:
- Cutlery - forks, knives, spoons, chopsticks and other similar utensils.
 - Plates.

- Beverage stirrers.
 - Food containers and cups made of expanded polystyrene
- 4.34 The service is working with our supplier to update the product catalogue to prepare for the new legislation. The service is currently bringing in new compliant items. It is expected these will be between 40-50% more expensive than the single use alternative currently using, the service expects a revenue pressure of circa £100k this financial year.
- 4.35 In conjunction with the ban on single use plastics, the service will need to install reverse vending machines in all twelve high schools before the end of the financial year. The service expects the cost of these machines to be approximately £14,000 per school, equating to £168,000. Funding for this investment is yet to be identified.

5. Next Steps

- 5.1 As the service continues to expand, the catering service will require to submit a proposal to restructure the management of the service to enhance its management structure.
- 5.2 To continue to obtain information relating to the increase in UFSM provision.
- 5.3 The continuation of the capital upgrade programme is expected to cost a rate of £700k per kitchen.
- 5.4 Costs outlined as part of the switch from single use plastics will be clarified and bids submitted for relevant funding.
- 5.5 At a point in the near future, a decision may be required as to whether to undertake early development of capital works which are required to deliver UFSM, prior to any clarity on financial settlements being provided by Scottish Government. A report on this issue will be presented to Finance and resources Committee if required.
- 5.6 Asset surveys of the catering estate will be undertaken as soon as a suitable budget is identified.

6. Financial impact

- 6.1 The service expects to see uptake grow across UFSM, leading to additional meals being served as part of this initiative.
- 6.2 Inflation is estimated to have a 11% increase on our total food spend – estimated £300,000 increase.
- 6.3 Staffing levels are likely to rise to accommodate the rising roll and additional, UFSM and Early Years meals, the full impact of which has not yet been forecast.
- 6.4 Transport costs are estimated to rise by 10% based on fuel costs
- 6.5 Ongoing capital upgrades will continue across the estate (2/3 per annum).

7. Stakeholder/Community Impact

- 7.1 We provide regular updates to primary parents through our annual menu leaflet and through the food in schools web page on the CEC website.
- 7.2 Parents, pupils and schools can get in touch for additional information or provide feedback to our food in schools email (foodinschools@edinburgh.gov.uk)
- 7.3 As part of a review of the service across our secondary schools we have consulted with pupils on the style of service, food offering and branding, as well as providing taster sessions, promotions and supporting schools' assemblies.
- 7.4 Catering staff sit on pupil food groups within several schools, and officers are keen to extend this where possible. Recent work within this new catering team has increased engagement with schools and parents.
- 7.5 The catering operations manager is the chair of ASSIST FM (the body that represents Local Authority Service Providers) and provides regular updates to the council.

8. Background reading/external references

- 8.1 Council Menus and Nutritional Information - [Council Menus](#)
- 8.2 [Update on Foodservice Inflation](#)
- 8.3 [Hospitality Vacancies Update](#)

9. Appendices

- 9.1 Appendix 1 Previously closed kitchens.

Appendix 1

Hillwood	<u>Feasibility Study complete to re-open</u>
Holycross	<u>Feasibility Study complete to re-open</u>
Murrayburn	<u>Feasibility Study complete to re-open</u>
East Craigs	
Carricknowe	
Nether Currie	
St Marks	
Colinton	<u>Feasibility Study complete to re-open</u>
Longstone	
Pilrig Park SS	<u>Feasibility Study complete to re-open</u>
Leith Walk PS	<u>Feasibility Study complete to re-open</u>

** Note also in exploration of a central production facility in Peffer area to supply inner city schools, which have no viability of having a kitchen on site.

Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Early Years Partner Provider - Hourly Rate for Funded Early Learning and Childcare

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 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.
 - 1.1.2 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.
 - 1.1.3 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.
 - 1.1.4 Agree to a review of the hourly rate for funded providers in no more than three years from the date of this report.

Amanda Hatton

Executive Director of Education and Children's Services

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

2. Executive Summary

- 2.1 Parents in Edinburgh are currently able to access funded early learning and childcare through a variety of providers
- 99 local authority settings
 - 112 private and voluntary sector settings
 - 43 childminders
- 2.2 Under Funding Follows the Child, local authorities are required to set an hourly rate that is paid to funded providers in the private and voluntary sectors, including childminder, to deliver the funded entitlement. This rate should be sustainable and reflect national policy priorities, including funding to enable payment of the real Living Wage to all childcare workers delivering the funded entitlement. Currently £9.90 per hour.
- 2.3 A review of the hourly rate paid to providers in partnership with the local authority to deliver funded hours was completed in April 2022. This report shares the finding of the review and recommends 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.

3. Background

- 3.1 Under section 47(1) of the Children and Young People (Scotland) Act 2014, education authorities must ensure that the statutory amount of funded early learning and childcare entitlement is made available for each eligible child
- 3.2 Section 48 of the 2014 Act provides the statutory entitlement as 1140 hours of funded early learning and childcare in line with the school year, which starts in August. Children eligible from January and April receive a pro rata amount of funded hours for part of a year of which a child is eligible i.e. the term after their third birthday.
- 3.3 The Scottish Government and COSLA published national guidance Funding Follows the Child and the National Standard for Funded Early Learning and

Childcare Providers in December 2018. <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-principles-practice/>

- 3.4 The City of Edinburgh Council carried out a review of the hourly rate paid to partners in May 2021 and the Education, Children and Families Committee agreed to increase the rate from £5.31 per hour to £5.42 per hour from 18 August 2021.

4. Main report

Review of the Hourly Rate for 3 and 4 year old placements.

- 4.1 A review of the hourly rate was undertaken in April 2022 using the Scottish Government Guidance published in April 2019, Funding follows the child and the national standard for early learning and childcare providers: *guidance for setting sustainable rates from August 2020*. This guidance outlines the different options local authorities can use to determine a sustainable rate for partners. These are as follows
- 4.2 In January 2022 we carried out a survey of the prices charged by providers using the information available to the public from partner websites and the Edinburgh & Lothians Nursery Guide website. We were able to access information on parent charges for 68 partner settings. (Appendix 1)
- 4.3 After notifying partner providers of our survey, we were informed that information on the Edinburgh & Lothians Nursery Guide website may be incorrect. We therefore asked providers to check their details and inform us of any changes necessary. The information on our survey of prices was updated to share information on parent charges for 77 partner settings. (Appendix 1)
- 4.4 We also reviewed the existing hourly rate of £5.42 taking into account the increase in the real living wage (£9.90 per hour) and additional costs incurred by providers due to inflation at 7%.
- 4.5 During our review we learned that the Scottish Government had commissioned Ipsos Mori to carry out a survey of costs for private providers across Scotland. 22 out of 112 providers in Edinburgh responded to the Ipsos Mori survey and the report is available in (Appendix 2).
- 4.6 Where the number of responses completed for a local authority are low, Ipsos Mori provides the total number for the Regional Improvement Collaborative. For the South East Improvement Collaborative (SEIC) a total of 54 responses were completed.
- 4.7 The Ipsos Mori report provided the median total cost quintiles of delivering early learning and childcare across both the Edinburgh and SEIC responses.
- 4.8 The Ipsos Mori data provides the specific decile that pays the current real living wage and the particular decile derived from this is used to identify the unit cost to provide an hour of Early Learning and Childcare. Unfortunately, the low completion

rate restricts the confidence level as to whether the Survey results are representative of all Partner Providers.

4.9 Findings from the above were as follows

	Number of providers/settings	Rate
Partner Provider Survey of Prices January 2022	68	£5.71
Partner Provider Survey of Prices April 2022	77	£5.79
Local authority review for all providers (RLW & inflation)	107	£6.03
Scottish Government Ipsos Mori Survey of Scottish Local Authorities – Edinburgh Median	22	£4.96
Scottish Government Ipsos Mori Survey of Scottish Local Authorities – SEIC Median	54	£4.60
Scottish Government Ipsos Mori Survey of Scottish Local Authorities – Real living wage decile		£5.43

Review of the Hourly Rate for Eligible 2 year old placements.

- 4.10 A key principle of the early years expansion is the provision of places for parents/carers that are flexible and accessible.
- 4.11 At present approximately sixteen percent of children who meet the criteria for a Eligible 2's place access their entitlement in a partner provider setting.
- 4.12 A barrier to private providers being able to offer places for eligible 2 year olds is the increased staffing cost of delivering to this age group of children. A 1:8 adult to child ratio is required for children aged 3-4 year old, but a 1:5 adult to child ratio is required for children aged 2 years old.
- 4.13 The survey of prices carried out in April 2022 provided the prices providers charge parents for placements for children under 3 years old and the average rate was £0.45 higher than the rate providers charge for children over three years old (Appendix 1).

Meals

- 4.14 The current rate paid to partners and our catering service to provide a meal for children receiving funded hours is £3.00. Our catering service has requested an increase to £3.10 to take account of increased food costs.

5. Next Steps

- 5.1 The review of the hourly rate for session 2023-2024 will be reported to the Education Children and Families Committee in May 2023.

6. Financial impact

Revenue

- 6.1 To deliver the early years expansion to 1140 hours, Edinburgh was allocated a total recurring revenue of £48,025,000 by 2021-22.
- 6.2 For 2022/23 the revenue was reduced to £41,314,000 and the increase in hourly rate to providers can only be met through the use of one off reserves. It is also likely that we will be subject to further reductions in coming years, putting this budget under further pressure.
- 6.3 The estimated annual cost of increasing the rate from £5.42 per hour for 3 and 4 year old placements is as follows:

	Hourly Rate	Additional Annual Cost
Current rate	£5.42	-
Jan 2022 survey of Provider Prices	£5.71	£1,112,800
Mar 22 survey of Provider Prices	£5.79	£1,419,779
Review of real living wage and increased costs	£6.03	£2,340,716
Ipsos Mori Survey, Edinburgh median	£4.96	£1,765,130 (Saving)
Ipsos Mori Survey, SEIC median	£4.60	£3,146,537 (Saving)
Ipsos Mori survey	£5.43	£38,372

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- 6.3 The estimate annual cost of increasing the rate hour for eligible 2 year old placements by £0.45 is as follows based on an average of 250 children attending partner settings.

Additional Rate for 2 year old placements	Additional Annual Cost
£0.45	£128,250

- 6.4 The estimated annual cost of increasing meal payments from £3.00 to £3.10 is as follows:

Meal Payment	Annual Cost	Additional Annual Cost

£3.00	£1,918,620	-
£3.10	£1,982,574	£63,954

7. Stakeholder/Community Impact

Sustainable Rate for Partners

- 7.1 The hourly rate paid to partners should support delivery of a high quality ELC experience for all children and reflect the cost of delivery. The rate should also allow for investment in the setting – staff, resources and physical environment; and, enable payment of the real Living Wage for those staff employed to deliver the funded entitlement.
- 7.2 The rate must also be sustainable for the local authority in terms of the budgets available. The Scottish Government guidance on setting a sustainable rate states the rate paid to partners to delivery funded early learning and childcare *should not have a detrimental effect on the local authority's ability to continue to pay for the service in the long-term*. It also highlights the wider package of 'in-kind benefits', which are separate to the sustainable rates and are available to the funded provider as part of the contract with the local authority.

8. Background reading/external references

- 8.1 [“Expansion of EARLY LEARNING AND CHILDCARE from 600-1140 hours by 2020”](#), Education, Children and Families Committee, 14 August 2018
- 8.2 [“A Blueprint for 2020: The Expansion of EARLY LEARNING AND CHILDCARE in Scotland”](#)
- 8.3 <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-guidance-setting-sustainable-rates-august-2020/pages/7/>
- 8.4 <https://www.nurseryandschoolguide.co.uk/nurseries>
- 8.5 <https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-interim-guidance-update-requirements-early-learning-childcare-settings-local-authorities-august-2022/>

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9. Appendices

- 9.1 Appendix 1 Survey of Prices.
- 9.2 Appendix 2 Ipsos Mori Report

Appendix 1

Jan 2022 Full day fees Mar 22 survey Full day fees

Setting	Included in fees	3-4 places	0-2 places	3-4 places	0-2 places	Under 3 difference
Arbor Green Nursery	meals, snacks, milk, nappies & wipes	60.00		60.00		
Arcadia Nursery	nappies, formula, breakfast, hot lunch, hot dinner & snacks	59.00		59.00		
Blossom Tree	meals, snacks, milk	56.00		60.00	£60.00	
Bonnington House Nursery	nappies, hot lunch & snacks	65.00	£67.00	65.00	£67.00	2.00
Bright Horizons Annandale	Lunch; Snacks; Nappies;	61.00	£67.00	61.00	£67.00	6.00
Bright Horizons Cramond	Lunch snacks	60.00	£66.00	60.00	£66.00	6.00
Bright Horizons Bruntsfield		70.00		70.00		
Bright Horizons Elsie Inglis		70.00		70.00		
Bright Sparks Nursery Saughton		58.00	£62.00	58.50	£62.00	3.00
Bright Sparks Nursery - Murrayfield	hot lunch, snacks	54.00	£59.00	58.50	£62.00	5.00
Brighton Nursery				60.00	£60.00	
Busy Bees	nappies, wipes, breakfast, hot lunch, tea and snacks	51.00	£65.00	51.00	£65.00	14.00
Busy Bees Broughton		63.00		63.00		
Busy Bees Dean Terrace		60.00	£62.00	60.00	£62.00	2.00
Busy Bees Edinburgh Park		58.00	£63.00	58.00	£63.00	5.00
Busy Bees Forrest Street		60.00	£62.00	60.00	£62.00	2.00
Busy Bees Heriot Hill		63.00		63.00		
Busy Bees Newhaven		58.00	£63.00	58.00	£63.00	5.00
Busy Bees Port Hamilton	nappies, wipes, breakfast, hot lunch, tea and snacks	61.00	£65.00	61.00	£65.00	4.00
Carebears	meals, snacks, nappies, wipes formula milk	47.00		47.00		
Casa Montessori				68.00	£70.00	2.00
Chapter One		52.00	£60.00	52.00	£60.00	8.00
Cherrytrees		59.00		59.00		

Childsplay		58.00		59.00	£59.00	
City		58.00	£65.00	58.00	£65.00	7.00
Claylands Nursery	Breakfast, Hot lunch, Snacks	48.00	£50.00	48.00	£50.00	2.00
Colinton Private	Lunch snacks	58.00	£64.00	63.45	£68.00	4.55
Corstorphine	meals, snack, milk	53.00		53.00		
Corner House Gilsland				60.00	£70.00	10.00
Corner House Spylaw				64.00	£71.00	7.00
Corner House The Grange				62.00	£62.00	
Cosy Cottage		57.00		60.00	£60.00	
Cranley Craiglockhart		62.00	£66.00	62.00	£66.00	4.00
Crewe Road Nursery	hot lunch & snacks	47.00	£51.00	47.00	£51.00	4.00
Currie		54.00		54.00		
Early Days Doune Terrace	Nappies, breakfast, hot lunch & snacks	60.00		60.00		
Early Days Melville St	Nappies, breakfast, hot lunch & snacks	60.00		60.00		
Early Days Walker St	Nappies, breakfast, hot lunch & snacks	60.00		60.00		
Early Days Palmerston Place	Nappies, breakfast, hot lunch & snacks	60.00		60.00		
Early Days Old Coats House	Nappies, breakfast, hot lunch & snacks	60.00		60.00		
Fairmile House		45.00	£48.00	45.00	£48.00	3.00
Flying Colours - Barnton	Hot lunch, snacks	64.00		70.00	£70.00	
Forbes Nurseries	Nappies, formula, hot lunch, snacks	63.00	£67.00	63.00	£67.00	4.00
Headstart				65.00	£65.00	
Jigsaw Balerno		52.00	£55.00	52.00	£55.00	3.00
Jigsaw Childcare	Nappies & wipes, formula milk, breakfast and hot lunch, snacks	56.00		58.00	£58.00	
Kidzcare Norwood House	Hot lunch & Snacks	62.00	£70.00	65.00	£72.00	7.00
Kidzcare Grange Loan				65.00	£72.00	7.00
Kidzcare Portobello		53.00		55.70	£55.70	
Lanark Road		58.00		61.00		
Leaps & Bounds Nurseries	Nappies & creams, hot lunch, snacks	58.00		58.00		
Little Flyers		52.00	£54.00	54.65	£56.77	2.12

Little Learners		48.00	£52.00	48.00	£52.00	6.00
Little Monkeys - Cramond	Nappies, wipes, breakfast, hot lunch & tea	55.00	£58.00	55.00	£58.00	3.00
Little Monkeys - Kilmaurs	Nappies, Wipes, Breakfast, Hot lunch and Tea	53.00	£55.00	53.00	£55.00	2.00
Meadows Nursery	Nappies, wipes, breakfast, hot lunch and snacks	61.00	£63.00	61.00	£63.00	2.00
Murrayfield Nursery	Hot lunch, snacks	58.00	£61.00	58.00	£61.00	3.00
Newington Nursery				54.20		
Nippers Dalmeny		48.00		50.00	£50.00	
Nippers Kirkliston	Breakfast, hot lunch, snacks	48.00		50.00	£50.00	
ONE		53.00		53.00		
Orchard Inverleith		59.00	£60.00	59.00	£60.00	1.00
Orchard - Kirkliston	Hot lunch & snacks	53.00	£55.00	53.00	£55.00	2.00
Peek-a-boo	Unable to confirm, snacks	60.00		60.00		
Pilrig Children's Nursery	nappies, wipes, breakfast, hot lunch & snacks	64.00		64.00		
Pinocchio's		57.00		57.00		
Pinocchio's Heriot Watt		57.00		57.00		
Rainbow Kindergarten	nappies, breakfast, hot lunch & snacks	44.00		44.00		
Rocking Horse		68.00		68.00	£68.00	
Seabeach		68.00		68.00	£68.00	
Smilechildcare	Breakfast, hot lunch & tea	45.00		45.00		
Start Bright		47.00		47.00		
Strawberry Hill	Nappies, formula milk, wipes, hot lunch and snacks					
Summerside Kindergarten	nappies, breakfast, hot lunch & snacks	61.00		61.00		
St Margaret's						
Trinity Tots	nappies, wipes, formula milk, breakfast, hot lunch & snacks	60.00		60.00		
victoria Quay				43.34	£43.34	
Waterfront		45.00	£50.00	45.00	£50.00	5.00
Wee Gems Nursery	Nappies & wipes, hot lunch, snacks	60.00		60.00		
	average hourly rate	57.12	60.17	57.90	60.98	4.49



May 2022

Estimating the costs of Early Learning and Childcare provision in partner provider settings - Technical note

Chris Martin

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Responsibility for the contents of this report lies with the author.

Chris Martin

1 Introduction and background

This report provides technical details of a survey of childcare partner providers carried out by Ipsos MORI in late February to late March 2022 on behalf local authorities across Scotland. It is to accompany the detailed data tables, in Excel format, which form the main output from this study.

High quality Early Learning and Childcare (ELC) provision has been a core strand of Scottish Government policy over the last decade, with the dual aim of improving child outcomes and supporting parental (particularly maternal) employment. Since April 2002, Local Authorities have had a duty to secure a funded part-time ELC place for every 3 and 4-year-old whose parents wish it. From August 2014, the Children and Young People (Scotland) Act 2014 extended ELC entitlement, giving all 3 and 4-year-olds entitlement to 600 hours ELC per year, as well as extending provision to 2-year-olds whose parents are in receipt of eligible benefits (looked after 2 year-olds were eligible from 2012). This entitlement was extended to 1,140 hours a year of funded ELC for all 3 and 4-year-olds and eligible 2-year-olds in August 2021.

Councils across Scotland work with both Council-run services and local 'partner providers' in the private and not-for-profit sectors, including childminders, to ensure that there is sufficient capacity to deliver 1,140 hours to all eligible families in their areas. Councils each set their own rates to reimburse partner providers for the funded ELC they deliver. This study was commissioned by the Improvement Service on behalf of local authorities. The main aim was to produce up to date estimates of the actual costs to providers of providing an hour of ELC, in order to inform planning, modelling and discussions about rate-setting. It followed a model developed by Ipsos MORI for an earlier Scotland-wide exercise conducted on behalf of the Scottish Government in 2016, and repeated for the West Partnership councils in 2019 and Aberdeenshire and Moray Councils in 2020.

The results do not include any information on childminders who are being surveyed separately.

2 Research methods

This section summarises the methods used in sampling, surveying and analysing data from partner providers.

The sample

The Improvement Service provided Ipsos MORI with a list of 1,058 private and not-for-profit partner providers registered with them to provide funded ELC places. This list included contact information (provider name, manager name, e-mail address, phone number, address), as well as information about provider type (private or not for profit) and number of registered places for 0-5 year-olds.

Overall, 446 surveys were returned from partner providers, equating to a total response rate of 42%. With 80 responses rejected during the data cleaning (because of the amount of missing data) and 3 responses rejected as being out of scope, the total number of usable responses to the survey received was 363. This equates to a usable response rate of 34%.

Table 2.1 shows the issued and achieved sample by size, provider type and location. The response rate was higher in not-for-profit settings than private providers, and in small and medium sized providers. This means that not-for-profit providers and small and medium size providers are slightly overrepresented in the final achieved sample.

Table 2.1: Sample profile (issued vs. achieved)

	Issued		Achieved	
	Number	%	Responses	% of achieved
Provider type				
Private	739	70%	215	59%
Not-for profit	319	30%	148	41%
Size of provider?				
Small (<30 total places)	290	27%	121	33%
Medium (31-50 total place)	254	24%	105	29%
Large (51+ total places)	514	49%	137	38%

Questionnaire design

This exercise took as its starting point the questionnaire used in the earlier studies. The earlier questionnaires were developed following feedback from piloting with a small number of providers and comments from the Scottish Government and the National Day Nurseries Association.

The aim was to replicate this exercise but to provide up-to-date figures for each council area separately. Additional questions were added in relation to views on likely inflation. Minor tweaks to this questionnaire were made to aid completion but, as with the 2016 exercise, the survey collected detailed information about private and not-for-profit partner providers' costs, income, capacity and occupancy. The final survey was signed off by the Improvement Service following consultation with CoSLA, ADES and Directors of Finance representatives, scripted by Ipsos MORI's specialist scripting team and tested by the research team to ensure that all routing worked correctly.

Fieldwork

All partner providers were sent an e-mail invitation to complete the survey along with a unique link to their online questionnaire. Two further reminder emails were sent to those who did not respond initially. The survey was open to complete online from 21st February 2022 to 28th March 2022.

A 'helpdesk' e-mail address and phone number for the survey was in operation throughout, so that the research team could answer queries and resolve technical problems. A member of Ipsos MORI's telephone centre encouraged providers to respond to the online survey by calling them, checking they had received the invitation email, and finding out whether there was anything else they needed to help them take part.

Data cleaning and analysis

The main aim of this survey was to provide an estimated cost per hour of providing ELC for children, supported by detailed information about the costs that feed into this. In order to estimate costs per hour, providers' survey responses were used to calculate:

- **Overall costs incurred by ELC providers.** This was collected by the survey across various cost headings, including: staff costs, mortgage/rent, utilities, consumables, external catering costs, play and learning equipment, play and learning activities and services, course fees and expenses for staff training, ICT equipment and office supplies, transport costs, maintaining or improving buildings, contracts for building services, business rates, other taxes excluding payroll taxes, and anything else not covered by these.
- **The total number of hours of ELC being provided.** This was calculated by multiplying: the number of weeks a year providers were open for, by the average hours provided per child per session, by how many children they currently had attending. Providers were able to give the number of children attending either on a daily basis, or separately for morning and afternoon sessions. They were also asked how long their day or half-day sessions were.

The costs per ELC hour were then calculated by dividing the total annual costs incurred, by the total annual number of ELC hours being provided.

In order to carry out this analysis, data cleaning was required to deal with missing and incomplete data and outliers (data that looks to be outside the plausible range of responses for a particular question). The data cleaning process involved a combination of manually inspecting and making decisions about how to treat missing/unusual data (e.g. whether to include or exclude outliers from calculations based on whether or not they appeared to be within a plausible range of responses), and imputation of missing data where possible and appropriate. Imputation involved estimating a missing value based on what is known about the other characteristics of that provider and the values provided by other providers with similar characteristics – for example, if the number of children per session was missing for a particular provider, we imputed (estimated) this number based on (a) the number they were registered to take (which they had provided) and (b) average occupancy rates for providers of a similar size.

Cleaning cost data

- **Imputing missing staff costs** – in most cases, staff costs were based on responses to a question which asked providers about their actual total staff costs (which they could provide on a weekly, monthly, termly or yearly basis). This question asked them to include costs for all categories of staff, and to include temporary and permanent staff. However, in addition to asking providers to give their total staff costs as a single amount (at question C1a), we also asked them about how many ELC staff they had at different levels, and the average salary paid to staff at these levels (questions C2a to C8c). These more detailed questions were used in two ways:
 - o **As a check on the response to the total staff costs** – we used the detailed questions to derive an estimated annual salary bill (by multiplying the number of staff in each category by the average salary for staff in that category, and totalling these together), and compared this with the annual salary bill derived from C1a, which asked for overall staff costs as a single amount. The two figures were not completely comparable – the more detailed questions only asked about average salaries, and may therefore over or underestimate actual salary bills depending on how accurate an average providers were able to give. They also excluded ‘other’ staff – for example, administrative support staff or drivers – who should have been included in the total staff salary bill. However, being able to compare the two helped identify outliers for further inspection, where the difference between the annual staff costs derived from these two methods looked particularly large.

- To impute overall staff costs where this was not given separately – in 24 cases, providers were able to give numbers of staff and average salaries by level but did not give an overall figure for their total staff bill. In these cases, the overall staff bill was derived based on the responses given about numbers of staff and average salaries.
- **Imputation of other missing costs** – non-staff costs were asked about in a standard way – providers were asked to complete a table and for each cost heading (listed above), to enter a value for costs incurred, and to indicate the period this covers. Where costs were not given in annual amounts, they were converted to annual amounts for analysis. There was a sizeable volume of missing data under ‘other’ costs (where providers had left the cell blank)¹. It was unclear whether providers did not incur any costs under these headings, or whether they were simply unable to estimate these costs. We had to make some assumptions about this in order to calculate overall costs.
 - For mortgage and rental costs, where no answer was given we have imputed that their costs were the same as the mean mortgage/rental costs for providers in the same tenure
 - For all other non-staff costs, where no answer was given costs were imputed for blank cells based on the mean costs for other providers, either of the same type (private or not-for-profit) when cost patterns differed by sector or from all other providers when there was no discernible pattern.

