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Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 31st January, 2023

Hybrid Meeting Dean of Guild Court Room - City Chambers / Microsoft Teams

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute of this meeting.

Contacts

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1. Order of Business

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

2. Declaration of Interests

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

3. Deputatations

3.1 If any

4. Minutes

4.1 Minute of Education, Children and Families of 15 November 2022 – submitted for approval as a correct record

5. Forward Planning

5.1 Rolling Actions Log

5.2 Work Programme

6. Business Bulletin

7. Executive Decisions

8. Routine Decisions

9. Motions

9.1   Motion by Councillor Burgess – Learning for Sustainability and
the Climate Emergency

"This Committee:

1.   Welcomes the Sustainability Workshop held at Darroch
annex in December with pupils, teachers, education
officers, advisors and councillors from the Education
Committee.

2.   Recognises the good work that is happening in Edinburgh
schools on sustainability including, initiatives by schools
such as Trinity Primary, St Thomas', Boroughmuir and
Holyrood High schools, the 1.5Max project and the
Edinburgh Learns for Life Sustainability board, and further
recognises from the workshop that there are significant
opportunities to be more effective in learning for
sustainability and rising to the challenge of how to engage
all schools in an already busy curriculum.

3.   Believes that given the ongoing climate and nature
emergency and the importance of young people
understanding and contributing to this transformational
challenge that learning for sustainability is a key priority for

education.

4.   Understands that there are actions at a national level to further support and enhance learning for sustainability that this council could call for including:

- Amendment of the National Improvement Framework and Improvement Plan drivers and ensuring that sustainability is a key element in a refreshed national curriculum.

- Requirement for 'How Good Is Our School?' (HGIOS) inspections to specifically report on sustainability.

- Revision of GTCS training for new teachers, and refreshing sustainability training for existing teachers, following the 2018 United Nations IPCC 'code red' report.

5.   Notes that there are also actions that could be taken at a Council level including:

- Creating a full-time Quality and Improvement Education Officer for sustainability to enhance support and co-ordination of learning for sustainability in schools and the work of the sustainability board.

- Including learning for sustainability and climate & nature emergencies in School Quality Improvement Plans.

- Climate and nature emergency training for all Council teachers and staff.

6.   Therefore, given the above, calls for a report on how learning for sustainability including the climate and nature emergencies can be developed and enhanced."

9.2   Motion by Councillor Louise Young - Queensferry/Kirkliston High School Consultation

"Committee notes:

a. The consultation on whether to extend Queensferry High School (QHS) or build a new Kirkliston High School (KHS), has recently closed on 16th January

b. Over 850 responses have been received which officers are now reviewing

c. A report will be presented to the March 2023 meeting of the Education, Children & Families (ECF) committee on the outcome of the consultation and next steps

d. A deputation by the Kirkliston Parents Association (KPSA) is due to attend the January 2023 committee meeting

e. In the consultation submission by the KPSA several questions are asked - the answers to which may be useful to members as they consider the deputation and in advance of making any decisions in March

Committee therefore requests a member bulletin to all members of the ECF Committee, by 28th February, providing answers to the KPSA submission, as detailed below:

Extension of Queensferry High School

1. Is a school of such a significant size appropriate for the location – significant impact on the surrounding area (parking, traffic, potential for anti-social behaviour, adequacy of indoor and outdoor space for sport, recreation, dining etc)?

2. What possible solutions there are for transporting children there safely given surrounding roads are narrow and residential?

3. What pre-planning advice has been sought from Planning and Roads departments?

4. Are the benefits of a larger school (as mentioned in the consultation paper) substantiated by performance in other schools greater than 1,800 in Scotland?

A new Kirkliston High School (KHS)

5. What realistic sites have been identified for a KHS, taking into account practical factors such as flood risk/high pressure gas line, and what interest shown by landowners in selling the sites?

6. Is there an opportunity for a KHS to share non-core subject choice with QHS ensuring all ends of academic spectrum are catered for?

7. Are there any other primary schools which could potentially be included in this catchment?

8. Taking a long-term view beyond the 2030 city plan, how realistic is it that there will be no further housing in and around Queensferry or Kirkliston over the next 10-20 years?

Nick Smith

Service Director, Legal and Assurance

Committee Members

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

Added Members for Education Items
Religious Representatives
Fiona Beveridge, Angela Campbell and Dr Ruhy Parris.

Parent Representatives (Non-Voting)
Alexander Ramage (Secondary School Sector Representative)
Primary School Sector Representative to be confirmed by Council on 9 February 2023

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors, 3 religious representatives and 2 parent representatives (non-voting) and is appointed by the City of Edinburgh Council. The Education, Children and Families Committee usually meets every eight weeks in the Dean of Guild Court Room in the City Chambers on the High Street in Edinburgh. There is a seated public gallery and the meeting is open to all members of the public. This meeting is being held in person with an option to dial in remotely on Microsoft Teams.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Lesley Birrell, 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.

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

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol.

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Minutes

Education, Children and Families Committee

10am, Tuesday 15 November 2022

Present:

Councillors Griffiths (Convener), Burgess, Cowdy, Davidson, Jones, Key, Kumar, Mattos Coelho, O'Neill, Walker and Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge and Dr Ruhy Parris.

Parent Representative

Alexander Ramage (non-voting)

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

a) **Deputation – Educational Institute of Scotland (Edinburgh Local Association)**

The deputation advised that EIS members had expressed increasing concern over the provision of ICT in schools. Basic functions such as being able to log on to computers in a timely fashion or operate two apps at the same time had been proving increasingly challenging.

The deputation had surveyed EIS representatives to get a clearer provision across the city and the findings of that survey was presented to the Committee.

The deputation asked the Committee to put pressure on CGI the Council's ICT provider to resolve the situation to ensure that Edinburgh's schools had an ICT system that was fit for purpose.

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

A summary was provided of the analysis of attainment in the Broad General Education (BGE) for the City of Edinburgh's primary and secondary schools for the year 2021-22.

In the majority of cases, the data for 2021-22 showed an improvement compared to 2020-21 with overall figures broadly in line with the position before the Covid-19 pandemic.

Concerns had been expressed regarding the literacy levels in Primary 4 stage, particularly in writing, and literacy levels in Secondary 3 stage compared to those for numeracy. Next steps to address these concerns and deliver further improvements were set out in the report.

Motion

1) To note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022.

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

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

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment 1

To add to the motion by Councillor Griffiths:

"Committee notes with concern the Scottish Government response to a written question which stated "there are no plans to discontinue national standardised assessments for P1 learners" in spite of the Scottish Parliament voting to halt these tests.

Furthermore, notes that prominent educational bodies have criticised these tests as adding to the pressure and mental health problems experienced by children, particularly recognising these impacts are felt more keenly by those already facing multiple adverse childhood experiences including poverty.

Therefore, calls for:

1) A report to the January Education, Children and Families Committee on the extent that Edinburgh Schools are carrying out standardised assessments for Primary 1 and the impact this has had on children's wellbeing.

2) The Convener of the Education, Children and Families Committee to write to the Scottish Government Education Secretary expressing our dissatisfaction at the continuation of these tests and requesting that the practice be halted."

- moved by Councillor Young, seconded by Councillor Davidson

Amendment 2

To add to the motion by Councillor Griffiths as verbally altered in terms of Standing Order 22.5:

1) To agree to an update on the Council's Literacy Strategy Review in two cycles.

2) To agree to an update on the Thematic Review of Literacy Across Learning in four cycles.

- moved by Councillor Jones, seconded by Councillor Cowdy

In terms of Standing Order 22(12) Amendment 2 was accepted as an addendum to the motion.

Voting

For the motion (as adjusted): - 11 votes

For the amendment: - 2 votes

(For the motion (as adjusted) – Councillors Burgess, Cowdy, Griffiths, Jones, Key, Kumar, Mattos Coelho, O'Neill and Walker; Fiona Beveridge and Dr Ruhy Parris.

For the amendment – Councillors Davidson and Young.)

Decision

To approve the following adjusted motion by Councillor Griffiths:

1) To note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022.

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

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

4) To agree to an update on the Council's Literacy Strategy Review in two cycles.

5) To agree to an update on the Thematic Review of Literacy Across Learning in four cycles.

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

2. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 20 September 2022 as a correct record.

3. Work Programme

The Committee's work programme updated to November 2022 was presented.

Decision

To note the Work Programme.

(Reference – Work Programme, 15 November 2022, submitted)

4. Rolling Actions Log

The rolling actions log updated to November 2022 was presented.

Decision

1) To agree to close the following actions:

- Action 3 – Edinburgh Learns for Life – Inclusion Annual Report
- Action 10 – Motion by Councillor Laidlaw – Preparation of School Meals
- Action 12 – Edinburgh Secure Services Update
- Action 14 – Edinburgh Learns for Life - Equity
- Action 16 – Quality Improvement and Scrutiny

2) Action 2 - Proposed Response to the Consultation on Education Reform – to agree to circulate the response to members in a briefing note.

3) Action 21 – Motion by Councillor Cowdy – YouTube Access at High School – to agree to keep this action open until the points raised in the motion had been addressed in a report back to members.

4) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 15 November 2022, submitted)

5. Business Bulletin

The business bulletin for November 2022 was presented.

Decision

To note the Business Bulletin.

(Reference – Business Bulletin, 15 November 2022, submitted)

6. Promoting Equality

A summary was presented of progress in the Equality, Diversity and Inclusion Action Plan involving early years settings, primary, secondary and special schools, the Additional Support for Learning service, Quality Improvement and Curriculum service, Lifelong Learning and partner organisations.

Information was given on the work being undertaken to raise awareness of discrimination and inequality with a sustained focus on race equality and anti-racism.

An update was also provided on the Equalities Thematic Review carried out in October 2022 including visits at St Augustine's RC High School and Holy Rood RC High School to review progress against recommendations from the March 2021 report on the investigation into allegations of racism.

Decision

1) To note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work in all aspects of education and Lifelong Learning systems, procedures and practices.

2) To agree the next steps set out in section 5.1 of the report.

3) To agree that updates on the work detailed in the report and the Action Plan be presented annually to Committee.

(References – Education, Children and Families Committee 1 March 2021 (item 15); report by the Executive Director of Education and Children's Services, submitted)

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

Information was provided on the work being undertaken as part of a multi-agency approach to meet the needs of learners within the Getting it Right for Every Child (GIRFEC) framework. This included a range of settings in mainstream schools, enhanced provision in mainstream settings, specialist provision and with the NHS and third sector partners.

Schools in Edinburgh had made significant progress in upholding their responsibilities to care experienced children and young people and was in line with meeting the calls to action set out in The Promise.

Motion

To note the significant work being carried out to support inclusion across mainstream and special schools.

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

To add to the recommendation:

"To supply information to Committee on the sources of funding for providing support services to children with additional post-covid needs, and which third party providers were assisting with the provision of these support services - to be provided within 4 weeks and by briefing note."

- moved by Councillor Young, seconded by Councillor Davidson

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

1)   To note the significant work being carried out to support inclusion across mainstream and special schools.

2)   To supply information to Committee on the sources of funding for providing support services to children with additional post-covid needs, and which third party providers were assisting with the provision of these support services - to be provided within 4 weeks and by briefing note.

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

8.   Quality Improvement and Scrutiny Update

Updates were submitted in response to additional recommendations by Committee relating to visits and reports on schools undertaken by the Quality Improvement and Curriculum Service (QICS).

The following schools had experienced a follow-through visit following an Education Scotland inspection pre-Covid:

- Boroughmuir High School
- St Augustine's RC High School
- Gracemount Primary School
- Granton Primary School

A supported self-evaluation process had been undertaken with Holy Rood RC High School and key strengths and next steps had been identified as set out in the report.

St John Vianney RC Primary and St Crispin's School had both participated in the National Thematic Inspections focussing on inclusion and feedback would be provided in the Overview of National Practice document on completion of the national inspection.

Decision

1)   To note the updates provided in response to the additional recommendations requested by Committee on 20 September 2022:

- to provide a copy of all recent Quality Improvement and Curriculum Service (QICS) school reports to members of the committee and relevant ward councillors
- to provide an update on support to Gracemount High School

- to provide an update on any new inspection visits which had taken place during September to December
- to provide a report on any school that received a less than satisfactory rating for any individual score to allow for detailed discussion and scrutiny.

2) To agree the next steps as set out in section 5 of the report as follows:

- to undertake a follow-through visit to Ratho Primary School in November 2022
- to undertake planned SSEs in October/November to:

    - Forrester High School

    - Drummond High School

    - James Gillespie's High School

    - Wester Hailes High School

    - Queensferry Community High School

    - Pirniehall Primary School

- to continue to review capacity and risk register to plan future programme of supported self-evaluation processes.

(References – Education, Children and Families Committee 20 September 2022 (item 11); report by the Executive Director of Children's Services, submitted)

9. Edinburgh Child Protection Committee – Annual Report 2021-2022

The Edinburgh Child Protection Committee Annual Report for 2021-2022 was presented. The report summarised the work of the multi-agency strategic partnership within the past year and highlighted the core business of the Committee as well as areas of strength and good practice alongside identified priority areas for the coming year.

Motion

1) To note the content of the Edinburgh Child Protection Committee Annual Report 2021-2022.

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

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

To add to the motion by Councillor Griffiths and verbally altered in terms of Standing Order 22.5:

"To circulate by email to members timelines for the delivery of the areas of work set out at 5.2.1 to 5.2.3, detailing what is being delivered by what target date during the 'coming year' mentioned at 5.1."

- moved by Councillor Young, seconded by Councillor Davidson

In terms of Standing Order 22(12), the amendment as adjusted was accepted as an addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

1) To note the content of the Edinburgh Child Protection Committee Annual Report 2021-2022.

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

3) To circulate by email to members timelines for the delivery of the areas of work set out at 5.2.1 to 5.2.3 of the report, detailing what was being delivered by what target date during the 'coming year' mentioned at section 5.1.

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

10. Chief Social Work Officer Annual Report 2021-2022

The Chief Social Work Officer's Annual Report for 2021-2022 was presented. The report provided a broad outline of some of the key issues facing social work and social care in Edinburgh and included data on statutory services, areas of decision making and set out the main developments, challenges and performance.

Decision

To note the Chief Social Work Officer's Annual Report for 2021-2022.

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

11. Headteacher Recruitment Process for All Schools

A proposed new procedure was proposed for the recruitment and selection of headteachers across all sectors of the school estate in the City of Edinburgh.

Decision

To approve the recruitment process for the appointment of all new, permanent headteachers to the City of Edinburgh Council.

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

12. Establishment of the City of Edinburgh Council Corporate Parenting Board

Proposals were presented to establish a Corporate Parenting Board within the Council. Information was provided on the previous monitoring and scrutiny arrangements which were in place through the Corporate Parenting Member/Officer Group, the rationale for this to be changed and the proposed new structure.

Decision

1) To agree the need for a dedicated Corporate Parenting Board whose task it was to monitor and further improvements for Edinburgh's care experienced community.

2) To agree that the Convener of the Education, Children and Families Committee be appointed a member of the City of Edinburgh Council's Corporate Parenting Board.

3) To agree the membership and oversight structure of the proposed Corporate Parenting Board.

4) To discuss the political balance of elected member representation on the Board.

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

13. Revenue Monitoring 2022-23 – Month Five Position

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

A review of pressures and savings within the budget indicated a projected net pressure of £4.0m after assumed corporate provisions for continuing COVID impacts on the service. This represented an increase of £1.5m from the position reported to Committee in September 2022.

Work was ongoing to identify mitigating measures to reduce the existing pressures and to identify and implement management actions required to address these.

Decision

1) To note the estimated net residual budget pressure of £4.0m at month five.

2) To note that a further update would be provided to Committee later in the year on the month nine position.

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

14. Finance for Equity Update

An update was submitted on the current education commissioning activity and how this was expected to identify, review and address gaps in service provision and develop contractual arrangements to allow delivery of services aligned to closing the poverty related attainment gap.

Information was also provided on the work of the planning and development of teams around the learning communities to respond to their local context by pooling resources considering best practice to facilitate collaboration and opportunities for synergies, including poverty prevention, capacity building, empowerment, subsidiarity, sustainability and best value.

Decision

To note the update provided in relation to schools and lifelong learning third party spend and finance for equity.

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

15. Renaming the Education and Children's Services Directorate

Approval was sought to rename the Education and Children's Services directorate to better reflect the changes within the directorate, put children at the forefront and be more inclusive.

Decision

To continue consideration of the report to the next meeting of the Committee scheduled for 31 January 2023.

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

16. Appointments to the Gaelic Implementation Steering Group

The Committee was required to appoint membership of the Gaelic Implementation Steering Group. The proposed membership, remit and structure was set out in the appendix to the report.

Decision

1)	To approve the membership structure for the Group.

2)	To agree that political groups would advise officers of their nominated representatives on the Group.

(Reference – report by the Interim Executive Director of Corporate Services, submitted)

17. Edinburgh Secure Services Update

An update was provided on work being undertaken to progress the Edinburgh Secure Services and Residential Consolidation Improvement Plan which was an amalgamation of the recommendations identified in three separate investigations and enquiries carried out into residential care in Edinburgh.

The Service had undertaken a review of a number of processes to ensure safer recruitment, performance management, supervision, use of restraints, complaints and managing allegations of abuse against members of staff.

Decision

To note the positive progress made and agree that further updates be presented to the Education, Children and Families Committee.

(References – Education, Children and Families Committee 3 May 2022 (item 2); report by the Executive Director of Education and Children's Services, submitted)

18. Motion by Councillor Davidson – Internet Safety

The following motion was submitted by Councillor Davidson in terms of Standing Order 17 and verbally altered in terms of Standing Order 22.5:

"Committee notes:

- That when it was brought to the attention of council officers that children and young people were able to access inappropriate material on council devices, access to YouTube was temporarily suspended on safeguarding grounds

- The Scottish Government Internet Safety Action Plan expects education in school to encourage innovation, build confidence and teach responsibility in the use of technologies and staying safe online.

- The Health and Wellbeing Curriculum includes provision for digital safety and risk management education for children and young people.

- Comments by the delegation from James Gillespie's High School "Pupil Voice" to October full council that many of them had never been given lessons in digital safety and risk management.

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

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

- What initiatives are being carried out in relation to promoting internet safety education in schools and any examples of good practice or innovative ideas that could be spread more widely.

- The outcome of further consultation with the various youth representative bodies in the city in order to ensure that children and young people's voices are being considered in this process and their needs identified.

- A timeline for rolling out further support and education during the rest of the current academic year and how this will be integrated into standard practice from 2023/24 academic year onwards.

- moved by Councillor Davidson, seconded by Councillor Young

Decision

To approve the motion by Councillor Davidson.

19. Response to Whistleblowing Investigation Report – Edinburgh Secure Services – referral from the Governance, Risk and Best Value Committee

The Committee in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, excluded the public from the meeting during consideration of the following item of business for the reason that it involved the likely disclosure of exempt information as defined in Paragraphs 1, 12 and 15 of Part 1 of Schedule 7A of the Act.

The Governance, Risk and Best Value Committee had referred a report on the major investigation outcome report on Edinburgh Secure Services to this Committee for consideration.

Decision

To note the report.

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

20. Edinburgh Secure Services Update

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 work being undertaken to progress the Edinburgh Secure Services and Residential Consolidation Improvement Plan which was an amalgamation of the recommendations identified in three separate investigations and enquiries carried out into residential care in Edinburgh.

Decision

Detailed in the confidential schedule to this minute as signed by the Convener.

(References – Education, Children and Families Committee 3 May 2022 (item 2); report by the Executive Director of Education and Children's Services, submitted)

by virtue of paragraph(s) 1, 5, 7 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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Education, Children and Families Committee

31 January 2023

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1		**Funding for excursions for educational purposes**	1) To note the value of school residential excursions for pupils but also the pressures, often hidden, felt by many families around the costs. 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	Executive Director of Education and Children's Services	March 2022 December 2021		**January 2023** Regarding specific types of UK residential visits (package tours and self-led) and overseas visits, the new proposed approval process was shared with the Head Teacher Executive and reviewed by a small working group, including senior school staff. These resources incorporate educational

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			proofing the school day agendas. 3)　To agree to forward the costs at Appendix 9.1 for creating a city-wide fund to the next Finance and Resources Committee for future budget consideration, along with any other identified funding information. 4)　To agree that the Convener write to the Scottish Government to ask that a residential school excursion be considered for national funding. 5)　To ask officers to report back to Committee in one cycle on the full				effectiveness and minimising financial risks, as well incorporating wider Council priorities linked to equity, equality and environmental sustainability. This is sector-leading work and the resources plus guidance will be launched in January, thus allowing approved visits to commence (subject to meeting the new criteria). Other equity work continues, including a November workshop with Primary Head Teachers. Good

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			scope of possible alternative and equitable options, including EPIC days and on all of the above. 6) To request that a briefing be circulated to members in early 2022 on the funding needed to implement the poverty proofing policies prior to consideration of the Council budget.				practice was shared and an action plan for future work created. A new school improvement toolkit is being developed, which also incorporates equity. Further details on progress and forward planning are contained in the January 2023 Outdoor Learning Committee Report. This report contains links to past Committee Reports including a March 2022 Equity Update.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							November 2022 Proposals including draft resources were approved to be trialled and will be implemented shortly. These will include poverty/equity. These resources are due to be reviewed by a small group of Head Teachers and will then be implemented into the new and updated Excursions Policy and support wider guidance such as Finance for Equity resources. This work is coherent with the aims to poverty

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							proof the school day, which were exemplified by Head Teachers at the Equity workshop for elected members in September 2022 at The Royal High School. The three aims of The City of Edinburgh Council Pupil Equity Framework (minimising costs and reducing pressure on family budgets; ensuring equal access to opportunities, regardless of income; and reducing poverty-related stigma) remain key

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							priorities across all schools, and equity of access to excursions is integral to this. Please use the link to see a previous report that went to committee: https://democracy.edinburgh.gov.uk/documents/s41074/7.12%20School%20Excursions%20Equity%20Update.pdf **September 2022** Item 6 – briefing will be prepared and circulated to Education, Children and Families Committee Members.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							December 2021 Report considered by Committee at its meeting on 7 December 2021
2	07-12-21	**Response to Consultation on Education Reform**	1) To note the response to the Consultation on Education Scotland Reform. 2) To request updates on how the Education Reform proposals would be addressed through strategic planning within Education and Children's Services.	Executive Director of Education and Children's Services	January 2023		**January 2023** Briefing will be circulated by the end of January. **November 2022 Update** Committee agreed that the consultation response would be issued to members in a briefing note. **September 2022 Update** Education Reform will be ongoing for the next few months. We will be consulting with

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							parents and carers, and young people, and with Headteachers at various points as the overall project unfolds
3A	15-12-20	**Motion by Councillor Laidlaw – Delivery of School Sports**	1) Motion approved subject to the Committee political group leads being consulted immediately on any potential requirement to review the delivery of school sports should Edinburgh be moved into the Scottish Government's Protection Level 3. 2) To circulate a briefing note to committee members on: • the impact of the Covid restrictions on the delivery of curricular	Executive Director of Education and Children's Services	Early 2023 ~~December 2021~~		**November 2022** A report will come to EC&F committee early 2023 on sports in schools which will cover all the remaining items from Councillor Laidlaw's motion. **December 2021** On 7 December 2021, Committee agreed to keep actions 10A and 10B open until the questions and