Cleaning ELC hours data

- **Number of weeks open each year** was calculated as 52 minus the total number of weeks closed (asked at QA2)
- **Number of children attending per session** – partner providers were asked to say how many children currently attended each session, either per full day session for each day Monday to Friday, or split into morning and afternoon sessions. However, this information was missing for four partner providers. For these four cases, the number of children per session was imputed based on the number of children they were registered to take (collected at QB1a), multiplied by the average occupancy rates (that is, the numbers actually attending, divided by the numbers they are registered to take) for providers of the same size. (In 11 cases where the

¹ For example, 22 cases where spend on ICT and office equipment was missing, 19 case where spend on play and learning equipment was missing and 59 cases where external catering costs were missing.

number of registered places was missing or unknown, we referred to the latest published inspection report for that provider to ascertain how many places they were registered for.)

- **Calculating occupancy rates** – for every partner provider, we calculated occupancy rates – that is, what proportion of registered places were actually taken up by children attending – for three age groups (under twos, two-year-olds, and three to five-year-olds). This was calculated by dividing the number of registered places per week (taken from their response to QB1a) by the number of children they reported attending in a week. For a small number of providers, occupancy rates calculated on this basis were above 100%. In other words, they appeared to have more children attending than they were registered to take. These cases were examined, and the most likely cause of error was inaccurate completion of attendance levels by age group. These cases were visually inspected for any errors and amended. All cases bar two had a final overall occupancy rate of 100% or less (with two having an occupancy rate of 101%). Obvious errors were corrected, leaving no cases where the overall occupancy rate was still over 105%. Where the occupancy rate for under twos or two-year olds separately was higher than 100% but the overall occupancy rate was below 100%, it was assumed that this either reflected the current position in the partnership provider or that completion of the attendance figures by respondents had be correct in terms of the overall number but may have been attributed to the wrong age group. These were not edited.
- **Hours per child per week** – the number of hours of ELC provided per child per week was calculated based on multiplying the number of children attending per session by the session lengths. Based on this, the average hours of ELC provided per child per week ranged from 5 hours to 55 hours across providers, with a median of 23 hours. This is where there most cleaning by visual inspection was undertaken. For example, in some cases providers indicated (in open text responses) that the length of sessions varied on different days of the week (e.g. 2 hours on a Monday, 5 on a Tuesday, etc.), so it was necessary to derive an average session length from this for analysis. It is possible that some over-estimation of ELC hours in total has occurred, since we have had to estimate session lengths in some cases based on opening and closing times, and some children may only attend for a part of this time (particularly where providers offer hourly rates) – although of course, providers will incur costs for the hours they are open even when children are not present.

Despite the various routines described above, there were a number of cases that were excluded from the analysis because they did not provide enough information to produce accurate figures. For example, a number of respondents did not give any information on session lengths nor costs incurred. Overall, 80 returns were excluded in response to failing initial Quality Assurance checks or because they did not provide enough information. Additionally, three responses were excluded

as being out of scope. These included a mobile creche and one setting that provided wrap-around school care but no ELC provision.

3 Key limitations and issues for interpretation

The main driver of this research is to inform planning, modelling and discussions about future rate-setting. However, **it is the responsibility of individual local authorities to set the funding rate for 2022.** The primary focus of this report is to explain how the figures were arrived at and any additional issues (beyond those outlined above) that need to be taken into account in their interpretation and further use. We do not include any narrative about the actual findings nor do we include a recommendation on what level of rate to be used.

The analysis carried out for this study gives as accurate information as possible about provider costs per ELC hour, based on the information we were able to collect. However, there are inevitably some limitations to this data. The design of the survey questionnaire had to balance the ease of completion for partners with the level of detail required. There was also a similar trade-off around the length of the survey form: the more information collected, the longer the survey, and the more difficult it will be to encourage participation.

In interpreting and using the data for further modelling of future costs, it is important to keep issues around data quality and around the challenges of projecting costs into the future in mind. Regarding the accuracy of the survey estimates, the following should be noted:

- **Response rate** – 34% of partner providers invited to participate in this survey provided useable data. While this is a good response rate for surveys of this type – issued to busy businesses and asking to collect detailed information which they may not have immediately to hand – we cannot be completely sure that there are no differences between average costs based on this survey and average costs incurred by partner providers who did not take part in the survey. However, as described in the previous chapter, the profile of the achieved sample was, overall, broadly similar to that of the issued sample. This gives us reasonable confidence that the findings based on this sample are likely to be broadly representative of partner providers.
- **Missing, outlier and incorrect estimates** – some providers left particular questions blank or gave implausibly high or low amounts. We therefore had to make decisions about imputing amounts based on the mean amount for similar kinds of provider. While this is standard practice for dealing with missing data, it is of course possible that this means that the total costs are either slightly higher or slightly lower than they are in reality. However, this should make only minimal difference to the overall average costs. With regard to outlier and incorrect

estimates, it should be borne in mind that it is easier to identify implausibly high amounts than it is to find implausibly low amounts. The data cleaning therefore had to be undertaken in a way that did not skew results. This means that while incorrect estimates of costs may have some impact on minimum and maximum values, they are likely to have only a minimal impact on medians and percentiles. This consideration has shaped our approach to the level of detail provided for each LA depending on the number of returns and not including minimum and maximum figures.

- **Seasonality** - No adjustment has been made for any seasonality. However, providers may experience some seasonal fluctuations in attendance and, possibly to a lesser extent, seasonal in costs. Such fluctuations may be more marked in some areas than others. Regarding the survey findings, the attendance figures provided by respondents are likely to be based on current attendance in Feb-Mar when the fieldwork was undertaken. If attendance is higher than average at this time point (but there is not the same variation in costs) this will have the effect of decreasing the estimate of the cost per hour over the whole year as it results in an over-estimate of the total number of hours of childcare provided per year. This should be borne in mind.
- **Challenges of establishing an up-to-date picture of costs** – the survey asked providers about their costs over the last year. As the survey asked about costs in some detail, it was suggested that providers might find it helpful to have their most recent annual accounts to hand. In practice, respondents may have also been guided by practical considerations and may have used figures that were easiest to collate. The questionnaire asked for information on the recency of staff cost estimates. While most based their estimates on either Q1 2022 data, or financial year 2021 to 2022 data, a sizeable minority said that the estimates were from figures dating back to before then.

The broad approach taken has been to ask respondents to provide information on current costs, rather than to ask about projected costs. We did not ask about projected costs as views on how costs will change are likely to vary significantly across providers and importantly, underlying assumptions on how current costs will change are not likely to be captured fully. Projecting future costs is not straightforward and a number of factors need to be taken into consideration:

- o **Inflation** – all businesses are affected by inflation. General inflation measures, such as RPI may or may not accurately reflect inflation felt by the sector. For example, there may be sector-specific factors, such as labour market conditions and the likely impact of supply/demand of staff on wage levels that are likely to impact on costs incurred.

- **Wage increases required to meet the Scottish Living Wages** – the Scottish Living Wage is a voluntary target intended to reduce in-work poverty by ensuring that all employees earn enough to live. It changed from £9.50 to £9.90 at the start of April 2022. The Scottish Government has indicated that all providers delivering funded ELC should be paying at least the living wage to all childcare workers.
- **Any other changes to provision or wider changes that might impact cost.** For example, any changes to employers National Insurance contributions or any changes to the National Standard for ELC providers that affect how ELC is provided might have cost implications.

It should also be noted when using the cost estimates, that the questionnaire asked about costs but did NOT ask about profits. This is relevant in terms of discussions about funding – private companies are unlikely to continue to operate if they are not generating a profit in addition to their costs, although actual/desired profit margins will vary widely. However, where owner/manager income was taken as draw-down from profits (rather than as a salary), partners were asked to include this in their total staff costs (which would otherwise underestimate the actual staffing costs).

The Scottish Government has published guidance on how to set a sustainable hourly rate² as well as information on how local authorities have implemented this³.

² [Funding follows the child and the national standard for early learning and childcare providers: guidance for setting sustainable rates from August 2020 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2020/08/Funding_follows_the_child_and_the_national_standard_for_early_learning_and_childcare_providers_guidance_for_setting_sustainable_rates_from_August_2020_-_gov.scot)

³ [Early learning and childcare providers - local authority funding and support: overview - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2020/08/Early_learning_and_childcare_providers_-_local_authority_funding_and_support_overview_-_gov.scot)

4 Data tables

The excel tables provide full details of the costs per hour of ELC given, average fees charged, income, proportion of staff currently paid at the living wage and contextual information such as the proportion of total hours delivered to different age groups.

A separate set of tables has been provided for each Local Authority.

Sample sizes and level of detail provided

All tables listed below have been provided for each Local Authority. Most tables provide figures for the Regional Improvement Collaboratives (RICs) area and Local Authority area **where the achieved sample size allows**. Additionally for a selection of tables, figures are broken down within RICs by type and size of provider within RIC area.

With regard to the level of detail provided in the data tables, it is imperative that promises of confidentiality are not breached. Additionally, the output should reduce the scope for over-interpretation of figures based on low numbers of cases. We have provided varying levels of detail at the LA/RIC level depending on the achieved sample sizes for the main cost tables.

- For base sizes of less than 10 returns, all findings have been suppressed. (This includes 17 Local Authorities, and no RICs).
- For a base size of 10-19 returns, the median figure is provided. (This covers 9 Local Authorities and no RICs).
- For a base size of 20-39 returns, the median figure, along with the 20th and 80th percentile figure are provided. (This covers 4 Local Authorities and 2 RICs)
- For a base size of 40 or more, the median figure along with all deciles (10th, 20th, etc) are provided. (This covers one Local Authority, and the remaining 4 RICs).

This approach has been taken to ensure that each data point differs from the next by at least 4 returns.

List of data tables

Contextual information about current provision

1. Sample sizes.

Number of useable responses by RIC, LA broken down by size and type of provider.

2. Currently provides funded places for funded 2-year-olds?

Taken from Q - Do you currently provide any government or council funded early learning and childcare places for eligible 2-year-olds?

3. Currently provides funded places for 3-5-year-olds?

Taken from Q - Do you currently provide any government or council funded early learning and childcare places for eligible 3-5year-olds?

4. Estimated proportion of total hours delivered to 0-1-year-olds

Derived from responses to questions on the number of children registered and lengths of sessions. This data was used to calculate (for each provider) the estimated annual number of ELC hours delivered to each age group, and a total annual number of ELC hours delivered to all children aged 0-5. The percentage of hours delivered to 0-1-year-olds by each provider was then derived by dividing estimated annual hours delivered to 0-1-year-olds by estimated total annual hours for all children aged 0-5.

5. Estimated proportion of total hours delivered to 2-year-olds

See above for note on how this was derived.

6. Estimated proportion of total hours delivered to 3-5-year-olds

See table 6, above, for note on how this was derived.

Cost tables

1. Average total costs per hour of ELC provided to 0-5-year-olds

Total costs per ELC hour are based on providers' answers to detailed questions about individual costs (shown in subsequent tables), adjusted to give annual amounts, which was then divided by the estimated total annual number of ELC hours being provided to 0 to 5s.

2. Average total costs per hour of ELC provided to 0-5-year-olds – cost quartiles by provider type

This provides additional information on deciles or selected deciles when the achieved sample size allowed as detailed previously.

3. Average STAFF costs per hour of ELC provided to 0-5-year-olds

In most cases, this cost was derived based on the total staff costs entered at Q - In the last year, month, week or term (whichever is easier to provide), how much IN TOTAL did you pay in staff costs at <ServiceName>?

Please include:

Pension contributions

Costs for permanent and temporary staff

Costs for all categories of staff

Costs for paying owner/managers (where this is taken as a draw down from profits)

An annual cost was derived from their response to this question (multiplying the cost by 1, 12, 52 or 3 depending on whether they gave a figure per year, month, week or term), which was in turn divided by the estimated total number of hours of ELC provided to create a staff cost per hour.

In a small number of cases where providers did not answer this question but did provide details of ELC staff numbers and average salaries at subsequent questions, these questions were used instead to calculate estimated staff costs.

4. Average STAFF costs per hour of ELC provided to 0-5-year-olds – cost deciles by provider type

Average costs for the specific items listed below were all derived responses to a question which asked 'In the last year, month, week or term (whichever is easier), how much did you spend on [ITEM IN QUESTION] payments for <ServiceName>?', multiplied by the appropriate factor (e.g. x 12 for monthly, x 52 for weekly, etc.) to calculate an annual amount, and then divided by the estimated total number of hours of ELC provided to create a cost per hour.

Where providers left a particular cost item blank (rather than entering £0), their spend was estimated based on the average (mean) cost for providers of the same type (i.e. the mean cost for other private providers, or the mean cost for other not-for-profit providers), with the exception of missing rent/mortgage costs, which were estimated based on the average of providers who occupied their property in the same way (i.e. if they rented from a private owner, their imputed cost was the mean cost for other providers who also rented from a private owner).

5. Average RENT/MORTGAGE per hour of ELC given

6. Average RENT/MORTGAGE per hour of ELC given – cost quartiles
7. Average UTILITIES cost per hour of ELC given
8. Average UTILITIES per hour of ELC given – cost quartiles
9. Average CONSUMABLES cost per hour of ELC given
10. Average CONSUMABLES per hour of ELC given – cost quartiles
11. Average EXTERNAL CATERING cost per hour of ELC given
12. Average PLAY AND LEARNING EQUIPMENT costs per hour of ELC given
13. Average PLAY AND LEARNING ACTIVITY costs per hour of ELC given
14. Average STAFF TRAINING costs per hour of ELC given
15. Average ICT AND OFFICE costs per hour of ELC given
16. Average TRANSPORT costs per hour of ELC given
17. Average BUILDING MAINTENANCE costs per hour of ELC given
18. Average BUILDING SERVICES costs per hour of ELC given
19. Average BUSINESS RATES costs per hour of ELC given
20. Average OTHER TAXES costs per hour of ELC given
21. Average OTHER COSTS costs per hour of ELC given
22. Average salary costs of different types of employee
23. Average salary costs of FT early years practitioners - deciles

In addition to showing the median (50th percentile) cost, this table shows deciles or selected deciles depending on the achieved sample size.

Fees tables

1. Average fee per hour for 4-year-olds
2. Average fee per hour for 3-year-olds

3. Average fee per hour for 2-year-olds

Tables are all based on weekly fee for appropriate age (divided by length of week) where given, or, if no weekly fee given, then based on day rate for that age group (divided by length of day in hours), or half-day rate (divided by length of half-day in hours) if no day rate given.

Income and living wages tables

1. Annual income from parents
2. Annual income from government or council funding
3. Proportion of staff paid at the living wage.
4. Average salary of staff paid below the living wage.

Expectations about the future

1. Expectations of growth/contraction of setting
2. Expectations of staff cost inflation
3. Expectations of utility cost inflation
4. Expectations of premises cost inflation.
5. Expectations of other cost inflation.
6. Expectations of level of fee increase.

Appendix A – Provider questionnaire

The survey was administered online. As such, it is difficult to replicate exactly in Word. However, the text below shows what questions providers were asked and includes descriptions of routing (where questions were only asked of certain sub-groups), text-fills (where the precise wording varied depending on respondent characteristics) and other relevant scripting information.

Invitation email (will be sent to all providers in the sample. NB blue text will be text-filled from the sample)

Ensuring a sustainable childcare sector for 2020 and beyond

Dear

Councils across Scotland are setting rates for funded childcare.

The Improvement Service, on behalf of local authorities across Scotland, have commissioned **Ipsos MORI** Scotland to survey partner providers in your area, to gather **information on costs to help inform this**.

This survey is about the childcare service you provide at <ServiceName>. If you manage more than one service, please make sure you answer this survey specifically in relation to <ServiceName>.

Why should I take part?

This survey is **your chance to ensure that your local authority takes local sustainable rate setting decisions based on as accurate and up to date information as possible**.

The **findings will inform discussions about the provision of funded hours in your local authority**, and the essential role funded providers in the private, third and childminding sectors will play in that. We hope as many providers as possible will take part.

What will I be asked and why?

The questionnaire includes questions about your **current costs** (the money you spend on things like staff, rent, bills etc.), your income, your capacity and occupancy, and the fees you charge parents at <ServiceName>. You will also be asked whether there are additional costs (beyond inflation) you expect to incur in future years.

Ipsos MORI will use the information you provide to estimate the average rate per hour of providing childcare in your local authority area. This information, alongside data about likely inflation and other costs that might affect providers in future years, to inform discussions about the sustainable rate.

Your individual response will not be shared with the local authority – they will only receive whole area data – e.g. averages and ranges.

How do I take part?

Taking part is easy – all you need to do is follow this link <LINK> and you will be taken to the questionnaire.

It is important that the answers are as accurate and up to date as you are able to provide – the more accurate the data is, the more useful it will be in informing discussions about funding.

You may find it helpful to have relevant information to hand when you complete the survey. This may be your accounts, or other records if these are more up to date.

If you require another member of your team to complete parts of the survey, you will be able to pause the survey and go back to it later.

How will my answers be used?

Only aggregate results (e.g. for all providers in a local authority area) will be provided to local authorities or published – it will not be possible to identify individual providers from these aggregate results. **Individual responses will not be seen by anybody outside of Ipsos MORI.** All your data will be securely stored by Ipsos MORI in accordance with General Data Protection Regulations and destroyed after this project is completed.

For more information, the Privacy Notice can be found here:

<https://www.improvementservice.org.uk/national-childcare-cost-survey-2022-privacy-notice>

Any questions?

If you have any questions or would like any further information regarding the survey please do not hesitate to contact either the ELC Team at Improvement Service at elc@improvementservice.org or the research team - Chris Martin, Stuart Stevenson and Stef Pagani - at Ipsos MORI at childcarecost2022@ipsos.com.

Yours sincerely
Chris Martin
(Project Manager)

Your reference: XXXXXXXX / <MORI_ID>

Introductory text – which will appear on the first screen of the survey once they click the link in the email. This largely repeats the info above for those who skimmed the email.

Who is doing this survey?

This survey is being carried out by **Ipsos MORI Scotland**, an independent research company, on behalf of your local authority. It is being sent to all private and not-for-profit partner childcare providers (except childminders) in those areas.

Why is it being carried out?

The payment of sustainable rates is a key aspect of the approach, Funding Follows the Child, which underpins the delivery of funded ELC in Scotland. More information on Funding Follows the Child and sustainable rates is available at (this includes a link to the separate sustainable rates guidance): <https://www.gov.scot/policies/early-education-and-care/national-standard-for-early-learning-and-childcare/>.

This survey will ensure that your local authority has a **reliable and up to date understanding of the current costs to local private and third sector providers** of delivering early learning and childcare, and a clear idea of the possible future factors (beyond inflation) that may impact on costs.

Why should I take part?

This survey is **your chance to ensure that your local authority takes local sustainable rate setting decisions based on as accurate and up to date information as possible.**

The **findings will inform discussions about the provision of funded hours in your local authority**, and the essential role funded providers in the private, third and childminding sectors will play in that. We hope as many providers as possible will take part.

What information are you asking me for?

The questionnaire includes questions about your current costs (the money you spend on things like staff, rent, bills etc.), your income, your capacity and occupancy, and the fees you charge parents.

It is important that the answers are as accurate and up to date as you are able to provide – the more accurate the data is, the more useful it will be in informing the approach by your local authority to setting sustainable rates for the delivery of funded ELC.

You may find it helpful to have relevant information to hand when you complete the survey. This may be your accounts, or other records if these are more up to date.

This survey is about the childcare service you provide at <ServiceName>. If you manage more than one service, **please make sure you answer this survey specifically in relation to <ServiceName>.**

How to complete the survey

If you need another person to complete parts of the survey or you need to come back into the questionnaire at a later time, this is fine – just exit and the survey will resume at the place you left it when you're ready (you may need to leave it 10 minutes before going back in). You can also move forwards and backwards through the survey using the 'Next' and 'Back' buttons.

Please note, this survey is about Early Learning and Childcare for **children aged 5 and under who have not yet started school** – it does not cover before or after school care for school-aged children.

How will my answers be used?

Individual responses will be completely confidential and will not be seen by anybody outside of Ipsos MORI. Only aggregate results – e.g. averages at Council level – will be provided to the local authority where you are based. All your data will be securely stored by Ipsos MORI in accordance with the Data Protection Act and destroyed after this project is completed.

Where can I go for more information?

If you have any questions now or while you're completing the questionnaire, please contact the ELC Team at Improvement Service at elc@improvementservice.org or the research team - Chris Martin, Stuart Stevenson and Stef Pagani - at Ipsos MORI at childcarecost2022@ipsos.com.

SECTION A – OPENING HOURS

SECTION A INTRO

The first set of questions are about your opening hours and capacity. These questions are used to work out how many hours of Early Learning and Childcare you currently deliver each year.

QA1

ASK ALL

ALLOW 1 DIGIT RESPONSE BETWEEN 1 AND 7.

SOFT RANGE CHECK IF RESPONSE IS NOT 5 – ‘Can you just confirm you are open for <number entered at QA1> days each week? If yes, click on NEXT’.

How many days is <ServiceName> open for Early Learning and Childcare each week?

Don't know

QA2

ASK ALL

ALLOW 2 DIGIT WRITE IN NUMBERS BETWEEN 1 AND 51.

SOFT RANGE CHECK IF >12 – ‘Can you just confirm you are CLOSED for <number at QA2> weeks a year? If yes, click on NEXT’.

How many weeks of the year is <ServiceName> **CLOSED** for Early Learning and Childcare? (If you are closed for less than 1 full week each year, please enter 1).

Don't know

QA3

SA

NOT SHOWN ON SCREEN – EVERYONE SET TO MORE THAN 600 HOURS

QA4

SA

ASK ALL

Thinking about all your Early Learning and Childcare places for children aged 5 and under, which of these best describes how you **normally** offer these to parents?

1. In either full day or half day sessions (or a mix of the two)
2. In full day sessions only
3. In half day sessions only
4. On an hourly basis with no standard sessions
5. Other – PLEASE SPECIFY

QA5

SA

ASK IF CODE 3 (half-day only) AT QA4

Do you offer morning sessions, afternoon sessions, or both?

1. Morning sessions only
2. Afternoon sessions
3. Both morning and afternoon sessions

QA6

SA

ASK IF 1-3 AT QA4

Leaving aside special arrangements for early or late drop-offs or pick-ups, do your standard session start and end times vary for children only accessing funded ELC hours and those who received paid (non-ELC funded) hours?

1. Yes – start and end times vary between ELC funded places and private places
2. No – standard start and end times do not vary between ELC funded places and private places

QA7

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.
ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (offer half-days only) AT QA4, AND
- CODE 3 (offer both morning and afternoon sessions) AT QA5 AND
- CODE 2 (standard times for private and council-funded places) AT QA6

SOFT RANGE CHECKS:

- IF START OF MORNING SESSION <07:00 OR >08:30
- IF END OF MORNING SESSION <11:30 OR >13:30
- IF START OF AFTERNOON SESSION <12:00 OR >14:00
- IF END OF AFTERNOON SESSION <15:00 OR >19:00

THEN PLEASE CHECK – 'You entered your session start and end times as: <SHOW START AND END TIMES FOR MORNING AND AFTERNOON>. Is that correct?' YES/NO – IF NO, LOOP BACK TO ENTER TIMES AGAIN.

Please enter your standard half-day session **start and end times** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard morning session
End of standard morning session
Start of standard afternoon session
End of standard afternoon session
Don't know

QA8

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.
ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 1 OR 2 (offer full day only, or half or full-days) AT QA4 AND 2 (standard times for council and private places) AT QA6, OR
- CODE 4 OR 5 AT A4 (offer hourly/other sessions)

Please enter your standard **opening and closing times** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'opening time', we mean the time parents can normally drop their children off from, and by 'closing time', we mean the time they are required to pick them up by.

Standard opening time
Standard closing time
Don't know

QA9

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.
ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (offer half-day sessions only) AT QA4 AND
- CODE 1 OR 2 AT QA5 (offer only morning, or only afternoon sessions) AND
- CODE 2 AT QA6 (standard start and end times for council and private places)

Please enter your standard <morning/afternoon> session **start and end times** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard <morning/afternoon> session
End of standard <morning/afternoon> session
Don't know

QA10

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (half-day) AT QA4, AND CODE 3 (both mornings and afternoons) AT QA5, AND CODE 1 (session times vary) AT QA6, OR
- CODE 1 (full or half) AT QA4 AND 1 at QA6 (session times vary)

Please enter your standard half-day session **start and end times** for parents paying for **private places**, in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

If you do not have fixed 'standard times' for fee paying parents, please enter typical start and end times.

Start of standard morning session
 End of standard morning session
 Start of standard afternoon session
 End of standard afternoon session
 Don't know

QA11a

ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 3 (half-day only) AT QA4, AND
- CODE 1 OR 2 (MORNING OR AFTERNOON ONLY) AT QA5 AND
- CODE 1 (session times vary) AT QA6

TEXTFILL <morning/afternoon> - IF 1 AT QA5 (Morning session only), TEXTFILL = 'morning', IF 2 AT QA5 (Afternoon session only), TEXTFILL = 'Afternoon'

Please enter your standard <morning/afternoon> session **start and end times** for parents paying for **private places**, using **24 hour clock (i.e. 07:00 or 07.00)**.

By 'start time', we mean the time parents can normally drop their children off from, and by 'end time', we mean the time they are required to pick them up by.

Start of standard <morning/afternoon> session
 End of standard <morning/afternoon> session
 Don't know

QA11b**ALLOW NUMERIC RESPONSE IN HOURS AND MINUTES**

ALLOW (AND SHOW) 'No standard session length for Council places' and 'Do not offer this kind of session for Council funded places' AS OPTIONS

ASK IF

- CODE 3 (half-day) AT QA4, AND 1 (session times vary) AT QA6
- CODE 2 (full day only) AT QA4 AND 1 (session times vary) AT QA6
- CODE 1 (full or half) AT QA4 AND 1 (session times vary) AT QA6

Please enter your standard half and/or full-day session **lengths** for **funded ELC places** in hours and minutes.

If you do not have fixed session lengths for funded ELC places, please enter 'no standard session length'.

Half-day session (funded ELC place): **NUMERIC RESPONSE IN HOURS AND MINUTES**

Full-day session (funded ELC place): **NUMERIC RESPONSE IN HOURS AND MINUTES**

Don't know

QA11c**ALLOW 24 HOUR CLOCK RESPONSE FOR EACH LINE.**

ALLOW (AND SHOW) 'Hours vary too much to answer' AS AN OPTION

ASK IF:

- CODE 2 (full day only) AT QA4 AND
- CODE 1 (session times vary) AT QA6

And please enter your standard **opening and closing times** for **private places** in **24 hour clock (i.e. 07:00 or 07.00)**.

By 'opening time', we mean the time parents can normally drop their children off from, and by 'closing time', we mean the time they are required to pick them up by.

Standard opening time

Standard closing time

Don't know

QA12**OE**

ASK IF 'Hours vary too much to answer' AT ANY OF QA7 TO QA11c

You said your hours vary too much to answer. Please describe your opening hours in more detail

QA13

ASK ALL
MA

In addition to your standard sessions or hours, do you offer parents of under 5s early drop-offs or late pick-ups for an additional fee?

(Please do not include ad hoc cases where parents drop-off their children early or pick them up late without prior arrangement)

Early drop-off available for additional fee

Late pick-up available for additional fee

No, neither

Don't know

SECTION B – CAPACITY, OCCUPANCY AND GOVERNMENT FUNDED PLACES

QB1a

ASK ALL

ALLOW 2 DIGIT ANSWER ON EACH ROW, RANGE 1 TO 5000.

What is the **maximum** number of early learning and childcare places for children aged 5 and under that <ServiceName> is **registered to provide** for each of these age categories?

That is, the total number of places you are registered with the Care Inspectorate to be able to provide, regardless of whether these are private or funded places.

DOWN SIDE OF GRID

Under 2s (0-1 year-olds)

2 year-olds

3 and over

Don't know

QB1b

ASK ALL (EXCEPT THOSE DON'T KNOW FOR ALL 3 AT QB1A)

Your responses indicate that you are registered to provide a maximum total of <TOTAL FROM B1a> early learning and childcare places for children aged 5 and under. Is that correct?

Yes

No IF NO LOOP BACK TO QB1a.

QB2a

ASK IF:

- CODE 2 OR 4 AT QA4 (only offer full-day sessions or only offer hourly) OR
- CODE 3 AT Q4 AND CODE 1 OR 2 AT QA5 (offer half days but on either morning or afternoon, not both)
- CODE 5 AT QA4 (other pattern)

How many children are actually **currently registered to attend** at <ServiceName> on each weekday?

If you do not have any children registered in that age group on that day, please enter '0'.

DOWN SIDE OF GRID

Monday

Tuesday

Wednesday

Thursday

Friday

ALONG TOP OF GRID

Under 2s (0 and 1 year-olds)

2 year-olds

3 and over

Don't know how many children are currently registered to attend

QB2b**ASK IF:**

- CODE 1 AT QA4 (offer either full day or half day sessions) OR
- CODE 3 AT QA4 (offer half-day sessions) AND CODE 3 AT QA5 (offer both morning and afternoon sessions)

How many children are actually **currently registered to attend** at <ServiceName> in each weekday morning or afternoon slot?

If you do not have any children registered in that age group for that slot, please enter '0'.

DOWN SIDE OF GRID

Monday morning

Monday afternoon

Tuesday morning

Tuesday afternoon

Wednesday morning

Wednesday afternoon

Thursday morning

Thursday afternoon

Friday morning

Friday afternoon

ALONG TOP OF GRID

Under 2s (0 and 1 year-olds)

2 year-olds

3 and over

Don't know how many children are currently registered to attend

QB3**ASK ALL**Do you currently provide any **council funded early learning and childcare places** for eligible

...

DOWN SIDE OF GRID

a) 2 year-olds

b) 3-5 year-olds

ACROSS TOP OF GRID

Yes

No

Don't know

QB4**ASK IF YES AT B3a (DO PROVIDE PLACES FOR 2 YOs)****ALLOW 2 DIGIT RESPONSE, RANGE 1 TO 5000.**How many **eligible two year-olds** do you currently provide council funded early learning and childcare places for?

Don't know

QB4b**ASK ALL WHO GIVE ANSWER > 0 AT QB4**And how many, if any, eligible **two year-olds** do you have registered who **ONLY** take up the council funded early learning and childcare hours? I.e. their parents do not pay for any additional hours.**ALLOW DON'T KNOW****HARD CHECK – CANNOT BE MORE THAN THE ANSWER GIVEN AT QB4****ALLOW 0 TO BE ENTERED.****NEWQB4e****ASK ALL WHO GIVE ANSWER >0 AT QB4b**And thinking only about those [xx number given at QB4b) eligible **two** year-olds who are registered for **council funded hours only**, please indicate how many **DO NOT** take the full 1,140 hours for funded each of the following patterns of hours.**DON'T KNOW OPTION.****ALLOW 0 TO BE ENTERED.**

SOFT CHECK IF SUM OF NUMBERS ENTERED AT B5D > TOTAL AT B4B, 'This adds to more than the total number of two year-olds you said were registered for council funded hours only. Please check your answers.'

QB5

ASK IF YES AT B3b (DO PROVIDE PLACES FOR 3-5 YOs)
ALLOW 2 DIGIT RESPONSE, RANGE 1 TO 5000.

How many **eligible three to five year-olds** do you currently provide council funded early learning and childcare places for?

Don't know

QB5b

ASK ALL WHO GIVE ANSWER >0 AT QB5

And how many of these eligible **three to five year-olds**, if any, **ONLY** take up the council funded early learning and childcare hours and **DO NOT** receive additional hours paid for by their parents? I.e. they are in nursery for the funded hours only.

ALLOW DON'T KNOW

HARD CHECK – CANNOT BE MORE THAN THE ANSWER GIVEN AT QB4

ALLOW 0 TO BE ENTERED.

NEWQB5e

ASK ALL WHO GIVE ANSWER >0 AT QB5b

And thinking only about those [xx number given at QB4b) eligible **three to five** year-olds who are registered for **council funded hours only**, please indicate how many **DO NOT** take the full 1,140 hours for funded each of the following patterns of hours.

DON'T KNOW OPTION

ALLOW 0 TO BE ENTERED.

SOFT CHECK IF SUM OF NUMBERS ENTERED AT B5E > TOTAL AT B5B, 'This adds to more than the total number of two year-olds you said were registered for council funded hours only. Please check your answers.'

QB6

ASK ALL

Do you currently have any children with **disabilities or additional support needs** registered with <ServiceName> for early years learning and childcare?

Yes

No

SECTION C – STAFF COSTS

SECTION C INTRO

We are now going to ask you some questions about your current costs at <ServiceName>. You may find it helpful to have relevant information – e.g. accounts or other records – to hand for this section. As a reminder, we would like **as up to date information about your current costs as you are able to provide** – we will ask you what time period the information you give is based on, as we are aware that this may vary between providers.

If necessary, you can ask someone else – e.g. another manager or Treasurer - to complete this section. (If you need to close your browser, please note that **you will need to wait 10 minutes before going back into the questionnaire**).

Councils need detailed and accurate information to ensure they have a reliable understanding of what it costs providers to deliver early learning and childcare. They will use this information, alongside information from elsewhere (e.g. partner providers' published annual accounts) to inform discussions with you about future funding. Please answer as accurately as possible, but if you are not completely sure please put in your best estimate.

Just to remind you, Ipsos MORI will not share individual providers' cost data with your local council or anyone else – we will use it to provide anonymous figures for each local authority – e.g. averages – to inform planning for extending funded entitlement to early learning and childcare.

For all these questions, you have the option to provide costs per year, month, week or term. **It would be most useful if you were able to provide ANNUAL costs**, but if this is not possible, please provide over whichever period you find easiest.

QC1a

ASK ALL

ALLOW UP TO 7 DIGIT RESPONSE, IN WHOLE £.

In the last year, month, week or term (whichever is easier to provide), how much **IN TOTAL** did you pay in **staff costs** at <ServiceName>?

Please include:

- Pension contributions
- Costs for permanent and temporary staff
- Costs for all categories of staff
- Costs for paying owner/managers (where this is taken as a draw down from profits)

Don't know

QC1b

ASK ALL WHO ENTERED AMOUNT >£0 AT C1a

And what period does that cover?

(NB 'Year' can be used for the last financial year, accounting year, calendar year or the last 12 months)

1. Year
2. Month
3. Week
4. Term

QC2c

ASK ALL WHO ENTERED AMOUNT >£0 AT C1a

So we are clear about how up to date these staff costs are, please could you provide more detail about the exact time period covered? (E.g. April 2018-April 2019, or January-December 2019, or December 2019 salary run, or whatever).

OPEN TEXT RESPONSE

QC2a

ASK ALL

GRID FORMAT

SA IN EACH CELL

Please fill in the table below to show **how many of each type of staff you currently pay** at <ServiceName>.

- Please include both permanent staff and temporary staff/relief staff if you rely on them regularly (other than for covering unexpected leave).
- If you are not sure which category to count people in, include them in the box you think is the best description.

DOWN SIDE OF GRID

1. Managers (people with overall responsibility for the day-to-day management of <ServiceName>)
2. Early years supervisors / room supervisors
3. Early years practitioners
4. Paid trainees
5. Support workers who are not qualified early years practitioners
6. Other paid staff (e.g. secretarial, maintenance, catering, or domestic staff)

ACROSS TOP OF GRID

Full time (35+ hours/week)

Part-time 15-34 hours/week

Part-time under 15 hours/week

QC2b

ASK ALL – TO CALCULATE TOTALS FOR EACH CATEGORY FROM C2a – I.E. FOR MANAGERS, TOTAL = TOTAL FULL TIME + 15-34 HR + <15 HOURS ENTERED FOR MANAGERS AT C2A.

Your responses indicate that you have the following numbers of staff in each category? Is this correct?

Managers = <TOTAL FROM C2a>

Early years supervisors / room supervisors = <TOTAL FROM C2a>

Early years practitioners = <TOTAL FROM C2a>

Paid trainees = <TOTAL FROM C2a>

Support workers who are not qualified early years practitioners = <TOTAL FROM C2a>

Other paid staff (e.g. secretarial, maintenance, catering, or domestic staff) = <TOTAL FROM C2a>

Yes

No

IF NO AT C2b**C2c**

Please use the 'back' button to check your answers about numbers of staff in each category.

QC3a

ASK IF 1+ MANAGER WORKING 35+ HOURS AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

The next few questions ask about average salaries for different members of staff. For each of these:

- Please tell us per **year if possible, or per month, week, hour or term** if this is easier.
- Please give the **gross salary**, before tax and national insurance
- If you are not sure of the exact average, please give us your **best estimate**

What is the **average full time equivalent salary** of a **manager** at <ServiceName>? That is, the average amount you pay a manager working 35 hours a week.

If owner/manager pay is taken as a draw-down from profits rather than as a monthly salary, please **INCLUDE** this here.

Don't know

QC3b

ASK IF RESPONSE (OTHER THAN DK) AT C3a

And what period does that cover?

1. Year
2. Month
3. Week

4. Hour
5. Term

QC4a

ASK IF 1+ MANAGER BUT ALL MANAGERS WORK <35 HOURS WEEK AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

The next few questions ask about average salaries for different members of staff. For each of these:

- Please tell us per **year if possible, or per month, week, hour or term** if this is easier
- We'll also ask you to tell us **how many hours a week** this average covers (e.g. average for a manager working 15 hours a week)
- Please give the **gross salary**, before tax and national insurance
- If you are not sure of the exact average, please give us your **best estimate**

What is the **average salary** of a **manager** at <ServiceName>?

Don't know

QC4b

ASK IF RESPONSE (OTHER THAN DK) AT C4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC4c

ASK IF RESPONSE (OTHER THAN DK) AT C4a

ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **manager's** salary cover?

Don't know

QC5a

ASK IF 1+ EARLY YEARS SUPERVISOR/ROOM SUPERVISOR WORKING 35+ HOURS AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of an **early years' supervisor / room supervisor** at <ServiceName>? That is, the average amount you pay a supervisor working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC5b

ASK IF RESPONSE (OTHER THAN DK) AT C5a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC6a

ASK IF 1+ EY SUPERVISOR/ROOM SUPERVISOR BUT ALL SUPERVISORS WORK <35 HOURS WEEK AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of an **early years' supervisor / room supervisor** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC6b

ASK IF RESPONSE (OTHER THAN DK) AT C6a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC6c

ASK IF C6b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)

ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **early years' supervisor / room supervisor** salary cover?

Don't know

QC7a

ASK IF 1+ EARLY YEARS SUPERVISOR/ROOM SUPERVISOR WORKING 35+ HOURS AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of an **early years' practitioner** at <ServiceName>? That is, the average amount you pay a practitioner working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC7b

ASK IF RESPONSE (OTHER THAN DK) AT C7a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC8a

ASK IF 1+ EY SUPERVISOR/ROOM SUPERVISOR BUT ALL SUPERVISORS WORK <35 HOURS WEEK AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of an **early years' practitioner** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC8b

ASK IF RESPONSE (OTHER THAN DK) AT C8a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC8c

ASK IF C8b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)

ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **early years' practitioner's** salary cover?

Don't know

QC9a

ASK IF 1+ TRAINEE WORKING 35+ HOURS AT C2

ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average full time equivalent salary** of a **paid trainee** at <ServiceName>? That is, the average amount you pay a practitioner working 35 hours a week.

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC9b

ASK IF RESPONSE (OTHER THAN DK) AT C7a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC10a

ASK IF 1+ TRAINEE BUT ALL TRAINEES WORK <35 HOURS WEEK AT C2
ALLOW NUMERIC RESPONSE, RANGE £0-£300,000.

What is the **average salary** of a **paid trainee** at <ServiceName>?

Please tell us per **year if possible, or per month, week, hour or term** if this is easier

Don't know

QC10b

ASK IF RESPONSE (OTHER THAN DK) AT C8a

And what period does that cover?

1. Year
2. Month
3. Week
4. Hour
5. Term

QC10c

ASK IF C8b = 1-3 or 5 (i.e. ALL EXCEPT HOURLY)
ALLOW NUMERIC RESPONSE, RANGE 1-34

And roughly many hours a week does that average **paid trainee's** salary cover?

Don't know

QC11

SA

ASK ALL

Do you currently contribute towards a **pension scheme** for any of your employees (including the statutory auto-enrolment scheme)?

1. Yes – all employees
2. Yes – some employees
3. No – we do not contribute towards an employee pension scheme

Don't know

SECTION D – OTHER COSTS

QDintro

The next set of questions are about non-staff costs. Again, if possible it would be helpful if you could tell us annual costs, but if this is difficult you can tell us for whatever time-period is easiest.

QD1

MA

ASK ALL

Which of these best describes your premises?

1. Rented from a private owner
2. Rented / provided for a fee from a charity / church
3. Rented from council / other public sector organisation
4. Provided rent free
5. Being bought with a mortgage
6. Owned outright

Don't know

QD2a

ALLOW NUMERIC RESPONSE IN £, RANGE £1 UP

ASK IF CODE 1, 2, 3 OR 5 AT QD2 (MORTGAGE OR RENT)

In the last year, month, week or term (whichever is easier), how much did you spend on **rent or mortgage payments** for <ServiceName>?

Don't know

QD2b

SA

ASK IF RESPONSE >=£1 AT D2a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term
5. Other period

QD2c

SA

ASK IF 'OTHER' (5) AT D2b

You ticked 'other'. What period did that rent/mortgage payment cover?

1. Every fortnight
2. Every four weeks
3. Every two months
4. Quarterly (every 3 months)
5. Twice a year (every 6 months)

6. Other – please specify

QD2c

ASK ALL WHO ENTERED AMOUNT >£0 AT D1a

Again, so we are clear about how upto date these costs are, please could you provide more detail about the exact time period covered? (E.g. April 2018-April 2019, or January-December 2019, or December 2019 rent/mortgage payment, or whatever).

OPEN TEXT RESPONSE

QD3

GRID

For **each of the costs** listed in this grid, we would like to know the TOTAL SPENT by <ServiceName> over the last year. For each cost heading, you can give the amount spent per year, month, week, term or quarter – whichever is easier. Use the drop down list to select the relevant period and the table will calculate the yearly spend for you to check.

If you have not spent anything on a particular category in the last year, please enter '£0'.

DOWN SIDE OF GRID

1. **Utilities** – such as gas, electricity, phone and internet
2. **Consumables** – e.g. food, nappies, toilet roll, cleaning materials etc.
3. **External catering costs**
4. **Play and learning equipment** (e.g. toys, books, play materials)
5. **Play and learning activities and services** (e.g. trips, external providers of play or learning activities)
6. **Course fees and expenses for staff training**
7. **ICT equipment and office supplies**
8. **Transport costs** (e.g. vehicle hire/maintenance)
9. **Maintaining or improving your building** (including salaries /costs for any maintenance staff and one-off maintenance costs)
10. **Contracts for building services** (e.g. waste management, cleaning, fire, pest control, boiler, etc.)
11. **Business rates**
12. **Other taxes excluding payroll taxes** (e.g. VAT, corporation taxes)
13. **Anything else, such as insurance, Care Inspectorate Registration fees or anything else not already covered above**

ALONG TOP OF GRID

TOTAL SPEND

ALLOW NUMERIC RESPONSE IN £, RANGE £0+

PERIOD COVERED

Year

Month

Weekly (term time only)

Weekly (year round)

Term

Quarter

TOTAL SPEND LAST YEAR

CALCULATED FROM TOTAL SPEND AND PERIOD COVERED AND SHOWN SO RESPONDENTS CAN SEE IT. I.E.:

- IF PERIOD = YEAR, TOTAL SPEND LAST YEAR = TOTAL SPEND X 1
- IF PERIOD = MONTH, TOTAL SPEND LAST YEAR = TOTAL SPEND X 12
- IF PERIOD = WEEKLY (TERMTIME ONLY), TOTAL SPEND LAST YEAR = TOTAL SPEND X 38
- IF PERIOD = WEEKLY (YEAR ROUND), TOTAL SPEND LAST YEAR = TOTAL SPEND X 52
- IF PERIOD = TERM, TOTAL SPEND LAST YEAR = TOTAL SPEND X 3
- IF PERIOD = QUARTER, TOTAL SPEND LAST YEAR = TOTAL SPEND X 4

QD4

OE

ASK IF RESPONSE >£0 FOR 'ANYTHING ELSE, NOT COVERED ABOVE' AT D3

Please give a brief description of any other costs you have incurred in the last year, that were not covered by the other items listed.

QD5

ASK ALL

Again, so we are clear about how up to date these costs are, please could you provide more detail about how recent these figures are? (E.g. April 2018-April 2019 figures, or January-December 2019, or December 2019 rent/mortgage payment, or whatever). If some are more recent than others, please include as much detail as you can about this.

OPEN TEXT RESPONSE

SECTION E – FEES AND INCOME

QE1

ASK ALL

Do the fees you charge **parents** for pre-school early learning and childcare for children aged 5 and under vary depending on the age of the child?

1. Yes, fees vary depending on age of child
2. No, fees are the same regardless of age of child

QE2a

GRID – RESPONSE IN EACH BOX

ASK IF 1 (YES) AT QE1

ALLOW NUMERIC RESPONSES FROM £0 UP TO 2 DECIMAL PLACES

Please enter your standard **parent fee structure** for 2, 3 and 4 year-olds.

If a particular fee does not apply at <ServiceName>, please enter '£0' in the box.

If your fees for a particular category vary (other than by age of child), then please enter your average or typical fee for that category.

DOWN SIDE OF GRID

1. Cost per half-day session
2. Cost per full day
3. Cost per week
4. Cost per hour
5. Cost per term

ALONG TOP OF GRID

2 year-olds

3 year-olds

4 year-olds

QE2b**ANSWER ON EACH ROW****ASK IF 2 (NO) AT QE1****ALLOW NUMERIC RESPONSES FROM £0 UP TO 2 DECIMAL PLACES**Please enter your standard **parent fee structure** for 2, 3 and 4 year-olds.

If a particular fee does not apply at <ServiceName>, please enter '£0' in the box.

If your fees for a particular category vary (other than by age of child), then please enter your average or typical fee for that category.

1. Cost per half-day session
2. Cost per full day
3. Cost per week
4. Cost per hour
5. Cost per term

QE3**SA ON EACH ROW****ASK ALL**

Please indicate whether each of the following are included in your standard session fees, charged for separately, or whether parents are asked to bring them in themselves?

DOWN SIDE

1. Lunchtime food and / or snacks
2. Nappies and / or wipes
3. Additional learning / play activities or trips

ACROSS TOP

1. Included in standard session fees
2. Charged for separately
3. Parents bring in themselves

Don't know

QE4a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from fees and additional charges paid by parents**?

Don't know

QE4b

SA

ASK IF RESPONSE >=£1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

QE5a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from council funding of early years learning and childcare places**?

Don't know

QE5b

SA

ASK IF RESPONSE >=£1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

QE53a

SA

In the last year, have you received income from any local council or Scottish Government grants, (e.g. for remote and rural setting)?

Yes

No

Don't know.

QE53b

ALLOW NUMERIC RESPONSE (£>0+)

ASK IF QE53a = YES

In the last year, what was the total income you received from any other local council or Scottish Government grants,?

Don't know

QE6a

ALLOW NUMERIC RESPONSE (£0+)

ASK ALL

In the last year, month, week or term (whichever is easier), what was your **TOTAL income from other sources not already mentioned, such as fundraising?**

Don't know

QE6b

SA

ASK IF RESPONSE \geq £1 AT QE4a

And what period does that cover?

1. Year
2. Month
3. Week
4. Term

SECTION F – OTHER QUESTIONS

QF2

ASK ALL

SA

In a typical week, do any unpaid trainees, volunteers or parent helpers directly help support the delivery of early learning and childcare at <ServiceName>?

Yes

No

Don't know

QF3

ASK IF YES (1) AT QF2

GRID FORMAT

NUMERIC RESPONSE IN EACH CELL, RANGE 0 TO 100.

Please enter the **number of trainees/volunteers** who spend 35+, 15-34 or less than 15 hours with you in a typical week.

ALONG TOP

Number of unpaid trainees/volunteers helping for ...

DOWN SIDE

35+ hours/week

15-34 hours/week

Less than 15 hours/week

Don't know

ADDITIONAL COSTS IN FUTURE YEARS

QG1

ASK ALL

As you may know, the Scottish Government's aspiration is for all workers to be paid the real Living Wage as a minimum. The real Living Wage is currently set at £9.90 an hour.

How many, if any, of your staff (including temporary workers) are currently paid **below** the real Living Wage of £9.90 an hour?

ENTER NUMBER 0 TO 1000

Don't know

CHECK – IF NUMBER AT QG1 IS > TOTAL NUMBER OF STAFF (CALC BASED ON QC2b)
You said that you have <xx> staff paid below the real Living Wage. This figure is higher than the total number of staff you indicated earlier in the survey (xx staff). Please check your answer. If you are having difficulties, please contact the research team on 0808 238 5376 for help.

QG2

ASK IF 1 OR MORE ENTERED AT QG1

What is the average hourly rate paid to these <xx> staff, who are not currently paid at the real Living Wage? If you are not sure, please give your best estimate.

ENTER NUMBER 0 to 8.99

Don't know

HARD CHECK – IF TRY TO ENTER 9+ AT G2, 'The ~~Scottish~~ real Living Wage is £9.90 an hour. We are interested in the average hourly rate paid to staff who are paid BELOW this, so please enter a figure below £9.90.'

Introduction to QH1.

The final section is about the future and what might happen in the coming year. These will not feed into the rate setting in your area but are about how you think the future looks for the sector.

QH1

ASK ALL

SA

In the next year, do you expect <ServiceName> to ...

Expand (cater for more children or provide more hours of childcare in total)

Stay the same size

Get smaller (cater for fewer children or fewer hours of childcare in total)

Close down altogether
Don't know

QH2

ASK ALL

SA

In the next year, how much do you expect <Staff costs/etc.> to rise? (Inflation is currently around 5%)

SA Repeat for each component.

	A lot less than inflation	A little less than inflation	Around inflation	A little more than inflation	A lot more than inflation	Don't know
Staff costs						
Gas and electricity costs						
Costs of premises						
Other costs						

QH3

ASK IF QE1 = 1 (Fees charged to parents)

SA

Finally, the next year, how much do you expect the fees you charge to parents to increase? (Inflation is currently around 5%)

No increase.

An increase of less than inflation.

An increase in line with inflation.

An increase of little more than inflation.

An increase of much more than inflation.

Don't know.

QH4

ASK ALL

OE

Is there anything else you would like to add in response to the topics covered in this survey?

END TEXT

Thank you very much for taking the time to complete this. Your views will help shape the planning of childcare provision in your area. Just to remind you, your individual responses are confidential and will not be shared outside Ipsos MORI.

Chris Martin

chris.martin@ipsos.com

Education, Children and Families Committee

10.00am, Tuesday, 20 September 2022

Revenue Monitoring 2022/23 – month three position

Executive/routine Wards Council Commitments	Routine City-wide
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1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the estimated net residual budget pressure of £2.5m at month three
 - 1.1.2 note that a further update will be provided to Committee later in the year on the month six position

Amanda Hatton

Executive Director of Education and Children's Services

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Revenue Monitoring 2022/23 – month three position

2. Executive Summary

- 2.1 The report sets out 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.
- 2.2 A review of pressures and savings within the budget indicates a projected net pressure of £2.5m, after assumed corporate provisions for continuing COVID impacts on the service.
- 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 at the December meeting

3. Background

- 3.1 The total 2022/23 net budget for Education and Children's Services is £450.3m.
- 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 £2.5m at month three.