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			(Nat5, Higher, Advanced Higher) sports. • the position of CEC and their delivery of school sports in comparison to other local authorities across Scotland • Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate 3) To note that a response would be sent to the Edinburgh Parent Council Network to the points raised in their written deputation. 4) To confirm if the above response had been sent to the Edinburgh Parent Council Network via Headteachers.				concerns raised in the composite motion at the October meeting had been addressed. **March 2021 Update** Committee on 2 March 2021 agreed that a meeting be arranged between political group leads to discuss the return of school sports prior to the Easter Holiday break. Parents and carers to be informed of the outcome of this discussion.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3B	24.08.21	**Motion by Councillor Laidlaw – School Sports and Extra Curricular Activities**	1) Motion approved 2) To include information on in-school school lets in the report. 3) To include any outstanding or new requests from groups that have not been actioned at the time of the report coming to Committee.	Executive Director of Education and Children's Services	Early 2023 ~~October 2021~~		**Please see 3A** **December 2021** On 7 December 2021, Committee agreed to keep actions 10A and 10B open until the questions and concerns raised in the composite motion at the October meeting Superseded by composite motion agreed at October Committee meeting. Please refer to Action 10

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
4	02-03-21	**Holiday Support for Children Affected by a Disability**	1) To note the current provision for holiday support for children affected by a disability. 2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays. 3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018. 4) To agree to engage with parents as soon as possible and specifically	Executive Director of Education and Children's Services	March 2023		**January 2023** A report will come to March Committee. **November 2022** Item 7 - We have explored this option but unfortunately it is not a viable option based on what is available linked to the profile of potential staff we would use. **October 2021** An update was provided in the business bulletin for the October Committee meeting on the summer 2021 holiday playscheme and included an update

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				on engagement with SQA.
			5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme.				
			6) To confirm that the presumption was not for a reduced service but for an improved service with funding remaining at least at the current levels and being open to all				

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
5	18-05-21	**Business Bulletin – Outdoor Learning, Homelessness Prevention Group and Response to Incidents Survey**	1) To update Committee on outdoor learning and the Council's next steps to implement this following the release of Scottish Government's updated guidance on outdoor learning. 2) To circulate a briefing note and impact statement from the Homelessness Prevention Group.	Executive Director of Education and Children's Services	August 2021	August 2021	**Decisions 1) and 2) closed by Committee on 12 October 2021.** 1. An update on decision 1) was included in the School Excursions report on 24 August 2021. 2. A briefing note was circulated to members on 17 June 2021.
			3) To bring an update on the Response to Incidents Survey via the Business Bulletin at the 24 August 2021 Committee.		March 2023 ~~June 2022~~		**January 2023** A report on Behaviours of Concern will come to March committee. **November 2022** Update to come to January committee

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							December 2021 An update will be included in the Inclusion Report scheduled to be submitted to Committee in June 2022.
6A	01.03.2022	**Gaelic Medium Education (GME) Update**	1) To request a revised report in one cycle that contains the following information: 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	Executive Director of Education and Children's Services	September 2022		**September 2022** A report was submitted to Committee on 20 September 2022.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and immersion challenges.				
			c. 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				

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

			d) Information on whether discussions have been had with current stakeholders regarding medium-term future of the following sites:
			
			   i. Russell Road depot
			
			   ii. Royal Victoria Hospital Site
			
			   iii. Drummond bus depot
			
			   iv. Princess Alexandra Eye Pavilion
			
			   v. Police Scotland Fettes (details of decommissioning and indicative land values)
			
			2) The report to also include a timeline setting				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			out key decision making milestones				
			3) To note that the Convener would share the latest response from the Cabinet Secretary for Education & Skills with committee members and Comann Nam Pàrant.				
6B	20.09.22	**Gaelic Medium Education (GME) Update**	1) To agree to further engagement with the Gaelic community through reconvening the Gaelic Implementation Group with the same representation as previously constituted in 2021-22 to discuss the current position and explore future proposals, if alternative sites become available. 2) To agree that the Gaelic Implementation Group should have its first	Executive Director of Education and Children's Services	January 2023 ~~December 2022~~		**January 2023** A meeting of the Gaelic Implementation Steering Group was held on 23 January 2023.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			meeting in advance of the next meeting of the Education, Children & Families Committee scheduled for 15 November 2022.				
7	01-03-2022	**Report Regarding Petition – Review Cuts to English as an Additional Language Provision for Dalry Primary School**	1) To agree that an update is presented in October 2022 to report on the overall evaluation of the implementation of Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School: 2) To agree that an update is presented in December 2022 to report on the recommendations and actions detailed in the Integrated Impact Assessment.	Executive Director of Education and Children's Services	November 2022		**November 2022** (1) Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School were completed in June 2022. This involved planning and teaching alongside class teachers, training, and wider development work. The intended outcomes were achieved, with data showing

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							positive impact on teaching, learning and attainment for learners at all stages of English language acquisition. Phase 3 started in August 2022, with EAL Specialist teachers continuing to support the school to consolidate and embed practice. **(2) Evaluative Statement October 2022** Almost all (26 out of 30) recommendations and actions have been completed, fully or partially. 4 (out of 30) recommendations and actions are

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							planned. This process is ensuring that we continue to strengthen practice for bilingual and minority ethnic learners to ensure equality of opportunity and outcome.
8	07-12-21	**Motion by Councillor Perry – Support for Teachers and School Staff**	"Committee acknowledges the challenges outlined in the EIS email that was sent to committee members recently. We recognise this as one of the toughest times in educational history for our teachers and school staff due to pandemic related issues. Committee expresses its deep gratitude for the sheer workload that all school staff have undertaken to keep our schools open and to	Executive Director of Education and Children's Services	March 2022		**November 2021** All items complete with the exception of item 2 – we will provide a report on the PSA role in early 2023

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			ensure that there is no further educational impact on our children and young people. Consequently, Committee agrees: 1. To write to the Scottish Government and Education Scotland and ask them to suspend school inspections during such challenging times. 2. To ask officials to report back early in the new year on the work being undertaken to improve Pupil Support Assistants' terms and conditions. 3. To communicate to parents the				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			challenges facing schools in this recovery phase and the efforts teachers and school staff are making to keep schools open." To note that the Convener and Vice-Convener intended to write to teachers and school staff on behalf of the Committee to thank them for their continuing commitment and efforts throughout the pandemic.				
9	01-03-2022	**Business Bulletin – Supporting Teach for the Future**	To note that a detailed report on supporting Teach the Future would be submitted to the next meeting of the Committee on 21 June 2022.	Executive Director of Education and Children's Services			**September 2022** The Edinburgh Learns Sustainability Group have prepared an annual report and plan which will be circulated to the Education, Children

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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
10	25.08.2022 (Council)	**Appointment of Religious Representatives to the Education, Children and Families Committee**	To request an update in the Business Bulletin of the next Education, Children and Families Committee on: • Appointment of a second parent member to the committee to facilitate representation from both primary and secondary school parents. • Progress with establishing a children and young people's liaison group as agreed	Executive Director of Education and Children's Services	January 2023		**January 2023** Primary sector parent representatives will be confirmed at the Full Council Meeting on the 9 February 2023 A further report went to full Council on the Young People's Assembly in November 2022 asking: Council is

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			by committee in March 2022.				asked to approve the proposal to develop a young people's assembly **November 2022** Secondary sector parent representative appointed (Alexander Ramage) and the primary sector representatives will be confirmed at the EC&F committee on the 15 November. **November 2021** Point 1 – Update to be provided after the next Consultative

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Committee with Parents meeting on the 8 November. Point 2- A further report is being submitted to full council in November which should address this request.
11	20.09.2022	**Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare**	To agree to provide full detailed reports on the Gross Early Learning Annual Budgets for 2020/21 and 2021/22 to show how the Gross Early Learning Total Budget is allocated to the Private, Voluntary, Independent Sectors and the Local Authorities and how these allocations are calculated.	Executive Director of Education and Children's Services	January 2023		**January 2023** A briefing has been prepared for members.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
12	20.09.22	**Motion by Councillor Young – West Edinburgh High School**	To bring a report to the Education, Children and Families Committee in November on the outcome of discussion with West Lothian Council and if agreeable, setting out the next steps for the formal catchment consultation process.	Executive Director of Education and Children's Services	tbc		
13	20.09.22	**Motion by Councillor Burgess – Outdoor Learning for Edinburgh Schools**	To request an update report on outdoor learning in Edinburgh schools including in particular; • How outdoor learning is delivered day-to-day in Edinburgh schools; • The coverage and frequency of provision of outdoor learning across all schools, particularly primary schools;	Executive Director of Education and Children's Services	January 2023		Report on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• How schools and teachers are supported to provide outdoor learning; • Plans for further development of outdoor learning."				
14	22.09.22 (Council)	**Motion by Councillor Miller – Bikeability in all Primary Schools**	To call for a report to the Education Children and Families Committee within 2 cycles outlining the path to 100% Bikeability for Edinburgh's primary schools, including but not limited to: a) Support for Active Schools to promote Bikeability uptake by schools not currently offering both Level 1 and 2. Work with Head Teachers and Active Schools to identify any barriers to uptake and	Executive Director of Education and Children's Services	January 2023		Report on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			providing recommendations on ways to address these. b) Methods for re-communicating the scope and the benefit of the free offer to schools "				
15	27.10.22 (Council)	**Motion by Councillor Gardiner – Information about Vaping**	Council requests a report to Education, Children and Families Committee within one cycle which considers a coordinated approach involving council school staff, NHS Lothian school nurses to raise awareness and provide evidence based public health information in schools and across services for young people about any potential health side effects from vaping to ensure young people are well informed	Executive Director of Education and Children's Services	January 2023		Update is in the Business Bulletin for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			about the choices they make.				
16	27.10.22 (Council)	**Motion by Councillor Cowdy – YouTube Access at High Schools**	1) To instruct the Director of Education to prioritise resources to resolve the outstanding issues so that YouTube access is restricted no later than Monday 7th November, or failing this, agrees to provide access to senior pupils in S4, S5 and S6 in the interim, with a report to the Education Committee on 15th November for a decision over how to return access for all other pupils, with a suitable parental information and choice communications plan. 2) Agrees that the Education and IT teams work to ensure that as	Executive Director of Education and Children's Services	January 2023 November 2022		**January 2023** An update to both points is provided in the Technology in Education report on the agenda for January committee. **November 2022 Update** Committee agreed to keep this action open until the points raised in the motion had been addressed in a report back to members. The works carried out to enhance the YouTube restrictions have

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			safe access as possible for pupils is restored as soon as technically possible and an update report on progress to come the Education, Children and Families Committee in one cycle."				been successful. A new configuration is available and will reinstate YouTube access for Students on their Empowered Learning iPads. The rollout is underway but due to the large number of devices, may take a few days to roll through to every device.
17	27.10.22 (Council)	**Motion by Councillor Jones – Absenteeism in Schools**	Council calls for a report in one cycle to Education, Children and Families Committee to report on how schools are addressing absenteeism with specific reference to: 1) Ensuring schools identify children who have had less than	Executive Director of Education and Children's Services	January 2023		**January 2023** Interim update report on this agenda with a further Thematic Review of Attendance coming to March Committee.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			85% attendance in the years following covid in order to support them. 2) Whether schools are providing tailored catch-up plans for the children noted above with specific measurable achievable learning outcomes for each child; 3) Whether provision of private one-to-one tuition or small group tuition is available outside the normal school day. Where the above is not in place, what steps the Authority can take to assist Headteachers in providing pupils with increased assistance to improve				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			attendance and, ultimately individual attainment."				
18	15.11.22	**Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools 2021-22**	1) To note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022. 2) To agree the next steps as outlined in section 5 of the report. 3) To agree to receive further annual reports on attainment and improvements in performance. 4) To agree to an update on the Council's Literacy Strategy Review in two cycles.	Executive Director of Education and Children's Services	April 2023 (Action 4) August 2023 (Action 5)		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			5) To agree to an update on the Thematic Review of Literacy Across Learning in four cycles.				
19	15.11.22	**Getting it Right for Every Child – Inclusion in City of Edinburgh Schools**	1) To note the significant work being carried out to support inclusion across mainstream and special schools. 2) To supply information to Committee on the sources of funding for providing support services to children with additional post-covid needs, and which third party providers were assisting with the provision of these support services - to be provided within 4 weeks and by briefing note.	Executive Director of Education and Children's Services	January 2023		**January 2023** This has been delayed and should be issued by the end of January Action 2 – briefing note to be issued to members within 4 weeks

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
20	15.11.22	**[Edinburgh Child Protection Committee – Annual Report 2021-22](#)**	1) To note the content of the Edinburgh Child Protection Committee Annual Report 2021-2022. 2) To note the positive contribution made by services across the city in keeping children safe. 3) To circulate by email to members timelines for the delivery of the areas of work set out at 5.2.1 to 5.2.3 of the report, detailing what was being delivered by what target date during the 'coming year' mentioned at section 5.1 of the report.	Executive Director of Education and Children's Services	January 2023		**Recommended for closure** Action 3 – Requested information was emailed to members on 21 November 2022.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	15.11.22	**Motion by Councillor Davidson – Internet Safety** ([see agenda](#))	Committee therefore requests a report to Education, Children & Families within 2 cycles containing the following: • The current guidance given to schools/headteachers and parents/carers on expectations regarding education on digital safety and risk management. • What initiatives are being carried out in relation to promoting internet safety education in schools and any examples of good practice or innovative ideas that could be spread more widely. • The outcome of further consultation with the various youth representative bodies in	Executive Director of Education and Children's Services	April 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the city in order to ensure that children and young people's voices are being considered in this process and their needs identified. • A timeline for rolling out further support and education during the rest of the current academic year and how this will be integrated into standard practice from 2023/24 academic year onwards.				
22	24.11.22 (Council)	**Motion by Councillor Kumar – Care Experienced Protected Characteristic**	"Council: 1) Recognises our collective responsibility as corporate parents and our commitment for the delivery of 'The Promise' that Scotland's children and young people will grow up loved, safe, and respected. 2) Agrees the Council should add 'Care	Executive Director of Education and Children's Services	April 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Experienced' as an additional protected characteristic in the Council's Integrated Impact Assessments where Care Experienced people is used to describe anyone who is currently, or has been, in the care system. For example, kinship care, looked after at home, foster care, residential care, secure homes, and adoption. 3) Notes that the addition of this protected characteristic would formally recognise the impact of any policies and decision making might have on care experienced people. 4) Notes that councils in Manchester, Cumbria, Cumberland Council and Westmorland and Furness Council; and Ashfield District Council in				

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Nottinghamshire have made a similar move to include Care Experienced as a protected characteristic. 5) Requests a report to the Education, Children and Families Committee in two cycles to scope the implementation of this additional protected characteristic."				
23	24.11.22 (Council)	**Motion by Councillor Lezley Marion Cameron – Safeguarding of Children, Young People and Adults at Risk**	Council has statutory responsibilities as a public body in respect of the safeguarding of children, young people and adults at risk. Council is committed: • To creating an organisational culture which prioritises and promotes the importance of safeguarding and the	Executive Director of Education and Children's Services	April 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			welfare of all children and adults at risk;				
			• To protecting children, young people and adults at risk from abuse;				
			• To ensuring all Council policies and procedures pertinent to statutory safeguarding responsibilities are designed, implemented, monitored and audited in an open, transparent, democratically accountable way. Council notes: • The remit and focus of The Scottish Child Abuse Inquiry, established by the Scottish Government, is on historic abuse				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and specific to children in care; • The Children's and Young People's Commissioner of Scotland Annual Report to the Scottish Parliament, Page 29, "Child Protection and Safeguarding" (CYPCS-AR-2022.pdf); Council: • Supports the calls for the strengthening of accountability, oversight and public scrutiny of the systems for reporting disclosures to public bodies in Scotland, and how such disclosures are handled, investigated, reported and				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			recommendations from report findings are implemented;				
			• Welcomes the recent call for the next phase of the SCAI which will look into residential and secure services and commits to giving the enquiry its full support.				
			• Welcomes the next phase of the Scottish Child Abuse Inquiry (phase 8) which will begin in the second half of 2023 holding public hearings about abuse of children in residential and secure accommodation				
			• Commits to fully engage with the				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			process and requests officers in the children and families directorate give the enquiry their full support.				
			• Council notes that CYPSCS Annual Report highlights the ongoing extent of inappropriate restraint/physical intervention as a potential safeguarding concern.				
			• Council calls for a report to the Education, Children and Families Committee within two cycles detailing what steps are being taken in CEC settings to firstly reduce incidences of restraint				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and physical intervention and secondly to improve recording of these incidents. • Council requests that the Integration Joint Board consider commissioning a similar report into adult settings.				
24	17.01.23 (Policy and Sustainability Committee)	**Emergency Motion by Councillor Day – LOVE Gorgie Farm**	Committee is asked to: • Note that LOVE Learning have walked away from running Gorgie Farm. • Recognise the importance of the Farm to volunteers, mental health and vulnerable families, and for staff and volunteers, to care for the animals	Executive Director of Education and Children's Services	January 2023		Report is on the agenda for this meeting.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			temporarily on site while a way forward is investigated. • Recognises that the last 40 years Gorgie City Farm has been the jewel in the crown in terms of attractions in an urban setting. • Recognises it has been a lifeline for residents and volunteers in terms of their social activity and isolation and has provided an exceptional training service for those with additional support needs. • Appreciates the Farm attracts groups of school children who have often never had contact with live				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			animals. It also hosts tens of thousands of visitors from within and outwith Edinburgh.				
			• To commit to an ongoing Farm and its social and community benefit on the existing site.				
			• To note a public meeting was held on 9th January 2023.				
			• To note the Cross-Party Meeting with MSPs, Group Leaders and Local Members with the Executive Director of Education and Children's Services, and the Service Director for Sustainable Development, to				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			discuss options for a sustainable future for the Farm took place on 11th January 2023. • To note the Council Leader will continue discussions with the Steering Group from the Save Gorgie Farm Campaign. • To request an update to the next Education, Children and Families Committee on 31st January 2023 on the current situation and any ongoing discussion / opportunities to support a new sustainable model for Gorgie Farm which is fit for the future.				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• To delegate power to the Chief Executive to TUPE two full-time equivalent staff subject to consideration of the costs of running the facility, who will take responsibility for the essential upkeep of the Farm, the care of the animals, maintaining links with volunteers and public until a new operator is in place. The remaining discretionary grant fund should be utilised to cover any additional costs until the staff can be TUPE'd to a new operator subject to confirmation that the costs can be covered				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			by the funding within the discretionary grant fund and that legal checks are in place.				

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Work Programme

Education, Children and Families Committee
31 January 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Douglas Pirie	Education and Children's Services	Quarterly	March 2023 June 2023
2	South East Improvement Collaborative	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
3	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023
4	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Linda Lees	Education and Children's Services	Annual	March 2023
5	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Education and Children's Services	Annual	March 2023

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THE CITY OF EDINBURGH COUNCIL

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	March 2023
7	Reducing Child Poverty	Six Monthly	Linda Lees	Education and Children's Services	Six Monthly	June 2023
8	Youth and Children's Work	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023
9	Senior Phase Attainment	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023
10	Edinburgh Learns Equity	Annual Report	Lorna French	Education and Children's Services	Annual	September 2023
11	Education Standards and Quality Improvement Plan 2021-2024	Annual Report	Jackie Reid	Education and Children's Services	Annual Report	September 2023
12	Early Years Partner Provider – Hourly Rate for Funded Early Learning Childcare	Annual Report	Lynn Patterson Donna Murray	Education and Children's Services	Annual	September 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
13	Educational Attainment in Broad General Education	Annual Report	Lorna French	Education and Children's Services	Annual	November 2023
14	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Education and Children's Services	Annual	November 2023
15	Promoting Equality	Annual Report	Lorna French	Education and Children's Services	Annual	November 2023
16	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Education and Children's Services	Annual	November 2023

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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 31 January 2023

•EDINBVRGH•
THE CITY OF EDINBURGH COUNCIL

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Joan Griffiths	Councillor Joan Griffiths (Convener) Councillor Key Councillor Kumar Councillor Mattos Coelho Councillor Walker Councillor Young Councillor Burgess Councillor O'Neill Councillor Cowdy Councillor Jones Councillor Davidson **Added Members for Education Matters** **Religious Representatives** Mrs Fiona Beveridge Angela Campbell Dr May Ruhiyyih Parris **Parent Representatives** Alexander Ramage secondary sector parent representative Primary sector parent representatives will be confirmed at the Full Council Meeting on the 9 February 2023	Nickey Boyle, Executive Support 0131 469 5725

	Recent news	Background/Contact

Recent news

Vaping in schools

Background

We are aware that vaping is becoming an issue in schools with some evidence suggesting young people are vaping in class, corridors and in school toilets. Vaping is not for children. While it can help people quit smoking, the advice is, if you don't smoke don't vape. However, most children who try vaping, have also tried smoking, and vaping is far less harmful than smoking, which kills up to two thirds of smokers.

Vaping is not permitted in Council premises. It is illegal for young people under 18 to buy vapes or for someone to buy a vape for a young person under 18.

Currently we do not have a consistent policy on vaping in our schools.

Data

The HWB Census administered last session asked the following question to S2 and S4 pupils;

How often do you use e-cigarettes/vape at present?

4691 responses were given to this question across the city.

	Every day	At least once a week, but not everyday	Less than once per week	I do not use e-cigarettes/ vape	Prefer not to say
S2	43	57	65	2,460	160
S4	89	66	87	1,566	98

Around 400 pupils, or 9%, of S2 and S4 respondents had used an e-cigarette/vape. This was 6% in S2 and 13% in S4.

The latest national (UK) data shows the proportion of children vaping is rising, up from 4% in 2020 to 7% in 2022, alongside the growing popularity of disposable vapes. The number of children who admit to ever trying vaping has risen from 14% in 2020 to 16% in 2022. However, the vast majority of under 18s who have never smoked, have also never vaped, and only 1.9% have vaped more frequently than once or twice. (ASH guidance on developing school policies on vaping)

Background/Contact

Janice Watson

Quality Improvement Officer

Curriculum

The Health and Wellbeing curriculum supports children and young people to assess and manage risk, to understand about topics such as vaping and any impacts on health. It also supports them to access practical and emotional help. Specifically, children and young people learn the following in relation to substance misuse;

- The impact of substances on health - positive and negative and legal implications (E – 4th level)

- Pressures (peer/culture/media) and substance use (2nd - 4th level)

- The impact of substances on behaviour and decision making (2nd – 4th level)

- Assessing and managing risk in relation to substance use (2md – 4th level)

- The impact of substance use on health (2nd – 4th level)

Resources

Currently we sign post to two main resources for primary/secondary/special schools to use to support this aspect of the curriculum;

[Young people and vaping | ASH Scotland](#)

- Information on young people and vaping
- Activities and resources
- Training opportunities
- Workshops and resources for young people

[I Am Me Scotland Learning Platform (iammescotlandeducation.org.uk)](#)

This is a new substance misuse toolkit developed by Renfrewshire Council . This has been shared with secondary PSE Network via new PSA toolkit and to primary schools via the HWB Network. The lead for this resource is to present at the next Primary HWB Network meeting. This will then enable us to update our HWB Early to Second Level progression frameworks to include this resource.

NHS Support

Karen Holmes, Clinical Nurse Manager, Health Visiting West & School Nursing Service, is aware of the need to provide support to schools in this area.

The following information was recently shared with our School Nurse leads in preparation for potentially supporting schools as part of their early intervention/prevention work.
[New national vaping guidance for schools released by Action on Smoking and Health - ASH](#)

ASH-guidance-for-school-vaping-policies.pdf
Young people and vaping | ASH Scotland
young-people-and-vaping.pdf (ashscotland.org.uk)
ASH Scotland eLearning (ashscotlandmoodle.org.uk)

School nurses are keen to work in partnership with schools, supporting health prevention programmes as part of the CFE and I aim to look at our Health Promotion programmes early in the New Year and look to support schools.