4.2 **Forecast Pressures and Savings**

Significant pressures continue to be incurred in Children's accommodated services (£1.9m), including out-of-council residential and secure accommodation, reflecting increases in the numbers of young people being accommodated during Covid. Capacity issues within CEC accommodation and restrictions on the ability to move young people from their current placements has impacted on progress in reducing 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 will be reviewed following the start of the new school term, and any changes in the current forecast will be reported as part of the month six update. Forecast pressures are currently partially mitigated through savings elsewhere within the directorate (£0.6m), 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 £2.5m 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 & Families Committee

10am, Tuesday, 20 September 2022

Empowered Learning Programme

Executive/routine Wards Council Commitments	Executive All
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1. Recommendations

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

Nicola Harvey

Service Director Customer & Digital Services

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Customer and Digital Services Division, Corporate Services Directorate

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Stewart Connell, Change and Delivery Manager, Strategy and Communications

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Empowered Learning

2. Executive Summary

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

3. Background

Council Digital and Smart City Strategy

- 3.1 In October 2020, the Policy & Sustainability Committee approved the Council's Digital and Smart City Strategy which describes how we will embrace innovative technical solutions to meet rapidly evolving and changing business needs, respond to the changing shape of the organisation, provide value for money and enable us to respond to opportunities and demands for joint working with our partners.
- 3.2 The Strategy supports and promotes the appropriate and effective use of digital technology within education to give all City of Edinburgh learners equal opportunity to improve their educational outcomes and to develop digital skills that will be vital for life, learning and work in an increasingly digital world.
- 3.3 This approach complemented the work on Digital Learning which is incorporated within the Edinburgh Learns for Life programme.

Edinburgh Learns for Life

- 3.3 The vision, mission and goals of Edinburgh Learns for Life as the strategic framework for education was approved at the Education, Children and Families Committee on 18th May 2021.
- 3.4 Digital Learning is identified as one of the key delivery programmes outlined in the accompanying Education Renewal and Improvement Plan 2021-24.

4. Main report

- 4.1 Digital Learning, supported by a device per pupil, has been the long-term aspiration of the Council. The requirement to provide remote schooling during the COVID-19 pandemic highlighted the need to progress this aspiration both to support the delivery of learning and teaching and to improve equality of access to digital technology.
- 4.2 The Digital Learning Workstream was established as part of the Life Chances Board and work commenced on the business case to deliver this in the latter half of 2020, with a view to embedding the funding required for this within the Council budget. Presentation of the business case was made to the Corporate Leadership Team in early 2021 and there was agreement to proceed with this and include the funding within the Council budget.
- 4.3 CGI, the Council's IT delivery partner provided a proposal to deliver the Empowered Learning programme. CGI have already successfully delivered similar programmes in both Glasgow and Borders Councils. This solution was compared to the cost of undertaking this in house to provide assurance that this would be best value for the Council. After due diligence, a contract was signed for the delivery of this with the overall cost of the programme being £17.6m over 4 years.
- 4.4 The educational ambition for the programme is detailed in Appendix A.
- 4.5 In September 2021, the programme was extended to include Early Years at a value of £800k to run concurrently with the main programme. The Deployment Plan has been agreed and discussed with all schools and is available on request.
- 4.6 The Empowered Learning Programme Board has been established to provide governance for the programme, with Nicola Harvey as SRO. The programme has been divided into 5 delivery workstreams which report to the Programme Board: -
- Network
 - Solution
 - Deployment
 - Learning and Teaching
 - Acceptance into Service
- 4.7 There is Head Teacher representation from Primary, Secondary and Early Years sectors on the Programme Board as well as Finance, Children & Families Management, Corporate Communications, CGI and Digital Services representatives.

Empowered Learning Solution

- 4.8 The Empowered Learning solution will deliver
- 40,988 iPads providing

- 39,250 devices across Primary, Special and Secondary schools
 - 1150 across Early Years settings
 - 1-1 Devices for P6-S6
 - shared devices for P1-P5
 - devices for all teaching staff
 - provision has been made for 1.5% 'gold stock' per school
 - an additional 1,150 iPads have been added to the programme to cover rising rolls for the new school year
- enhanced Wi-Fi coverage for all education establishments
 - improved collaboration and classroom management tools – Apple Classroom
 - progressive and personalised learning outcomes for pupils
 - practitioner access to technology and the technology training through online and face-to-face sessions to transform how they deliver education to their students
 - a digitally skilled workforce - with CEC leading the way in the use of technology in Education and best practice, encouraging both Teachers and Young people alike to enhance their skills and learning.
- 4.9 The iPads delivered to each school will reflect the teaching staff and school rolls on the day of deployment. Each school will also be given an additional 1.5% of devices as 'gold stock' to cover additional devices or lost/broken/forgotten devices to enable learners to have devices in these instances.
- 4.10 Schools will be able to purchase additional devices as part of the Empowered Learning programme through the familiar Service Catalogue route.

Network Workstream

- 4.11 The network workstream commenced with network health checks mapping Wi-Fi coverage and connectivity in each of our schools.
- 4.12 These health checks for the original scope completed over the summer with recommendations for improvements/enhancements to the Programme Board provided in September. Over 750 additional wireless access points will be added as part of this.
- 4.13 Health checks for Early Years are complete and recommendations provided. The installation work has now been added to the overall installation plan.
- 4.14 Works are underway in each school as required which includes additional cabling, additional Wi-Fi access points or movement of existing access points.
- 4.15 Cabling and WAP installations completed at 106 schools – 22 Secondaries, 62 Primaries and 22 EY to date. Additional work has also been completed installing new WAP controllers that was not in scope of this programme but will help

performance in the future. These have now been installed and tested across all sites.

- 4.16 A number of establishments have also had their Wide Area Network links upgraded following review of usage and Digital Services will undertake ongoing monitoring of bandwidth usage across all Educational establishments.

Solution Workstream

- 4.17 The solution workstream will design and deliver the technical and software configuration element of the programme.
- 4.18 Work on optimisation of the solution continues, but the solution has been agreed, tested and is live and in use in a number of schools.
- 4.19 Work has also been undertaken to ensure that schools Audio-Visual devices such as Apple TVs and smartboards can be incorporated into the programme. This will be rolled out on a school-by-school basis starting after the summer break dependant on devices and requirements.

Deployment Workstream

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

Elevate - Schools with well-established, significant 1:1 digital learning deployment.

Grow - Schools with significant in-class digital learning, a small scale 1:1 deployment, or previous 1:1 experience.

Build - Schools developing in-class digital learning and no current or previous 1:1 experience

- 4.21 The Royal High School and Cramond Primary School received their new devices in December 2021 as part of the agreed pilot deployment. Deployment to the rest of schools began in January 2022 in accordance with the plan. Devices will be rolled out by December 2022.
- 4.22 Teacher and pupil deployments completed at 76 schools – 8 Secondary Elevates, 61 Primaries and 7 Special Schools
- 4.23 16,948 new iPads delivered to date, 7383 migrations completed and 16742 iPads registered to date

Learning & Teaching Workstream

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

- 4.25 To support this, each school has nominated a Digital Learning Co-ordinator and three Empowered Learning Development Officers have been recruited to provide direct support for the school Digital Learning Coordinators.
- 4.26 As part of the adoption of Apple Classroom, strategic Apple Planning Essentials workshops for school digital teams have been made available to schools in the run up to deployment.
- 4.27 A menu of asynchronous online training courses at Build, Grow and Elevate levels for all staff was made available to all in November 2021 with staff also encouraged to access Apple Teacher and Microsoft Educator Centre.
- 4.28 The courses have been viewed by over 800 teachers to date.

New Multi-Function Device Rollout

- 4.29 The completion of the rollout for all schools completed before the summer break. Ongoing monitoring, training and communications is now taking place in relation to the new devices.
- 4.30 Working in partnership with Apogee, we have reviewed how we use our current MFDs to determine the best device for the location and usage and, in some cases have reduced the amount of MFDs where there's less need for them.
- 4.31 By 2 February 2022, Apogee had already rolled out 175 devices and are deploying these at the rate of approximately 20 devices per day. Old devices are removed the same day removing the risk of premises being left without a device. Schools are being alerted well in advance of deployment to enable them to plan round this activity.

Learning & Teaching Network Infrastructure Improvements

- 4.32 Over the last quarter of 2021, CGI undertook significant upgrade and transformation work on the L&T estate to improve the underlying network infrastructure and servers both for currency and to prepare for the commencement of the Empowered Learning Programme.
- 4.33 This work caused some disruption to the business-as-usual running of the estate, and CGI responded timeously to resolve issues which occurred as part of this work. Service performance is now stable, and we have returned to an acceptable level of incidents.
- 4.34 Where issues are identified relating to specific schools as part of this work, these will be investigated and monitored by CGI and Digital Services.
- 4.35 Improvements were also made to the configuration of MS Teams which has resulted in an improved and more stable user experience from within the L&T network.

- 4.36 Significant improvement, modernisation and investment in the underlying Wireless network infrastructure in Schools is also well underway and will better support the expanded rollout of wireless access points across the estate.
- 4.37 CGI are in the early planning stages for a redesign of the L&T network to improve the long-term support of the network. The planning work for this is likely to complete in late 2022, with implementation after this. Works relating to this will be carefully planned around timetable demands and communication and consultation with schools will take place in advance of the works taking place.

5. Next Steps

- 5.1 The Empowered Learning Programme Board will continue to manage the delivery of the programme against the plan and provide governance for the delivery workstreams.
- 5.2 This progress will be reported to the Corporate Leadership Team.
- 5.3 The Board will begin to review the plans and funding for the continuation of the programme beyond the initial 4-year cycle.
- 5.4 The devices delivered to each school for Empowered Learning reflects the number of pupils on the school roll on the day of the deployment and the teaching staff employed on that day. Consideration needs to be given in future funding proposals to the funding model and cycle for additional devices purchased by schools and added to the programme and for increased school rolls and teacher numbers.

6. Financial impact

- 6.1 Funding for 4 years of this programme has been agreed as part of the Council's 2021-26 Revenue Budget Settlement. Details are contained within the report highlighted in 8.3 of this report.
- 6.2 Finance representation on the Programme Board will ensure financial governance of the Programme.
- 6.3 As we move past delivery, work will commence by Communities and Families on the financial sustainability of the solution beyond the initial four years. Communities and Families will also take into account the need to accommodate additional devices and infrastructure to support rising rolls in this longer-term planning

7. Stakeholder/Community Impact

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

- 7.2 Engagement with both parents and pupils took place early in session 2021/22 to explain more about the programme.
- 7.3 Stakeholder engagement and communications forms part of the Empowered Learning Programme Board.

8. Background reading/external references

- 8.1 [Digital and Smart City Strategy](#) – report to Policy and Sustainability Committee, 6th October 2020
- 8.2 [Edinburgh Learns for Life](#) – report to Education, Children and Families Committee, 18th May 2021
- 8.3 [Revenue Budget 2021-26](#) – report to the City of Edinburgh Council, 18th February 2021

9. Appendices

- 9.1 Appendix A – The Empowered Learning Programme

Appendix A – The Empowered Learning Programme



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Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Attainment in the Senior Phase, 2020-21

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 areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools, during session 2021-21.
 - 1.1.2 Agree to receive further annual reports on attainment and improvements in performance in the Senior Phase.
 - 1.1.3 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.

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Lorna French, Acting Head of Schools & Lifelong Learning

E-mail: lorna.french@edinburgh.gov.uk

Attainment in the Senior Phase, 2020-21

2. Executive Summary

- 2.1 This report provides the members of the Education, Children and Families committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council secondary schools for the Senior Phase (S4 to S6) for the academic session 2020-21. The report focuses on the attainment of school leavers. Although senior phase attainment is the responsibility of secondary Headteachers, the principles of Getting It Right For Every Child (GIRFEC) make it clear that effective partnerships with primary schools within the learning community are essential if we are to tackle ingrained issues such as the impact of poverty.

3. Background

- 3.1 This report complements the report Attainment in the Broad General Education in Edinburgh Primary Schools, 2020-21, which was discussed at committee on 12 October 2021.
- 3.2 The national Senior Phase benchmarking tool for attainment and achievement, *Insight* (see Appendix 2), analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation. This report uses these measures to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendices to this report. Measures used by the Scottish Government's National Improvement Framework (NIF) are also used, as appropriate, to measure poverty-related "gaps" in attainment.
- 3.3 This report is usually brought to committee in May of each year, as the data for school leavers is not released via *Insight* until February/March. This report has therefore been held over from the previous cycle of meetings, due to the cancellation of the May 2022 committee meeting. We will report on Senior Phase attainment for 2021-22 in May 2023.
- 3.4 For sessions 2019-20 and 2020-21 the absence of external assessment information, and the use of two separate models to deliver the qualifications each

year, has led to different patterns of attainment across Scotland than was seen in previous years. We are advised that care should be taken when comparing the results for 2020 and 2021 with those in previous years or future years, and that the 2020 and 2021 *Insight* data cannot therefore be used uncritically to directly demonstrate authority improvement compared with previous years. Similarly, care should also be taken when comparing attainment to the Virtual Comparator.

- 3.5 Within this report, therefore, we report on attainment for session 2020-21 and indicate possible patterns of improvement (or otherwise). Where trends are evident, over successive sessions, these are indicated, and carry more weight.
- 3.6 Irrespective of these caveats, we are confident that the actions proposed throughout the report are appropriate.

4. Main report

- 4.1 Below we provide a breakdown of improvements, as well as areas for development, in the attainment of leavers last session. Note that the graphs referred to are found in Appendix 1.

Appendix 2 gives the background to the key measures used for attainment (including an explanation of the use of the Virtual Comparator, or VC), whilst Appendix 3 explains the Scottish Credit and Qualifications Framework (SCQF) within which these measures sit.

The overall picture shows improvements in most areas of Edinburgh's data, but these improvements are in some cases mitigated in comparison to the performance of our Virtual Comparator, or the national picture.

- 4.2 **Improving attainment in literacy and numeracy** (see graphs 1 and 2).

Improvements – we are pleased to note that the percentage of leavers achieving at SCQF levels 4 and 5 has increased year-on-year and that we have now been in line with the VC for several years.

Areas of concern – although nationally it is evident that figures for numeracy are lower than for literacy, we remain committed to further improving the numeracy data.

- 4.3 **Improving leaver positive destinations** (see graph 3 and associated tables)

Improvements – Positive destination data dropped nationally in 2020, due to the effects of the Covid-19 pandemic on employment opportunities in particular (with local authorities in the central belt affected more than others). Addressing this drop was a key focus for us during 2020-21 so we are pleased to note that the fall has been reversed, with the 2021 figure being the highest on record. The Edinburgh figures are just below those of the VC and the nation.

Areas of concern – we remain committed to matching and then exceeding the VC and national data for these measures.

- 4.4 **Improving attainment for all** (see graphs 4 to 6)
Improvements - the attainment of the highest-attaining 20% of leavers has been consistently above the Virtual Comparator for five years, and *significantly* above the VC for the last three. The figures for the middle-attaining 60% have increased year-on-year for five years and are no longer significantly below the VC (as was the case in 2017 and 2018). The figures for the lowest-attaining 20% have improved since a drop in 2019.
Areas of concern – whilst we are pleased with the improvements noted above, there is still a clear pattern of a gap when comparing our data with the VC for the lowest-attaining 20%. This remains a key focus for improvement and we plan to address this via improved tracking and monitoring of these young people, and an improved curriculum offer to ensure that they are gaining access to the correct qualifications and pathways. We are also committed to improving the outcomes for middle-attaining 60%, via improved learning and teaching supported by our Edinburgh Learns Teacher Charter.
- 4.5 **Closing the gap: attainment versus deprivation** (see graphs 7 to 9)
When comparing the attainment of leavers from the 20% most-deprived areas with those from the 20% least-deprived, in terms of those achieving one or more awards at SCQF levels 4 to 6, the following can be noted:
Improvements – the gap for SCQF level 4 decreased by 3.2 percentage points in 2021, reversing an increase that had taken place in 2020. There was a similar improvement for SCQF level 5, with a decrease of 4.2 percentage points (and the smallest gap on record). At SCQF level 6, there has been a consistent decrease in the gap each year over the last five years.
Areas of concern – despite the improvement noted above for SCQF level 6, the gap is still very wide, at 37.0 percentage points. The gap is not decreasing fast enough at this needs attention. It should also be noted that the raw figures for quintile 1 and quintile 5 actually decreased in 2021 compared to 2020. Whilst this was a national issue, it nevertheless requires attention.
- 4.6 **Improving attainment for Care-Experienced young people** (see graphs 10 to 12)
Improvements – we are pleased to note real improvements compared to previous sessions: the percentage of leavers classifies as LAC who achieved one or more award at SCQF level 4 increased by 8.6 percentage points to 71.9%; for SCQF level 5 the increase was 10.8 percentage points to 49.1%; and for SCQF level 6 the increase was 14.6 percentage points to 26.3% (more than doubling the figure for the previous year). These increases show the impact of appointing a QIEO for Care-Experienced Children and Young People, to ensure our work in this area is effectively coordinated.
Areas of concern – despite these increases there is still a clear gap (albeit narrowing) between the attainment of these young people, compared to those living in the areas of highest deprivation in Edinburgh. We remain committed to eliminating that gap.

5. Next Steps

- 5.1 We will report on progress with the priorities given above, when reporting on Senior Phase Attainment for session 2021-22.
- 5.2 The Quality Improvement and Curriculum Service (QICS) will offer a high level of intensive support and challenge to those schools where attainment is of particular concern. This will 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 will be agreed and a Senior Education Manager will meet regularly with the Head Teacher to review progress.

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

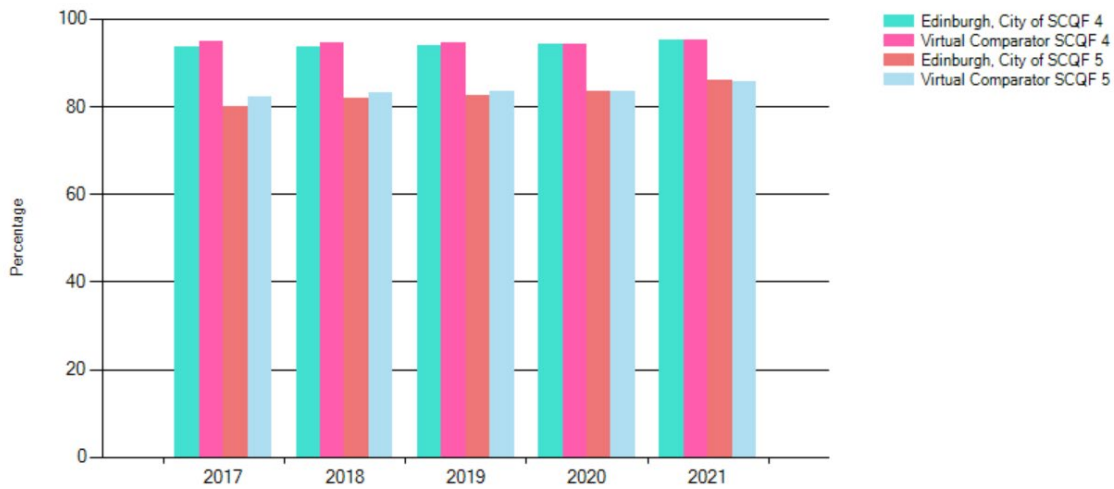
- 8.1 Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_73_update_on_attainment_in_city_of_edinburgh_schools_2015-16.pdf
- 8.2 Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018
[https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/\\$full_meeting_papers_education_children_and_families_committee_-_29_march_2018pdf.xls.pdf](https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/$full_meeting_papers_education_children_and_families_committee_-_29_march_2018pdf.xls.pdf)
- 8.3 Senior Phase Attainment, 2017-18
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_78_-_senior_phase_attainment_2017-18.pdf
- 8.4 Attainment in the Senior Phase, 2019-20
[mgConvert2PDF.aspx \(edinburgh.gov.uk\)](mgConvert2PDF.aspx (edinburgh.gov.uk))

9. Appendices

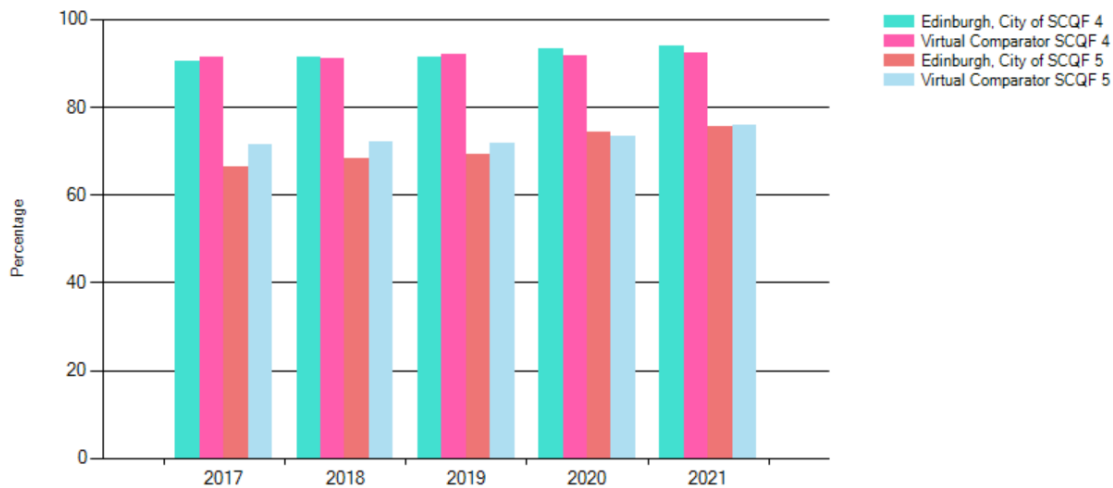
- 9.1 Appendix 1 Graphs and tables (see page 6)
- 9.2 Appendix 2 Key attainment measures (see page 13)
- 9.3 Appendix 3 SCQF levels (see page 15)

Appendix 1 – graphs and tables

Graph 1 – leaver attainment in literacy at SCQF levels 4 and 5

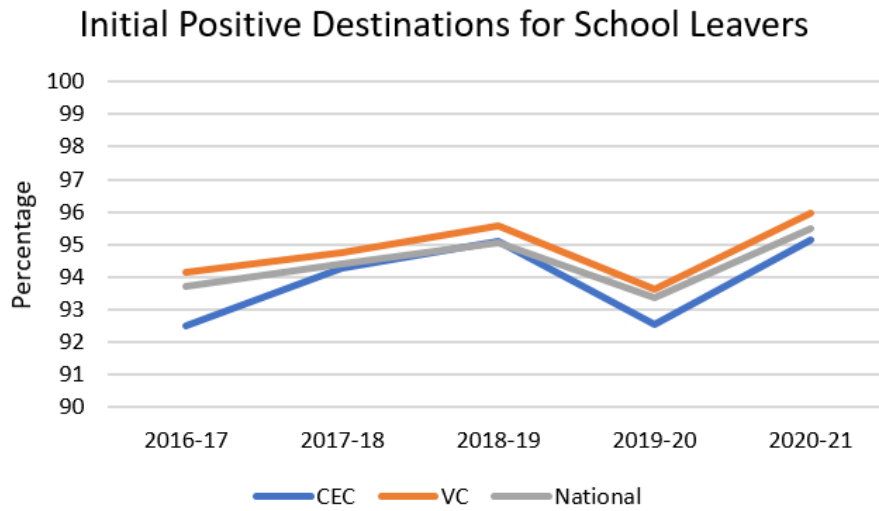


Graph 2 – leaver attainment in numeracy at SCQF levels 4 and 5



Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Edinburgh	2021	95.4	93.8	86.1	75.7
Virtual Comparator	2021	95.2	92.5	85.7	75.9
Edinburgh	2020	94.1	93.4	83.7	74.3
Virtual Comparator	2020	94.2	91.8	83.5	73.5
Edinburgh	2019	93.9	91.3	82.6	69.3
Virtual Comparator	2019	94.6	92.1	83.4	71.7
Edinburgh	2018	93.5	91.3	82.0	68.2
Virtual Comparator	2018	94.7	91.1	83.1	72.0
Edinburgh	2017	93.7	90.5	80.1	66.4
Virtual Comparator	2017	94.8	91.3	82.4	71.4

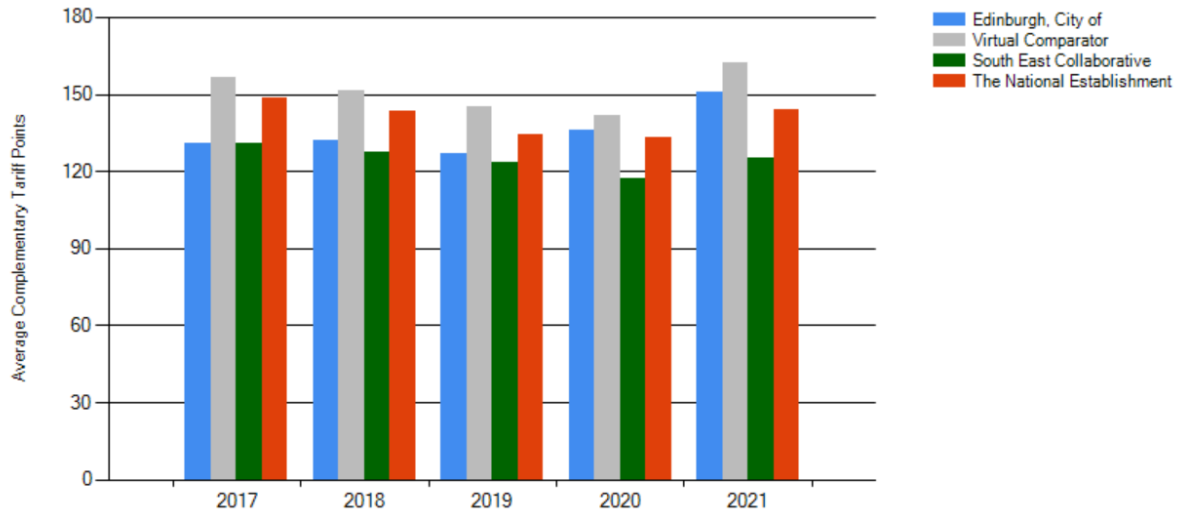
Graph 3 – initial positive destinations for leavers



	2016-17	2017-18	2018-19	2019-20	2020-21
CEC	92.52	94.28	95.11	92.53	95.13
VC	94.13	94.75	95.59	93.64	95.98
National	93.72	94.39	95.05	93.36	95.48