Robbie Preece, Health Improvement Lead Tobacco Control, NHS Lothian

NHS Lothian agree that vaping is not for children, but that as a public health approach, it is supporting the reduction of combustible nicotine use which is the number one cause of ill health in the UK. In terms of risk-taking behaviour, vaping is considerably less harmful than other behaviours young people experiment with, therefore a proportionate approach to this issue is advised.

A careful selection of resources are advised to ensure a balanced approach to the curriculum. ASH Scotland (as opposed to ASH) resources are considered to be slightly out of sync with academic research.

Useful signposting from NHS Lothian
New national vaping guidance for schools released by Action on Smoking and Health - ASH

ASH-guidance-for-school-vaping-policies.pdf
NHS Health are keen to work with us to help develop a consistent approach to the issues and are happy to be involved in a SLWG.

Children's Partnership

- Quality Improvement Officer is attending their next meeting to discuss collaboration, next steps and an agreed approach to this issue in schools.

Possible next steps

Reflect on the new national vaping guidance for schools released by Action on Smoking and Health.

Develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners (NHS Health, Fast Forward, School Nursing Service) to provide consistency across the school estate.

Provide consistent information to schools to share with children/young

people, staff, parents and the wider school community.

Update HWB curriculum to include new and relevant resources

Work with other LA teams to support this agenda e.g. Lifelong Learning, Trading Standards

Share above via a HT Briefing

Risk Factory

Update from November Committee:

Action: - Officers to work with the City of Edinburgh Council (CEC) communications and media colleagues to promote the recruitment of volunteers for the Risk Factory:

Caroline Wilson

Risk Factory Officer

> Risk Factory Officers met with CEC Communications and Media colleagues to look at the recruitment of volunteers and agreed a plan.

> The Council's Facebook, Twitter and Instagram platforms, in conjunction with mainstream promotion in the form of a press release and/or features will be used to promote the volunteer programme. This will be timed to tie in with the new Risk Factory website live date.

> Photos we had on file were pre-COVID so new photos of volunteers and young people (from Craigour Park and Trinity PSs) have been taken during their visit this week to support the media campaign.

> A social / PR planning template is being populated and we will approach partners for support through their channels.

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Gorgie Farm

Executive/routine
Wards
Council Commitments

1. Recommendations

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

    1.1.1 Note the update as requested in the Emergency Motion by the Administration at the Policy and Sustainability Committee asking for an update to the next Education, Children and Families Committee on 31st January 2023 on the current situation and any ongoing discussion/opportunities to support a new sustainable model for Gorgie Farm which is fit for the future.

    1.1.2 Note that the SNP addendum requested Committee to commit to an ongoing Farm and its social and community benefit on the existing site. Committee delegates power to the chief executive to TUPE 2 full time equivalent staff *subject to consideration of the costs of running the facility,* who will take responsibility for the essential upkeep of the Farm, the care of the animals, maintaining the links with volunteers and public until a new operator is in place. The remaining discretionary grant fund should be utilised to cover any additional costs until the staff can be TUPE'd to a new operator, subject to confirmation that the costs can be covered by the funding within the discretionary grant fund and that legal checks are in place.

Amanda Hatton

Executive Director of Education and Children's Services

E-mail: Amanda.Hatton@edinburgh.gov.uk

Gorgie Farm

2. Executive Summary

2.1 This report sets out the current situation and the ongoing discussion/opportunities to support a new sustainable model for Gorgie Farm which is fit for the future.

3. Background

3.1 Early in December 2022 Love Learning representatives advised the Council of their intention to serve notice on Gorgie Farm citing their financial situation.

3.2 Love Learning provided their accounts along with a feasibility report, asking to discuss this with the Council as soon as possible.

3.3 A meeting was arranged but at this point Love advised they wished to cease running the farm at an earlier date. A project group was then convened to consider options for moving forward and an all-party elected member and MSP briefing took place. The project group has continued to meet regularly and provide updates to elected members.
The farm ceased trading to the public on Monday 16 January and the animals were moved off the site on Wednesday 18 January all staff were made redundant on the 19 January.

4. Main report

4.1 Meetings have taken place since the 9 January 2023 with the Executive Director of Education and Children's Service with the following:

- Love Learning Representatives.
- Ward Members.
- Cross Party Meeting – including the Council Leader, MSP's, and Elected Members.
- Council's Legal Team.

Education, Children and Families Committee 31 January 2023

2

- Representatives from parties who have expressed an interest in taking over the farm.

4.2 Although Policy and Sustainability Committee on the 17 January 2023 agreed to delegate power to the chief executive to TUPE 2 full time equivalent staff *subject to consideration of the costs of running the facility,* who will take responsibility for the essential upkeep of the Farm, the care of the animals, maintaining the links with volunteers and public until a new operator is in place.

This was not possible as the animals do not belong to the Council and Love had already found new homes for them. Therefore it was not necessary to TUPE the 2 staff to look after the animals as there were no longer any on site.

Options which are being considered

4.3 The proposal for a Third Party community led organisation to take on the site and any staff for whom TUPE applies, and support to develop a strong collaborative that secures a future for Gorgie Farm. This has to be financially underwritten by us or a donor for the initial period and this would use some of the resource identified at Policy and Sustainability Committee. There is no proposal for ongoing funding. This option meets the aspirations of the cross-party group to provide a long term community led model for the farm. This continues to be the option which is being taken forward however we are not able to move further on until Love provide some core information to allow the potential successor body to undertake the required due diligence.

4.4 Love remain the leaseholder and responsible for all aspects of the site. The only way this can end is for an agreement between lawyers. We will not agree to the ending of the lease until the core information required above is provided – in particular staffing structure in order to assess potential TUPE implications and site plans/ condition details.

4.5 If this option proves to not be viable then the site could be put out for expressions of interest for a property transfer. A number of organisations have expressed an interest in taking this forward. However all would need to run the site as a commercial enterprise.

5. Next Steps

5.1 Continue to pursue the 3rd party option outlined above.

6. Financial impact

6.1 £150,000 has been identified to support the transition and development of a community led solution.

7. Stakeholder/Community Impact

7.1

8.   Background reading/external references

8.1   N/A

9.   Appendices

9.1

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Edinburgh Secure Services and Residential Estate Update

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the positive progress in the report and agree to further updates to Education, Children and Families Committee.

Amanda Hatton

Executive Director of Education and Children's Services

E-mail: Amanda.Hatton@edinburgh.gov.uk

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Report

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Edinburgh Secure Services and Residential Update

2.   Executive Summary

2.1   A report was taken to the Education, Children and Families Committee on the 15 November 2022 - Edinburgh Secure Services Update - A Agenda, that set out the improvements implemented since the report (B Agenda) that was tabled at Governance, Risk and Best Value committee in March 2022.

3.   Background

3.1   On 15 November 2022 the Education, Children and Families Committee requested that the Executive Director of Education and Children's Services would:

3.1.1   Formulate a proposal for engagement as set out in the report

3.1.3   Continue to deliver on the Improvement Plan

3.1.4   Identify further steps and actions to be taken once engagement was complete

3.1.5   To circulate an updated improvement plan to members in advance of the January Committee meeting together with an executive summary slide pack of the plan's headlines for ease of reference. *The improvement plan was included in the B agenda report that went to Education, Children and Families Committee in November 2022 and was part of the B Agenda report and therefore remains confidential. A slide pack is included as Appendix 1 that highlights the key elements of the Edinburgh Secure Services and Residential Consolidated Improvement Plan.*

3.16   To note that the Executive Director will organise a workshop for members and a visit in early 2023. *Proposed dates are; 27/28 February 2023.*

4.   Main report

4.1   The ESS and Residential Consolidated Improvement (The Plan) covers 80 recommendations from three separate investigations/inquiries: Gordon Collins Significant Case Review (GC SCR), ESS Whistleblowing Report (ESS WB) and a review of Recruitment Practices and Procedures and use of Locum and Temporary

staff within our children's residential settings. These recommendations have been brought together in one overarching Plan that will ensure implementation and ongoing monitoring and quality assurance.

4.2   The Plan contains 123 milestones which refer to key actions to be undertaken, timescales and responsible officers. These milestones cover seven themes:

4.2.1   Allegations and Complaints – (33 milestones)
4.2.2   Culture and Practice – (18 milestones)
4.2.3   Locum Bureau – (6 milestones)
4.2.4   Quality Assurance – (13 milestones)
4.2.5   Recruitment – (12 milestones)
4.2.6   Restraint and Single Separation – (31 milestones)
4.2.7   Staffing and Management – (10 milestones)

4.3   A Strategic Board which is chaired by the Executive Director, Amanda Hatton charts progress and overseas scrutiny of the Plan. There are also two separate delivery groups and associated working groups who hold responsibility for the delivery of the actions. A Multi-Agency Quality Assurance Group (MAQAG) for Children's Services has been created as recommended in the Plan with oversight of registered services, both within the Council and contracted.

4.4   The Quality, Governance and Regulation Team have continued oversight of evidence provided by the delivery group and Quality Assurance Officers (QAO) review and allocate a RAG rating to each milestone. This sits alongside a Quality Assurance Pyramid which will track implementation beyond January 2024 to ensure improvements made are embedded and maintained in practice and are delivering the outcomes and objectives.

4.5   The key progress on the milestones is summarised below:

4.5.1   **Creation of a Multi-Agency Quality Assurance Group (MAQA)**
         The MAQA in Children's Services replicates a well-established model of quality assurance in the Edinburgh Health and Social Care Partnership (EHSCP). The MAQA brings together Council Officer's with external partners from the Care Inspectorate to:

         4.5.1.1   Share information about the quality of provision in residential and secure establishments, both CEC and contracted services.

         4.5.1.2   Identify patterns and trends where there are issues with either service provision and/or the practice of individuals with a view to make and sustain improvements.

         4.5.1.3   Celebrate good practice, as well as highlighting areas of concern and development.

4.5.2 This quality assurance framework will have oversight of the practice and standards in ESS and residential services outside the life of the improvement plan.

4.5.3 **Complaints Audit**
An audit of how complaints were handled in Children's Social Work Services was   carried out by the Quality Assurance Service in November 2022. This audit noted a marked improvement in the handling of complaints, including how complaints are logged, acknowledged, and responded to. Areas of improvement have been noted within the Plan and will be monitored in ongoing complaints audits that have been scheduled for 2023.

4.5.4 **Complaints and Allegation Training for Residential Managers and Colleagues**
Development of specific complaints handling and allegations training in relation to complaints made against members of staff has been created and made available on the myLearning Hub for colleagues in ESS and Residential Houses. This training will improve managers and colleagues' understanding of the two separate procedures. This will be triangulated by regular ongoing quality assurance audits.

4.5.5 **Review of Essential Learning for ESS and Residential Services**
The Essential Learning Grid for colleagues in ESS and Residential Services has been developed and mandatory training for all staff such as CALM (Physical Intervention) training, Allegations of Abuse made Against Staff and Child Protection training has been reviewed and is being provided to all staff. Focused work continues to review current documents and introduce new procedures and where appropriate adopt a trauma-informed approach utilising support from a Forensic Psychologist who is working with the service.

4.5.6 **Recruitment and Selection**
The Service has changed the way they recruit to allow recruitment to be undertaken on a needs basis within each establishment moving away from the broad recruitment exercises which were only undertaken at set points of the year. This will enable the managers to select the right people for their house and should reduce the need for overtime, locum, and agency use.

4.5.7 **Positive Changes in Culture and Practice**
ESS have been working with Kibble and Aberlour Children's Charity to become a restraint free home. Colleague development days have taken place to build on the good practice and to share learning.   There has been ongoing work across the estate to improve the physical environments and garden areas within the buildings and young people have been involved in decisions around decoration within their rooms and the wider areas.

4.5.7.1 Regular newsletters share interesting information and recent activities young people have been involved in and any

upcoming events and trips. This has included a recent trip to Lagganlia and the involvement of young people in choosing colour schemes and furnishings for recent redecorations in Calton (see below)
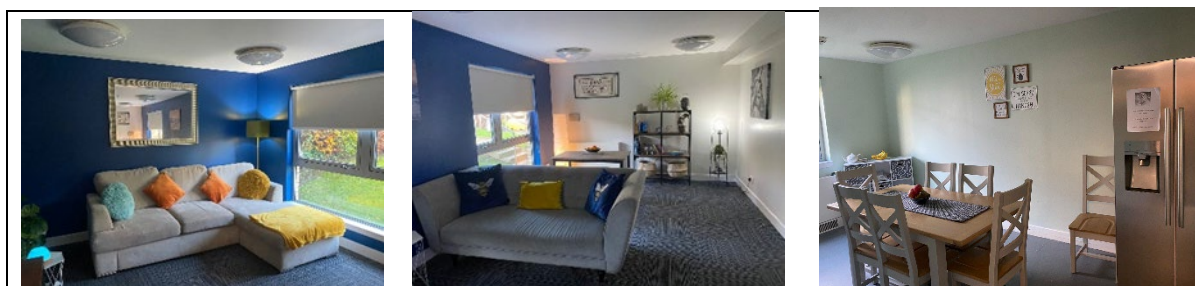
4.5.7.2   The Care Experienced Participation Officers have worked with colleagues to improve how to capture young people's perspectives in case recording. Both officers regularly visit all the residential houses and ESS and remarked on how homely they now feel and the positive improvements in the ethos and experience for young people since the new manager arrived. They have tea with the young people and have built good relationships and support through their lived experience.

4.5.8   **Who Cares? Scotland Independent Advocacy Service**
Who Cares? have been prioritising one-to-one advocacy for young people and submit a report on involvement and impact. They visit both ESS and our residential houses regularly to meet with young people and have commented on the positive change in culture they have observed. They have stated that our young people are being listened to and taken seriously and Who Cares? Advocacy Workers are welcomed into each establishment.

4.5.8.1   A quote from a Who Cares? report in September noted *"visits continue to take place within Edinburgh Secure Services consistently, with the only barrier to providing regular general visits being the activity of the residents during the summer months, which we consider to be a positive advance for the service. One resident from ESS was also supported to attend our trip to Fox Lake in August, a further example of positive practice and relationships building between services and with our young people"*

5.   Next Steps

5.1   Provide regular updates to the Education, Children and Families Committee.

6.   Financial impact

6.1

7.   Stakeholder/Community Impact

7.1   Who Cares Scotland who provide an Advocacy Service for City of Edinburgh Council and other Local Authority Areas.

7.2   The Care Inspectorate who attend our Board meetings and undertake inspections into our residential care services.

7.3   The Children and Young People's Commissioner Scotland who is invited to our Board and receives minutes of our meetings.

8.   Background reading/external references

8.1   N/A

9.   Appendices

9.1   Appendix 1   Slides - Edinburgh Secure Services and Residential Consolidated Improvement Plan

ESS and Residential Consolidated Improvement Plan

Slide Pack for Education, Children and Families Committee (January 2023)

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Scope of improvement plan

Generated from 2 significant investigations:

- The Gordon Collins Significant Case Review (2016)
- The Whistleblowing submission into the care of children in Edinburgh's Secure Service (2020) **and two internal reviews**
- A Review of the use and recording of restraints in residential units; and handling of complaints made against residential care staff

Recommendations from these have been brought together into the **ESS and Residential Consolidated Improvement Plan**

80 recommendations

123 milestones covering the themes

- Allegations and Complaints
- Culture and Practice
- Locum Bureau
- Quality Assurance
- Recruitment
- Restraint and Single Separation
- Staffing and Management

Edinburgh's Promise

Improvement dependency

ESS and Residential Consolidated Improvement Plan

Implementation of recommendations from the Independent Inquiry and Whistleblowing Culture Review by Susanne Tanner KC
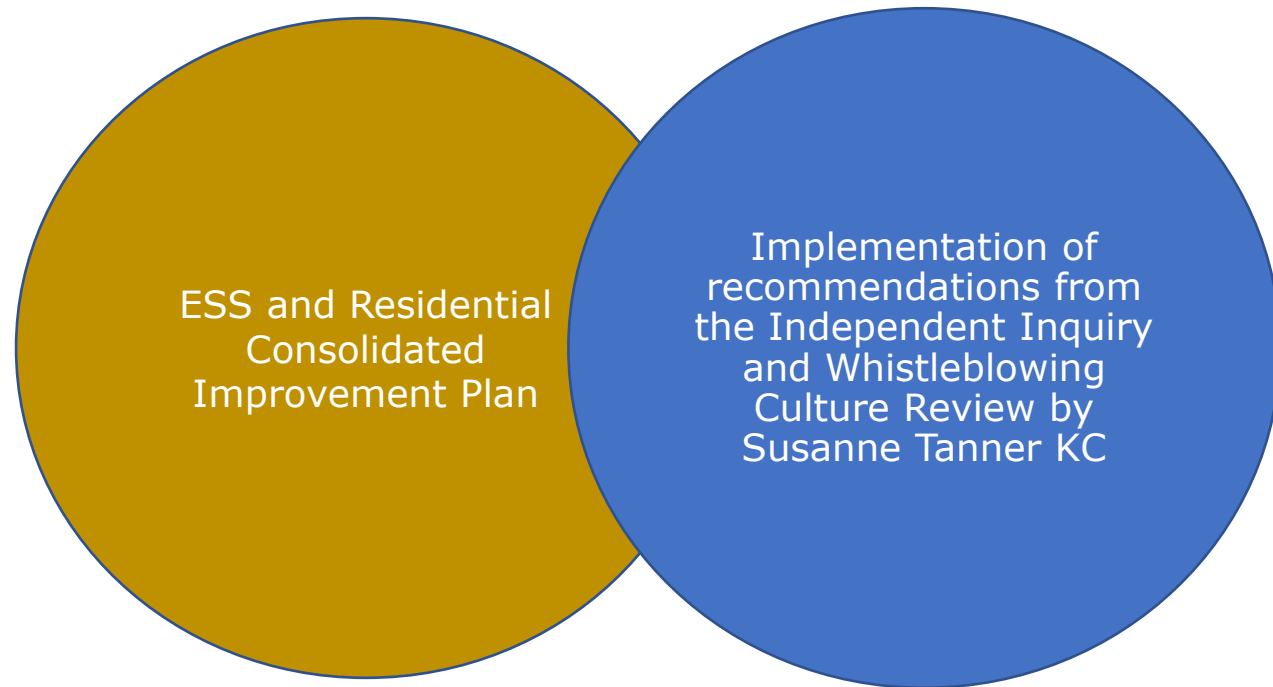
Recommendations from the Gordon Colins Significant Case Review and Whistleblowing Report into the Care of Children in Edinburgh Secure Services mirror some of the recommendations from Susanne Tanner's KC Independent Inquiry and Whistleblowing Culture.

Progress on the ESS and Residential Consolidated Improvement Plan is therefore dependant on the progress of delivery on the recommendations set out by Susanne Tanner KC.

Phased approach to improvement

Phase One – Implementation Stage

Phase Two – Embedding Practice

Phase Three – Evidence of ongoing compliance with new policy, procedures or practice.

Phase Four – Evidence of Impact/Outcomes.

Governance structure

Councillors governance

Chief Officers Group

Governance, Risk and Best Value Committee

Education and Children's Services Committe

Councl Officers governance

Chief Social Work Officer

Multi-Agency Quality Assurance (Children's Services)

Strategic Improvement Boad (Chair: Executive Director of Education and Children's Services)

Complaints, restraints and single separation delivery group (Led by: Team Manager Edinburgh Secure Services)

Recruitment and Locum Bureau delivery Group Led by: Team Manager Residential Services

Housing support panel delivery group (Led by: Service Manager for Looked After Children)

Education Howden Hall (Led by: Senior Education Manager)

Working groups as appropriate

Working groups as appropriate

Working groups as appropriate

Working groups as appropriate

Key

———— Delivery Group directly related to the consolidated improvement plan

·········· Delivery Group directly not directly related but interdependant to the ESS and Residential Concolidated Improvement Plan

Governance membership

Group	Membership
Strategic Board *(Meets every two months)*	Executive Director for Education and Children's Services Service Director Human Resources Service Manager for Looked After Children Team Manager for Edinburgh Secure Services Team Manger for Residential Childcare Senior Education Manager Quality Assurance Officers from the office of the CSWO Representative from the Care Inspectorate Representative from WhoCares? Scotland
Complaints, restraints and single separation delivery group *(Meets every month)*	Team Manager for Edinburgh Secure Services Team Manger for Residential Childcare Quality Assurance Officer Team Leader for Social Care Direct/Social Work Complaints Complaints Officer Learning and development consultant
Recruitment and Locum Bureau *(Meets every month)*	Team Manager for Edinburgh Secure Services Team Manger for Residential Childcare Quality Assurance Officer Team Leader for Social Care Direct/Social Work Complaints Learning and development consultant Senior HR Consultant

Governance membership

Group	Membership
Housing support panel delivery group *(Meets every 6 weeks)*	Service Manager Looked After Children Service Manager Practice Teams Homelessness Service Manager Team Manager Youth Services and Through Care and Aftercare Team Leader Through Care and Aftercare Team Leader Alison House Housing Development Officer Quality Assurance Officer
Education (Howdenhall) *(As required by milestones within the Improvement Plan)*	Senior Education Officer Education Staff based at Edinburgh Secure Services
Working groups *(Frequency will vary dependant on role and task)*	Memberships of these group are depending on the milestone and the actions required.

RAG Status of milestones

- Quality Assurance, Governance and Regulation have oversight of the evidence provided by the service. The RAG progress of milestones is evaluated against the RAG Ranking tool.

- Decision on changes to RAG Ranking are discussed within delivery group . With Quality Assurance, Governance and Regulation regularly reviewing the ranking to ensure evidence supplied meets with the assigned RAG Ranking.

- Ranking that changes from Green or Amber to Red are raised in a timely manner with the Service Director for Looked After Children and if required special meetings of the delivery group are held out with the four-weekly cycle.

RAG Ranking for ESS and Residential Concolidated Inprovement Plan
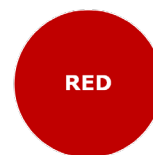
RED — The milestone is in trouble/risk of failure and requires senior managment intervention.

AMBER — The project team are managing within their existing powers and authority kevels at the moment. This status means the milestone has missed some targets - but overall the team can still bring this project to completion within the currently approved tolerance

GREEN — The milestone is progressing to plan there are no concerns for senior leadership to worry about and no management intervention is required

COMPLETE — The milestone tasks have been completed. There may still be ongoing assurance activity connected the milestone in-line with with the projects quality assurance triangle

MIGRATED — Refers to milestones that are duplicates

REMOVED — A milstone which has been superseded or is no longer relevan. Permission to removal millstone must given by the Strategic Board

Assurance Pyramid:

Quality Assurance Pyramid

4 evidential tiers of assurance against which progress will be measured and assessed

Evidence of impact and/or outcomes

Evidence of continued compliance (sustained over agreed periods of 3, 6 and 12 months)

Evidence that practice or approach is embedded

Evidence of implementation / action undertaken

Learning from previous improvement work - we understand the importance of having robust assurance in place to ensure improvements are lasting and sustained by the service.

Our Quality Assurance Pyramid outlines the approach we are taking to ensure that the work carried out is embedded in practice and has lasting benefits for our young people

Edinburgh's Promise

RAG Status at 06/12/2022
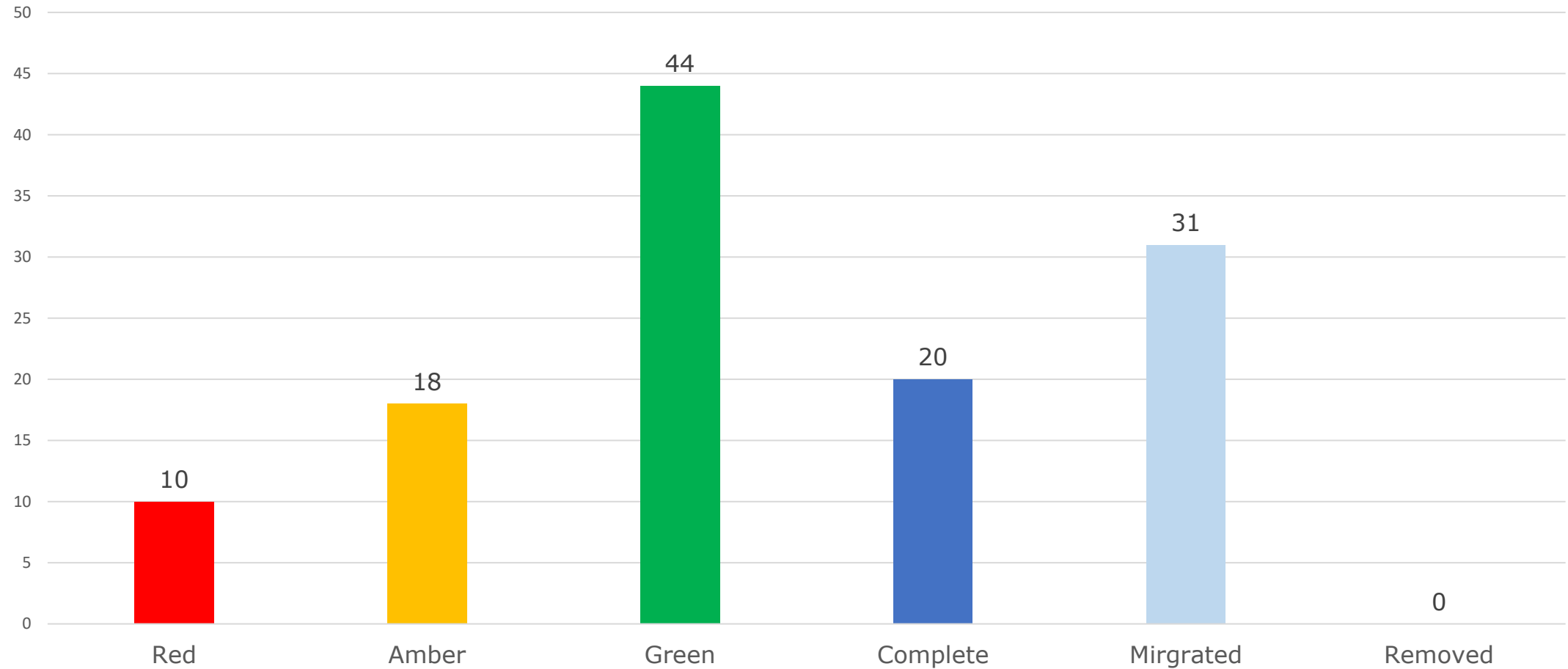
Category	Value
Red	10
Amber	18
Green	44
Complete	20
Mirgrated	31
Removed	0

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Education, Children & Families Committee

10:00am, Tuesday 31, January 2023

Technology in Education

Executive/routine	Executive
Wards	All
Council Commitments	

1. Recommendations

1.1 It is recommended that the Committee notes the progress in the performance of technology in Education and the work being undertaken on this as part of the stability plan.

Richard Carr

Interim Executive Director of Corporate Services

Contact: Nicola Harvey, Service Director, Customer and Digital Services,

Customer and Digital Services Division, Corporate Services Directorate

E-mail: Nicola.harvey@edinburgh.gov.uk | Tel: 0131 469 5016

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Report

</div>

Technology in Education

2.   Executive Summary

2.1   The purpose of this report is to provide Members with an update on the steps taken to resolve performance issues experienced across the Learning and Teaching IT estate and of the ongoing programmes of work to enhance and stabilise the technology offering in educational settings.

3.   Background

3.1   In September 2022, issues relating to performance across the Council's Learning and Teaching network were raised.

3.2   CGI's slow response to resolving these issues, a period where incidents had become more impactful on the Council and a lack of progress with several key priority issues led to an escalation by the Council to CGI's UK and Australia President on the 23rd September.

3.3   This report details the issues escalated, the work initiated around them, and the ongoing governance improvements being implemented by CGI.

3.4   This report also provides an update on the Empowered Learning Programme and on the rollout of new Multi-Function Devices in Learning and Teaching.

4.   Main report

Performance Issues in Learning and Teaching

4.1   Following reports of poor performance on laptops and desktops in schools, a Priority One incident was raised to investigate these on 15th September. The effect on devices varied, but there was a common theme of programmes and documents taking unacceptable times to open or timing out before opening.

4.2   CGI set up an internal incident team and deployed engineers across several sites to gather diagnostics to assist in investigating the cause and, following the escalation on the 23rd of September to CGI's UK President, highlighted later in this report,

additional resources were added to the investigation from across CGI's UK operation.

4.3   The investigation uncovered two underlying causes for the performance issues the combined effect of which resulted in full use of a device's processing power. The first was a scan for a vulnerability across the estate which, rather than be a one-off as intended, was replicating, and running continuously. The second, similarly, was in relation to our Anti-Virus software where full scans were running continuously.

4.4   Once both had been resolved a significant improvement in performance was noted. Testing was carried out in a number of schools before we rolled out across the estate and, at the beginning of November, we communicated to schools that the incident had been resolved.

4.5   Throughout the period of the incident, we held regular calls with CGI to discuss progress and to ensure that adequate resources were in place both from CGI and CEC to assist in resolving this. Digital Services also attended a number of meetings with Head Teachers and Teaching Unions to advise of the work underway to resolve.

4.6   Communication has also gone to all schools on how to raise calls when issues arise, stressing the importance of raising issues as soon as possible to help us identify any widespread issues.

4.7   Over December, CGI and Digital Services colleagues visited or contacted 16 secondary schools to ensure that the performance issues had been resolved and that they were now happy with the performance of technology in their schools. The response from all 16 was positive.

Device Performance

4.8   Learning and Teaching desktops and laptops have all been refreshed within the last four years. During that period of time, changes in the way we use technology and the applications used have changed considerably. Many schools have found benefit in the performance of devices which have had additional RAM installed. Details of how to order this have been distributed to schools.

4.9   Schools have also been advised of the importance of regularly shutting down and restarting devices. Performing a restart allows devices to resolve minor issues and acquire updates or fixes. Regular restarts allow users to leverage the benefit of updates and fixes made available to support optimised device performance. Advice on how to do this has also been circulated.

Stability Plan

4.10   In September 2022, issues relating to performance across the Council's Learning and Teaching network were raised.

4.11   CGI's slow response to resolving these issues coupled with a period where incidents had become more impactful on the Council and a lack of progress with

several key priorities led to an escalation by the Council to CGI's UK and Australia President on the 23rd September.

4.12   As well as successful resolution of the performance issues in Learning and Teaching, the Council asked CGI to provide additional resourcing and focus on a key set of ongoing issues:

- Council Corporate Wi-Fi connectivity
- Procurement of Wireless Access Points to support Empowered Learning
- Resolution of Public Wi-Fi Access in our buildings
- Certificate Issues
- Improvement in the operational change process
- Greater engagement with users to make sure that things are working and not simply rely on calls.

4.13   As part of the response to the Council, and to lead on the work of a stability plan, CGI have appointed Faris Mohammed, the CGI Chief Operating Officer for UK and Australia, to temporarily align himself with the account and provide senior CGI oversight and support to drive this forward. This action was taken by CGI as a result of a direct request by the Council to have an Executive sponsor to scrutinise and resolve CGI operational issues.

4.14   The Council meet with CGI twice weekly to review progress on the stability plan and Digital Services will continue to review the performance of all aspects of CGI delivery, escalating issues as appropriate.

4.15   As part of the engagement with users in Learning and Teaching, CGI will visit a number of schools in January to check that on performance, test connectivity and do a range of diagnostics on devices. This will be in addition to the normal visits for incidents and requests. There were 455 visits for these across schools in September-November 2022.

Empowered Learning

4.16   Work began in April 2021 on the delivery of the Empowered Learning solution which will provide every pupil from P6 to S6 with a device and access to devices for all P1 to P5 pupils as well as augmentation of our existing wireless network in schools. This programme has now also been expanded to include Early Years.

4.17   The work is being carried out in partnership with CGI.

4.18   Benefits of this programme include:

- Equity of access from P6 to S6, ensuring all pupils have personal access to digital learning with their teacher in school or at home

- Over 41,000 devices distributed across the city

- Effective digital workflow to increase engagement, improve teacher feedback and raise attainment

- A range of powerful accessibility features to improve access to the curriculum for pupils with additional support needs

- Learners can work online simultaneously in a class or collaboratively outside the classroom

- High quality digital applications for productivity and creativity, providing increased personalisation and choice

- Development of learning, thinking and digital literacy skills vital for success in today's rapidly evolving, technological society.

4.19 The solution is now in the final stages of delivery with all one-to-one devices distributed. This solution has also expanded to include a device for all P6-S6 Ukrainian pupils enrolled in an Edinburgh school.

4.20 The final elements of this programme - rollout of shared iPads, installation of the remaining Wireless Access Points and the rollout of the AV solution will be completed over January/February 2023.

4.21 As part of the 2022/23 Audit Plan, a planned audit of Empowered Learning will take place in the first quarter of 2023. This audit will also review aspects of service delivery related to the stability plan and the overall performance of technology in schools.

Printing in Learning and Teaching

4.22 Following successful trials of the new Apogee printers and multi-functional devices (MFDs) in December 2021, the City of Edinburgh Council launched a programme in January 2022 to replace print devices across both the Corporate and Learning and Teaching estates. This rollout covered approximately 350 sites within Edinburgh and two outdoor education centres. The new print and MFD devices offer a range of benefits, including easy printing, the cost to print, better analysis and reporting tools, improved security features and more efficient ways to order various print products.

The roll-out of the new Multi-Functional Devices started on the 10 January 2022 and concluded for the Corporate and Learning and Teaching Estates on 1 April 2022. The exceptions to this roll out were People's Network Devices (Libraries) and non-networked sites, including remote Council sites Benmore and Lagganlia outdoor education centres both of which are nearing completion.

4.23 As a project, the Learning and Teaching estate installation was prioritised first, with the exception of several key corporate sites including Waverley Court, City Chambers and Locality Offices also installed early in the roll-out. Apogee managed the roll-out seamlessly, removing old Xerox devices and swapping them over with new HP devices.

4.24 The Learning and Teaching estate remains unchanged with devices replaced on a one-to-one basis. The corporate estate was reduced by over 120 devices, most

notably Waverley Court where the number of devices was reduced from 54 down to 10 and the City Chambers from 55 to 20, with no adverse effects.

4.25 Once the print solution had been installed, some early performance issues were encountered across Learning and Teaching, particularly around the exam period in late April/May when there is heavy reliance on the printing solution. The response from Apogee was excellent and they worked tirelessly to get to the root of the problem and provide a resolution, supported by CGI.

4.26 Prior to the Summer break in 2022, print volumes were almost at pre-covid volumes in the Learning and Teaching estate, although there has been a large reduction in volumes across the corporate estate. Although the volumes in schools are still high, at around one million copies per week, the trend is now showing a reduction in print since the schools resumed in August 2022, and now printing less than pre-covid figures.

4.27 With the project nearing completion and transitioned to business as usual, performance across the full Council estate points towards an efficient print solution with users now fully utilising the Apogee portal and providing vital MI for future initiatives.

YouTube

4.28 YouTube access was suspended on 11th October 2022 at the request of Education colleagues after a safeguarding risk was highlighted following parental complaints.

4.29 YouTube access for teachers was restored on 13th October 2022 for teachers on Empowered Learning iPads and, after the October break, also on CGI managed laptops and desktops.

4.30 The CGI and CEC teams continued to work on a safe and age-appropriate solution for pupils. Following positive feedback from small groups of user testers on 8th November 2022, the rollout began at Wester Hailes High School (WHHS) on the 9th November 2022. CGI support staff were deployed to the school to actively monitor and ensure a smooth rollout.

4.31 Following a positive experience at WHHS, the rollout moved to James Gillespie's High School, Clovenstone Primary School, and Woodlands Special School on the 10th November 2022. CGI support staff were again deployed to these locations to further monitor.

4.32 Following positive experiences at these locations, the configuration was made available to all year groups and all devices with one-to-one Empowered Learning iPads on the evening of the 10th November 2022 and communicated to all schools.

5.   Next Steps

5.1 The Council continues to monitor all aspects of technology delivery by CGI.

5.2 The Council continues to meet with CGI twice weekly to ensure that the stability plan is progressed.

6.   Financial impact

6.1   There are no financial impacts within this report.

7.   Stakeholder/Community Impact

7.1   The Council's Digital Services Team actively monitors all activity on the CGI account, identifying any trends which need to be investigated.

7.2   The Council's Digital Services team meet regularly with a range of stakeholders from Learning and Teaching including Union representatives. There are established formal and informal communication channels which are used to highlight issues and to gain insight to assist with the use of technology in the classroom.

8.   Background reading/external references

8.1   [Empowered Learning](#)

9.   Appendices

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Education, Children and Families Committee

10:00am, Tuesday, 31 January 2023

Third Party Revenue Grants Programme Extension

Executive		
Wards		All
Council Commitments	34	

1. Recommendations

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

1.1.1 Approves the extension of the Communities & Families 2020-23 Grants Programme, (referred to as the Third-Party Revenue Grants Programme) for 7 months up to 31 March 2024, with a total value of £2,224,308 as detailed in Appendix 1.

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Third Party Revenue Grants Programme Extension

2. Executive Summary

2.1 This report sets out the rationale for extending the current Education and Children's Services grant awards. It also notes the future activity required to publish a new programme that is aligned to the Council priorities.

3. Background

3.1 The Education and Children's Services Directorate has made grant awards to third sector organisations for many years. The aim is to deliver positive outcomes for children, young people and families across Edinburgh.

3.2 A new three-year programme and criteria was agreed by the Education, Children and Families Committee in August 2019. The new criteria (listed below) focussed on the priorities of the citywide Children Service's Plan, designed to best support children, young people and families impacted by poverty. Grants were awarded to services and activities that make a difference.

    3.2.1 Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people

    3.2.2 Improve mental health and wellbeing outcomes for children, young people and their families

    3.2.3 Support the personal and social development of young people through the delivery of effective universal youth work programmes

    3.2.4 Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations

    3.2.5 Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse service

3.3 The 2020/23 Communities and Families Grants to Third Parties Programme report describes the work undertaken to develop the programme, the application and assessment process and contains recommendations for award.

3.4   A number of deputations were received by Committee, and it was agreed to set up a Short Life Working Group (SLWG) and report back in one cycle.

3.5   The SLWG considered how the programme was run. The previous grant process had been reviewed by Inspiring Scotland in 2016 when similar concerns were expressed. That review confirmed the assessment process and the validation of the applications as being in line with the agreed criteria. Although no major issues were found, several improvements were suggested, and the Grant Standing Orders were amended accordingly. Consequently, it was agreed it would not be beneficial to conduct another review, and the 2020/23 programme was delivered in line with the August 2019 report.

3.6   To ensure a proportionate distribution of funding, members felt there needed to be a more precise and quantifiable measure so that all the four areas received a level of funding that was commensurate with the numbers of young people living in both SIMD 1 and 2 areas. This was written into the funding agreements for all citywide organisations with data collected to evidence where services users are coming from/based.

4.   Main report

4.1   The total value of the current Communities & Families 2020-23 Grants Programme (referred to as Third Party Revenue Grants) including Funding Priorities 1-5 and the Additional Awards is £11,439,297 with an annual value of £3,813,099.

4.2   The Communities & Families 2020-23 Grants Programme, including the 'Additional' Awards saw 75 awards made to 65 organisations.

4.3   The current Communities and Families 2020-23 Main Grant Programme expires 31st August 2023.

4.4   Partnership working with the third sector, through a relationship-based approach, has supported the delivery of services during the pandemic. With the unprecedented crisis in the Health and Social care sector, providers' sustainability has been and is, a priority for the City of Edinburgh Council.

4.5   As services resume safely, in the spirit of mutual sustainability and in the best interest of the children, young people and families in our communities, Committee approval is sought to extend the current grant awards. This will ensure continuity of support in light of post Covid-19 circumstances, the escalating cost of living crisis and the emerging needs of children and young people.

4.6   From the grant funded organisations' perspective, an extension provides a degree of continuity in a time of rising costs and rising demand on services, the full effects of which are not yet fully known. It also gives them more time to plan for alternative sources of funding and to re-prioritise future plans based on current and emerging needs

4.7   The extension allows for much-needed financial stability and future planning. The extension also benefits children, young people and families for whom provision needs

to be stable, particularly for those individuals and communities most impacted by Covid-19, the rising cost of living and mental health concerns.

4.8   This extension ensures there is time for the design of the new grants programme to benefit from the increased joint working with Education. Learning from current work developing the Team around the Learning Community approach can also inform the design of the new grants programme

4.9   A 7-month extension would give time to explore further synergies and make the best use of available resources, with an expectation that partners jointly sign up to the defined set of principles at the heart of our commitment towards supporting the most vulnerable in society. This helps ensure Best Value in the use of public funding

4.10 Not to extend by 7 months runs the risk of organisations having insufficient time to plan. It also increases the likelihood of them making requests for funding that are out with the grants process. Not extending also risks the loss of services for communities, with insufficient time to support transitions where needed.

5.   Next Steps

5.1   Subject to approval, the awards will be extended for 7 months from 1 Sept 2023 – 31 March 2024 and monitored in accordance with revised 7-month funding agreements, which will be negotiated with each organisation.

5.2   New Funding Agreements will be put in place to reflect the 7-month extension being offered to current grant funded organisations. These will reflect best value for the Council whilst ensuring a fair and transparent reflection on what is feasible for what is effectively a standstill budget.

5.3   An extension to the current grant awards with the current providers will ensure continuity of the service, provision, care and support made available to vulnerable children, young people and their families.

5.4   The new Third Party Revenue Grants programme (April 2024 – March 2027) will take account of changing local needs, feedback from organisations and stakeholders. Consideration will be given to learning from other emerging and new initiatives in line with the available budget and other community assets. The new grants programme will reflect the Council's Refreshed Business Plan and will be presented to committee for approval.

6.   Financial impact

6.1   All proposed arrangements are within existing budgetary provision levels

6.2   The financial impact of the 7-month extension of the Third-Party Main Grants Programme will require £2,224,308 to be committed for grant funded organisations. There is no provision for inflationary uplifts with current grant funded organisations being asked to use revised Funding Agreements to set out what can be delivered within the existing value of awards.

6.3   The financial value of the grant programme is detailed in the appendix to this report.

7.   Stakeholder/Community Impact

7.1   Consultation with third sector partners to develop the 2020-23 Grants Programme was set out in the 2020/23 Communities and Families Grants to Third Parties Programme report.

7.2   The funding of activity by third parties through grant aid contributes to the Council's delivery of its Equality Act 2010 duty to seek to eliminate unlawful discrimination, harassment and victimisation, and to advance equality and foster good relations.

7.3   The awarding of grants to third parties enables the Council to meet Climate Change (Scotland) Act 2009 Public Bodies Duties as well as contributing to the city's Sustainable Edinburgh 2020 objectives

8.   Background/External Reading

2020/23 Communities and Families Grants to Third Parties Programme report

9.   Appendices

9.1   Appendix 1: Breakdown of Awards

Breakdown of Awards for the Communities & Families 2020-23 Grant Programme

Funding Priority 1 - Improve learning and developmental outcomes for disadvantaged babies, infants, children, young people and their families including care experienced young people			
Organisation	Project Title	Yearly Award	Total 3-yr Grant Award
Citadel Youth Centre	Citadel Families Project	60,771	182,313
People Know How	Positive Transitions	30,190	90,570
Cross Reach	CrossReach Counselling Services East	62,259	186,777
Pilmeny Development Project	PDP Youth Work Services – Improved Learning & Development	20,053	60,159
Children 1st	With Families	118,335	355,005
ProjectScotland	ProjectScotland Youth Engagement Volunteering Project	29,646	88,938
Volunteering Matters	Volunteers Supporting Families – North East Edinburgh	99,214	297,642
Sleep Scotland	Sleep Edinburgh	17,137	51,411
CHAI	Financial Capability and Health Visitors Project	32,667	98,001
Smart Play Network	Play Plus Toy Library	15,970	47,910
YMCA Edinburgh SCIO	Plusone Mentoring	50,726	152,178
Pilton Youth and Children's Project	Bridges to Learning	86,554	259,662
Home Link Family Support	Early Years Family Learning Opportunities	50,126	150,378
Big Hearts Community Trust	Kinship Care Programme	48,309	144,927
Salvesen Mindroom Centre	Direct Help and Support for families that have children and young people with learning difficulties	58,200	174,600
Circle	Haven Project	119,361	358,083
Home-Start Leith & North East Edinburgh	HSLNEE Core Costs	98,913	296,739
Tailor Ed Foundation	Early Years Service	28,825	86,475
LGBT Youth Scotland	Getting it Right for LGBTI Young People in Edinburgh	43,560	130,680
WHALE Arts	Play, Create, Participate	31,852	95,556
Venture Scotland	The Journey to Change Programme - Edinburgh	101,921	305,763
The Green Team Ltd	Educational Support Programme	16,665	49,995
Barnardos	Caern Autism-Friendly Support	79,101	237,303
The Yard	Early Years and Families Service	113,299	339,897
A Sure Start for Families	Sure Start Edinburgh	115,740	347,220
Edinburgh Leisure	Looked After and Active	42,677	128,031
		1,572,071	4,716,213

Funding Priority 2 - Improve mental health and wellbeing outcomes for children, young people and their families			
Organisation	Project Title	Yearly Award	Total 3-yr Grant Award
The Junction Young People Health and Wellbeing	Nested Provision: One to One Support	49,944	149,832
Edinburgh Rape Crisis	STAR	50,000	150,000
Rock Trust	Youth Homelessness Health and Wellbeing	47,650	142,950
Cruse Bereavement	Bereavement support - Children and Young people	11,149	33,447
Place2Be	Whole School Mental Health Support	50,000	150,000
Edinburgh Women's Aid	CEDAR	49,500	148,500

| | | 258,243 | 774,729 |

Funding Priority 3 - Support the personal and social development of young people through the delivery of effective universal youth work programmes			
Organisation	Project Title	Yearly Award	Total 3-yr Grant Award
Muirhouse Youth Development Group	MY Youth	90,000	270,000
Pilton Youth and Children's Project	Universal Youth Work – Youth Zone	94,341	283,023
Citadel Youth Centre	Community Based Youth Work	100,000	300,000
Venture Scotland	The Etive Challenge Course	95,331	285,993
Pilmeny Development Project	PDP Youth Work Services	21,766	65,298
Lyra	Young Artists	21,261	63,783
LGBT Youth Scotland	Getting it Right for LGBT Young People in Edinburgh	35,591	106,773
Canongate Youth	All About Youth	99,302	297,906
Edinburgh City Youth Cafe	6VT Drop In	81,865	245,595
Granton Youth	GY Works	49,032	147,096
SCOREScotland	Knots and Crosses Youth Club (KCYC)	35,350	106,050
Wester Hailes Youth Agency	Drop In Provision	48,420	145,260
Friends of the Award (Edinburgh and the Lothians)	Supporting young people to gain accredited awards	84,290	252,870
Oi Musica CIC	Brass Blast Beginners	26,416	79,248
Jack Kane Centre Community Wing	Youth State	64,725	194,175
Lothian Association Youth Clubs (LAYC)	Supporting Best Outcomes for Children and Young People	91,987	275,961
People Know How	Positive Transitions (All Aboard)	19,482	58,446
		1,059,159	3,177,477

Funding Priority 4 - Improve the level of participation in learning opportunities for all secondary school age young people and continue to increase positive destinations			
Organisation	Project Title	Yearly Award	Total 3-yr Grant Award
Muirhouse Youth Development Group	MY Youth & MY Time	46,883	140,649
The Princes Trust	Achieve – Developing the skills and confidence to Live, Learn and Earn	50,000	150,000
Spartans Community Football Academy	North Edinburgh Youth Work Academy	50,000	150,000
Citadel Youth Centre	Citadel Connect	14,634	43,902
Rural and Urban Training Scheme Ltd.	Road to Success	37,826	113,478
Impact Arts	CashBack to the Future; Creative Play	32,195	96,585
Light Up Learning	Student – Led Learning	40,413	121,239
Lothian Autistic Society	Basecamp2	25,120	75,360
		297,071	891,213

Funding Priority 5 - Ensure that children and young people's health and wellbeing are not damaged by alcohol and drugs through the delivery of effective drugs and alcohol prevention work and substance misuse services			
Organisation	Project Title	Yearly Award	Total 3-yr Grant Award

The Junction Young People Health & Wellbeing	Nested Provision: Outreach: Substance Use Prevention, Education and Support	39,963	119,889
Fast Forward	Going Forward	31,588	94,764
Hibernian Community Foundation	Don't Start It	13,000	39,000
Edinburgh Young Carers	Supporting young carers caring for a parent/s with addiction issues	28,456	85,368
Cross Reach	CrossReach Counselling Services East	39,910	119,730
		152,917	458,751

Additional Awards			
Organisation (FP)	Project Title	Yearly Award	Total 3-yr Grant Award
Broomhouse Centre (1)		15,805	47,415
Craigmillar Literacy Trust (1)	Craigmillar Books for Babies Talking Together	9,165	27,495
Dunedin Canmore (3)	Youth Project	6,676	20,028
EVOC (3)	East Holiday Programme	27,500	82,500
Goodtrees Neighbourhood Centre (3)	Goodtrees Youth Project	5,000	15,000
Home Start - West & South West (1)	Early Years Family Support	48,145	144,435
Multi-Cultural Family Base (1)	Early Years Service	62,348	187,044
Multi-Cultural Family Base (2)	4 Corners Project	27,356	82,068
Sikh Sanjog (1)	Youth Work Provision	20,237	60,711
Stepping Stones (1)	Family Nurture	83,434	250,302
The Big Project (3)	Universal Youth & Children's work Programme	30,633	91,899
The Ripple (3)	Ripple Youth Services	101,207	303,621
The Venchie (3)	After School Provision	36,132	108,396
		473,638	1,420,914

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

School Admissions and Appeals Update

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Agree the proposed improvement plan.