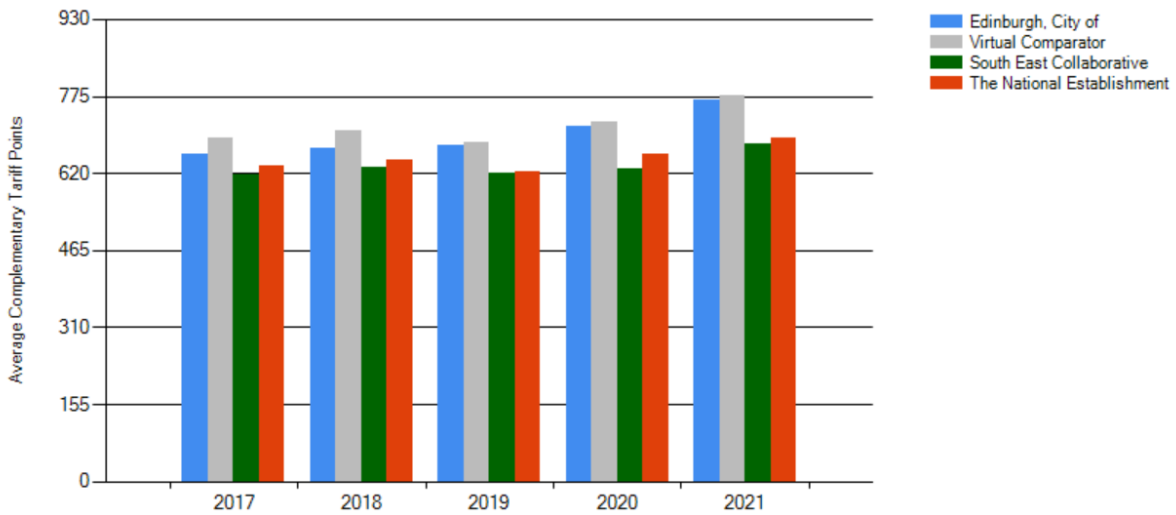
Category	2019	2020	2021
Employment	23.39	15.49	20.67
Further Education	25.29	26.97	20.92
Higher Education	42.63	45.86	50.03
Voluntary Work	0.76	0.59	0.40
PSD	0.55	0.63	0.46
Training	2.48	2.99	2.65
Unemployed (Not Seeking)	1.77	2.89	1.69
Unemployed (Seeking)	3.00	4.08	2.87
Unknown	0.12	0.49	0.31
Total Positive Destinations	95.10	92.53	95.13

Graph 4 – leaver attainment by cohort: lowest-attaining 20%



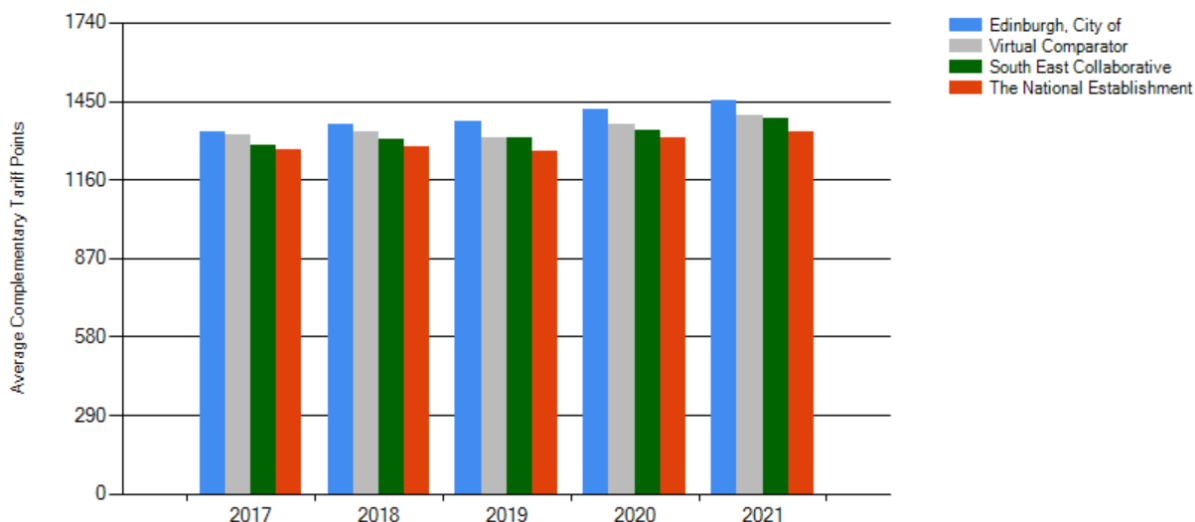
Lowest 20%	2017	2018	2019	2020	2021
Edinburgh, City of	131	132	127	136	151
Virtual Comparator	157	151	145	142	162
South East Collaborative	131	128	124	117	125
The National Establishment	148	143	134	133	144

Graph 5 – leaver attainment by cohort: middle-attaining 60%



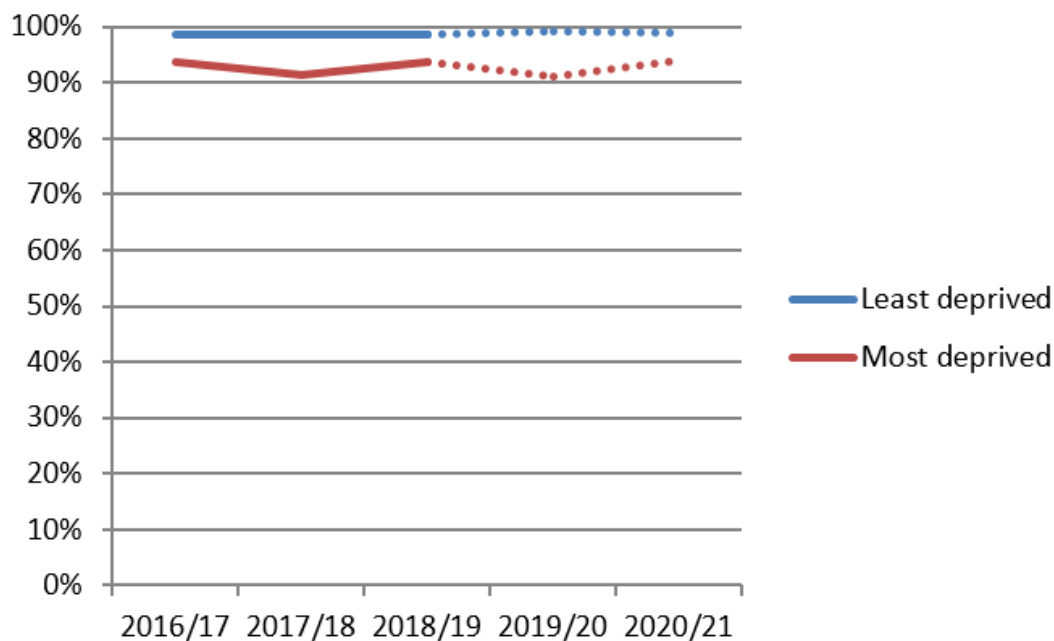
Middle 20%	2017	2018	2019	2020	2021
Edinburgh, City of	658	671	677	715	767
Virtual Comparator	690	707	682	723	776
South East Collaborative	617	632	620	629	679
The National Establishment	634	646	623	657	692

Graph 6 – leaver attainment by cohort: highest-attaining 20%



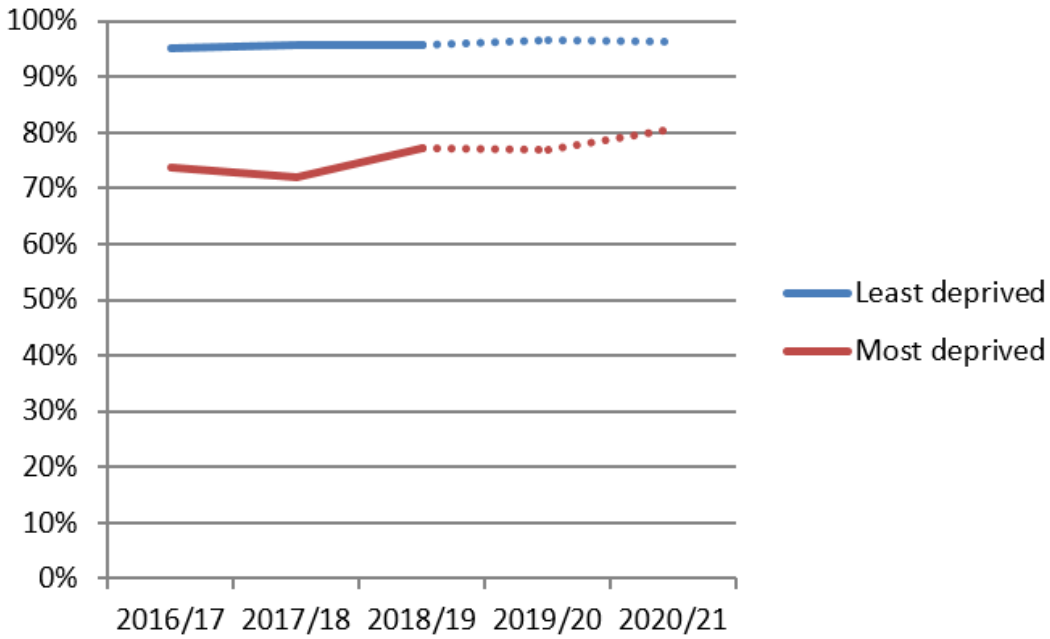
Highest 20%	2017	2018	2019	2020	2021
Edinburgh, City of	1336	1366	1374	1419	1451
Virtual Comparator	1326	1338	1317	1367	1398
South East Collaborative	1286	1311	1316	1344	1388
The National Establishment	1269	1281	1267	1313	1339

Graph 7 – leavers achieving 1 or more award at SCQF Level 4 or better



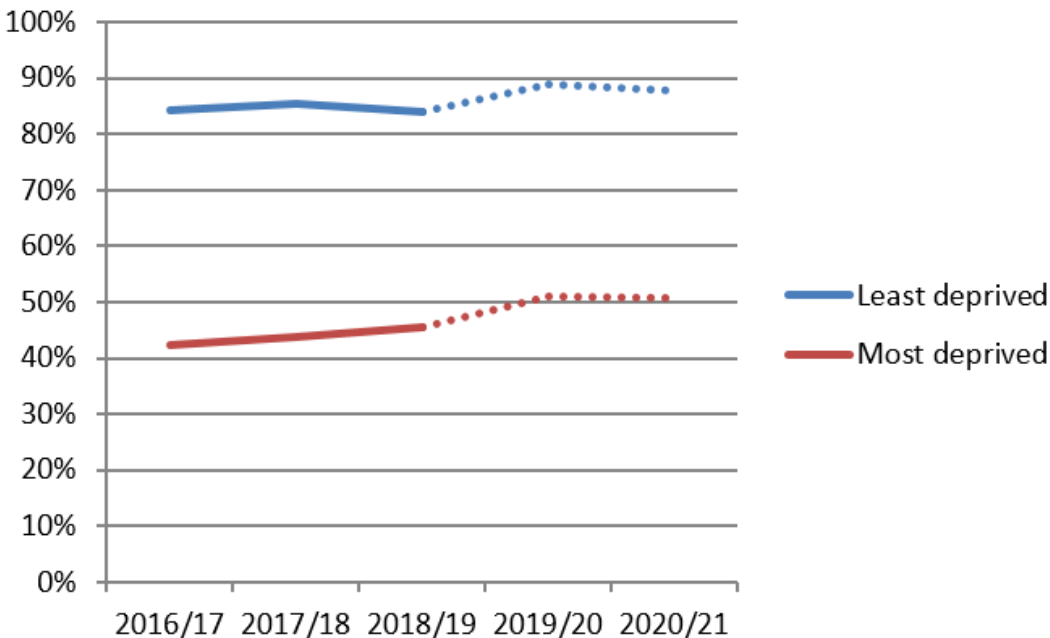
	2016/17	2017/18	2018/19	2019/20	2020/21
Least deprived	98.5%	98.6%	98.7%	99.3%	99.2%
Most deprived	93.6%	91.4%	93.7%	91.0%	94.1%
Gap	4.9%	7.1%	5.0%	8.3%	5.1%

Graph 8 – leavers achieving 1 or more award at SCQF Level 5 or better



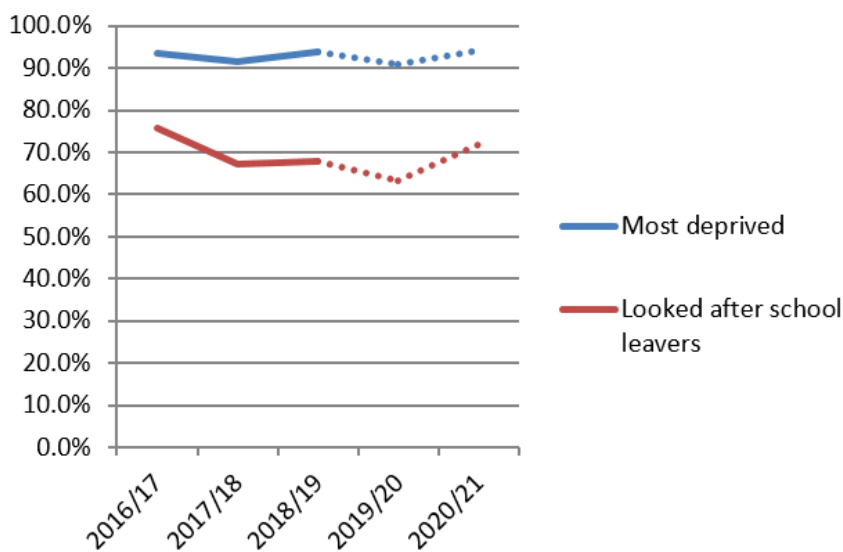
	2016/17	2017/18	2018/19	2019/20	2020/21
Least deprived	95.3%	95.7%	95.6%	96.6%	96.2%
Most deprived	73.6%	72.1%	77.2%	76.9%	80.7%
Gap	21.6%	23.7%	18.4%	19.7%	15.5%

Graph 9 – leavers achieving 1 or more award at SCQF Level 6 or better



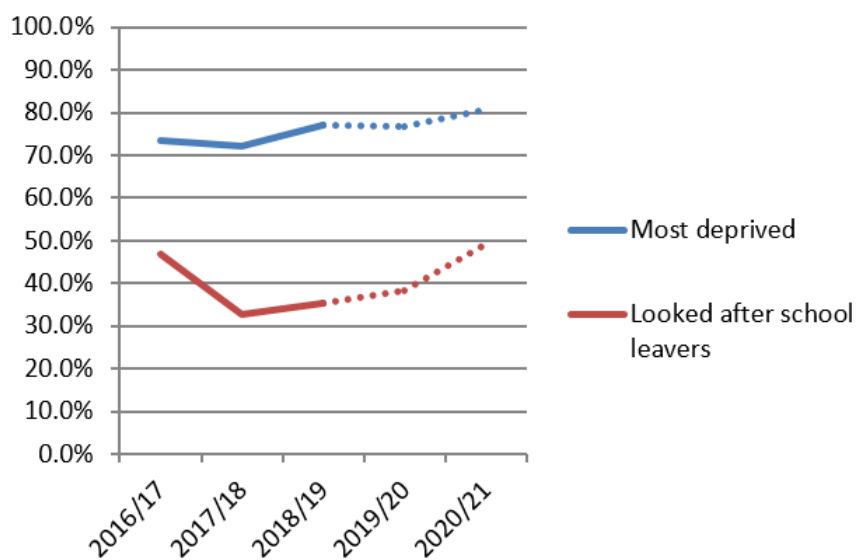
	2016/17	2017/18	2018/19	2019/20	2020/21
Least deprived	84.4%	85.5%	84.1%	88.9%	87.7%
Most deprived	42.2%	43.8%	45.6%	51.1%	50.6%
Gap	42.1%	41.7%	38.5%	37.8%	37.0%

Graph 10 – leavers classified as LAC achieving 1+ at SCQF Level 4 or better



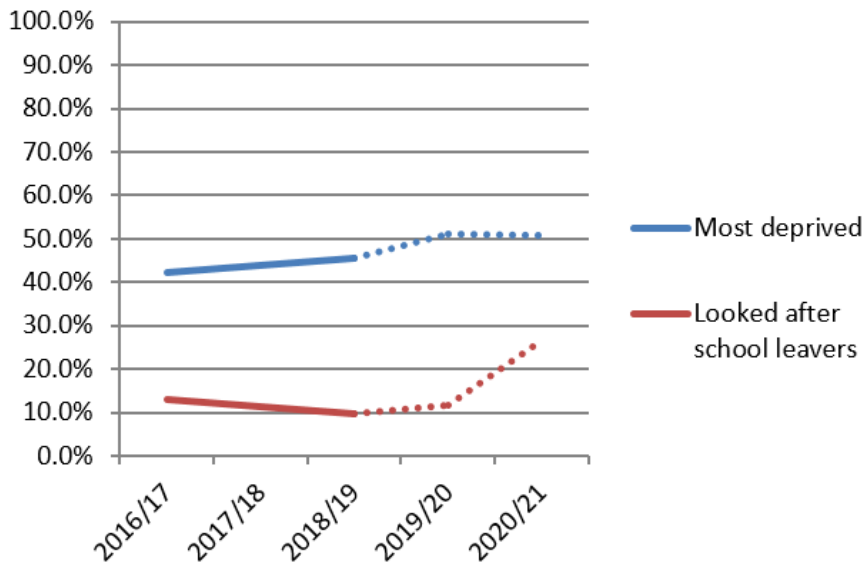
	2016/17	2017/18	2018/19	2019/20	2020/21
Most deprived	93.6%	91.4%	93.7%	91.0%	94.1%
Looked after school leavers	75.8%	67.2%	67.7%	63.3%	71.9%

Graph 11 – leavers classified as LAC achieving 1+ at SCQF Level 5 or better



	2016/17	2017/18	2018/19	2019/20	2020/21
Most deprived	73.6%	72.1%	77.2%	76.9%	80.7%
Looked after school leavers	46.8%	32.8%	35.5%	38.3%	49.1%

Graph 12 – leavers classified as LAC achieving 1+ at SCQF Level 6 or better



	2016/17	2017/18	2018/19	2019/20	2020/21
Most deprived	42.2%	43.8%	45.6%	51.1%	50.6%
Looked after school leavers	12.9%	11.5%	9.7%	11.7%	26.3%

Appendix 2 – key attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people’s needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;
- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);
- **Improving Attainment for All:** the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

National Improvement Framework – measures for Senior Phase

In 2018 three measures were agreed for use in measuring progress in closing the poverty-related attainment gap. These measures involve comparing the performance of school leavers from the 20% most-deprived areas in Scotland (SIMD quintile 1) with those from the 20% least-deprived areas (SIMD quintile 5).

The measures focus on school leavers achieving one or more awards at SCQF levels 4, 5 and 6.

Appendix 3 – SCQF levels

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level Qualifications included

Level 3 National 3

Level 4 National 4

Level 5 National 5

Level 6 Higher

Level 7 Advanced Higher

Note that there are other (ungraded) qualifications which also accrue tariff points on *Insight*, for example National Progression Awards.

Education, Children & Families Committee

10am, Tuesday, 20 September 2022

Quality Improvement and Scrutiny

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the purpose and learning points from Education Scotland review activity.
 - 1.1.2 Note the progress made by schools as evidenced through external and internal follow-through activity.
 - 1.1.3 Note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners, to support children and young people as part of the Covid-19 response
 - 1.1.4 Agree next steps at 5.1 – 5.4
 - 1.1.5 Agree that updates on the work detailed in this report are presented at Committee as required.

Amanda Hatton

Executive Director of Communities and Families

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E-mail: Jackie.Reid2@edinburgh.gov.uk Tel: 0131 469 3364

Quality Improvement and Scrutiny

2. Executive Summary

- 2.1 This report provides a summary of the review, and scrutiny, activity undertaken by Education Scotland and the CEC Quality Improvement & Curriculum Service, during the Covid pandemic (2020-21 & 2021-22) and as schools progress through the recovery phase. This has been based on an adapted model to reflect the impact of Covid on schools, and early years establishments, and to ensure activities were conducted within national and local health and safety guidance. This meant that the majority of activity was conducted virtually until the end of session 2021-22 when the lifting of restrictions made it possible to restart face-to-face activities.

3. Background

3.1 Education Scotland Scrutiny Activity

On 16 September, 2021, Education Scotland wrote to all Directors of Education to advise of the phased approach to resuming scrutiny activity. This adapted approach fully recognised the ongoing challenges faced by local authority staff, education staff, learners and communities resulting from the COVID-19 pandemic and took account of stakeholders' views.

This activity has focused on:

- 3.1.1 "Critical friend" support (virtual) provided to schools where continued engagement was recommended as a result of their Inspection (pre-Covid) and a progress report expected
- 3.1.2 "Critical friend" support provided to priority schools as identified by the Local Authority
- 3.1.3 Continued engagement visits to provide a progress report following inspection.
- 3.1.4 National Thematic Inspections
- 3.1.5 Covid Recovery Visits

3.2 **Quality Improvement and Curriculum Service (QICS) Scrutiny Activity**

The Quality Improvement and Curriculum Service (QICS) has continued to provide proportionate support to priority schools, identified through a range of factors included in the Capacity & Risk Register. These factors include: -

3.2.1 School self-evaluation of core quality indicators included on Standards & Quality Reports

3.2.2 School reviews and Education Scotland Inspections

3.2.3 Analysis of Quantitative and Qualitative data

3.2.4 Capacity for leadership of change and improvement

Support has been provided virtually, unless where critical support has been needed e.g. to provide additional leadership capacity or to support staff absences. It had not been possible to undertake follow-through visits until the recent lifting of Covid restrictions. This has seen a restarting of follow-through scrutiny for schools who were inspected just prior to the Covid pandemic. CEC follow-through visits would normally take place: -

3.2.5 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)

3.2.6 Within 18 months of inspection for all other schools

Although this activity has restarted, there are a number for schools for whom this activity is outstanding. This will be prioritised early in Session 2022-23.

4. **Main report**

4.1 As described in the background section of the report, and in the further information provided, the tables below list the schools who have been engaged in review activity with either Education Scotland and/or the QICS. The type of activity is also stated.

Education Scotland Engagement	Setting
Critical friend support (continued engagement visit due to one or more grade of satisfactory or less (progress report expected)	<ul style="list-style-type: none">• Colinton Primary School• Gracemount Primary School• St Crispin’s Primary School
Critical friend support (no continued engagement visit but nominated by LA priority school status due to one or more grade of satisfactory or less)	<ul style="list-style-type: none">• Granton Primary School
National Thematic Inspections	

Approaches to supporting children and young people's wellbeing	<ul style="list-style-type: none"> • Roseburn Primary School • Leith Academy
Local approaches to recovery	<ul style="list-style-type: none"> • Moffat EYC • Castleview PS • Gracemount High School
Outdoor learning	<ul style="list-style-type: none"> • St Andrew's Fox Covert Primary School • Woodlands Special School
Other (CLD)	<ul style="list-style-type: none"> • Discover • Get into Summer • Summer Epic Days programmes
Additional virtual meetings to EYC	<ul style="list-style-type: none"> • Fox Covert EYC • Tynecastle EYC • Greendykes EYC • Calderglen EYC • Lauriston Castle Forest Kindergarten
Recovery Visits	
Continuity in learning Wellbeing of children, young people and staff Safeguarding and Child Protection Procedures	<ul style="list-style-type: none"> • St Margaret's Pre-school and Nursery • Gracemount High School
Care Inspectorate Visits	<ul style="list-style-type: none"> • Programme of Early Years Settings, including partner providers • "Good or better" national agenda

4.2 Summary of QICS Engagement

Follow-through session 2021-22 (grade of satisfactory or less – normal cycle of 1 year from inspection)	<ul style="list-style-type: none"> • Colinton Primary School • Granton Primary School
Follow-through session 2021-22 (normal cycle of 18 months from inspection)	<ul style="list-style-type: none"> • Boroughmuir High School • St Augustine's High School
Remaining Follow-throughs (prioritised start of session 2022-23)	<ul style="list-style-type: none"> • Gracemount Primary School • Echline Primary School • Longstone Primary School • Prestonfield Primary School • Ratho Primary School
Supported Self evaluation (start of session 2022-23)	<ul style="list-style-type: none"> • Holy Rood RC High School • The Royal High School • Queensferry Community High School

	<ul style="list-style-type: none"> • Pirniehall Primary School • James Gillespie's High School • Wester Hailes High School
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4.3 **Education Scotland “Critical friend” support (virtual)**

This was provided to schools where continued engagement was recommended as a result of their Inspection (pre-Covid) and a progress report expected. This focused on the recommended areas of improvement identified during the school’s inspection. The Quality Improvement & Curriculum Service also worked closely with these schools, providing prioritised support and undertaking a meeting or follow-through visit to consider the evidence of progress made with each action. Details for each school can be found in Appendix 1.

4.4 **National Thematic Inspections**

During weeks commencing 1 and 8 November 2021, Education Scotland conducted National thematic questions for the three themes detailed below: -

4.4.1 Approaches to supporting children and young people’s wellbeing

4.4.2 Local approaches to recovery

4.4.3 Outdoor learning

4.4.4 Other (CLD)

The main themes identified are as follows:

4.4.5 All schools are focusing on supporting the mental and emotional wellbeing of children, young people and their families. There is an increase in levels of anxiety and decreased confidence with peer relationships having suffered in many cases.

4.4.6 Improving health and wellbeing is a key feature of recovery or school improvement plans.

4.4.7 Effective leadership is central to covid recovery.

4.4.8 School are developing existing practices to support children and young people to make progress in their learning.

4.4.9 There has been an increase in the delivery of high quality outdoor learning experiences which develop the knowledge and skills of young people.

The findings of the inspection, for each theme, were published in a national reports which can be found via the links detailed in the background reading section.

4.5 **Covid Recovery Visits**

During February 2022, Education Scotland invited settings and schools to take part in Recovery visits. Schools were asked about their own current priorities as they responded to the impact of the current pandemic. Education Scotland were particularly interested in how practitioners are addressing the impact of Covid-19

with a particular focus on continuity of learning and wellbeing of staff and learners including what is working well, along with the challenges faced and solutions found. Visits undertaken provided evidence of the range and quality of children’s and young people’s learning experiences. The findings for each setting which took part (detailed in the table above) can be found in Appendix 2.

4.6 Care Inspectorate Visits

The Scottish Government implemented the pandemic. [Interim guidance in May 2022](#) sets out the requirements for Early Learning and Childcare (ELC) providers and local authorities from August 2022. The criteria within the National Standard relates directly to the evaluations that ELC settings receive as a result of Care Inspectorate (CI) scrutiny visits.

The National Standard states that all ELC settings must ensure that they have evaluations of Good-4 or above in relation to the Quality Themes from the CI to meet the National Standard. If settings do not have or as a result of a recent inspection drop below Good-4 they will be placed into a Service Improvement Period (SIP).