1

Amanda Hatton

Executive Director of Education and Children's Services
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Report

Schools Admissions and Appeals Policy

2.   Executive Summary

2.1   Edinburgh has seen an increasing number of school appeals and this is significantly more than other Local Authorities. Appeal chairs and headteachers have also raised concerns in relation to the sustainability of the current system in this light of this rise at a time when school places (especially in the city centre) at secondary level are at a premium.

2.2   Therefore a short life working group was convened to consider the issues which have led to the increase in appeals and develop an action plan to improve the system.

3.   Background

3.1   Under the Education (Scotland) Act 1980, the provision and delivery of education at a local level in is the statutory responsibility of Local Authorities. Under Section 1 of the Act, it is the Council's duty to provide adequate and efficient school education for all school age children.

The current admissions policy for the City of Edinburgh Council (the Council) was approved by the Education, Children and Families Committee on 15 December 2020. The Council delegates the responsibility for managing the provision of school places to Education and Children's Services; with day-to-day administration performed by the Customer Assessment and Finance Transactions Team. Head teachers are then responsible for all admissions after the start of term in August.

4.   Main report

4.1   The working group was established with representatives from officers who service all aspects of the schools admission and appeals process. The initial work was to surface the challenges that have led to the current situation and then produce a proposed mitigation plan. The issues and proposed solutions have also been shared with the appeal chairs whose input has been taken into account in the writing of this paper.

4.2   From the initial consideration of the issues it became apparent that there were challenges and opportunities at each stage of the admission process for example:

4.2.1   Initial information on how to apply and school place numbers – some parents apply to multiple schools and repeatedly are refused as places are not available but they are not able to ascertain this from the information in the public domain.

4.2.2 The number of places held for catchment children has recently moved from 1 in 60 to one on 40 but this is not sufficient so more reserved places could be held to prevent in catchment appeals.

4.2.3 There is particular pressure in parts of the city due to groups of children such as those of MOD families and university staff. We could work more proactively with these employers to support children into schools which have places available.

4.2.4 The paperwork is complex and not always consistent in length and quality which makes it difficult to consider all aspects of the appeal.

4.2.5 Appeals are a complex legal process that relate to the concept of exceptionality but not all of the appeals have legal input. Some headteachers are very experienced in presenting to appeal panels but others who have not experienced an appeal process can struggle to make the most effective input possible.

4.2.6 Panels are under pressure and there are not enough people to sit on panels so it adds pressure on a stressed system.

4.2.7 Therefore an action plan has been developed which takes forward improvement in all areas of the current system and is attached as appendix 1.

4.3 The development of the plan has considered best practice from other local authorities and essentially focuses on 4 key areas to improve:

4.3.1 Better information available to parents to enable them to plan and be realistic about school choices.

4.3.2 Changes to the process especially to holding places more places for catchment children and changing the way waiting lists are used.

4.3.3 Improving the process, especially the paperwork, to support more consistency.

4.3.4 Better training and support to appeal committees, and also recruitment of panel members to the appeals committee.

4.4 With the introduction of all of the above it is hoped will manage the recent challenges and will prevent the need for a wider catchment review.

4.5 Internal audit will be undertaking a review of this improvement plan in quarter 4.

4.6 The School Appeals and Admissions Policy will be updated in line with Policy Guidelines and will come to committee in February 2024.

3

5. Next Steps

5.1 Take forward the actions in the improvement plan.

6. Financial impact

6.1 There is no financial impacts arising from this report.

7. Stakeholder/Community Impact

7.1 The following have been involved the working group. We have also considered feedback from elected members and chairs of the appeals committee.

- Executive Director of Education and Children's Services
- Acting Head of Schools and Lifelong Learning

- Senior Education Officers – Primary and Secondary
- Head Teachers on behalf of the Primary and Secondary sector
- Senior Solicitors
- Committee Officer
- Operations Manager
- Transactions Team

8.   Background reading/external references

8.1
https://democracy.edinburgh.gov.uk/documents/s29861/7.11%20School%20Admissions%20and%20Appeals%20Policy.pdf

9.   Appendices

9.1   Appendix 1 Improvement Plan

4

School Appeals Improvement Group Improvement Actions

Date for next review (If required)	Date Raised	Item	Updates	Timescale
Mar-23	**04/10/2022**	Training - inform those involved with appeals the outcomes of granting appeals and that this is not straightforward (inform about all the replanning required to accommodate)	Arrange a meeting with the chairs (include the new chairs). We have one training event available and will confirm the date. For primary schools we can bring in a new teacher but for secondary it means numerous teachers to cover the different subjects.	Feb-23
Mar-23	**04/10/2022**	Revamp the front facing website (also raised on the 9 November)	In progress- the schools places are updated once a month and the parents email the Education Enquiries mailbox and the Senior Education Officers advise of spaces - the information is allocated and held centrally.	In progress
Mar-23	**04/10/2022**	Benchmarking with other LA's should be carried out.	An enrolment document with links to all other LA's has been created.	Complete

Page 128	Mar-23	**04/10/2022**	Our legal obligations should be reviewed - we are over generous in granting appeals and we should look to restrict numbers in our popular schools	This is based on exceptionality - we need a clear definition of exceptionality and make it clear on the councils website. Transactions colleagues advised that they could look at web intelligence so when hovering over the drop-down options on the form exceptionality is explained. We will source case studies of what's not exceptional e.g. autism. Transactions colleagues will look out examples of cases and the conditions that can be managed in schools that are not classed as exceptional. MOD and University children's exceptionality should be clarified. There is a new act coming in (Armed Forces Statutory Guidance) which may award them exceptionality - we will provide the guidance (where we have children of Armed Forces families in the city) and Armed Forces will advise of accommodation in the city.	In progress
	Mar-23	**04/10/2022**	Legal will check on how Glasgow council carry out appeals - don't think they carry a waiting list. (for non-catchment)	They do not carry a non-catchment waiting list.	In progress
	Mar-23	**04/11/2022**	Meeting with the appeal chairs should be arranged	Complete - Amanda Hatton met with them in December	Complete
	Mar-23	**09/11/2022** Develop an online form for those who want to join a school any other time of the year			In progress

Mar-23	**09/11/2022**	Look at the number of places we keep in reserve at our schools. Currently we keep 1 place per 40 in secondary and 1 space per class in primaries. The suggestion is do we make it 1 in 20 now. Any lost appeals would have less impact. Sometimes it isn't possible to keep reserve places.	The new guidance that will go to EC&F committee in February 2024 and we could suggest 1 in 20 places reserved but this would need consultation.	In progress
Mar-23	**09/11/2022**	A review of the makeup of the appeals panel would be welcomed and that the training is carried out before the next appeal panel. There is a national review of the appeals.		In progress
Mar-23	**09/11/2022**	Strengthen the wording on the declaration about providing accurate information for the appeal.		In progress
Mar-23	**09/11/2022**	Accuracy of figures presented to the appeals committee; these should be checked beforehand	The paperwork is due 10 days before the appeals, this doesn't always happen and it should be noted that figures can change in the 10 days from the paperwork being provided to the date of the appeal committee. Sometimes the figures are updated on the day of the appeal. Suggestion is that the figures are not provided until the day of the appeal.	In progress
Mar-23	**29/12/2022**	Do other LA's allow for non-catchment appeals or do they only allow catchment appeals?	Glasgow only have a waiting list for those in the catchment area but not for non-catchment cases. At the start of term we stop the waiting list (non catchment) but it means that they can then reapply later. We need to change the guidance - this will be reviewed and will go to EC&F committee in February 2024. The concern is for those people who are moving into the catchment areas.	

Mar-23	**29/12/2022**	Meeting to be arranged with the Education Convener about exceptionality.		Jan-23
Mar-23	**29/12/2022**	Lessons Learned	Always held in September with the improvement group, include one of the appeal chairs.	Sep-23

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Early Years Thematic Review on Quality

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 the Early Years Thematic review on quality activity.

1.1.2   Note the impact of the changes: consider the impact that both the expansion of Early Years funded entitlement and workforce changes have had on quality within local authority early learning and childcare settings as identified through the review.

1.1.3   Agree next steps at 5.1

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Early Years Thematic Review on Quality

2. Executive Summary

2.1   This report provides a summary of a thematic review that has been undertaken, focusing on quality and the impact of leadership changes within Early Learning and Childcare (ELC) across Local Authority settings in Edinburgh. These changes were in response to the recent expansion within ELC that almost doubled the entitlement of funded ELC to 1140 hours per year for all 3- and 4-year-olds and eligible 2-year-olds. Through a combination of staff focus groups and surveys, mixed impacts were found regarding workforce, staffing and quality of experiences for children. However, staff indicated that the impact on quality was more strongly influenced by the Covid pandemic.

3. Background

3.1   **Context of the review**

Since the Scottish Government launched *Blueprint for 2020* in 2017, local authorities have been committed to increasing children's entitlement of funded early learning and childcare (ELC) to 1140 hours per year. The deadline for enacting this expansion was delayed from August 2020 to August 2021 due to the Covid pandemic.

3.2   **Edinburgh context**

Edinburgh has been phasing in the increased funded hours since August 2017. Presently, 10,500 children receive funded ELC in Edinburgh with 65-70% of these children receiving some of or all their funded hours within local authority settings.

As part of the plan for the increased ELC provision in Edinburgh there have been a number of changes required including to delivery models and workforce.

A significant amount of work took place in preparation for this change. This is reflected in the Quality Improvement 2017-20 strategic plan (see appendix 1), the 2021-24 ELC Improvement Plan and Framework (see appendix 2) and the focus on additional professional learning for ELC staff.

3.2.1 **Models of delivery**

There are various models of delivery available across Edinburgh's diverse ELC estate. Details of this estate and models of delivery are contained within the Education, Children and Families Committee report dated 7/12/21.

3.2.2 **Workforce**

As part of the expansion, there was an overall increase in the number of staff at all stages of the ELC workforce (SSSC registered), including opportunities for promotion to leadership posts and the creation of a Scottish Government funded team of Equity and Excellence Leads. Important to note is the removal of GTCS registered teachers from the ELC staffing structure and the creation of a central team of Early Years teachers within Edinburgh.

4. Main report

4.1 The Thematic Review on Quality

This review focused on the first principle, Quality, of ELC across the local authority settings and the impact that the leadership changes have had on the Quality of provision for our children.

Strong pedagogical leadership has been highlighted as a key driver for ELC settings when delivering high quality provision, within the Scottish Government: Quality Action Plan (October 2017); it states the importance that '*those who are most qualified and experienced have the time and opportunity for pedagogic leadership and role modelling. There should therefore be an appropriate balance between office management tasks and leading pedagogical practice.*' Realising the Ambition: Being me, the national practice guidance (February 2020) believes that Pedagogical leadership should be *'a focus for every practitioner as a leader of learning in every ELC and school.'*

4.1.1 **Rationale** -The rationale was to review aspects of the delivery of Early Learning and Childcare in relation to themes within both:

4.1.1.1 How Good Is Our Early Learning and Childcare, Quality Indicators: 1.3 Leadership of Change and 1.4 Leadership of Management and Practitioners.

4.1.1.2 Care Inspectorate: A quality framework for day care of children, childminding and school aged children. Key Question 3- How good is our leadership?

4.1.2 **Process** -The review was led by the Early Years Quality Improvement Manager. In March 2022, a Short Life Working Group (SLWG) was convened, consisting of ELC practitioners and leaders, union representatives and officers within the central team. The practitioners and leaders were from a range of ELC settings who had different models of delivery ensuring a wide

range of experience. The group met regularly to ensure the pace of the review.

The SLWG scoped out the review in April 2022. Visits were arranged to 10 ELC settings to conduct focused discussion. A template with key questions to support consistency within the discussions was developed collaboratively and used to gather the information required. The visits took place between May and June 2022.

In addition to the visits, a questionnaire for all ELC staff was developed to ensure that the group had the widest reach and that all staff had the opportunity to have their voices heard. This questionnaire was open during June 2022 with 136 staff responses.

4.2 **Summary of Findings**

There have been two summary papers developed analysing the data gathered from the field visits and the questionnaires providing full details and analyses of the findings:
- Appendix 3 – Summary of information from the focus visits
- Appendix 4 – Summary of information from the questionnaire

4.2.1 **Key Theme 1- Impact on workforce -Staffing**
The responses on the impact on staff were varied. Around a third felt no impact, a third felt negative impact and a final third felt positive impact. The following are the main points noted:

4.2.1.1 High turnover of staff was noted due to increased job opportunities however there were also challenges with recruitment.

4.2.1.2 Changes to staffing structures and work patterns, providing challenges for some who felt an increased workload and some recognised opportunities for promoted posts including flexibility within work life

4.2.1.3 Nursery teacher removed from ELC settings:
  o Challenges and lack of opportunities for Teachers in ELC, however there is a new team of EY teachers supporting pedagogy
  o Opportunities, autonomy for existing staff and increased opportunities for promotion of ELC staff with a new career pathway

4.2.1.4 Specific roles and remits of leaders and staff is not consistent across settings and can vary from setting to setting. Staffing models are dependent on number of children and model of delivery. Settings where there is a designated member of the Senior Leadership Team who has regular protected time within the playrooms have been able to manage the change process whilst ensuring quality assurance processes and upskill existing staff.

4.2.2 **Key theme 2- Impact on quality of experiences for the children**

The majority of staff who responded, three-quarters, did believe there had been an impact on children, the responses included positive and negative impacts. These ranged from:

4.2.2.1   More time for children to enjoy learning within the setting.

4.2.2.2   Longer sessions allowed more depth to learning.

4.2.2.3   Lower ratio of staffing supported smaller key groups.

4.2.2.4   Strengthening relationships as children attend the setting for longer hours.

4.2.2.5   Staff changes throughout the day affects consistency for children.

4.2.2.6   Recruitment challenges can affect what experiences are offered to children.

4.2.2.7   There was a high number of settings who commented that the biggest impact on quality had been from the Covid pandemic.

4.2.3   **Key theme 3- Impact from Covid Pandemic**

From the focused discussions with staff, there were a significant number of settings that identified the Covid pandemic as having the most significant impact on quality. They identified the following as having greatest impact: staff absences, limiting resources and spaces, impact on children's Speech and Language development, no outings/visits, bubbles in settings, no parents/visitors to the ELC, limited support from outside agencies e.g. HV or SLT and unable to collaborate with other settings.

5.   Next Steps

5.1   In recognising the significant changes that all Early Learning and Childcare teams have undergone, there is now the need for some stability and continued supportive leadership at all levels. It is also important that the leadership capacity in all staff continues to be built for any future improvements.

5.1.2   Further develop the leadership networks across the sector, to build staff confidence developing an empowered system within Early Learning and Childcare

5.1.3   Connect settings who deliver similar models within a network/forum so that good practice can be shared: e.g. sharing staff rotas, annual leave, lunchtime processes etc.

5.1.4   Support settings to establish clear roles and remits which are linked to job descriptions but that are context specific

5.1.5   Specifically, within schools with an ELC class, the designated member from the Senior Leadership Team to ensure weekly protected time within the ELC to support quality assurance processes and continuity of learning across Early Level. A forum for the designated SLT from schools to be established to support this group of leaders and to be led by the Quality Improvement Manager

       5.1.6   Ensure all practitioners have expectation of leading learning: building on the current professional learning offer to develop staff skills and knowledge on Leadership of Learning

6. Financial impact

6.1   There are no financial implications contained in this report

7. Stakeholder/Community Impact

7.1   The central Early Years team will continue to consult with a range of reference groups to ensure that the next steps identified are building leadership capacity towards an empowered system within Early Learning and Childcare.

7.2   Through quality assurance processes the Quality Improvement Team will continue to evaluate the Standards and Quality reports and the evaluations from both Education Scotland and Care Inspection visits to maintain the accuracy of the Capacity and Risk Register to inform proportionate support and challenge.

8. Background reading/external references

8.1   [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland-Quality Action Plan](#)

8.2   [Realising the Ambition: Being me February 2020](#)

8.3   [National Care Standards early education and childcare up to the age of 16](#)

8.4   [Equity and Excellence Leads Report on the Care Inspectorate Special inspection focus and update on development of the role- March 2021](#)

9. Appendices

9.1   Appendix 1   3 Year Strategic Plan for Quality 2017-2020

9.2   Appendix 2   ELC Improvement Plan and Framework 2021-2024

9.3   Appendix 3   Summary of findings from the focused visits

9.5   Appendix 4   Summary of findings from the questionnaire

Supporting Quality - The Golden Thread

High quality provision and experiences for children are at the top of our agenda. In our plans towards expansion of Early learning and Childcare within the City of Edinburgh we focus on Quality being the 'Golden thread' and will take account of the priorities set out in the National Improvement Framework including;

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

We have a central Early Years Team consisting of: Quality Improvement Education Officers, Early Years Managers, Development Officers, and Peripatetic Teachers who provide support within our four localities. The Early Years team have a strategic plan identifying key focused area for improvement based on the national documentation: How good is our Early Learning and Childcare and Building the Ambition.

Early Years Focused Self-Evaluation August 2017-June 2019	
Support and Challenge Year 1	
Block 1 **September 2017 - March 2018**	**Block 2** **March 2018 – September 2018**

What do children need?
HGIOELC –
QI 1.3 Leadership of change
BtA - 6.4.1 / 6.5.1
ELC- What do children need?
 	
     o VISION, VALUES & AIMS
     o ETHOS
     o ENVIRONMENT
     o CHILDREN'S VOICE
	Early Learning Pedagogy
	HGIOELC –
	QI 2.3 Learning, Teaching and Assessment
	     • Learning and engagement
	     • Quality of Interactions
	2.2 Curriculum
	     • Visible Pedagogy
	
	BtA 7.5.3 - Putting Pedagogy into Practice
	     o COMMUNICATION
	     o ENGAGEMENT
	     o CHILDREN'S VOICE
	     o DIFFERENTIATION
	     o STAFF KNOWLEDGE & UNDERSTANDING
	     o QUALITY INTERACTIONS

Support and Challenge Year 2	
Block 1 **September 2018 - February 2019**	**Block 2** **February 2019 – September 2019**

Giving children rich and exciting play and learning opportunities
HGIOELC –
QI 2.2 Curriculum
• Rationale and Design
• Learning and Development
• Pedagogy and Play
• Skills for life and learning
QI 3.1 Ensuring wellbeing equality and inclusion
• Wellbeing
BtA 7.5.1 Wellbeing
   o ENGAGEMENT
   o ENVIRONMENT
   o CHILDREN'S VOICE
   o INCLUSION
	Planning and securing children's progress
	HGIOELC –
	QI 2.3 Learning, Teaching and Assessment
	• Planning Tracking and Monitoring
	• Effective use of Assessment
	QI 3.2 Securing children's progress
	   o Progress in communication, language, Maths and Health and Wellbeing
	   o Children's progress over time
	   o Overall quality if children's achievements
	   o Ensuring equity for all children
	BtA 7.5.2 Communication
	   o ENGAGEMENT
	   o ENVIRONMENT
	   o CHILDREN'S VOICE
	   o INCLUSION
	How are we closing the gap?

Support and Challenge Year 3	
Block 1 **September 2019 - February 2020**	**Block 2** **February 2020 – August 2020**

Literacy and Communication through:
HGIOELC -
QIs: 1.2 Leadership of Learning
• Children leading learning
2.2 Curriculum
• Skills for life and learning
3.2 Securing Children's Progress
• Progress in Communication and Early Language
 	
Building the Ambition;
   o Experiences which
   o Adults who
   o An environment which
	Numeracy and Mathematics through:
	HGIOELC -
	QIs: 1.2 Leadership of Learning
	• Children leading learning
	2.2 Curriculum
	• Skills for life and learning
	3.2 Securing Children's Progress
	• Progress in Numeracy and Mathematics
	
	Building the Ambition;
	   o Experiences which
	   o Adults who
	   o An environment which

Within each of the four localities we regularly bring together Nursery Classes, Nursery Schools, Early Years Centres, Partner Providers including private nurseries, playgroups and childminders.

Within each session there are locality events where central themes for improvement are shared and developed in line with national guidance linked to our **Early Years Focused Self-Evaluation Plan.**

Proportionate 'Support and Challenge' visits to settings run alongside these events focusing on the central themes from our strategic plan, auditing practice and developing action for improvements.

Within each locality, we are developing small network groups called *'ELIPs' (Early Learning Improvement Partnerships)* to support and develop a self-improving system within our early years settings across the city.

Within Year 3 we are building on this by developing *'LLPs' (*Leadership *Learning Partnership Groups).* The groups will be established at the first Leading the Strategy meeting in September. The purpose of the LLPs is to establish and develop collaborative working across all Early Learning and Childcare and to allow leaders time to have professional dialogue. There will be an opportunity for the groups to meet again on a further two occasions at the Leading the Strategy meetings within the year. Further collaboration within the partnerships will be encouraged across the session.
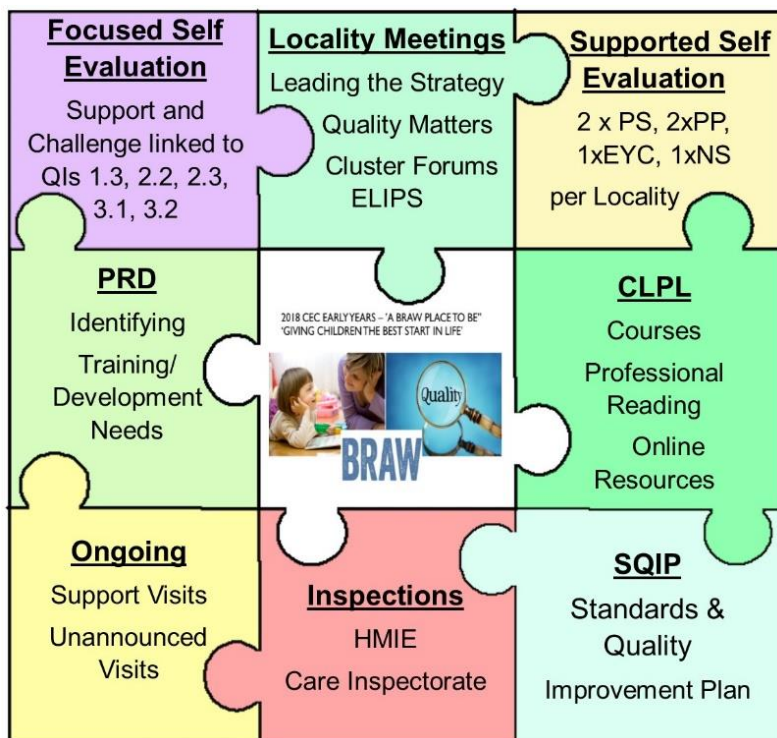
Edinburgh Early Years Improvement Plan

2021-2024

Early Years Improvement Plan
2021-24

Context

> ### The vision for Early Years in Edinburgh focuses on our children:
>
> *To ensure all our children have the best start in life. Their voices are heard, they are happy, well cared for and have quality opportunities to have fun, play and learn.*
>
> (UNCRC Article 6)
>
> Following the UNCRC (Incorporation) (Scotland) Bill passing on 16th March 2021, we will continue to make explicit the links between pedagogy, practice and children's rights.
>
> The City of Edinburgh Council has developed a long-term strategy, **Edinburgh Learns for Life**, to shape the vision for Education in order to improve the life chances for all, from babies to adulthood. The work and planning we do in Early Years support this goal.

From 1 August 2021, the funded early learning and childcare entitlement is 1140 hours per year for all 3 and 4 year olds, and eligible 2 year olds. This is supported by Funding Follows the Child and ensures that the funded early learning and childcare entitlement is delivered in high quality settings. This approach is 'provider neutral' and is underpinned by a National Standard that all settings that wish to deliver the funded entitlement have to meet.

Edinburgh has been phasing in the increased hours since August 2017 and by last session 2020-21, seventy five percent of our eligible children were receiving the increased hours ahead of time. We are delighted that our plans for the expansion will now mean all eligible children in Edinburgh will have a 1140 place from August 2021.

Approximately 10,500 children receive early learning and childcare in Edinburgh, and our expansion programme created a great opportunity for us to provide a service that would be more flexible, accessible and affordable for parents, whilst also ensuring children attend high quality settings.

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Early Years Improvement Plan
2021-24

Our Estate

- 99 LA settings and 10 Forest Kindergartens. 1 new nursery opened in Jan 2021 during the pandemic (St Cuthbert's). Prior to the expansion Edinburgh had no Forest Kindergartens.
- 105 Private and Voluntary settings in partnership with local authority, this figure is 9 less than 2017 due to providers not meeting the National Standard or providers closing.
- 43 childminders, prior to the expansion Edinburgh did not have Childminders in partnership.

Next steps

- 3 new nurseries will open during session 21-22 (Frogston PS, VictoriaPS and Nether Currie PS) and 4 nurseries will be replaced with a new build (St John Vianney RCPS, St Mark's RCPS, Granton PS and Craigentinny PS)

Early Learning and Childcare Statutory Guidance issued in July 2021 will support the local authority in carrying out the statutory functions required for implementation and delivery of high-quality Early Learning and Childcare.

To support the achievement of the Early Years Improvement Plan, there is a central Early Years Team consisting of Quality Improvement Education Officers, EY Managers, Operational Support Officers, Development Officers and Peripatetic staff who provide support across the sector. The Early Years Plan identifies key focused areas for improvement based on current national documentation: How Good is our Early Learning and Childcare and Realising the Ambition.

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Early Years Improvement Plan
2021-24

Early Years Framework 2021-24

Vision	Values	Aims	National Guidance	Priorities
				1140 Expansion DM
			Scottish Government: National Standard and Funding follows the child	Leadership at levels DM
	Respect Articles: 8,12,13,14	Connect and Collaborate		
To ensure all our children have the best start in life. Their voices are heard, they are happy, well cared for and have quality opportunities to have fun, play and learn. UNCRC Article 6	Nurture Articles: 19,20.24,39	Empower	Education Scotland: HGIOELC Realising the Ambition	Curriculum & Pedagogy GO'R
	Inclusion Articles: 14,15,23,30		Curriculum for Excellence: Early Level	Equalities IFC
	Learning Articles: 28,29,31	Transform through Research & Evidence	Care-Inspectorate: Quality Framework Health &Social Care Standards	Equity & Inclusion TS& IFC
				Parental Engagement PG

UNCRC: The UN Convention on the Rights of the Child

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Early Years Improvement Plan
2021-24

Priority: 1140 Expansion of Early Learning & Childcare			
Overall Responsibility	Donna Murray		
High Level Improvements	Increased ELC provision for all eligible 2, 3- and 4-year olds High quality, flexible, accessible and affordable ELC for families Use of the [Early Learning and Childcare Statutory Guidance](#) to support strategic change (July 2021)		
Outcomes	**Lead Officer**	**Key Strategic Action**	**Measurement**
All eligible 2, 3 & 4 year olds will receive 1140 hours of high quality early learning and child care within their chosen locality	Donna Murray	Flexibility of ELC provision will be enhanced through the completion of 5 new build ELC settings and through being responsive to the needs of families	Gather baseline data through the September 2021 parent survey. • By June 2024 the percentage of parents/carers receiving early learning through their **preferred location** will increase by at least 10%. • By June 2024 the number of parents/carers receiving early learning through their **preferred model of delivery** will increase by at least 20%

Early Years Improvement Plan
2021-24

EELCA will provide training and qualifications to develop a highly qualified, skilled and effective workforce, committed to lifelong learning and ensuring the very best outcomes for our children and families.	Donna Murray	Introduce a qualifications pathway from level 6 to level 9 to reflect the ELC career structure	Gather baseline data through consultation with staff By June 2024 the percentage of staff with the following qualifications will be Role Percentage EYA Level 6 50% EYP EELCA Mentors 15% EYO Level 8 10% SEYO Level 9 90%
Forest Kindergartens will support the expansion of ELC	Tracey Shaw	Candidates/staff will have opportunity to complete the forest kindergarten training during their studies with ELCCA New FK provision will be explored with natural heritage officers FK will be registered with CI as stand-alone settings ??	Number of candidates /staff completing forest kindergarten training Number of candidates/staff implementing opportunities to children in settings Number of new FK provision expanding year on year Completion of registration
Childminders will support the expansion of ELC	Paula Dennis	Increase number of CMs in partnership across all localities Establish partnership working with CMs and settings Raise CM profile amongst CEC settings and parents Develop CM quality via Self-Evaluation and Improvement Planning	Achieve initial target of 50 partner CMs, increase year on year to 1/3 of all Edin CMs in partnership Partnership working CI CM Inspection reports

Early Years Improvement Plan
2021-24

Priority: Leadership at all levels			
Overall Responsibility	Donna Murray		
High Level Improvements	Leaders at all levels to support and guide strategic direction and pace of change Specific professional learning supporting leadership at all levels Improved outcomes for children		
Outcomes	**Lead Officer**	**Key Strategic Action**	**Measurement**
Developing specific professional learning supporting leadership at all levels for:	Donna Murray	Ensure professional networks and professional learning packages for specific groups listed below	The percentage of the qualified workforce participating in and an EELCA programme increases from … in September 2021 to … by June 2024
Aspiring Heads of Centres - Develop a training programme for SEYOs interested in applying for HOC posts	Donna Murray	Establish a working group of HOCs to design the content and delivery of the training programme. Identify key council colleagues to support the delivery of the programme e.g. HR, EYMs, Business Managers	By June 2024, at least 50% of newly recruited HOCs have completed the Aspiring Heads of Centre programme.
New Heads of Centre	Tracey Shaw/ Paula Greenhill	Monthly network meetings. Exploring a variety of aspects of leadership and management. Evaluate feedback.	
Equity and Excellence Leads (SEYIO)	Gillian O'Rourke	Monthly network meetings	Evaluations and feedback from EE Leads

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Early Years Improvement Plan
2021-24

		Collaboration with SEIC EE Leads including planned meetings for the network of EE Leads across the RIC Regular professional learning planned in response to Self-Evaluation Provide appropriate mandatory training Engagement with the regional CYPIC advisor to support use of Quality Improvement Methodology	Data from intervention work carried out by the EE leads
Early Years Teachers	Paula Greenhill	Work in collaboration with SMT to use Improvement Methodology Weekly/fortnightly network meetings, CLPL plan to include Practitioner Enquiry, coaching/mentoring and key aspects from evaluation from settings/ EY teachers. Develop CLPL for all staff – key themes from EY improvement plan.	Evaluation and feedback from EYT and settings. Feedback from EY teachers on personal development via 1:1 Feedback from CLPL leads
SEYO	Paula Dennis	Develop a training package to support newly appointed SEYOs focusing on Management and Leadership	Attendance Feedback from SEYOs S&C visits to settings
EYO	Isla Finlayson	Consult on CLPL needs for EYOs Offer further CLPL opportunities - GIRFEC [EP support] - Mentoring [EELCA support] Promote universal CLPL relevant to role	Attendance Feedback from EYOs S&C visits to settings

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		- Observations and planning - Self-evaluation [GO'R?] Develop EYO network as part of wider peer support structure across CEC ELC	
Introduce a mentoring qualification for EYPs	Donna Murray	EYPs are able to undertake a SQA accredited mentoring qualification delivered through EELCA	By June 2024, 50% of EYPs who have mentored MA/Trainee EYPs since January 2022 are working towards or have completed the mentoring qualification.

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Early Years Improvement Plan
2021-24

Priority: Curriculum and Pedagogy	
Overall Responsibility	Gillian O'Rourke
High Level Improvements	All children will receive high quality learning experiences both indoors and outdoors within ELC All children will make good progress through planned and responsive experiences that promote holistic learning ELC settings will have high aspirations for children's achievement Practitioners will have an up to date knowledge of early learning pedagogy this will be evident in all aspects of practice within settings Improved outcomes for children

Outcomes	Lead Officer	Key Strategic Action	Measurement
ELC settings will have a sector specific Early Years Framework within *Edinburgh Learns For All Strategy* to support self-evaluation and improvement	Gillian O'Rourke	Develop 'Edinburgh Learns Early Years – Teaching, Learning & Assessment' framework 2021-22 linked to Realising the Ambition and the CI Quality framework	Increase in number of settings grading themselves 4 or above for: • HGIOELC QI 1.3, 2.3, 3.1 & 3.2 CI themes: Quality of Care & Support, Environment, Staffing & Management & Leadership
Planning for learning and securing children's progress will be of a consistently high level for all children 0-5across in ELC settings	Isla Finlayson (Communication & Literacy))	Develop 'Planning, Assessment and Observation' CLPL linked to Realising the Ambition and the CI Quality framework (Year 1)	Increase in number of settings grading themselves 4 or above for: • HGIOELC QI 2.3 & 3.2

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Early Years Improvement Plan
2021-24

	Gillian O'Rourke (Numeracy & Maths) Bex Ewart (STEM & Creativity) Paula Dennis (HWB) Tracey Shaw/ Paula Greenhill	Through Quality Assurance ensure that settings are engaging with the new guidance and CLPL opportunities (Years 1-3) Develop clear Early Years curriculum guidance and supporting CLPL for staff for: Literacy and Communication (Year 1) Numeracy & Maths (Year 1&2) STEM (Year 2&3) Health & Well-being- complete and launch resource [Year 1] Develop CLPL opportunities for staff supporting children 0-3. Evaluate the use of DMLO, Reflective questions, learning mats.	• CI themes: Quality of Care & Support & Environment Feedback from CLPL Quality assurance visits
Practitioners will have a sound understanding of pedagogy and their role in supporting children's experiences	Isla Finlayson	Develop a comprehensive CLPL offer accessible to all ELC practitioners supporting professional learning	Participation numbers and feedback on CLPL
Children will experience high quality learning experiences outdoors	Tracey Shaw	Launch guidance to promote quality outdoor provision for children 0-6 (Year 1) CLPL opportunities – 0-3 outdoors, schematic play outdoors, loose parts play, forest kindergarten and forest school training/qualification (Year 1) Develop and support outdoor networks (Year 2) CLPL opportunities – share best practice/development, develop 'use of self/practitioner' in outdoor play (Year 2)	Increase in number of settings grading themselves 4 or above for: • HGIOELC QI 2.3 & 3.2 • CI themes: Quality of Care & Support & Environment

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Early Years Improvement Plan
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Continuity for children 0-6 in the Early Years supporting child development and progression through play	Donna Murray Gillian O'Rourke	Establish seven 0-6 Learning communities involving Early Years Centres and Primary Schools as pilot project year 1 EYPs to work across early years and Primary 1 In line with the new national practice guidance Realising the Ambition revise and refresh: • Core Early Years curriculum and pedagogy guidance • Play for Learning pedagogy guidance for Primary 1	Increase percentage of children meeting: • all their developmental milestones at the 27-30 month child health review • milestones at the 4-5 years preschool child health review • achieving early level, the end of Primary 1 • Quality assurance using national documentation HGIOELC, Realising the Ambition and CI Quality Framework
Practitioners will develop their digital skills supporting Digital Pedagogy and Provision	Bex Ewart	Development of resources to support Digital Pedagogy including Podcasts, Guidance, CLPL and monthly SWAY	Participation numbers and feedback on CLPL

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Early Years Improvement Plan
2021-24

Priority: Equalities			
Overall Responsibility	Isla Finlayson		
High Level Improvements	All children will feel understood, valued and celebrated by all ELC staff Review and develop inclusive curriculum for ELC		
Outcomes	**Lead Officer**	**Key Strategic Action**	**Measurement**
All staff across ELC will acknowledge, recognise the need to be fully inclusive of all our children and families	Isla Finlayson	Develop and deliver Essential training for all staff re unconscious bias. Support for CLPL from outside consultants [eg Hakim Din, Stella Louis]	Participation numbers and feedback from delegates Tracking and monitoring outcomes from complaints and investigations
Practitioners respond sensitively and consistently when addressing racist, bullying and prejudice issues which contributes to the well-being of all children and families	Isla Finlayson	Create ELC procedural support for addressing racist issues, and ensure all staff are aware of new *anti-bullying and prejudice policy* Promote through communication structures meetings/newsletters CLPL to support interventions eg persona dolls [EAL service and outside providers]	Attendance Feedback Data on occurrence of incidents within teams
ELC curriculum pathways and approaches to learning will promote diversity and equality	Bex Ewart	Review current ELC curriculum. Promote anti-racist and inclusive curriculum and resourcing across ELC	Visits to settings by CEC officers

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Early Years Improvement Plan
2021-24

Priority: Parental Engagement			
Overall Responsibility	Paula Greenhill		
High Level Improvements	Improved partnership working with parents Targeted support for families who are experiencing poverty		
Outcomes	**Lead Officer**	**Key Strategic Action**	**Measurement**
Strategic Edinburgh Learns ELC plan aligning to primary and secondary.	Paula Greenhill Marie Lyons	Share Edinburgh Learns for Life framework- Learning together-across ELC Working group to consider involvement of ELC parents in parent councils Develop CEC Website: • plain English • additional easy access button Common threads in CLPL between early years, primary, secondary and community in 4 themes. • parental engagement	Feedback from good practice sessions

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		- parental involvement - family learning - learning at home	
CLPL for ELC settings to support Parental Engagement	Paula Greenhill	Working in partnership with parents Develop and deliver a suite of CLPL sessions for staff for: - parental engagement - parental involvement - family learning - learning at home	Staff Survey Feedback for CLPL
Within each ELC setting there will be a Peep Learning Together trained practitioner able to deliver quality sessions for parents	Paula Greenhill	Develop termly network meetings Develop digital Peep approach Increase delivery of quality Peep sessions for parents/carers	Peep learning together data
Families experiencing poverty will be supported in accessing available financial support	Paula Greenhill	Further develop a Maximise type offer for families	Data from the Maximise Programme

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Early Years Improvement Plan
2021-24

Priority: Equity and Inclusion			
Overall Responsibility	Isla Finlayson & Tracey Shaw		
High Level Improvements	Children will be supported effectively by staff teams with a better understanding of GIRFEC processes Staff teams will be more aware of the issues facing families affected by poverty Raising awareness and understanding of the promotion of children's rights within our ELC settings		
Outcomes	**Lead Officer**	**Key Strategic Action**	**Measurement**
Staff within ELC will have an understanding of the GIRFEC processes	Isla Finlayson Tracey Shaw	Provide CLPL for specific cohorts eg PPNS, EYOs in NCs, new SEYOs on GIRFEC processes and understanding of ASN inclusion requirements	Participation numbers and feedback Quality of referrals to ASL and audit processes
Supporting Children and families affected and disadvantaged by poverty	Isla Finlayson	Link with Molly Page re 1 in 5 training for ELC settings Make links with curriculum work to support literacy across early level with a focus on supporting progress for children affected by poverty	Participation numbers and feedback

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Early Years Improvement Plan
2021-24

	Gillian O'Rourke	Embedding the role of Equity and Excellence Leads (SEYIO) across identified settings using SIMD data. Focus on the strategic direction from the Scottish Government continuing to develop network of highly skilled practitioners.	Care Inspection feedback Self-Evaluation from the SEYIO network
Health and Wellbeing will be fully embedded within our ELC settings	Paula Dennis	Create HWB connected guidance for CEC and PPs linked to Equity & UNCRC, aligned to Edinburgh learns for All Review, refresh and launch EY Building Resilience resource	Visits to settings by QIEOs Care Inspectorate Inspection Reports Staff Training and feedback Children and families' feedback
UNCRC	Paula Dennis	Embed rights-based approach and pedagogy underpinned by UNCRC	QIEO visits CI Inspection reports Staff Training and feedback Children and families' feedback
Staff within ELC will have an understanding of The Promise	Tracey Shaw	Ensure that the ELC sector are informed and updated in regard to fulfilling duties in the widest capacity and sector specific from the plan	Feedback from ELC staff Feedback from children and families who are care experienced
ELC staff will use RtA to support equity and inclusion for children aged 0-3	Tracey Shaw	CLPL opportunity promoting equity and inclusion with a RtA focus	Participation numbers and feedback
Homeless families will be supported and feel included	Tracey Shaw	Identify a locality lead to promote ELC to homeless families and ensure inclusion during transitions	Data of ELC service uptake Data of successful P1 school entry

Summary of information from focused visits

Quality Thematic Review of Early Learning and Childcare

May 2022

City of Edinburgh Council- Local Authority Settings

Key Questions:

Have there been changes to models of delivery and staffing?

What has the impact on quality of experiences for children been?

Changes to model, delivery and staffing
- Changes happened at a particularly challenging time with COVID and so preparation in some cases was limited
- So many changes at the same time within some ELC settings
- Contract changes for staff- shifts/rota's/term-time to full year
- Roles changed and tweaked to cover role of the teacher
- Different shift patterns to support change in length of day/Increased hours:
  - longer shifts/later shift until 6pm in some settings has been a challenge for staffing
  - Allowed protected collegiate time within some models to support improvement work
- New roles created-SEYOs (settings covering 52 weeks and off campus models), additional EYOs for larger settings
- Roles have needed to adapt according to model of staffing:
  - EYO role has more leadership responsibility since removal of teacher role
  - Settings that have an allocation of one or two SEYOs (Off campus ELC or 52 week settings) have been able to manage this change more effectively
  - New SEYOs have been able to support leadership and management within the ELC with the designated SLT
  - Settings that have not been allocated SEYOs have found the impact on leadership of learning more challenging and there has been more responsibility for the EYOs and the designated SLT
  - Settings where the designated SLT has weekly protected time within the ELC has supported quality and managed the changes (working with staff not just regular meetings but being on the floor)
  - CLPL support for EYOs – leadership skills
- In a number of settings term-time places are full and seem to be the preferred option for families rather than full year model

Opportunities and challenges:
- Learn from each other – peer mentoring
- EYO greater responsibility

- New staff teams – passion, enthusiasm, revitalise practice
- Communication – consistency difficult as teams have grown quickly
- Lack of time together as a team due to challenges
- People coming into Early Years with new skills and experiences
- Staff availability – supply challenges/workforce issues/recruitment
- Different staff teams merging together
- Staff mindset – managing change positively
- More collegiate time – term time settings
- Consistency throughout larger team
- 6pm pickup not taken up all children especially ELC linked to schools/school day
- Planning – team responsibility, some settings have embraced this some have found it particularly challenging
- Managing annual leave- rotas/shift patterns
- Building work – rebuilds, fixing buildings etc.
- Remits have changed
- EYOs supporting EYPs in more of a leadership role
- Promotion opportunities – career pathways enhanced, although term time SEYO roles are limited
- Staff turnover has been rapid in some settings
- Workforce/recruitment challenges

Impact on Quality
- Clear Vision, Values and Aims has supported quality
- Designated SLT and SEYO or EYO lead self-evaluation to support continuous improvement.
- SLT and SEYO or EYO lead learning within the staff teams although recognition that it is everyone's responsibility to lead learning to ensure quality experiences for children, in some settings good examples of practitioners leading planning
- Where there are effective processes for 1:1 check in's, PRDs, room meetings, room walks this has supported consistency in quality within the ELC
- In some settings leadership of learning and self-evaluation has been challenging due to a number of factors: Staffing, Covid mitigations, removal of teacher so establishing new roles within teams, extending staff teams
- Staff commitment and hard work has ensured continuity of learning and quality experiences for children
- 0-6 collaborative pilots – collegiate working, building positive relationships supporting transition for children
- New delivery models, longer days, extended hours in ELC:

- o for some children – children with ASN or very young have found the full days more difficult to cope with and can be tired by the end of the day
  - o allows time to re-visit learning, extend and develop learning experiences for the children
  - o lunchtime experiences for the children supporting HWB
  - o change of pace, less hurried than shorter sessions
  - o staff have mor opportunity to build deeper stronger relationships with the children
- More flexibility in terms of support for children and families

Impact of Covid on Quality:

Some settings report that Covid has had the biggest impact on quality of experiences:

- o limiting resources and spaces
- o impact on children's SLT development
- o no outings/visits
- o bubbles in settings
- o no parents / visitors to the ELC
- o limited support from outside agencies eg. HV or SLT
- o not able to go and visit other settings
- o staffing absences
- o limited CLPL opportunities for staff
- o no cluster support/sharing of practice