Ensuring high quality of provision has remained at the heart of the expansion plan in Edinburgh. There has been a strong driver for quality within ELC in Edinburgh. A strategic 3-year plan was developed and supported by the Quality Improvement Team for all settings across the sector including: local authority, private, voluntary and independent funded providers. As part of the strategic plan there has been focused CLPL provided by the central team supporting quality improvements. The strategic plan and CLPL was based on national guidance and has been enhanced with the release of the new practice guidance, [Realising the Ambition: Being me](#) in February 2020. As part of our recovery planning from Covid a new strategic ELC Improvement Plan and framework for 2021-2024 has been developed.

Due to the pandemic the CI halted routine inspections and so a number of settings who have been working hard to improve their quality and evaluations are still awaiting an inspection and remain with evaluations below Good. This has been recognised within the Interim guidance from the Scottish Government.

As a result of this in Edinburgh we have a higher number of settings in a SIP than we would typically expect.

Settings in Service Improvement Period -August 2022

Type of Funded Provider	Number of settings in SIP	Percentage of settings in SIP
Local Authority Settings	3	2.7%
Private, Voluntary & Independent Settings	24	22.8%
Childminders	1	2.3%
Total	28	10.8%

In Edinburgh we have developed a Risk Register to capture the settings within the SIP. This is regularly monitored by the Early Years Senior Leadership Team as part of our Quality Improvement Process. There is also clear guidance including a flowchart of the procedure when a setting is within the Service Improvement Period that has been developed to monitor and support settings.

The Early Years Quality Improvement Team support and monitor progress against identified improvement priorities with the ELC settings whilst they are within the SIP.

The SIP process ends following the next Care Inspectorate scrutiny visit if the setting has improved their evaluations to Good-4 or above. The current interim guidance allows the local authority to extend the SIP for those settings that may not have improved their evaluations to Good following the next visit but have made improvements and have the capacity to further improve their evaluations to Good or above by the following inspection. If a setting has not made improvements within the SIP they will not be able to remain a funded provider.

4.7 Education Scotland Activity 2022-23

Education Scotland will be resuming the routine programme of inspections from August 2022. Inspections will start 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) 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. Schools undertaking an SSE at the start of session 2022-23 are as follows: -

4.7.1 Holy Rood RC High School

4.7.2 The Royal High School

4.7.3 Queensferry Community High School

4.7.4 Pirniehall Primary School

4.7.5 James Gillespie's High School

4.7.6 Wester Hailes High School

5. Next Steps

- 5.1 QICS will prioritise outstanding follow-through visits at the start of session 2022-23.
- 5.2 Learning from all scrutiny activity will be held in the Capacity & Risk Register to identify priority schools for support.
- 5.3 The highest level of support will be provided to Gracemount High School to address the areas for improvement identified in the Covid Recovery visit. This will include monthly meetings with the Head teacher to discuss progress with agreed actions to raise attainment, support from the Acting Senior Education manager to review the

curriculum offer and prioritised engagement with professional learning delivered by the Edinburgh Learns Team to upskill staff in teaching and learning approaches.

- 5.4 Supported self-evaluation visits will be undertaken with schools who are likely to be inspected in the short-medium term.
- 5.5 QICS will provide intensive, targeted support to schools who are notified of inspection.

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 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.

8. Background reading/external references

- 8.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 8.2 <https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/health-and-wellbeing-a-thematic-review/>
- 8.3 <https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/local-approaches-to-recovery-a-thematic-review/>
- 8.4 <https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/successful-approaches-to-learning-outdoors/>

9. Appendices

- 9.1 Appendix 1 Education Scotland Support and QICS Follow-through Activity
- 9.2 Appendix 2 Education Scotland Recovery Visits

Appendix 1 Education Scotland Support and QICS Follow-through Activity

Colinton Primary School (Inspected April 2019)

Quality indicators for the primary school	Evaluation
2.3 Learning, teaching and assessment	satisfactory
3.2 Raising attainment and achievement	satisfactory
Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	weak

Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale & How good is our early learning and childcare? Appendix 1: The six-point scale

Areas of focus related to the identified areas for improvement were: -

- Improve approaches to learning, teaching and assessment. In doing so, ensure all staff have a shared understanding of progress and achievement.
- The headteacher should provide strong strategic leadership to raise the attainment and achievement of all. In taking this forward it will be important that the school and nursery develop more robust and reliable approaches to self-evaluation.
- Increase the opportunities of children across the school and nursery to take greater responsibility for their learning and to have a greater role in school improvement.

The QICS undertook a follow-through visit to the school in October 2021. A clear indication of progress and next steps was provided in the form of an evaluated post-inspection action plan and evidence provided. The QICS team found that Colinton Primary and Nursery had made good progress in all three areas highlighted by Education Scotland in April 2019. The QIEO for the school has continued to work with the Acting Head Teacher to support and challenge progress across the school. (See Appendix 2)

Education Scotland made a continued engagement visit to the school in November, 2021. The team found that the school has been responding to the challenges resulting from the COVID-19 pandemic and that although these have had a significant impact on the work of the school, staff are implementing plans to support recovery. The concluded that the school has addressed the recommendations from

the original inspection successfully. As a result, no more visits in connection with the original inspection will be made. (See Appendix 3)

Gracemount Primary School (Inspected June 2019)

Quality indicators for the primary school	Evaluation
2.3 Learning, teaching and assessment	satisfactory
3.2 Raising attainment and achievement	satisfactory
Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory

Areas of focus related to the identified areas for improvement were: -

- Raise the attainment of children across all stages of the school
- 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.
- Take forward plans to monitor, track and analyse the progress, attainment and achievement of all children to ensure their progress in learning.

On 8th November members of the QICS met with the school leadership team to discuss evidence of progress in each of the recommendations. The school was found to have made good progress in each of the three recommended areas. In light of this review of evidence, a continued engagement visit was not carried out by Education Scotland. They deemed that this process confirmed that the school had addressed the recommendations from the inspection and would make no further visits in connection with the initial inspection. The QICS will undertake a follow-through visit in September 2022.

St Crispins School (Inspected June 2017)

Quality indicators for the primary school	Evaluation
1.3 Leadership of change	satisfactory
2.3 Learning, teaching and assessment	good
3.1 Ensuring Wellbeing, equality & inclusion	weak
3.2 Raising attainment and achievement	good

As a result of the initial inspection, the following areas for improvement were identified: -

- The school needs to take immediate action to review how it manages behaviour to ensure that it protects the wellbeing of all learners.
- The school needs to focus all self-evaluation activities on improving outcomes for learners.
- Staff need to improve how they plan and deliver lessons in order to provide sufficient challenge for all children and young people.

As a result of the inspection findings it was deemed that the school needed additional support and more time to make necessary improvements and a further inspection carried out within six months of the publication of this letter (18th August, 2017). The outcome letter of this continued engagement visit was published on 16th January, 2018. Although the school had made some progress since the original inspection it was deemed that a further inspection of the school would be within one year of the publication of the letter. This continued engagement visit was undertaken with the outcome letter published on 28th May, 2019. At this point, it was again deemed that the school had made some progress but that a progress report would be requested within one year. At this point the inspection team engaged in discussions with staff and the Local Authority and carried out a virtual meeting with the school. The outcome letter, published on 1st March, 2022, stated that staff had addressed the recommendations from the original inspection successfully. As a result, no more visits to the school would be made in connection with the original inspection.

The Local Authority also nominated one priority school for Critical friend” support from Education Scotland, although no continued engagement visit, or progress report, had been required by the Inspection team. This was due to the fact that one or more satisfactory grades were awarded for the quality indicators detailed in the table below.

Granton Primary School (inspected January 2020)

Quality indicators for the primary school	Evaluation
2.3 Learning, teaching and assessment	satisfactory
3.2 Raising attainment and achievement	satisfactory
Quality indicators for the nursery class	Evaluation
2.3 Learning, teaching and assessment	satisfactory
3.2 Securing children’s progress	satisfactory

Areas of focus related to the identified areas for improvement were: -

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

- 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.
- 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 QICS undertook a follow-through visit to the school in June, 2022. It was evidenced that 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 2 – Education Scotland Recovery Visits

During February 2022, Education Scotland invited settings and schools to take part in Recovery visits. Schools were asked about their own current priorities as they responded to the impact of the current pandemic. Education Scotland were particularly interested in how practitioners are addressing the impact of Covid-19 with a particular focus on continuity of learning and wellbeing of staff and learners including what is working well, along with the challenges faced and solutions found. Visits undertaken provided evidence of the range and quality of children's and young people's learning experiences. The following EYC/Schools engaged in this process: -

- St Margaret's Pre-school and Nursery
- Gracemount High School

The outcome of each process was provided to the school and Local Authority in the form of a Note of Recovery Visit (NOV).

St Margaret's Pre-school and Nursery

Continuity of learning

- During periods of closure, senior leaders and practitioners maintained strong links with children and parents. Practitioners sent home a well-received home learning pack which included a range of ideas for home learning experiences. In addition, the packs included the setting's most popular snack and lunch recipes for parents to prepare at home. Parents also valued the way in which senior leaders shared important information about the mitigations required for setting users in relation to COVID-19.
- The team recognise that periods of closure have had an adverse impact on the early communication skills of a significant number of children. The team have taken prompt action to address this issue. For example, the additional support for learning coordinator provided a range of professional learning opportunities for the team. This learning is enabling practitioners to understand how best to support children to build their spoken language. The team also recognise that a number of children are requiring greater support to manage their emotions. They have put in place approaches which are helping children to share resources and space more effectively and to become more resilient. Toddlers and older children have free-flow access to the outdoor area which is proving to be hugely beneficial for the development of their social and gross motor skills.
- The team have developed further the use of personal learning plans and electronic journals to support children to make the best possible progress. They also use these tools to share learning with children and their families. Children are proud of their 'special books' and enjoying reflecting on previous learning.
- Practitioners support children well as they move across the setting. After periods of closure, children returned to the rooms they had been in previously with the same members of staff. Senior leaders planned these transitions in a

well-thought out way which minimised possible distress for children and families. They also put in place a range of helpful approaches to support children new to the setting to settle well during the pandemic.

- Senior leaders and practitioners are continuing to develop learning environments across the setting. Senior leaders, in collaboration with the staff team, should continue to use self-evaluation tools to create rich, exciting and stage-appropriate learning spaces. In doing so, they need to review planning approaches to ensure they reflect appropriately children's age and stage of development. In doing so, the team should ensure they are providing older children with greater breadth and depth in learning. Senior leaders should continue to develop the roles of recently appointed teachers. This is to ensure they play an integral role in promoting high quality learning, teaching and assessment across the setting.

Wellbeing of Children, Young People and Staff

- Senior leaders and practitioners demonstrate strong relationships with children, families and with each other. As a result, there is a strong nurturing ethos across the nursery. Senior leaders strengthened further approaches to communication during the pandemic leading to practitioners and parents feeling involved, consulted and informed.
- Practitioners supported children to understand emotions, develop their social skills and increase their independence skills on their return to nursery following lockdown. Parents updated their 3 | St Margaret's Nursery and Pre-School, The City of Edinburgh Council child's individual care plan on return and practitioners use this information to meet children's wellbeing needs. During the pandemic, senior leaders found it challenging to engage with external agencies to support child planning. This issue with communication is now improving. Children's understanding of the wellbeing indicators, and how these relate to them, could be developed further through curriculum provision.
- Managers place high importance on ensuring the physical and mental wellbeing of the staff team. Practitioners feel valued and supported as a result. Senior leaders used emails and social media to ensure the team remained informed throughout the pandemic. They provided access to an online wellbeing portal and health-related programmes. Managers funded six counselling sessions for each team member and provided fitness classes within the nursery setting. Senior leaders meet regularly with each practitioner to support their personal and professional learning needs. In addition, practitioners benefit from a mentor scheme. Managers fund a range of social events for the staff team. Senior leaders recognise and celebrate the success of individuals and effective teamwork through monthly awards. This strong commitment to practitioners' wellbeing supports managers to effectively recruit and retain practitioners.
- Senior leaders consulted practitioners prior to their return to work following furlough. They took a flexible approach, empowering practitioners to make the best decision for their personal circumstances. Senior leaders provided comprehensive guidance to support practitioners return to work. All practitioners spent two days engaging in professional learning prior to the full

reopening of the nursery. Managers revised working practices in light of practitioners' experiences during the pandemic. They changed the working week, enabling practitioners to work four days a week rather than five. Managers adjusted children's pick up and drop off times. As a result, practitioners can provide an appropriate handover to parents before the end of their working day.

- Senior leaders found compliance with COVID-19 mitigations easy to achieve due to the nursery building being large and spacious. They created two additional baby rooms, parent room, sensory room and an additional dining room in response to the needs arising from the pandemic. Practitioners made greater use of outdoor spaces during the pandemic to support wellbeing. A permanent extension to the outdoor play area is nearing completion.
- Managers prepared detailed safe-reopening procedures to support and inform parents about their child's return to nursery post lockdown. They supplemented this with the addition of videos of the nursery, playrooms and newly developed areas. This provided reassurance to parents and ensured a shared understanding of revised procedures due to ongoing mitigations. The addition of a parent's room and breastfeeding area provides a safe, relaxed area for parents to spend time supporting their child to settle into nursery.

Approaches to Safeguarding and Child Protection

- Managers ensure that all practitioners have a clear understanding of child protection procedures through the provision of clear guidance and regular professional learning. Professional learning is provided in partnership with Edinburgh City Council (ECC). It is delivered in person by ECC staff, online and in-house by nursery managers. Senior leaders provided a child protection update for the staff team in advance of the full re-opening of the nursery post lockdown. The induction procedure for new practitioners ensures they receive all relevant policies and an in-person induction visit prior to starting their employment.
- Senior leaders have ensured that the nursery's child protection policy and procedures reflect ECC expectations. Inspectors directed managers to the most recently published national guidance for child protection in Scotland 2021.
- All senior leaders are trained to level 4 in child protection. This ensures a depth of knowledge across the leadership team and a consistency in practice. Managers have placed clear signage throughout the nursery to ensure practitioners know how to report a concern and who to report it to. They maintain appropriate records to record, track and monitor concerns.
- A significant number of practitioners have their own child/children attending the nursery. Senior leaders are particularly sensitive to the needs of both parent and child should concerns arise.
- Managers created additional facilities on the third floor of the building in response to the required mitigations during the pandemic. They gave due consideration to the evacuation of these areas in the event of a fire. Managers

ensured that expert guidance was sought from the Fire Brigade and used the guidance received to inform nursery procedures.

- Managers ensure that effective policies and procedures are in place to support children with allergies. They have developed these in partnership with parents

Gracemount High School

Continuity of learning

- COVID-19 has had a significant impact on the continuity of learning across all year groups including a decline in Literacy and Numeracy levels of young people coming into S1. Transition arrangements have also been affected.
- Staff demonstrated commendable effort and focus to support young people in S4-S6 to continue their learning as they approached SQA certification. Staff advised that young people in these year groups had often been very anxious regarding gaps in their learning.
- Senior leaders have been effective in supporting contexts for joint working across sectors. This is having a positive effect on continuity of learning in numeracy, with further developments being taken forward in science, health and wellbeing and technologies.
- Senior leaders are implementing and reviewing their revised Attendance Management Policy to address a decline in attendance during the pandemic. They are clear in their strategy that improving positive engagements with young people will support improved attendance. Staff attendance levels are now more in line with pre-pandemic levels. As a result, staff are now in a better position to plan steps to identify and mitigate aspects of disrupted learning. Senior leaders have taken other steps taken to support continuity of learning.
- Staff have benefitted from focused and appropriate professional learning to assist them in supporting digital approaches to learning and teaching.
- The re-designed school website provides clear and useful information to support young people to continue with their learning when absent.
- Senior leaders confirm the identification of gaps in young people's learning is a priority for the school. Tracking and monitoring processes are assisting in this. Senior leaders are aware of the need to support further curriculum leaders in this area.
- Staff have access to a detailed additional support needs (ASN) database. This provides helpful advice to staff with effective ways to support learners with identified needs. To meet the needs of all learners consistently in all classrooms, senior leaders should now consider how this information is most effectively used.
- A recently established Learning Hub provides a positive, supportive environment for young people in S3-S5 to engage with their learning.
- Young people's engagement in their learning is inconsistent since the return to school in August 2021. Senior leaders and staff advise that young people

have found a return to routines and focus on learning challenging. Staff and young people report disruptions to learning happen too often.

- Senior leaders have maintained a focus on how to improve relationships, ethos and learning throughout the period of the pandemic. There has been focus on developing restorative approaches and confirming expectations of staff. This emerging work is beginning to have impact across areas of the school.
- A staff group has recently developed a Teacher's Toolkit. Its purpose is to confirm expectations and processes to support young people to engage consistently in learning. This development is in its early stages.
- Staff offer a curriculum with a wide range of vocational programmes delivered in school and through the school college partnership. Staff support young people well to engage in these opportunities and improve their access to further training and employment. Staff are proactive in promoting parity of esteem between academic and vocational programmes.
- Staff introduced a new Skills Framework prior to the COVID-19 pandemic, supported by an action plan and staff development. However, the challenge of operating under COVID-19 restrictions has delayed the roll out of this framework. Staff have comprehensive and effective arrangements for identifying and tracking school leaver destinations for young people who are at risk of leaving school without a positive destination. Where young people do not have a planned positive destination, community partners offer a wide range of options to help them engage in activities to support them as they prepare to leave school.
- Staff have strong working relationships with Skills Development Scotland and learners have good access to Careers Advisors. The Developing the Young Workforce school improvement group works effectively with partners to plan opportunities for young people to connect directly with employers.

Wellbeing of Children, Young People and Staff

- All staff work hard to support young people's wellbeing. Notably the school has received a rights respecting gold award.
- Senior leaders emphasise how central young people's rights are to the work of the school. Consequently, there is a strong emphasis on developing positive relationships. Staff have undertaken professional learning in developing consistent routines which support a positive learning environment and facilitate restorative approaches.
- The pandemic has had an impact on young people's readiness to learn and staff are keen to continue to develop their knowledge and expertise in these key approaches.
- The school has well-established approaches for staff to raise any wellbeing concerns for young people, using the wellbeing indicators. Staff also complete equality and bullying forms, which they share with the pastoral care (PC) team. The school's use of the wellbeing indicators is particularly strong in the area of targeted support. Young people should become more familiar with

these indicators. Young people report that they have an adult with whom they may discuss a concern.

- Staff are committed to supporting each other's wellbeing and praise the senior leaders for their responsiveness to staff's personal circumstances.
- Young people have access to emotional and mental wellbeing support through the school counselling service. There is a dedicated wellbeing page on the website. This contains up-to-date links to relevant advice for concerns such as resilience and digital safety.
- The Health and Safety committee has played an important role in helping the school community to feel safe and confident while mitigations were in place across the school.

Approaches to Safeguarding and Child Protection

- Senior leaders should ensure all staff are trained in safeguarding and Child Protection procedures.
- They should ensure the Child Protection policy provides details on all specific indicators of risk of child protection.
- Senior leaders should continue to review their approaches to record keeping in line with local and national expectations.
- They must make sure all care experienced young people are considered for a coordinated support plan and that the result of this is recorded.
- Senior leaders should monitor closely the impact of part-time timetables and continue support young people to return to school full-time.
- Senior leaders should continue to work with the school community to promote and ensure a safe learning environment., This includes taking action to improve the security of the building.
- Senior leaders should ensure the file dropping facility on the school provided digital tablets is not open to misuse.

Education, Children and Families Committee

10am, Tuesday, 20 September 2022

Response to the National Improvement Framework consultation on measures

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the response to the consultation.
 - 1.1.2 Agree to receive regular updates on progress in relation to the updated measures once these have been published.

Amanda Hatton

Executive Director of Education & Children's Services

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Response to the National Improvement Framework consultation on measures

2. Executive Summary

- 2.1 This report sets out the response from officers to the consultation regarding educational measures used to monitor progress as part of the Scottish Government's National Improvement Framework (NIF). In general the response is supportive of the aims and direction of the framework and most of the suggested changes. We do however make it clear that action is 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; similarly, we argue for the measures used within the NIF to be as inclusive as possible, in terms of recognising wider achievement and alternative pathways.

3. Background

- 3.1 In 2021, both the Organisation for Economic Co-operation and Development (OECD) and Audit Scotland published reports (see section 8 below) which made recommendations relating to data collection and the need to ensure it reflects the ambitions of Curriculum for Excellence (CfE). In light of these recommendations, the Scottish Government invited stakeholders to submit responses to a consultation paper, with two areas of focus:
- 3.1.1 How to ensure that the basket of key measures to assess progress towards closing the poverty related attainment gap reflects the wider ambitions of the curriculum.
 - 3.1.2 The value of the wider data for improvement purposes, both qualitative and quantitative, and the range of data needed by schools, education authorities and at the national level in order to fulfil their different requirements.
- 3.2 The results of this consultation will also inform the plans for a national discussion on the vision for Scottish education, which is being taken forward in response to the recommendation in Professor Ken Muir's report *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*. The national discussion will include

wider consideration of how to measure the effectiveness of the curriculum as a whole, as recommended by the OECD.

- 3.3 The consultation was published on 9 May 2022 with responses required by 18 July 2022. All interested parties were asked for views. Our response was collated by Quality Improvement Officers with expertise in the use of educational data.

4. Main report

- 4.1 The proposals for the key measures of progress towards closing the poverty related attainment gap are based on a number of key principles and we were invited to indicate if other principles should be included. We were supportive of the principles but pointed out the current difficulties with the use of SIMD to measure the attainment gap. There is evidence that this measure wrongly categorises significant numbers of young people, in terms of their experienced levels of poverty.
- 4.2 In relation to the question, should the two sub-measures covering attendance and exclusion at secondary schools be promoted to key measures? we responded affirmatively to the former but not to the latter. This was due to the levels of complexity involved in the datasets.
- 4.3 We expressed reservations when asked if data concerning confidence, resilience, and engagement from the new Health and Wellbeing census should be included in the basket of measures. We feel the census is too new for this data to be considered robust enough and recognise that good practice in the use of such data is still developing.
- 4.4 We expressed concern at too narrow a choice of measures when considering the attainment of young people at the point of leaving school. We suggested that specific measures for literacy and numeracy should be included; and that all measures should be as inclusive as possible in order to capture attainment outwith more traditional measures and promote parity of esteem in terms of educational pathways.
- 4.5 We agreed that the percentage of school leavers moving into “positive destinations” should be promoted to a main measure, given its importance.
- 4.6 Finally we were asked to make wider comments regarding the use of data for improvement. Our submission included the value of collaboration between local authorities, and the need to ensure that staff are able to use data effectively to make an impact on the poverty-related attainment gap.

5. Next Steps

- 5.1 Once the results of the consultation are published and the NIF framework measures updated, we will ensure that reports on attainment include the agreed measures to allow regular reporting on progress with the aims of the framework.

6. Financial impact

- 6.1 There are no financial implications envisaged at this stage.

7. Stakeholder/Community Impact

- 7.1 The Scottish Government invites views from all stakeholders. Head Teachers respond appropriately through their professional associations or other forums.

8. Background reading/external references

- 8.1 [Education - National Improvement Framework - enhanced data collection: consultation - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- 8.2 [Scotland's Curriculum for Excellence: Into the Future | en | OECD](http://www.oecd.org)
- 8.3 [Improving outcomes for young people through school education | Audit Scotland \(audit-scotland.gov.uk\)](http://audit-scotland.gov.uk)

9. Appendices

- 9.1 Appendix 1 NIF Measures Response – Edinburgh Council



A consultation on enhanced data collection for improvement, and the key measures to assess progress towards closing the poverty related attainment gap

RESPONDENT INFORMATION FORM

Please Note this form **must** be completed and returned with your response.

To find out how we handle your personal data, please see our privacy policy:
<https://www.gov.scot/privacy/>

Are you responding as an individual or an organisation?

- Individual
- Organisation

Full name or organisation's name

City of Edinburgh Council
(Note that this submission is provisional, made subject to eventual approval by our Education, Children & Families Committee, due to meet in September.)

Phone number

Address

Waverley Court, East Market Street, Edinburgh

Postcode

EH8 8BG

Email Address

Quality Improvement Officer

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- Publish response with name
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- Do not publish response

Information for organisations:

The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the organisation name will still be published.