Key Themes

- Clarity over roles, remits and the structure of the ELC team
- Leadership roles/remits – DHT, SEYO, EYO
- Shift patterns and cover for annual leave can be a challenge for settings who have moved from term-time to full year
- Support for SEYO when other SEYO is off
- Teachers removed from all ELC settings
- Team of centrally managed EY Teacher supporting Pedagogy
- Change of management structure – HT removal from standalone Nursery Schools
- More time with children – deepens learning, builds stronger relationships
- Fewer transitions for children and flexibility allowing support for children who may require more ELC time
- More time for visits/excursions
- Part time staff prefer full days – flexibility supporting work life balance/childcare

- More autonomy for EYOs and EYPs when teacher role was removed
- Long day for young children at settling period in particular
- Lunches in some settings have been a challenge – moving furniture, quality of experience in others they have built in a really sociable learning experience for the children
- Teacher previous workload vs EYO/SEYO
- Increased numbers of staff in ELC teams
- Teacher role was a more senior role than an EYO role
- More choice of recruitment – positive for staff, challenge for staff teams
- Digital technology: opportunities and challenges for staff

Next Steps/Recommendations
- 1140 model networks
- Sharing practice opportunities
- Establish clear roles and remits which are linked to job descriptions but context specific
- Designated SLT having weekly protected time within the ELC has supported quality and managed the changes (working with staff not just regular meetings but being on the floor)
- Sharing staff rotas, annual leave, lunchtime processes etc
- Ensuring all practitioners have expectation of leading learning through supporting planning

Summary of information from Questionnaire

Quality Thematic Review of Early Learning and Childcare

May 2022

City of Edinburgh Council- Local Authority Settings

1. **What role do you currently hold?**

●	Head Teacher	2
●	Head of Centre	3
●	DHT/PT responsible for ELC	13
●	SEYO	12
●	EYO	33
●	EYP	73
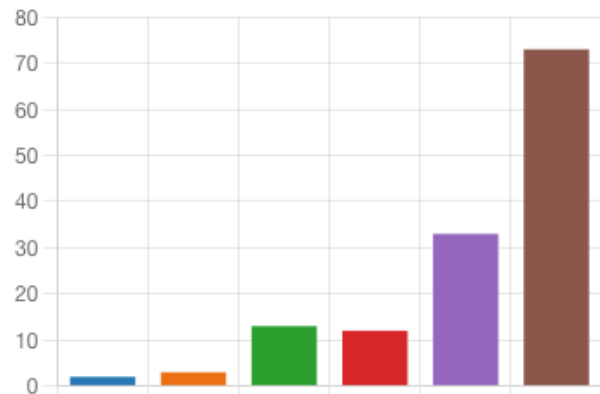
2. **Within your current ELC setting have you experienced changes:**

●	Staffing	76
●	Model of delivery	55
●	No changes	5

3. **Describe the changes within your setting:**

72 respondents (**53%**) answered **staff** for this question.

children and staff   Staffing changes   staff and children Staff members
changes and staffing   staff team hours have changed
time children   New staff   **staff**   Term time   impact on staff
hours - full days   staff changes   member of staff
change of model   changes of staffing   Change of hours
staffing both within the nursery   high staff

Key themes for Q3:
- Staffing – high turnover of staff, staff changes and staff absence
- Model of delivery – 52 weeks, longer days, move to 1140 hours etc.
- Nursery teacher removed

4.   Has there been an impact on quality of experiences for the children?

🔵 Yes		100
🟠 No		36

5.   If yes, please describe the impact on quality for the children.

Some responses to Q5:

- "*The children have longer to enjoy and wallow in their play. They can strengthen relationships with staff and each other and extend their learning further*"
- "*…we now have more time to deliver high quality learning experiences.*"
- "*The quality of the children's experiences has changed, but due to covid*"
- "*Children get to know staff then they leave. Different supply staff coming so no consistency*"
- "*Children with allocated hours are not receiving this because the post is so difficult to fill. The change of delivery model has had a positive impact.*"
- "*I feel two days does not give the children a consistent enough routine to make the most out of their experience.*"
- "*Due to staff shortages, Forest school sessions had to be put on hold as not enough staff to support the children both in nursery and outdoors.*"
- "*Staff have commented that smaller group sizes have facilitated more in depth observations and identification of next steps…*"
- "*…Most of them do not fully utilise their allocated hours [52 weeks] as they are picked up from nursery at the same time as the term time children.*"

84 respondents (**62**%) answered **children** for this question.

changes for children child care children's learning children and families
time children   experiences with the children
impact on children   **children** staff children and staff
children in to nursery new staff   Longer days children needing
individual child day for children children being tired
children get upset staff and children quality of the children
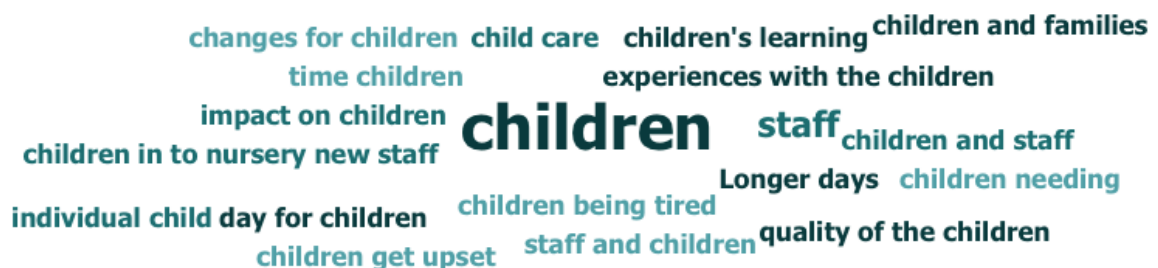
6. **Have the changes resulted in an impact for you in your role?**

● No	41
● Yes resulting in more opportunit…	46
● Yes negatively	49

7. If yes, please describe

37 respondents (27%) answered **staff** for this question.

Key themes for Q7:
- Increased responsibility – heavier workload but some report increased opportunity for personal/career development
- Increase in time spent recruiting due to high turnover of staff
- Change of work pattern – introduction of shifts and rota system, which is positive for some, but not others
- Increased opportunity for promotion within the sector
- More time spent covering staff absence

8. As a result of the changes please describe any areas where you recognise a need for support or professional development.

42 respondents (31%) answered **staff** for this question.

Some responses to Q8:
- *"More availability for mandatory training for staff such as First Aid, Autism Awareness, Child Protection etc."*
- *"Courses difficult to attend because of staffing"*
- *"It would be good to share good practice with cluster nurseries…"*
- *"I feel that EYOs and Seniors would benefit from leadership training, coaching techniques etc, to better support them in leading the nursery team"*
- *"EYO role needs to be updated and defined by Edinburgh…"*

- *"Administrative support for nursery staff regarding organisation of snack. Supporting children with ASN; speech and language support and ASD."*
- *"…Further opportunity for training regarding challenging behaviour and insecure attachments post pandemic."*
- *"Support to change routines that best suit the needs of the children…"*
- *"…Further training on child development would also be beneficial…"*
- *"…Prioritising collegiate time for the team is essential in maintaining high quality…"*
- *"More training opportunities, especially face to face, more all together training in the setting"*
- *"More support and training for PSA's and EYP's with 1:1 children that have additional needs"*
- *"…Stronger connections with local primaries, to show the important foundation work we have done with children before moving on."*

9. **Please add any further comment you feel will be relevant to this review.**

32 respondents (**24%**) answered **staff** for this question.

Key themes from Q9:
- Changes to EYO role have been challenging and seems inconsistent between settings
- Staffing challenges are significant
- Changes to model of delivery – positive for some, challenging for others
- Significant changes in the sector over recent years – both opportunities and challenges
- Time management is challenging with longer hours and staffing difficulties

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Education, Children and Families Committee

10:00am, Tuesday, 31 January 2023

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity

1.1.2 Agree next steps at 5.1 – 5.3

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Jackie Reid, Acting Senior Education Manager

E-mail: Jackie.Reid2@edinburgh.gov.uk

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Report

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Quality Improvement and Scrutiny Update

2. Executive Summary

2.1 This report provides an update of the self-evaluation of schools, and scrutiny undertaken by Education Scotland since the previous Quality Improvement and Scrutiny Report presented at the Education, Children & Families Committee on 15th November 2022.

2.2 The following schools were inspected by Education Scotland

- Currie Primary School and Nursery Class (full model inspection)
- Juniper Green Primary School and Nursery Class (full model inspection)
- Edinburgh Secure Services (Howdenhall & St Katherine's) (short model inspection)

The letters issued to parents & carers identifying strengths and next steps for each of the above inspections, are attached as appendices. The link to the more detailed full summarised inspection findings (SIF), is detailed in the letter for each inspection and referenced below as background reading.

2.3 Follow-Through visits took place to establish the level of progress on areas of improvement identified during previous HMI Inspections as follows:

- Echline Primary School   Progress made
- Longstone Primary School   Progress made
- Prestonfield Primary School   Significant Progress made

2

In each case, the QICS will ensure that recommendations for further improvement are implemented by the school.

2.4 Supported self-evaluation processes have been undertaken at

- Forrester High School
- James Gillespie's High School

Key strengths, and areas for improvement, have been identified and are detailed in the main report section. The QICS will ensure that actions related to improvements are implemented by the school.

3.   Background

3.1   Education Scotland has inspected the schools stated in the executive summary using either the full or short model of inspection. The full model of inspection evaluates the four key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading):

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment & Achievement

The short model of inspection evaluates two Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading):

- 2.3 Learning, Teaching & Assessment
- 3.2 Raising Attainment & Achievement

In each case, the QICS has provided intensive support to ensure these schools are well prepared for their inspections including ensuring high confidence levels in the school's self-evaluation grades for these core Quality Indicators. This includes undertaking supported self-evaluation processes (SSEs) and Shared Classroom Experience (SCE). Discussions are also held with senior leaders about their strategy for improvements in these core areas of work and discussions held with focus groups of staff, parents/carers and young people.

3.2   The Quality Improvement and Curriculum Service (QICS) undertakes follow-through visits in accordance with the following cycle: -

- Within 1 year of inspection where a school has been externally validated as "satisfactory" or less in any of the core Quality Indicators (1.3 Leadership of Change, 2.3 Teaching, learning & assessment, 3.1 Health, wellbeing & resilience, 3.2. Raising attainment & achievement)
- Within 18 months of inspection for all other schools

Post-pandemic, schools inspected just before lockdown have been prioritised. Some schools inspected before lockdown did not experience a follow-through visit due to the suspension of planned scrutiny activity. Follow-through visits will be planned for this category of schools in keeping with the principle that those with an external validation of "satisfactory" or less will be prioritised.

3.3   The QICS has restarted the plan of activity of supported self-evaluation processes for schools likely to be in the cycle for inspection. The main factor in identifying these schools is the length of time since they were last inspected; information which is held in the Capacity & Risk Register. These groups of schools have received targeted pre-inspection support including detailed guidance on the process of, and preparation for, inspection.

4.   Main report

4.1   Education Scotland Inspections

Currie Primary School and Nursery Class

In September 2022, Education Scotland inspectors visited Currie Primary School undertaking a full model inspection.

School

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

Nursery

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	Good
3.2 Securing Children's Progress	Satisfactory

The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 1). The Early Years QICS will make a return visit within one year to ensure progress is made in the Nursery within the areas identified.

Juniper Green Primary School and Nursery Class

In September 2022, Education Scotland inspectors visited Juniper Green Primary School undertaking a full model inspection.

School

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

Nursery

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good

3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Securing Children's Progress	Good

The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 2). Of particular note, is the school's Equalities work which the inspection team has identified as sector-leading and have requested permission to share this practice at National level.

Edinburgh Secure Services (Howdenhall & St Katherine's)

In September 2022, Education Scotland inspectors visited Edinburgh Secure Services undertaking a short model inspection.

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Unsatisfactory
3.2 Raising Attainment & Achievement	Weak

As a result of the inspection findings, Education Scotland will return to carry out a further inspection of the school within six months of the publication of the report (20.12.22) and will liaise with the Local Authority regarding this process. The strengths and areas for development are detailed in the report and summarised inspection findings (Appendix 3). The provision (education and care setting) is currently under review with a clear action plan to ensure that the needs of the young people attending are fully met. This has included a review of the leadership capacity.

4.2   Follow-Through Visits

Echline Primary School

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Echline Primary School and Nursery Class (short model inspection).

School

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

Nursery

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Securing Children's Progress	Good

A team of QICS officers visited the school to review progress, week beginning

26th September 2022. During the visit, the nursery and 10 primary classes were observed. The team also met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE, and with the following focus groups: pupils P3-P4, pupils P5-P7, teaching staff and nursery practitioners. The findings provide evidence that the school has made progress in all three areas highlighted by Education Scotland in 2019. Strengths and next steps are detailed in the report. (Appendix 4). The Quality Improvement Education Officers for the school and the nursery will continue to work with the Head Teacher to support and challenge progress across the school and this will continue to be reported to parents & carers through the Standards and Quality reports at the end of each session.

Longstone Primary School

In February 2020, a team of inspectors from Education Scotland and the Care Inspectorate visited Longstone Primary School and Nursery Class (short model inspection).

School

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

Nursery

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Satisfactory
3.2 Securing Children's Progress	Satisfactory

In September 2022, a team of QICS officers visited Longstone Primary School and Nursery Class to report on progress. They visited classes and worked closely with the Head Teacher, the senior leadership team, and wider staff, to evidence the progress and improvements which the school had made. The findings evidence that Longstone Primary and Nursery had made progress in all four areas highlighted by Education Scotland in 2020. Strengths and next steps are detailed in the report. (Appendix 5). The Quality Improvement Education Officers for the school and the nursery will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents & carers through the Standards and Quality reports at the end of each session.

Prestonfield Primary School

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class (full model inspection).

School

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

Nursery

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality & Inclusion	Satisfactory
3.2 Securing Children's Progress	Good

A team of QICS officers visited the school and nursery on 28 September 2022. The team reviewed classroom experiences with a member of the Senior Leadership Team in six classes, the nursery and observed the Support for Learning Teacher working with young people. The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: pupils from P5-7, teaching staff, nursery practitioners and the Parent Council Chairs. The findings evidence that the school and nursery have made significant progress in each of the identified areas for improvement. Strengths and next steps are detailed in the report. (Appendix 6). Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience.

4.3 Supported Self-Evaluation

QICS officers have undertaken supported self-evaluation processes with Forrester and James Gillespie's High Schools. The following strengths, and areas for improvement, have been identified: 7

Forrester High School

- Across the school, learning environments are built upon positive, nurturing relationships.
- The recently developed Learning and Teaching strategy, which links with the Edinburgh Learns Teachers' Charter, is beginning to have a positive influence on the learning experiences of young people.
- In almost all lessons the purpose of learning, and success criteria are shared, in the majority of classes this is used to provide feedback to learners about how to progress in their learning. In the best examples, feedback was provided on an individual basis allowing the pupil to identify gaps and next steps in their learning including opportunities for peer assessment.
- In a few curriculum areas, teachers make imaginative use of digital technologies to stimulate and support young people's learning.

- Staff should further develop their skills related to, and understanding of, Assessment is for Learning (AifL) making use of the Edinburgh Learns Teachers' Charter professional learning offer, developing greater consistency in the construction of learning intentions.
- The school should also increase pace and challenge and ensure tasks are tailored to match the needs and abilities of all learners appropriately.
- Pupils would benefit from increased opportunities to work collaboratively.
- Staff should continue to plan for differentiation using a range of data. This will help all staff to understand the social, economic and cultural context of its local community. The school should now plan to participate in Leadership for Equity professional learning.

James Gillespie's High School

- The positive relationships developed by staff contribute to a learning environment in which young people are co-operative and keen to learn.
- The staff demonstrate a commitment to supporting the wellbeing of all young people. This has built an ethos of mutual respect.
- Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. The school protects time for professional dialogue, collegiate learning and self-evaluation, so that most members of the school community can contribute to plans for continuous improvement.
- The school engages in regular self-evaluation with stakeholders and has a thriving Parent Council whose views are sought regularly about a range of aspects of school life.
- Staff utilise a range of data and information to understand the social, economic and cultural context of its local community and take account of this when planning learning, events and opportunities. As identified in the Standards and Quality Report, June 2022, teaching staff and Pupil Support Officers should participate the Leadership for Equity Training.
- The school should continue to develop strategies to raise attainment for the lowest-attaining groups of young people across all stages.
- As part of the refresh of the school's teaching and learning toolkit there should be a focus on use of Assessment is for Learning strategies. A review of the lesson structure to maximise learning time model would also be beneficial. The toolkit should be adapted in line with the Teachers' Charter in the areas identified through self-evaluation activity. As identified in the Standards and Quality Report in June 2022, all staff should participate in one aspect of the Teacher Charter CLPL Training linked to their Professional Review and Development.
- Tracking and monitoring of learners' progress, achievement and attainment, for individuals and groups of young people, should be systematic and based on reliable evidence across all curriculum areas. This should include building on the most effective practice within the school, to develop a shared practice examples of high-quality learning, teaching and assessment.

5.   Next Steps

5.1   QICS to continue to undertake the planned calendar of remaining follow-through visit which will be reported to Education, Children & Families Committee.

5.2   QICS to continue to undertake planned calendar of Supported Self-evaluation activity, the themes from which will be reported to Education, Children & Families Committee.

5.3   QICS to review the Capacity and Risk Register to update data gained from scrutiny activity, and to provide proportionate levels of support and to plan future scrutiny activity.

6.   Financial impact

6.1   There are no financial implications contained in this report.

7.   Stakeholder/Community Impact

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

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

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

9

8.   Background reading/external references

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

8.2   Currie Primary School and Nursery Class Summarised Inspection Findings (SIF) is be available on the Education Scotland website at: https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3111

8.3   Juniper Green Primary School and Nursery Class Summarised Inspection Findings (SIF) is available on the Education Scotland website at: https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3111

8.4   Edinburgh Secure Services (Howdenhall and St Katharine's) Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

9.   Appendices

9.1   Appendix 1- Currie Primary School and Nursery Class Inspection Report

9.2   Appendix 2 – Juniper Green Primary School and Nursery Class Inspection Report

9.3   Appendix 3 - Edinburgh Secure Services (Howdenhall & St Katharine's) Inspection Report

9.4   Appendix 4 - Echline Primary School Follow-through Report

9.5   Appendix 5 – Longstone Primary School Follow-through Report

9.6   Appendix 6 – Prestonfield Primary School Follow-through Report

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Education Scotland
Foghlam Alba

8 November 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Currie Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

Staff work well together to create a calm, inclusive environment across the school and nursery. They work well together to ensure that they build positive nurturing relationships with children.

- Children who are polite, well-mannered and show respect and care towards each other. They are fully involved in the life of the school and are confident in identifying areas they would like improved.

- The positive way staff are implementing learning through play at P1 and P2.

- The consistent approach to effective learning and teaching across the school through which children's wellbeing and learning needs are well met.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- Staff across the school and nursery need clearer direction from senior leaders on how to demonstrate the progress children are making in their learning.

- Staff in the nursery and P1 should work more closely together to ensure continuity in learning across the early level.

- Senior leaders should support staff in the nursery to improve the planning of learning that allows individuals to be sufficiently challenged.

- Staff should continue to work with the local authority to understand more fully how to record and document actions taken in line with Edinburgh City Council's policy on safeguarding.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare?. Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Currie Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**good**
Ensuring wellbeing, equality and inclusion	**good**
Raising attainment and achievement	**good**
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**satisfactory**
Ensuring wellbeing, equality and inclusion	**good**
Securing children's progress	**satisfactory**
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=2282

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Sadie Cushley
HM Inspector

Appendix 2

Education Scotland
Foghlam Alba

29 November 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Juniper Green Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work:

- The solution-focused and positive approach of school and nursery staff in managing change and the impact of COVID-19. They have embraced the challenges presented to them and worked together creatively to make worthwhile changes to practice.

- The highly effective leadership of the headteacher and senior leaders in empowering staff and securing improvement. They ensure that innovative approaches to learning, teaching and health and wellbeing are leading to better outcomes for children.

- The dedication of all staff in creating an ethos of nurture and achievement, where children and adults feel valued and respected. The wellbeing of the whole school and nursery community is central to the work of all staff.

- Consistently high quality learning and teaching across the primary and nursery classes. Children benefit from exciting and relevant learning experiences across the curriculum.

- The sector leading approaches to teaching children about equality and diversity. Children are articulate and very knowledgeable about their rights, and the rights of others in society. They have a secure understanding about fairness and equity and demonstrate the 'Juni Way' in their respectful interactions with each other and with adults.

The following area for improvement was identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- As planned, continue to develop approaches to using assessment information to ensure that all children across the nursery and primary classes can make the best possible progress.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? (4th edition)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Juniper Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	**very good**
Learning, teaching and assessment	**very good**
Ensuring wellbeing, equality and inclusion	**very good**
Raising attainment and achievement	**very good**
Descriptions of the evaluations are available from: [How good is our school? (4th edition), Appendix 3: The six-point scale](#)	

Quality indicators for the nursery class	Evaluation
Leadership of change	**very good**
Learning, teaching and assessment	**very good**
Ensuring wellbeing, equality and inclusion	**very good**
Securing children's progress	**good**
Descriptions of the evaluations are available from: [How good is our early learning and childcare? Appendix 1: The six-point scale](#)	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=3111.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The City of Edinburgh Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lesley A Allan
HM Inspector

20 December 2022

Dear Parent/Carer

In September 2022, a team of inspectors from Education Scotland visited Edinburgh Secure Services (Howdenhall & St Katharine's Special School). During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Partners provide valuable learning experiences that enable young people to participate in a range of sporting and physical activities.

The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council.

- As a matter of urgency, local authority officers and senior leaders need to improve the quality of learning, teaching and assessment.

- The local authority and staff should take appropriate steps to improve young people's attendance and engagement with their learning.

- Senior leaders and staff need to plan better what young people will learn. In doing so, they must ensure that young people engage in learning activities which build on what they already know. Teachers should also improve approaches to measuring young people's progress with their learning.

- Senior leaders and staff need to improve young people's attainment and achievement.

- The service need to develop a high quality broad general education. They should develop learning pathways which support young people to develop their skills in literacy and numeracy.

We gathered evidence to enable us to evaluate the school's work using quality indicators from How good is our school? (4th edition). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Edinburgh Secure Services (Howdenhall & St Katharine's Special School)

Quality indicators	Evaluation
Learning, teaching and assessment	**unsatisfactory**
Raising attainment and achievement	**weak**
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
Reports page | Inspection reports | Education Scotland

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with The City of Edinburgh Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with The City of Edinburgh Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

David McKellar
HM Inspector

Echline Primary School and Nursery Class post-inspection visit by City of Edinburgh Council, October 2022

In September 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Echline Primary School and Nursery Class. Following the inspection, in November 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

Areas for Improvement

- In the nursery and in the primary, staff should continue to work together to provide more consistent high quality learning and teaching. This includes increasing pace and challenge. As planned, approaches to assessment need to improve. Children need to understand clearly the skills they are developing and what they need to do to improve further.

- Across the nursery and in the primary, staff should continue to raise attainment and achievement in literacy and numeracy.

- Staff should develop stronger links with parents and other local partners to improve children's skills for learning, life and work.

The following evaluations were achieved within each of the core quality indicators.

Education Scotland's evaluations for Echline Primary School and Nursery

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

The post-inspection visit

In order to report on progress, a team of council officers visited the school during the week beginning 26th September 2022. The team consisted of an Early Years Quality Improvement Education Officer and two Quality Improvement Education Officers for schools. Over the one day visit, the nursery and 10 primary classes were observed. The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: pupils P3-P4, pupils P5-P7, teaching staff and nursery practitioners.