If you choose the option 'Do not publish response', your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

Appendix 1

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Yes

No

Questions – key measures

Q1	Our proposals for the key measures of progress towards closing the poverty related attainment gap are based on a number of key principles. Are there any other principles that should be included?
More information	<p>As mentioned above, our proposals for the key measures of progress towards closing the poverty related attainment gap are based on a number of key principles shown below:</p> <ul style="list-style-type: none"> • we are looking at the difference in attainment between those children and young people from SIMD quintiles 1 and 5. However, we recognise the importance of increasing attainment for all children and are therefore proposing to recalibrate the national stretch aims for all five SIMD quintiles • focusing on a single measure is neither helpful or meaningful and would provide a false and limited picture • measures and milestones should be relatively simple to measure and report against • there needs to be a clear line of sight from the agreed measures and milestones to the key priorities set out in the National Improvement Framework, including the need to place the human rights and needs of every child and young person at the centre of education • there also needs to be a clear line of sight from the key measures in the NIF, to the strategies and approaches adopted in schools, and local authorities, to improve outcomes for children and young people • the focus should be across the age ranges – from 3-18 • they should be a credible set of measures – understood to fairly reflect progress in closing the poverty related attainment gap • the need to avoid perverse incentives through whatever milestones or stretch aims are set. <p>The Scottish Index of Multiple Deprivation is a relative measure of deprivation across 6,976 small areas (called data zones). If an area is identified as ‘deprived’, this can relate to people having a low income but it can also mean fewer resources or opportunities. SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing.</p> <p>Stretch aims for improvement purposes are specifically focussed on the improvement which a system needs to make in order to reach a particular goal (i.e. closing the attainment gap) – they do not generally articulate the goal itself, although achieving the aims would also mean significant steps towards achieving the goal.</p>

	<p>You can find the existing key measures and sub-measures on page three of the consultation paper. The principles can also be found on page seven of the consultation paper.</p>
Answer	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>City of Edinburgh Council is fully committed to the aims and ambitions of the National Improvement Framework, and ensuring that all of our children and young people have the opportunity to flourish and attain to their fullest, irrespective of their background.</p> <p>We do however contend that the very first principle needs to be challenged, due to the current uncritical use of SMID as a proxy for levels of deprivation experienced by children and young people. We must ensure that the metrics we commit to using, <i>accurately measure what they are meant to be measuring</i> (in particular, with regard to poverty). We have a situation now where PEF funds are allocated based on FME, and yet progress in closing the poverty-related attainment gap is measured via SIMD quintiles. There is a clear mismatch here. Furthermore, available research suggests that around one-third of those children living in poverty, live outwith SIMD quintile 1; and that a quarter of children living in SIMD quintile 1 are not affected by poverty (see for example the surveys <i>Growing Up in Scotland 2011</i> and <i>Scottish Household Survey 2015</i>). It is no longer enough to use SIMD as a proxy for living in poverty when evidence shows it is so problematic: we need something better if we are to truly address the issue.</p> <p>The time is right now to commit to better ways of measuring poverty within education settings, and this should include a review of the use of SIMD in this area. SIMD was not designed to be used for educational attainment, at least not in its current form. This review should also include the use of FME as a proxy for PEF funding, given that this is now affected by free school meals being provided for stages in primary. (We are in the situation where schools are encouraging parents/carers to register their entitlement to free school meals, when in fact the parents/carers don't need to do so as their child already receives free school meals due to their age.)</p> <p>We fully appreciate that accurately measuring poverty within education settings is problematic but if we genuinely want to address the poverty-related attainment gap, we need to find a more accurate way to measure it and avoid any perverse incentives along the way.</p>

Appendix 1

	To be clear, we are calling for this review to include the approach taken by the <i>Insight</i> analysis tool as well, in terms of analysing attainment against deprivation.
Q2	Should the two sub-measures covering attendance and exclusion at secondary schools be promoted to key measures?
More information	<p>There are currently four sub-measures covering attendance and exclusion in both primary and secondary schools, and there is a clear pattern of higher exclusion rates and lower attendance for children living in the most deprived areas. This is particularly the case at secondary school and prompts the question about whether to promote the two secondary school sub-measures. If children are not at school, then it is far more difficult to take the steps necessary to close the attainment gap.</p> <p>The full list of key measures and sub-measures are on page three of the consultation paper.</p>
Answer	<p><input checked="" type="checkbox"/> Yes (Attendance) <input checked="" type="checkbox"/> No (Exclusion)</p> <p>Please add your response below:</p> <p>We support the promotion of the attendance measure, subject to some stress-testing to ensure that the data is robust and can be analysed at depth. The use of the exclusion measure is more problematic, given the sensitivity surrounding the data and the possible impact of perverse incentives becoming attached to such a complex matter. We would suggest that this needs further exploration.</p>
Q3	Should data on confidence, resilience, and engagement from the new Health and Wellbeing census be included in the basket of measures?
More information	<p>In terms of health and wellbeing, three of the existing key measures already cover the social, emotional, and behavioural development of children and young people, and four of the fifteen sub-measures cover mental wellbeing. However, there will be data collected from the Health and Wellbeing Census which will be included as part of the indicator of educational attainment in the National Performance Framework.</p> <p>These are:</p> <ul style="list-style-type: none"> • Confidence of children and young people • Resilience of children and young people • Engagement in extra-curricular activities <p>The full list of key measures and sub-measures are on page three of the consultation paper.</p>

Appendix 1

Answer	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please add your response below: We would suggest no, at the moment. The survey is in its infancy and we would suggest waiting a few years to see how much value can be placed on any emerging trends, or whether there turns out to be any trouble with the data (and data collection and interpretation). We also have questions over the morality of setting a target for such a complex area, in particular if this were to come down to school level.
Q4	At the moment, the measure of achievement in the senior phase is the National Qualifications achieved by young people at the point which they leave school (SCQF levels 4, 5, and 6 – 1 or more on leaving school). Do we need to add other measures to cover wider achievement and attainment?
Answer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Q5	If you answered yes to Q4, some options for consideration are set out in the “more information” box below. However, we would also welcome any other suggestions for additional measures.
More information	<p><u>Option 1</u></p> <p>In response to feedback from users, and to improve the evidence base on the attainment of broader achievements and skills as part of the Curriculum for Excellence, a new ‘all SQA qualifications’ measure has been developed which includes National Qualifications (National Courses, Skills for Work) and other SQA qualifications (Customised Awards, Higher National, National – Workplace, National Certificates, National Progression Awards, Professional Development Awards, Scottish Vocational Qualifications, Ungraded National Courses). Details can be found in section 6.3 of the School Leaver Attainment and Initial Destinations publication. The ‘all SQA qualification’ measure details the proportion of school leavers who attained a number of passes (e.g. one pass or more, two passes or more etc.) at a given SCQF level or better across all of the qualifications outlined above. One or more combination(s) of passes and SCQF levels could potentially be used.</p> <p>These statistics are currently labelled as Experimental Statistics, reflecting that they are undergoing development and subject to revision based on informed feedback from users.</p> <p><u>Option 2</u></p>

	<p>A measure of attainment in vocational qualifications. Section 6.1 of the School Leaver Attainment and Initial Destinations publication contains a measure covering only ‘vocational’ qualifications. Unlike the existing NIF key measures on school leaver attainment and the ‘all SQA qualifications’ measure outlined above, this measure does not include attainment in National Qualifications but focuses on vocational qualifications. Specifically, the measure includes National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards and Skills for Work. It shows the proportion of school leavers with one pass or more at a given SCQF level. The proportion of school leavers with one pass or more at SCQF level 5 or better is used as a Key Performance Indicator for Developing Scotland’s Young Workforce.</p>
Answer	<p>Please provide your views on the options presented above, and any other suggestions or comments below:</p> <p>The decision taken in the NIF – to exclude NQ awards at D grade, and to exclude qualifications beyond the “traditional” NQs – is deeply problematic and entirely at odds with the prevailing narrative of increasing awareness of alternative pathways and approaches to widen (and recognise) achievement opportunities. It also means that schools – and local authorities – do not recognise the achievement data which is published by the NIF, as accurately capturing the achievement of our children and young people.</p> <p>We therefore support the adoption of option 1, which would therefore bring the approach taken by the NIF into line with that recognised by HMIE/Education Scotland, and local authorities, and support a parity of esteem in terms of recognising (and promoting) wider achievement and pathways generally.</p> <p>The decision to focus on SCQF levels 5 and 6 (1 or more on leaving school) for Stretch Aims is problematic and arguably open to those who may seek to “game” the system (as was the case with the previous National Priorities’ narrow focus on “five at three, five at five” etc. A more sophisticated approach based on (for example) complementary tariff scores would be far more preferable and would more accurately capture overall attainment.</p> <p>We also question the exclusion of literacy and numeracy data for school leavers. Given this is the major focus in primary NIF measures, it seems puzzling not to take the opportunity to join the dots, longitudinally, by looking at the literacy and numeracy levels at point of exit from secondary education.</p>
Q6	<p>In terms of measuring progress beyond school, should the percentage of school leavers going to a “positive destination” on leaving school be included alongside the participation measure?</p>

Appendix 1

More information	<p>Positive destinations for young people leaving school include Higher Education, Further Education, Employment, Training, Voluntary Work and Personal Skills Development (whilst other destinations include unemployed and seeking work, unemployed and not seeking work and unknown). These provide valuable information on the activities being undertaken by school leavers. However, they are based on a snapshot of the activity being undertaken by school leavers on a given day and are not the best indicator of long term sustained success for young people accessing future work or study.</p> <p>That is why the indicator we have used previously is the Skills Development Scotland Annual Participation Measure, which reports on the wider activity of the 16-19 cohort, including those still at school. This is an indicator of school success in preparing young people for access to future work or study.</p>
Answer	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please add your response below: Yes, this is an important metric at school and LA Level.</p>

Questions – wider data

Q7	<p>What more do we need to do in order to ensure that a wider range of measures are in use across the education system, and that they are valued as equally as traditional attainment measures?</p>
More information	<p>We need to consider the value of the wider data (beyond the key measures which have a specific role in measuring the attainment gap) both qualitative and quantitative data (both of which are included in the National Improvement Framework) and the range of evidence needed by schools, education authorities and at the national level in order to fulfil their different requirements.</p>
Answer	<p>Please add your response below:</p> <p>Firstly, ensure that the measures themselves do not exclude valid attainment – see response to questions 4 and 5 above.</p> <p>Secondly, we need to promote more inclusive language for our qualifications – for example, we should routinely refer to SCQF Level 6 qualifications and only ever refer to “Highers” if they are genuinely the only qualifications under discussion at that point. Many schools are already moving to adopt this terminology.</p> <p>Finally, we need a consistency of approach in terms of measures being used across the system. As an example, consistency between measures used in NIF and in the Local Government</p>

Appendix 1

	Benchmarking Framework, would help to declutter the data landscape.
Q8	Are the existing wider data collections, and the new data developments enough to ensure that the National Improvement Framework reflects the ambitions of Curriculum for Excellence, national policy priorities such as health and wellbeing and confidence, and key priorities for COVID-19 recovery and improvement, as recommended by Audit Scotland?
More information	You can find more detail on the existing wider data collections at Annex A (pages eleven - thirteen) of the consultation paper.
Answer	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>Please add your response below:</p> <p>See answer to question 1 above. We are not accurately measuring attainment in relation to poverty and the non-critical adoption of SIMD needs to be reviewed and replaced with something more robust and meaningful.</p> <p>We would also argue for the adoption of the OECD's recommendation in relation to developing an increased understanding of levels of attainment – for example, by reintroducing the Scottish Survey of Literacy and Numeracy (or something similar). Whilst the introduction of “standardised” assessments via the SNSA programme may have brought some benefits at individual school or local authority level (though this is by no means a settled view), the cessation of sampled data via programmes such as the SSLN has left us with a paucity of meaningful data at national level, in relation to the BGE. This urgently needs to be addressed.</p>
Q9	How can we make better use of data to focus and drive improvement activity at school, local, regional and national level?
More information	Improvement activity is any activity that is undertaken to deliver the priorities set out in the National Improvement Framework.
Answer	<p>Please add your response below:</p> <p>The work of the small team of <i>Insight</i> advisors is much valued and should continue to be developed. <i>Insight</i> itself needs to be reviewed and, crucially, needs to be extended (perhaps via the BGE Improvement Tool) to cover BGE attainment as well as Senior Phase. Secondary leadership teams are used to being able to call on a rich source of data and analysis via <i>Insight</i> whereas primary colleagues have to rely on more local solutions. Similarly, creating a small team of advisors to support primary settings with data interpretation, would be of great value.</p>

Appendix 1

	<p>More generally, greater awareness of data needs to be promoted throughout the system – both in terms of awareness of statistics generally and the ability to critique and interpret data. The newly developed National Progression Awards in Data Science (e.g. at SCQF Level 4 or 5) may be a useful resource and its content (or equivalent) should arguably be delivered to some degree in initial teacher education. Crucially, we need to ensure that practitioners are able to use data to take action (and track progress): we need to avoid getting into a cycle of generating ever more data sets without seeing any impact.</p> <p>We would welcome greater collaboration between Local Authorities (outside of the current Regional Improvement Collaboratives) to share good practice and offer support. Although RICs make sense geographically, there are also benefits from linking with similar LAs in terms of demography. We recognise that work in this area is already under way via ADES.</p>
Q10	How can we make better use of data to help reduce variation in outcomes achieved by young people in different parts of the country?
More information	The current variation in the level of improvement identified by Audit Scotland demonstrates that we need to do more to understand what works to drive improvement across all parts of the education system.
Answer	<p>Please add your response below:</p> <p>The first step is to ensure that the data is accurate – see response to question 1. We simply do not have an accurate picture of what these outcomes are, within education settings.</p>

Education, Children and Families Committee

10.00am, Tuesday 20 September 2022

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

Executive/routine Wards Council Commitments	Executive
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1. For Decision/Action

- 1.1 The Governance, Risk and Best Value Committee has referred the attached report to the Education, Children and Families Committee for ongoing scrutiny of relevant overdue management actions.

Richard Carr
Interim Executive Director of Corporate Services

Contact: Rachel Gentleman, Committee Officer
Legal and Assurance Division, Corporate Services
E-mail: rachel.gentleman@edinburgh.gov.uk

Referral Report

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

2. Terms of Referral

- 2.1 On 8 March 2022, the Governance, Risk and Best Value Committee considered a report on Internal Audit Overdue Findings and Key Performance Indicators as at 26 January 2022.
- 2.2 The Governance, Risk and Best Value Committee agreed:
 - 2.2.1 To note the status of the overdue Internal Audit findings as at 26 January 2022;
 - 2.2.2 To note the status of IA Key Performance Indicators for audits that were either completed or in progress as at 26 January 2022;
 - 2.2.3 To refer the report to the relevant Council committees for ongoing scrutiny of their relevant overdue management actions;
 - 2.2.4 To refer the report to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.
- 2.3 Following requests for clarification on the specific Internal Audit overdue findings that parent executive committees should focus on, an exercise has been completed that maps the findings included in this report to the specific committee based on their responsibilities detailed in the Council's committee terms of reference.
- 2.4 This exercise has identified an anomaly as there is currently no linear relationship between individual audit reports and committees, as it is possible for scrutiny of the actions in one Internal Audit report to be allocated across a number of Committees. For example, a review of Planning or Licensing could potentially result in operational service delivery actions being allocated to the Planning Committee and/or Regulatory Committee, with actions that relate to the ICT arrangements that these teams use being allocated to the Finance and Resources Committee.
- 2.5 As part of preparations for the new Council following the May 2022 Local Government elections, we will complete further work on this area to determine

whether there is a more effective way of ensuring a more linear allocation of responsibility for executive committee and oversight of overdue IA actions.

- 2.6 In the meantime, the information provided to each committee is based upon the allocation of agreed management actions in line with each committee's current terms of reference. A copy of the full report is also available online, with a link include in the background section of this referred report for reference.

3. Background Reading/ External References

- 3.1 Minute of the Governance, Risk and Best Value Committee – 8 March 2022
- 3.2 [Governance, Risk and Best Value Committee – 8 March 2022 webcast](#)
- 3.3 [Internal Audit: Overdue Findings and Key Performance Indicators as at 26 January 2023 – full report to GRBV Committee](#)

4. Appendices

Appendix 1 – report by the Chief Internal Auditor

Governance, Risk and Best Value Committee

10:00am, Tuesday, 8 March 2022

Internal Audit: Overdue Findings and Key Performance Indicators as at 26 January 2022

Item number	
Executive/routine	Executive
Wards	
Council Commitments	

1. Recommendations

- 1.1 It is recommended that the Committee:
- 1.1.1 notes the status of the overdue Internal Audit (IA) findings as at 26 January 2022;
 - 1.1.2 notes the status of IA Key Performance Indicators (KPIs) for audits that are either completed or in progress as at 26 January 2022;
 - 1.1.3 refers this paper to the relevant Council Executive committees for ongoing scrutiny of their relevant overdue management actions; and,
 - 1.1.4 refers this paper to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

Lesley Newdall

Chief Internal Auditor

Legal and Assurance Division, Corporate Services Directorate

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Internal Audit: Overdue Findings and Key Performance Indicators as at 26 January 2022

2. Executive Summary

Progress with Closure of Open and overdue Internal Audit findings

- 2.1 The overall progress status for closure of overdue IA findings is currently red (adverse trend with action required) as at 26 January 2022, based on the average position across the last three months.
- 2.2 Whilst the total number of open and overdue IA findings and associated management actions is decreasing (which is mainly attributable to delayed completion of the 2021/22 IA annual plan), increasing trends in the proportion of open IA findings that are overdue (KPI 3 in Appendix 1); the proportion of high rated overdue findings (KPI 7); and the proportion of findings that are less than 90 days overdue (KPI 8) are evident across the last three months, together with an increase in the number of overdue management actions (KPI 14).
- 2.3 These increasing trends in the last month are partially offset by improvement in the proportion of IA findings that are between three and six months overdue (KPI 10).
- 2.4 These outcomes confirm that further sustained focus is required on closure of overdue findings, with action required to ensure that open findings that are not overdue are closed by their originally agreed implementation dates.
- 2.5 Increased focus on closure of agreed management actions is evident following the secondment of two IA team members into the Place Directorate and Health and Social Care Partnership in October 2021. This is evident from increased levels of discussion and engagement on both open and overdue actions, and an increase in the volume of actions proposed for closure. However, as a number of the actions are historic and also complex to resolve, the full impact should be more apparent in the position at the end of February, with further progress evident by March 2022. Both secondments are currently scheduled to complete by 31 March 2022.
- 2.6 A reallocation of open and overdue findings and associated management actions has been performed across directorates and services to ensure alignment with the Council's refreshed organisational structure. This has resulted in an increased number of findings and actions for the Place Directorate.

2.7 Further detail on the monthly trends in open and overdue findings is included at Appendix 1.

Current position as at 26 January 2022

2.8 A total of 91 open IA findings remain to be addressed across the Council as 26 January 2022. This excludes open and overdue Internal Audit findings for the Edinburgh Integration Joint Board and the Lothian Pension Fund.

2.9 Of the 91 currently open IA findings:

2.9.1 a total of 42 (46%) are open, but not yet overdue;

2.9.2 49 (54%) are currently reported as overdue as they have missed the final agreed implementation dates. This reflects an increase of 3% in comparison to the November 2021 position (51%).

2.9.3 69% of the overdue findings are more than six months overdue, which remains aligned with the November 2021 position (69%), with 18% aged between six months and one year, and 51% more than one year overdue.

2.9.4 evidence in relation to 5 of the 49 overdue findings is currently being reviewed by IA to confirm that it is sufficient to support closure; and,

2.9.5 44 overdue findings still require to be addressed.

2.10 The number of overdue management actions associated with open and overdue findings where completion dates have been revised more than once since July 2018 is 39, reflecting a decrease of 5 when compared to the November 2021 position (44). This excludes the two completion date extensions applied to reflect ongoing Covid-19 impacts across the Council.

Annual Plan Delivery and Key Performance Indicators

2.11 IA Key Performance Indicators (KPIs) to support effective delivery of the 2021/22 IA annual plan confirm that action is required to ensure that services have greater awareness of the KPIs that apply to the audit process (these are included as an Appendix with each terms of reference) and engage proactively with IA to ensure that any potential impacts that could cause delays are identified and effectively managed. Four IA training sessions were delivered during December that covered these areas.

2.12 The KPIs also highlight areas where IA has not achieved their delivery timeframes. Some delays have been experienced, and these are mainly attributable to the time required to establish backfill support for IA secondments into Directorates, and unplanned sickness absence within the team.

3. Background

Open and Overdue IA Findings and Agreed Management Actions

- 3.1 Overdue findings arising from IA reports are reported monthly to the Corporate Leadership Team (CLT) and quarterly to the GRBV Committee.
- 3.2 This report specifically excludes open and overdue findings that relate to the Edinburgh Integration Joint Board (EIJB) and the Lothian Pension Fund (LPF). These are reported separately to the EIJB Audit and Assurance Committee and the Pensions Audit Sub-Committee respectively.
- 3.3 Findings raised by IA in audit reports typically include more than one agreed management action to address the risks identified. IA methodology requires all agreed management actions to be closed in order to close the finding.
- 3.4 The IA definition of an overdue finding is any finding where all agreed management actions have not been evidenced as implemented by management and validated as closed by IA by the date agreed by management and IA and recorded in relevant IA reports.
- 3.5 The IA definition of an overdue management action is any agreed management action supporting an open IA finding that is either open or overdue, where the individual action has not been evidenced as implemented by management and validated as closed by IA by the agreed date.
- 3.6 Where management considers that actions are complete and sufficient evidence is available to support IA review and confirm closure, the action is marked as 'implemented' by management on the IA follow-up system. When IA has reviewed the evidence provided, the management action will either be 'closed' or will remain open and returned to the relevant owner with supporting rationale provided to explain what further evidence is required to enable closure.
- 3.7 A 'started' status recorded by management confirms that the agreed management action remains open and that implementation progress ongoing.
- 3.8 A 'pending' status recorded by management confirms that the agreed management action remains open with no implementation progress evident to date.
- 3.9 An operational dashboard has been designed to track progress against the key performance indicators included in the IA Journey Map and Key Performance Indicators document that was designed to monitor progress of both management and Internal Audit with delivery of the Internal Audit annual plan. The dashboard is provided monthly to the Corporate Leadership Team and quarterly to the Committee to highlight any significant delays that could potentially impact on delivery of the annual plan.

Key Performance Indicator Dashboard

- 3.10 The IA key performance indicator dashboard has been reinstated for 2021/22 to support delivery of the annual plan by both services and the IA team; and prevent delays in completion of audits and finalisation of the IA annual opinion.
- 3.11 Reintroduction of the KPIs supported by monthly reporting to the Corporate Leadership Team and quarterly to the Committee will highlight any significant

delays that could potentially impact on delivery of the annual plan, and is aligned with the requirements of both the motion and addendum agreed at Committee in August 2021 requesting that audits will be carried out in line with the timescales set out in the agreed audit plan.

4. Main report

- 4.1 As at 26 January 2022, there are a total of 91 open IA findings across the Council with 49 findings (54%) now overdue.
- 4.2 The movement in open and overdue IA findings during the period 5 November 2021 to 26 January 2022 is as follows:

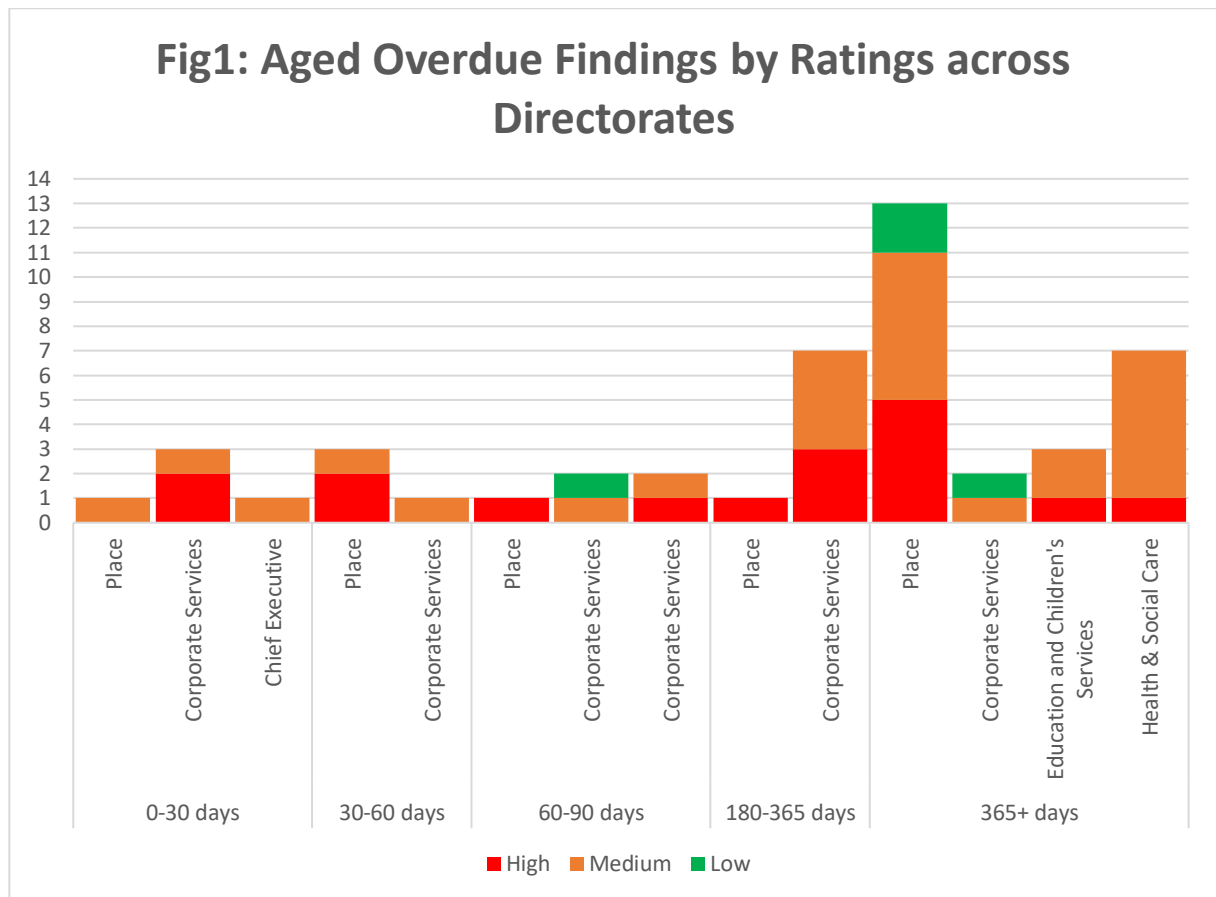
Analysis of changes between 11/08/2021 and 05/11/2021				
	Position at 05/11/21	Added	Closed	Position at 26/01/22
Open	108	0	17	91
Overdue	55	9	15	49

Overdue Findings

- 4.3 The 49 overdue findings comprise 18 High; 27 Medium; and 4 Low rated findings.
- 4.4 However, IA is currently reviewing evidence to support closure of 5 of these findings (2 High; 2 Medium; and 1 Low), leaving a balance of 44 overdue findings (16 High; 25 Medium; and 3 Low) still to be addressed.

Overdue findings ageing analysis

- 4.5 Figure 1 illustrates the ageing profile of all 49 overdue findings by rating across directorates as at 26 January 2022.



4.6 The analysis of the ageing of the 49 overdue findings outlined below highlights that Directorates made good progress last quarter with resolving findings between three and six months overdue, as the proportion of these findings has decreased. However, this is offset by limited improvement in the proportion of findings that are more than six months overdue; and a significant increase in the proportion of findings that are less than three months overdue.

- 13 (27%) are less than 3 months (90 days) overdue, in comparison to 13% as at November 2021;
- 2 (4%) are between 3 and 6 months (90 and 180 days) overdue, in comparison to 18% as at November 2021;
- 9 (18%) are between 6 months and one year (180 and 365 days) overdue, in comparison to 16% as at November 2021; and
- 25 (51%) are more than one year overdue, in comparison to 53% as at November 2021.

Agreed Management Actions Closed Based on Management’s Risk Acceptance

4.7 During the period 6 November 2021 to 26 January 2022, three medium rated management actions were closed on the basis that management has retrospectively accepted either the full or residual elements of the risks highlighted by IA in the original audit report.

4.7.1 **Council Wide Brexit Impacts Supply Chain Management – Divisional and Directorate Supply Chain Management Risks (medium)** – whilst evidence has been provided confirming that work to identify critical suppliers and supply chain risks and implement alternative supplier arrangements (where required) has been completed for the majority of the Education and Children’s Services directorate, the Estates and Operational Support division has been unable to provide evidence to support implementation due to operational constraints. This service area has now transitioned from Education and Children’s Services into the Place Sustainable Development division, who have confirmed that they are comfortable with this approach.

4.7.2 **Cyber Security – Pubic Sector Action Plan – Cyber Essentials Accreditation (medium)** - management has accepted the risk that whilst vulnerability scanning has now been implemented across all three Council networks, it is not currently possible to confirm that vulnerabilities identified are being effectively addressed by CGI.

Digital Services has not yet been able to provide evidence from CGI of actions taken to address a sample of vulnerabilities identified, and is currently relying on CGI updates included in reports provided to the Security Working Group that vulnerabilities identified are being effectively remediated.

Management is also comfortable that the independent testing performed to achieve Cyber Essentials plus accreditation provides adequate assurance on network security, however this provides only ‘point in time’ assurance and currently covers only the Corporate, and not the Learning and Teaching or Peoples networks.

This remaining point will now be carried forward into the Technology and Vulnerability Management audit included in the 2021/22 IA annual plan that is currently in progress.

4.7.3 **First Line Project Governance – Directorate Project Portfolio Governance (medium)** – this action included four points and three have been fully completed.

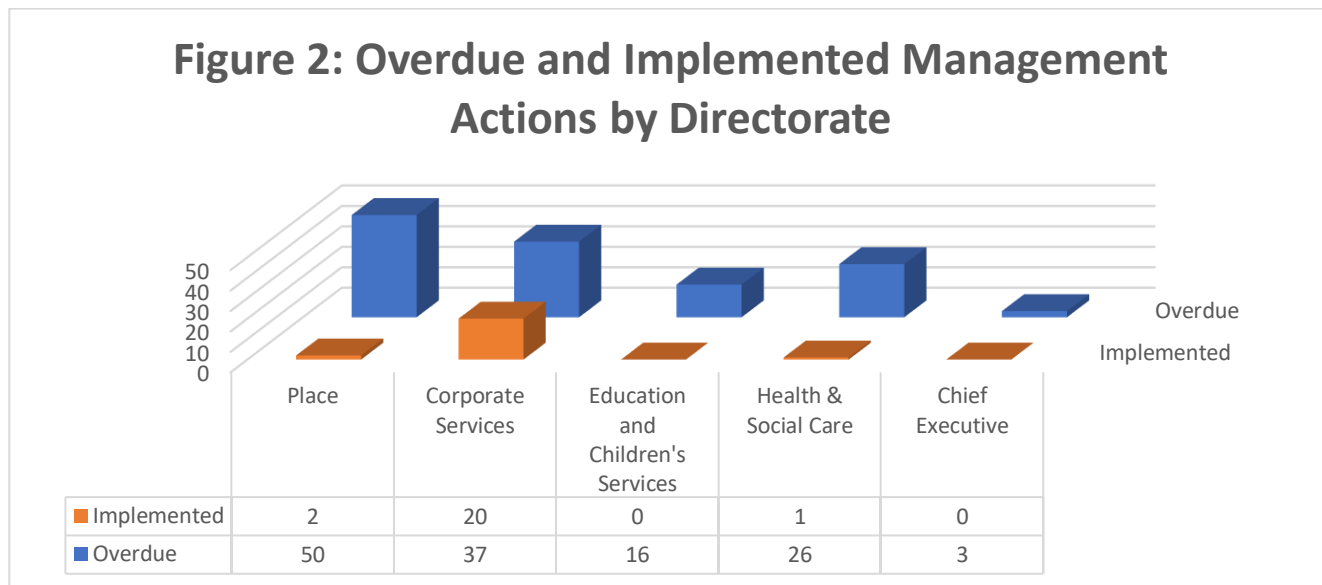
Whilst a tiered governance approach that is proportionate to project values and/or risks will be introduced across Directorates, with high profile projects that do not meet the criteria for inclusion in the major projects portfolio subject to governance at Directorate level; mid-tier projects by Heads of Divisions; and low tier projects by Service Managers level; management has risk accepted the risks associated with not establishing formal governance forums to support ongoing oversight of these projects.

Agreed Management Actions Analysis

4.8 The 91 open IA findings are supported by a total of 218 agreed management actions. Of these, 132 (61%) are overdue as the completion timeframe agreed with

management when the report was finalised has not been achieved. This reflects a 7% decrease from the November 2021 position (54%).

- 4.9 Of the 132 overdue management actions, 23 have a status of 'implemented' and are currently with IA for review to confirm whether they can be closed, leaving a balance of 109 to be addressed.
- 4.10 Appendix 2 provides an analysis of the 132 overdue management actions highlighting their current status as at 26 January 2022 with:
- 23 implemented actions where management believe the action has been completed and it is now with IA for validation;
 - 94 started where the action is open, and implementation is ongoing; and
 - 15 pending where the action is open with no implementation progress evident to date.
 - 31 instances (23%) where the latest implementation date has been missed and not revised; and,
 - 39 instances (30%) where the implementation date has been revised more than once.
- 4.11 Figure 2 illustrates the allocation of the 132 overdue management actions across Directorates, and the 23 that have been passed to IA for review to confirm whether they can be closed.



IA Review of Agreed Management Actions

- 4.12 A total of five findings supported by 23 agreed management actions had been proposed for closure as at 26 January 2022 and are currently with IA for review to confirm whether they can be closed. Of these:
- 4 were proposed for closure in January 2022 and are currently being reviewed;
 - 4 were proposed for closure between 14 and 31 December and are currently being reviewed by IA following return from Christmas leave.

- 6 relate to either the Risk Management audit (completed by Azets) and the GRBV Committee Effectiveness review (completed by the Institute of Internal Auditors), and closure will be confirmed by these external organisations.
- Of the remaining 8, there are 2 where further action is required by IA. One requires final IA management review and, an update to the service is due for the remaining action.

4.13 With these two exceptions, IA has continued to achieve its established KPI for reviewing all implemented management actions within four weeks of the date they are proposed for closure by management. Consequently, this KPI has been assessed as green (refer KPI18 in Appendix 1).

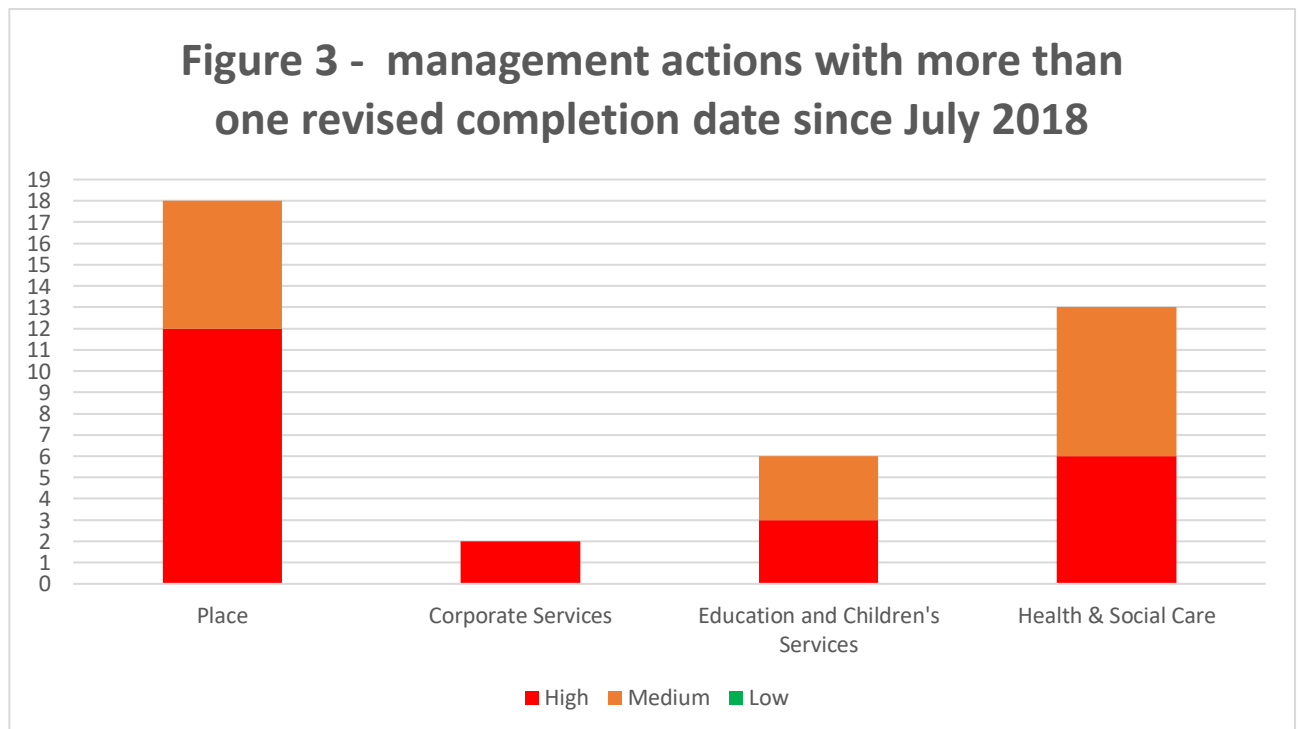
4.14 Where implementation dates longer than four weeks occur, these are supported by feedback to management requesting either additional evidence or a discussion to explain the context of the evidence provided. Where this is not provided by services within a further four weeks, the status of the action is reverted to 'started' until the further information requested is provided.

More Than One Revised Implementation Date

4.15 Figure 3 illustrates that there are currently 39 open management actions (including those that are overdue) across directorates where completion dates have been revised between two and six times since July 2018. This number excludes the two automatic extensions applied by IA to reflect the impact of Covid-19.

4.16 This reflects a decrease of 9 in comparison to the position at November 2021 (48).

4.17 Of these 39 management actions, 23 are associated with High rated findings, and 16 Medium, with the majority of date revisions in the Place directorate.



Key Performance Themes Identified from the IA Dashboard

- 4.18 The dashboard included at Appendix 3 reflects the current status for the 2 completed audits and the 20 audits in progress where terms of reference detailing the scope of the planned reviews have been issued. This highlights that:
- 4.18.1 Services are consistently taking longer than the 5-day KPI for feedback on draft IA terms of reference, with feedback received within the 5 days for only 7 of the 22 audits.
 - 4.18.2 Executive Directors are generally providing feedback on draft terms of reference within the agreed 5-day response times. For Council wide audits responses are not consistently received from all Executive Directors.
 - 4.18.3 Delays with final agreement on terms of reference often result in audit work commencing before the final terms of reference has been agreed and issued to ensure ongoing plan delivery.
 - 4.18.4 Internal Audit reporting delays for the Planning and Performance Framework and Health and Safety audits were highlighted in the report presented to Committee in September.
 - 4.18.5 There have been significant delays in agreeing management responses for the Planning and Performance Framework Design; Implementation of Asbestos Recommendations; and Parking and Traffic Regulations draft audit reports. IA engaging with management to finalise these responses is ongoing. It is acknowledged that some of these delays have been attributable to handovers within the IA team following the secondment of IA team members into directorates, and unplanned sickness absence within the IA team.
 - 4.18.6 Completion of the Council Tax and Business Rates and Management and Allocation of Covid-19 grant funding has been delayed reflecting service capacity challenges caused by the introduction of new Scottish Government Covid business grants.

5. Next Steps

- 5.1 IA will continue to monitor the open and overdue findings position and delivery against key performance indicators, providing monthly updates to the CLT and quarterly updates to the GRBV Committee.

6. Financial impact

- 6.1 There are no direct financial impacts arising from this report, although failure to close findings and address the associated risks in a timely manner may have some inherent financial impact.

7. Stakeholder/Community Impact

- 7.1 If agreed management actions supporting closure of Internal Audit findings are not implemented, the Council will be exposed to the service delivery risks set out in the relevant Internal Audit reports. Internal Audit findings are raised as a result of control gaps or deficiencies identified during reviews therefore overdue items inherently impact upon effective risk management, compliance and governance.

8. Background reading/external references

- 8.1 [Internal Audit Overdue Findings and Key Performance Indicators as at 11 August 2021 – Paper 8.1](#)
- 8.2 [Capacity to Deliver the 2021/22 IA Annual Plan – Paper 8.3](#)
- 8.3 [Internal Audit Journey Map and Key Performance Indicators - Paper 7.6 Appendix 3](#)

9. Appendices

- 9.1 Appendix 1 – Monthly Trend Analysis of IA Overdue Findings and Management Actions
- 9.2 Appendix 2 – Internal Audit Overdue Management Actions as at 26 January 2022
- 9.3 Appendix 3 – Internal Audit Key Performance Indicators as at 26 January 2021

Appendix 1 - Monthly Trend Analysis of IA Overdue Findings and Management Actions

Key Performance Indicator (KPI)		07/07/2021		11/08/2021		23/09/2021		05/11/2021		06/12/2021		26/01/2022		Trend
IA Findings														
1	Open findings	85	100%	96	100%	113	100%	108	100%	104	100%	91	100%	Not applicable
2	Not yet due	32	38%	45	47%	64	57%	53	49%	53	51%	42	46%	Not applicable
3	Overdue findings	53	62%	51	53%	49	43%	55	51%	51	49%	49	54%	
4	Overdue - IA reviewing	8	15%	3	6%	9	18%	5	9%	6	12%	5	10%	
5	High Overdue	18	34%	17	33%	16	33%	17	31%	16	31%	18	37%	
6	Medium Overdue	29	55%	28	55%	29	59%	31	56%	29	57%	27	55%	
7	Low Overdue	6	11%	6	12%	4	8%	7	13%	6	12%	4	8%	
8	<90 days overdue	9	17%	9	18%	6	12%	7	13%	8	16%	13	27%	
9	90-180 days overdue	3	6%	2	4%	6	12%	10	18%	5	10%	2	4%	
10	180-365 days overdue	15	28%	13	25%	11	22%	9	16%	12	24%	9	18%	
11	>365 days overdue	26	49%	27	53%	26	53%	29	53%	26	51%	25	51%	

Management Actions														
12	Open actions	218	100%	233	100%	277	100%	259	100%	245	100%	218	100%	Not applicable
13	Not yet due	83	38%	103	44%	154	56%	118	46%	117	48%	86	39%	Not applicable
14	Overdue actions	135	62%	130	56%	123	44%	141	54%	128	52%	132	61%	
15	Overdue - IA reviewing	28	21%	17	13%	35	28%	28	20%	18	14%	23	17%	
16	Latest date missed	43	32%	70	54%	52	42%	34	24%	35	27%	31	23%	
17	Date revised > once	51	38%	48	37%	46	37%	44	31%	45	35%	39	30%	
18	IA 4 week response time	N/A		N/A		N/A		N/A		N/A				

Trend Analysis - key

	Adverse trend - action required
	Stable with limited change
	Positive trend with progress evident

No trend analysis is performed on open findings and findings not yet due as these numbers will naturally increase when new IA reports are finalised.

Appendix 2 - Internal Audit Overdue Management Actions as at 6 December 2021

Glossary of Terms

1. Executive Committee – This is the relevant Executive Committee that should have oversight of completion of agreed management actions
2. Project Name – This is the name of the audit report.
3. Issue Type – This is the priority of the audit finding, categorised as Critical; High; Medium; or Low
3. Issue Title - this is the title of the issue in the Original IA Report
4. Owner – The Executive Director responsible for implementation of the action.
5. Recommendation Title - this is the title of the recommendation in the original IA report
6. Agreed Management action – This is the action agreed between Internal Audit and Management to address the finding.
7. Status – This is the current status of the management action. These are categorised as:
 - Pending (the action is open and there has been no progress towards implementation),
 - Started (the action is open, and work is ongoing to implement the management action), and
 - Implemented (the service area believes the action has been Implemented and this is with Internal Audit for validation).
8. Estimated date – the original agreed implementation date.
9. Revised date – the current revised date. **Red** formatting in the dates field indicates the last revised date is overdue.
10. Number of revisions – the number of times the date has been revised since July 2018. **Amber** formatting in this field highlights where the date has been revised more than once.
11. Contributor – Officers involved in implementation of an agreed management action.

Ref	Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Estimated Impement Date	No of Revisions	Revised Impl Date	Contributor
25	Education, Children and Families	Health and Safety – Managing Behaviours of Concern	Medium	CF2003 - Issue 3 - Governance and Management Information	Amanda Hatton, Executive Director of Education and Children's Services	CF2003 - Recommendation 3.1 - Committee Terms of Reference	Terms of reference will be refreshed for the Education and Children's Services (formerly C&F) Risk Committee and Health and Safety Group that clearly define: the roles and responsibilities of both committees; and the level of scrutiny to be performed on health and safety incidents (including problematic behaviour).	Started	30/09/21	2	31/01/22	Anna Gray Gillian Barclay Kirsty Spence Liz Harrison Lorna French Lynn Paterson Martin Gemmell Michelle McMillan Nickey Boyle
26	Education, Children and Families	Health and Safety – Managing Behaviours of Concern	Medium	CF2003 - Issue 3 - Governance and Management Information	Amanda Hatton, Executive Director of Education and Children's Services	CF2003 - Recommendation 3.3 - SHE Assurance Portal Training	The Corporate Health and Safety team are currently updating SHE training to provide information about the revisions to the portal, the new SHE app and how to extract meaningful reports. Further agreed actions are: This will be shared with headteachers; Business Managers and Quality Improvement and Education Officers; Quality Improvement Managers; Senior Education Managers at the start of the new session.	Started	30/09/21	0	30/12/21	Anna Gray Gillian Barclay Kirsty Spence Liz Harrison Lorna French Lynn Paterson Martin Gemmell Michelle McMillan Nickey Boyle
62	Education, Children and Families	Records Management - LAAC	Medium	CW1705 Issue 1: Project file review process	Amanda Hatton, Executive Director of Education and Children's Services	CW1705 Issue 1.3: Quality assurance checks	Action rebased Nov 21 recognising that resourcing is currently only available from Business Support to complete QA review of 10 project files per month: 1. QA focus will be on current project team members, with appropriate focus on whether merged files have been identified. 2. If there are any concerns with the outcomes for a current team member, the QA sample will be increased and they will be supported through training etc. 3. Business support will review 10 files per month (120 per year) and will provide feedback / outcomes to the Project Manager (Louise McRae). 4. Where the project team changes, there will be appropriate QA focus on new project team members. 5. If the project completes the review of all files (6,800 plus any others identified) before the QA process is complete, some project team members will be retained to complete QA (in addition to Business Support and ensuring that they're not reviewing their own files) and focus on remediation. 6. The CSWO will take (a future) request to retain project resources to CLT to ensure that an appropriate level of QA will be completed. 7. Files where errors were identified during the initial QA and were addressed will be subject to further QA to provide assurance that any significant concerns identified from the initial QA have been resolved. 8. The CSWO will determine the appropriate proportion of QA required (based on the total number of files reviewed) to give her a level of comfort as CSWO. 9. Internal Audit will review a sample of three months QA file reviews to confirm that the process outlined above is being consistently applied in practice.	Started	31/03/20	4	30/06/22	Alison Roarty Ani Barclay Freeha Ahmed Jackie Irvine John Arthur Liz Harrison Louise McRae Nichola Dadds Nickey Boyle Nicola Harvey Stephen Moir
99	Education, Children and Families	School admissions, appeals and capacity planning	High	CF1901: School admissions, appeals and capacity planning - Issue 2: Operational Processes - Admissions & Appeals	Amanda Hatton, Executive Director of Education and Children's Services	CF1901 Issue 2.3(b): Quality Assurance Checks in Schools	Schools business managers will be instructed to undertake sample quality assurance checks of evidence obtained from parents to support applications to ensure compliance with procedures. This will include completion of checks prior to completion of enrolment processes. Checking of completion will form part of the Communities and Families Self-Assurance Framework from 2021 onwards.	Started	30/06/20	2	28/02/22	Arran Finlay Claire Thompson Liz Harrison Lorna French Michelle McMillan Nickey Boyle

Ref	Executive Committee	Project Name	Issue Type	Issue Title	Owner	Recommendation Title	Agreed Management Action	Status	Esitmed Impement Date	No of Revisions	Revised Impl Date	Contributor
100	Education, Children and Families	School admissions, appeals and capacity planning	Medium	CF1901: School admissions, appeals and capacity planning - Issue 3: Process Documentation & Delivery Responsibilities	Amanda Hatton, Executive Director of Education and Children's Services	CF1901 Issue 3.1(d): Roles & Responsibilities Outwith Annual Process	The working group will review the roles and responsibilities for any tasks performed outwith the annual P1/S1 admissions, appeals and capacity planning process. These will be documented and communicated to all teams involved in the process. The review will include identifying key contacts for common non-annual admissions queries, for example, home schooling; private schooling; dealing with refugees; and requests for current or future capacity information, to ensure that they can be appropriately redirected and resolved.	Started	31/08/20	3	22/05/21	Alison Roarty Arran Finlay Gavin King Hayley Barnett Liz Harrison Lorna French Matthew Clarke Michelle Vanhegan Neil Jamieson Nick Smith Nickey Boyle Nicola Harvey Prarthana Lasure Sheila Haig Stephen Moir
132	Education, Children and Families	Unsupported Technology (Shadow IT) and End User Computing	High	CW1914 Issue 2: Ongoing shadow IT and end user computing management	Amanda Hatton, Executive Director of Education and Children's Services	CW1914 Rec 2.1c - Second line assurance and oversight (Education and Children's Services)	The following actions were discussed and agreed by the Council's Corporate Leadership Team and will be applied by all first line divisions and directorates. 1. divisions and directorates will confirm whether they are consistently applying shadow IT framework and meet the requirements of the Council's externally hosted ICT services protocol in their annual assurance statements, and with any gaps or instances of non-compliance disclosed; 2. reliance will be placed on third line oversight by Internal Audit (IA), acknowledging that the assurance provided in relation to the ongoing management of shadow IT technology applications across the Council will be considered as part of IA's ongoing risk based assurance proposals, with assurance unlikely to be provided on an ongoing basis.	Started	30/07/21	1	31/08/22	Crawford McGhie Jackie Irvine Liz Harrison Lorna French Michelle McMillan Nichola Dadds Nickey Boyle

Appendix 3 - Internal Audit Key Performance Indicators as at 26 January 2022

Directorate	Audit Title	Audit Progress	Terms of Reference Service Response <= 5 days post issue	Terms of Reference Director Response <= 5 days post issue	Close out meeting <= 5 days after fieldwork completed	Report issued by IA <= 10 days post close out meeting	Date						Team Central updated by IA <= 5 days of final report	Comments
							Workshop <= 5 days after report issued	Mgt responses agreed <= 5 days post workshop	Final Draft to Directors <= 5 days post management response	Director approval <= 3 days from receipt	Final report issued by IA <= 5 days post director approval			
Corporate Services	Elections in Covid Environment - design review	Complete	3	2	1	10	0	0	2	n/a	n/a	7	Final report issued 31.5.21	
Corporate Services	Design of the Scottish Local Government Living Wage Requirements	Complete	17	1	8	9	4	1	1	2	5	1	Final report issued on 28.10.21.	
Corporate Services	Council Tax and Business Rates	Fieldwork	7	5	0	0	0	0	0	0	0	0	Fieldwork extended reflecting current resourcing impacts on the Customer team	
Corporate Services	Cyber Security - technology vulnerability management	Planning	7	0	0	0	0	0	0	0	0	0		
Corporate Services	CGI performance reporting	Planning	7	0	0	0	0	0	0	0	0	0		
Corporate Services	Capital Budget Setting and Management	Planning	3	3	0	0	0	0	0	0	0	0		
Corporate Services	Payment Card Industry Data Security Standard Compliance	Planning	12	6	0	0	0	0	0	0	0	0	Delayed response on ToR was due to Christmas leave	
Corporate Services	Employee Lifecycle Data and Compensation and Benefits Processes	Reporting	13	2	0	0	0	0	0	0	0	0	Fieldwork ongoing - awaiting information from HR	
Corporate Services	Planning and Performance Framework design review	Reporting	26	2	3	35	15	13	9	0	0	0	Ongoing Engagement with Head of Service and Exec Direct on management responses.	
Corporate Services	Digital and Smart City Strategy	Reporting	49	80	-2	5	14	0	0	0	0	0	Currently finalising management responses with the service.	
Council Wide	Fraud and Serious Organised Crime	Fieldwork	74	64	0	0	0	0	0	0	0	0	Not all areas responded on draft ToR. Fieldwork delayed due to sickness absence in key team.	
Council Wide	Implementation of Whistleblowing and Child Protection Recommendations	Fieldwork	7	4	0	0	0	0	0	0	0	0	In fieldwork	
Council Wide	Employee wellbeing	Planning	2	0	0	0	0	0	0	0	0	0		
Council Wide	Complaints Management	Planning	6	5	0	0	0	0	0	0	0	0		
Council Wide	Management and Allocation of Covid-19 grant funding	Planning	7	34	0	0	0	0	0	0	0	0	Fieldwork completion will be delayed reflecting pressures on Customer with Business Grants	
Council Wide	Health and Safety - Implementation of asbestos recommendations	Reporting	6	6	34	17	4	0	0	0	0	0	No response received from Exec Direct Place on ToR. Ongoing engagement with services on mgt responses.	
Education & Childrens Svs	Criminal Justice	Fieldwork	12	1	0	0	0	0	0	0	0	0	In fieldwork	
Education & Childrens Svs	Early Years Education and Alignment with End Poverty Delivery Plan	Planning	No response	0	0	0	0	0	0	0	0	0	Reminder sent 17/1/22 for ToR issued 7 December	
Place	Planning - householder applications and use of Uniform system	Fieldwork	5	14	0	0	0	0	0	0	0	0		
Place	The Management of Development Funding	Fieldwork	10	16	0	0	0	0	0	0	0	0	Final ToR issued on 13.01.22. Delays with receipt of information from service due to sickness absence.	
Place	Housing Property Services Repairs Management	Planning	Not yet due	0	0	0	0	0	0	0	0	0	Responses on Terms of Reference due 28/1/22	
Place	Parking and Traffic Regulations	Reporting	4	2	3	24	2	0	0	0	0	0	Ongoing engagement with service re management responses	

by virtue of paragraph(s) 8, 9 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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