Findings of the visit: progress with areas for improvement

- ***In the nursery and in the primary, staff should continue to work together to provide more consistent high quality learning and teaching. This includes increasing pace and challenge. As planned, approaches to assessment need to improve. Children need to understand clearly the skills they are developing and what they need to do to improve further.***

Strengths/progress made

In the nursery class, there are opportunities for both child-initiated and adult-initiated learning. Practitioners support children to engage in their learning through effective commenting and questioning. Skilled interactions support children with additional support needs to access learning opportunities appropriate to their interests and needs.

The learning environment in the nursery offers a variety of open-ended experiences, particularly outdoors. The new staff team is reflective and engaged in evaluating experiences and spaces.

The acquisition of skills across the nursery cohort is very varied, and staff are skilled in identifying and supporting children who are at an early stage in their learning.

In the primary school, almost all classes use learning intentions and success criteria; in the majority of these classes, these link to the skills which children are learning

In most classes, children can articulate what they are learning and how to be successful in their learning.

The school have made some effort on developing their knowledge of effective differentiation in the classroom.

Next steps/continue to

The nursery should continue to develop choices for children in their learning environment, and to improve consistency of quality across indoors and outdoors.

Children in the nursery have opportunities to apply their skills, staff should now look to develop this further to enable greater challenge in the children's learning.

In the nursery, observations show that the staff team are recognising significant moments of learning. Further work is needed to develop consistently high-quality observations across the team, and, through responsive planning processes, to use these effectively to support learning.

The school should continue to embed a consistent approach to the use of AiFL strategies. The consistent use of open-ended questioning techniques will help to ensure appropriate pace and challenge for pupils.

In the primary classes, greater focus should be given to developing a consistent approach for children to clearly understand the skills they are developing and what they need to do to improve further, for example through target setting.

Appendix 4

- ***Across the nursery and in the primary, staff should continue to raise attainment and achievement in literacy and numeracy.***

The nursery environment offers opportunities to develop and apply literacy and numeracy skills, and these are well-used by children. Observations demonstrate that practitioners focus on aspects of literacy and numeracy in their interactions with children.

In the primary school, the staff have engaged in a range of professional learning opportunities linked to developing skills in literacy. This has enabled a more consistent approach across the school in the teaching and assessing of literacy. The school have developed a progressive approach to the teaching of writing which will continue to support the raising of attainment and achievement in this area. The impact of "Teaching Children To Listen" professional learning was visible in the majority of classes, helping children to engage in their learning.

Staff have developed more consistent, whole school approaches to tracking and monitoring which has helped to monitor the progress in all children's learning and to track the impact of interventions.

Next steps/continue to

Staff planning across stages and in trios has improved consistency, supporting with the moderation of learning and teaching. The school should continue to develop opportunities to moderate across the learning community in order to gain greater consistency and confidence in professional judgement.

For some children, COVID has had a negative impact upon attainment, but the school are now prioritising addressing gaps in learning and should continue to focus on raising attainment in literacy and numeracy.

- ***Staff should develop stronger links with parents and other local partners to improve children's skills for learning, life and work.***

A significant partnership for nursery is the introduction of Forest Kindergarten. The staff team have embraced this change and have made a positive start, working with the Forest Kindergarten team to build strong links between the two settings. The staff team are welcoming families back into the setting with the lifting of covid restrictions, and local partnerships support the development of the garden area.

During the pandemic the school made progress in the use of digital technology to support with the communication of children's learning. This has continued with the successful use of weekly Sways which has been positively evaluated by parents

Next steps/continue to

Work on this identified priority has been impacted by the pandemic. The school are now beginning to rekindle links with parents, partners and the local community to enhance the school's curriculum and provide opportunities for children's wider achievement.

There are opportunities for pupils' greater use of digital technologies across the school to

support and extend pupils' learning. The Empowered learning project will help support with the development of this.

Conclusion

The Quality Improvement Education team found that Echline Primary and Nursery had made progress in all three areas highlighted by Education Scotland in 2019. The Quality Improvement Education Officers for the school and the nursery will continue to work with the Head Teacher to support and challenge progress across the school and this will continue to be reported to parents through the Standards and Quality reports at the end of each session.
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Appendix 5

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The City of Edinburgh Council

Follow Through Report

Longstone Primary School and Nursery Class

September 2022

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Background

Education Scotland undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents and carers about each inspection is published approximately three months after the inspection. On the basis of this letter the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement.

In September 2022, a team of Quality Improvement Education Officers, representing the nursery and primary sectors, visited Longstone Primary School and Nursery Class. They visited classes and they worked closely with the Head Teacher, the senior leadership team and wider staff to evidence the progress and improvements which the school had made.

Report

During the inspection visit in 2020, Education Scotland evaluated the school and nursery class as follows:

School

Quality Indicator	Evaluation
2.3 Learning, Teaching and Assessment	Satisfactory
3.2 Raising Attainment and Achievement	Good

Nursery Class

Quality Indicator	Evaluation
Learning, Teaching and Assessment	Satisfactory
Securing Children's Progress	Satisfactory

The four areas for improvement identified during the Education Scotland inspection visit, which took place in February 2020, are as follows, and this report covers progress relating to each one in turn.

- Continue to raise attainment in literacy, particularly in listening and talking; and in numeracy, giving greater emphasis to information handling and problem solving.
- Develop further how staff in the school and nursery class assess children's progress and use the information more effectively to plan children's learning.
- Build consistency in high quality learning experiences for all children in the primary classes, ensuring that time for learning is maximised. In the nursery class, review the structure of the day for 2-3 year old children, to support further their overall wellbeing and development.
- Increase the scope for all members of the school community, in particular staff and children, to contribute to school improvement by taking on leadership opportunities.

Area for development 1: Continue to raise attainment in literacy, particularly in listening and talking; and in numeracy, giving greater emphasis to information handling and problem solving.

Strengths

Attainment in literacy has shown improvements since last session, with the majority of learners from P1-P7 now achieving expected levels, including 69% in writing.

An improved forward planning system for literacy and numeracy has been adopted, which now ensures consistent use of progression pathways by teachers, and differentiated planning by all teachers. A new annual plan also enables balance and coverage across all curriculum areas.

The introduction of termly strategic planning meetings in cross stage or level collaborative teams has increased teacher knowledge of progression within and across a level.

The school has participated in the Live Literature Author in Residence Programme, which has contributed towards the raised attainment in writing for targeted year groups (P6, P7), and has increased motivation in writing, which could be seen during class visits and was also articulated by pupils during the visit.

The school has strengthened its use of Additional Support for Learning liaison meetings to ensure that the planning and evaluation of effective universal and targeted supports is efficient and effective. Continued high quality supports include Word Boost, Social Skills Groups, Read Write Inc, IDL, Word Hornet, Fine motor skills/sensory circuits, and nurture.

In the nursery, some practitioners were using open ended questions and commentary to support and extend learning.

All staff in the nursery have begun Hanen professional learning, which will support high quality interactions and increase progress within communication and literacy.

Next steps

The school should continue to further develop and deliver high quality learning and teaching that involves more pupil participation and opportunities for learners to be independent in their own learning.

Within the nursery, staff should continue to review their environments both indoors and outdoors to ensure that there is a wide range of responsive and familiar, and exciting new play opportunities allowing the children to follow their own ideas and interests.

Area for development 2: Develop further how staff in the school and nursery class assess children's progress and use the information more effectively to plan children's learning.

Strengths

In the nursery, staff have adopted a more responsive approach to planning and are now capturing some significant learning within observations. This is supporting practitioners to assess children's progress and then plan for children's learning and next steps more effectively.

A variety of formative Assessment for Learning strategies were observed in most lessons visited across the school.

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All teachers are more confident in their use of the Support for Learning trackers to support their understanding of pupils' progress, and staff are gaining confidence and capacity in their analysis of Scottish National Standardised Assessments and other standardised data.

Staff are beginning to plan assessments across a stage/level when forward planning, as evidenced and recorded in the strategic planning meeting pro-forma.

Next steps

The school should now look at how to maximise opportunities for regular robust teacher feedback and pupil feedback during lessons.

A consideration of how to increase formative assessment opportunities through skilled use of questioning (e.g. open-ended/higher order) would be of benefit across the school and the nursery.

The school should continue to plan assessments across a stage or level when forward-planning to ensure maximum progression in learning.

In the nursery, continuing to review planning approaches will ensure consistency and maximise impact on children's learning outcomes .

Area for development 3: Build consistency in high quality learning experiences for all children in the primary classes, ensuring that time for learning is maximised. In the nursery class, review the structure of the day for 2-3 year old children, to support further their overall wellbeing and development.

Strengths

In the nursery the children are happy and settled. Interactions are consistently warm and supportive, and children benefit from nurturing relationships with the staff team.

In some classes, there was use of a range of activities to allow learners to receive teacher input and support, and to work independently and in pairs or groups on relevant tasks, which at times were differentiated effectively.

Since the implementation of revised policies for Additional Support for Learning, Positive Behaviour, and Writing, greater consistency in the strategies used by staff is evident.

The nursery have reviewed their environments for each age group, and this is supporting the younger children.

Next steps

To develop consistent use of learning intentions and success criteria across the school, so that all learners are able to articulate the purpose of their learning and the skills and knowledge that they are developing.

In continuing to re-build post-covid routines with classes, strive to maximise learning time by ensuring that pupils are in the classroom and ready to learn, and provided with appropriate pace and challenge from the outset of a lesson (for example, purposeful starter activities where appropriate)

Appendix 5

The nursery would benefit from reviewing the transitions at the start and the end of the sessions to support continuity in learning and wellbeing and enable further parental engagement. Within the routines of the day, practitioners should explore further opportunities for the children to develop learning, independence skills and build their confidence in real life contexts e.g. lunchtime.

Area for development 4: Increase the scope for all members of the school community, in particular staff and children, to contribute to school improvement by taking on leadership opportunities.

<u>Strengths</u>

A few staff are leading on whole school improvement priorities (e.g. Planning and spelling, and decolonising the curriculum, Home link/parental engagement, and nurture)

Pupils are proud to be part of the school community and report that they feel valued by the adults in the school.

Pupils are increasingly being given opportunities to lead other pupils in wider achievement activities, through clubs for younger pupils (e.g. athletics, pokemon, Arts and crafts), and they spoke positively about the pupil council.

Pupils feel meaningfully involved in school improvement, as evidenced in the Positive Relationships Policy survey results.

In particular, the programmes of events led by House Captains such as Children in Need, Comic Relief, Sports Day, and Eat Them to Defeat Them, allowed pupils to demonstrate their leadership and organisational skills.

Opportunities for responsibility have been developed across various stages within the school, including P1/2 buddies, P6/7 buddies, P4/5 milk recycling leaders, prefects, P4/7 reading buddies, and the P7 assembly team.

The Early Years Officers are leading within each playroom, building a cohesive team.

Nursery staff are now leading in the delivery of different improvement areas of the School Improvement Plan.

Planning for learning through play within the curriculum in P1 has started this could now be extended across the day using play as a vehicle for learning, allowing greater opportunity for learners to lead the learning.

<u>Next steps</u>

Continue to extend opportunities for pupil leadership from nursery – P7 (representatives) and expand the number of decision-making groups that pupils can meaningfully participate in.

Consideration should be given on how to ensure that the staff teams work across the nursery. There are also opportunities for children's leadership within the nursery that could then be extended meaningfully into the wider school context.

Summary

The Quality Improvement Education team found that Longstone Primary and Nursery had made progress in all four areas highlighted by Education Scotland in 2020. The Quality Improvement

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Appendix 5

Education Officers for the school and the nursery will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents & carers through the Standards and Quality reports at the end of each session.

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Prestonfield Primary School
Follow through visit by City of Edinburgh Council 28 September 2022

In May 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Prestonfield Primary School and Nursery Class. Following the inspection, in August 2019, Education Scotland published a letter outlining the following areas of improvement that were identified:

• Improve further the school's approaches to quality improvement through the development of an assessment framework and increased opportunities for well-focused professional dialogue amongst staff. Develop further approaches to planning, observation, and assessment in the nursery to effectively build on children's prior learning and demonstrate their progress over time.

 • Improve the consistency in high quality learning and teaching, the quality of children's writing and develop the curriculum for health and wellbeing

The following evaluations were achieved within each of the core quality indicators:

Education Scotland and the Care Inspectorate Evaluation May 2019

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

The Follow-through Visit
In order to report on progress, a team of council officers visited the school and nursery on 28 September 2022. The team consisted of the Early Years Quality Improvement Manager and three Quality Improvement Education Officers. The team carried out joint shared classroom experiences with a member of Senior Leadership Team to six classes, the nursery and observed the Support for Learning Teacher.

The team met with the school's Senior Leadership Team to discuss progress with the priorities identified by HMIE. The team also met with the following focus groups: pupils from P5-7, teaching staff, nursery practitioners and the Parent Council Chairs.

Findings of the Visit: progress with areas of improvement

Improve further the school's approaches to quality improvement through the development of an assessment framework and increased opportunities for well-focused professional dialogue amongst staff. Develop further approaches to planning, observation, and assessment in the nursery to effectively build on children's prior learning and demonstrate their progress over time.

Strengths/progress made

Leadership in the school and nursery is strong and practitioners feel included and empowered and valued. Self-Evaluation is part of everyday practice and is embedded in quality professional discussions leading to continuous improvement. Systems to monitor learning and teaching and to track children's progress are in place and are leading to practitioners developing confidence in demonstrating children's progress over time. High quality interactions and experiences together with practitioners valuing children as individuals is supporting children to lead their own learning. Both outdoors and indoors are nurturing, calm and purposeful learning spaces. Practitioners have worked hard to improve their observation skills and have a clear focus on identifying significant learning. They now have a clear and consistent understanding of how all aspects of the child centred pedagogical cycle work together.

Early level planning and transition information sharing between nursery and Primary One is providing continuity of support for learners.

Prestonfield Assessment Framework has been created and is being implemented across the school. The content of the framework provides staff with clear guidance on how assessments are to be used to support pupil learning by outlining interventions to put in place. Its annual assessment overview is establishing a consistent use of assessments across the school. There has been a clear focus on tracking and targeting interventions at all levels across the school.

Across the school, there is an increased understanding of how assessment is integral for planning and teaching through the framework's rationale which is enabling a consistent approach across each Curriculum for Excellence Level. Staff identified the Assessment Framework makes assessment data easier to access and ensures pupils receive appropriate support.

A recently devised quality assurance calendar is providing transparency of approach and expectations of staff from the recently appointed Senior Leadership Team. Termly wellbeing and attainment meetings are focused on meeting pupil needs through discussions of progress in learning, interventions required, and further partner agency supports. Staff are committed to meeting pupils' needs and use data effectively in their day-to-day practice to allocate support and targeted interventions. Strategy and Support sheets are used across the school to ensure pupils are included and engaged effectively in their learning. A new system for raising concerns about children is being used across the school to meet pupils' changing needs.

The school deploys a coordinated strategic approach to resourcing and deployment of staffing, building shared ownership and capacity. Following training, Pupil Support Assistants are being deployed effectively across the school to meet pupils' needs in their delivery of tailored and targeted group work. Information about how learning needs are met has been shared with parents and carers. This has been welcomed by families.

Fortnightly staff meetings include the opportunity for staff to share their practice and for purposeful professional dialogue focused on improving outcomes for pupils. Teaching staff's engagement in career-long professional learning, linked to the Teachers' Charter, is developing consistency in

teaching approaches across the school and the use of assessment tools. Staff feel consulted and listened to. They feel valued and given the opportunity to take on leadership roles.

Pupils commented that their voices were valued and listened to by the Senior Leadership Team.

Next steps/continue to
The Head Teacher has begun weekly meetings using HGIOS themes with pupils to include their voice in school improvement.

Improve the consistency in high quality learning and teaching, the quality of children's writing and develop the curriculum for health and wellbeing

Strengths/progress made

There were a range of rich experiences to support the holistic development of children's early writing within the nursery. Children's wellbeing underpins the nursery curriculum. Both the nursery and school curriculum reflect the diversity within the community to ensure all pupils' needs are met and all learners are represented.

Across the school, relationships are strong. This supports learners to feel confident that they are able to access personalised support if, and when, required from all staff. There is a calm learning environment across the school in which learners are engaged and motivated in their learning and interact well during activities. The use of inclusive classroom supports was evident across the school. A variety of teaching and learning methods were used to ensure pupils were engaged. Teaching staff included the opportunity for learners to write as part of their teaching and in the learning activities provided. During literacy lessons observed, staff made explicit links in their teaching to how the pupil learning taking place can be used to improve their writing.

In almost all lessons teachers used open-ended questions. Teachers skilfully checked the understanding of pupils throughout the lesson and used formative assessment strategies to assess understanding. Pupils across the school are able to peer and self-assess learning.

Learner conversations that supported pupils to know what was going well, and what their next steps are, was evident in almost all practice observed. This was particularly evident for targeted pupils where tracking and monitoring had identified a concern; providing a consistent approach that included opportunities for learners to engage in feedback, discuss their progress, and identify next steps.

A variety of resources have been put in place to support pupils' wellbeing across the school. There is a co-ordinated approach to outdoor learning which has supported pupils' mental health. Daily emotional check-ins form part of a whole school approach to create a nurturing school. Pupils feel cared for and part of a school community.

Next steps/continue to
The majority of activities were differentiated by ability. Work should continue to ensure able pupils are challenged and given the opportunity to apply and deepen their learning.

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

Improved communication with families about local community events and facilities to support health and wellbeing has developed. Links have been established with Active Schools and other community partners. This should continue to be developed.

Staff have identified the need to embed skills in teaching and learning and develop a skills progression aligned with real life contexts.

Conclusions

The school provided a range of evidence which demonstrates the change/progress they have made. This change is shown in the self-evaluation gradings shown below detailed in the School's Standards & Quality Report (June 2022). The school and nursery has made significant progress with all of the identified areas for improvement. Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience.

Self-evaluation gradings, Prestonfield Primary School Standards & Quality Report (June 2022).

Quality Indicator	Quality Indicator Value School	Quality Indicator Value Nursery
Leadership of Change	GOOD	VERY GOOD
Teaching, Learning & Assessment	GOOD	GOOD
Wellbeing, Equality & Inclusion	GOOD	VERY GOOD
Raising Attainment & Achievement	GOOD	GOOD

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Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Improvement in School Attendance

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the interim response to the 2 action points from the motion on attendance at full Council in October 2022. (Please see 3.1 Background Information)

1.1.2   Note that a full committee report to review progress on the Attendance Thematic Review 2022 will be shared with Education, Children and Families Committee in March 2023

Amanda Hatton

Executive Director of Education and Children's Services

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Report

Improvement in School Attendance

2. Executive Summary

2.1 This report provides an interim statement on attendance in schools, in response to the motion at full Council in October 2022, and in advance of the full report on attendance due in March 2023

2.2 The report confirms that the local authority and schools track attendance by SIMD demographic and by low attendance (below 85%); further that supports are in place for learners to improve, though more improvement is required, particularly post-COVID.

3. Background

3.1 This report responds to the request for information on the two actions from the motion noted below:

> 1) Ensuring schools identify children who have had less than 85% attendance in the years following covid in order to support them.
>
> 2) Whether schools are providing tailored catch-up plans for the children noted above with specific measurable achievable learning outcomes for each child; Whether provision of private one-to-one tuition or small group tuition is available outside the normal school day.

Where the above is not in place, what steps the Authority can take to assist Headteachers in providing pupils with increased assistance to improve attendance and, ultimately individual attainment."

4. Main Report

4.1 *Ensuring schools identify children who have had less than 85% attendance in the years following covid in order to support them.*

   4.1.1 All schools have an Attendance Policy, based on the local authority policy and which reflects their context. This sets out the roles and responsibilities of staff to ensure tracking and monitoring, as well as guidance on the

importance of developing strong, positive relationships with parents and carers, taking early intervention and action based on accurate data.

4.1.2   Headteachers also receive monthly tracking reports from the local authority which highlight their relative and actual performance in maximising attendance for pupils below 85%. Schools are shown in learning communities, and those making progress are highlighted. It also reflects progress each school is making in relation to its LA comparator schools, i.e. those with similar SIMD. Head Teachers own the data and use it to identify and support children and young people in their schools appropriately in order to meet their needs.

4.1.3   The FOCUS tool is available to all Headteachers to explore their performance against Comparator Schools, and to work together to share good practice.

4.2   *Whether schools are providing tailored catch-up plans for the children noted above with specific measurable achievable learning outcomes foreach child;*

4.2.1   All children are subject to GIRFEC tracking and monitoring. Any child who falls behind in learning for whatever reason, including low attendance should be identified and supported in whichever means their teachers identify. This may include additional literacy or numeracy and will be recorded in their Support Plan.

4.3   *Whether provision of private one-to-one tuition or small group tuition is available outside the normal school day.*

4.3.1   The forthcoming Thematic Review of Attendance will quantify how many of these interventions are in place.

4.4   *Where the above is not in place, what steps the Authority can take to assist Headteachers in providing pupils with increased assistance to improve attendance and, ultimately individual attainment.”*

4.4.1   Educational Research confirms that the most impactful strategic action to improve attendance is to employ specialist staff who build strong, positive relationships and can take preventative and have early interventions with families to support them to get children and young people to attend school. High quality professional learning and sharing of practice are crucial for the staff who undertake this role, and is provided by the local authority.

4.4.2   Attendance Conferences now take place and an Attendance Network has been established to develop the skills and experience for staff whose remit is improvement in attendance.

4.4.3   If a child`s attendance does not improve despite a range of supports and interventions, a formal report to the Children’s Reporter would identify any role that social work may have in ensuring that parents support their child to attend.

5. Next Steps

5.1 Provide a full review on progress on Attendance in March 2023

6. Financial Impact

6.1 There may be costs involved in the Catch-up Learning Pilot.

7. Stakeholder/Community Impact

8. Background reading/external references

9. Appendices

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Teams Around the Learning Communities

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Approve proof of concept case studies in the Liberton and Craigroyston learning communities.

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

Teams Around the Learning Communities

2.   Executive Summary

2.1   This proposal aims to develop place-based approaches to providing integrated services that remove duplication, provide best value by aligning spend to outcomes and have clear lines of accountability and governance. Proofs of Concept will be developed in the Liberton and Craigroyston learning communities and will ensure that Headteachers plan interventions in collaboration with local communities, and existing council and third sector services. It is anticipated that outcomes for improving attainment, attendance, health and wellbeing and pathways will be improved, particularly to address the impacts of poverty.

3.   Background

3.1   The City of Edinburgh Council's Business plan sets out a commitment to focus on three priorities; ending poverty and preventing adverse outcomes such as homelessness and unemployment, becoming sustainable and net zero city and making sure wellbeing and equalities are enhanced for all. These are aligned with the priorities set out in the Edinburgh Partnership Community Plan which were developed based on feedback from communities. The priorities, shared by all members of the Edinburgh Partnership, are that all citizens have; enough money to live on, opportunities to work, learning and training and have a good place to live.

3.2   The outcomes relating to ending poverty include; developing people focussed service models aimed at preventing poverty and its outcomes, reducing the poverty related attainment gap and ensuring that people can access the support they need in the place they live and work with a '20 minute neighbourhood'.

3.3   The Poverty Prevention Board has a remit to lead, and co-ordinate poverty priority actions identified in the Council Business Plan with a focus on: addressing cost of living crisis, the prevention of poverty through whole family support services and ensuring commissioning and grant activity delivers our poverty prevention priorities.

3.4   The work of the Poverty Prevention Board is underpinned by the following principles:

3.4.1   Join up activities and programmes that have cross service dependencies

3.4.2 Improve impact by pooling resources (money and people) towards shared outcomes

3.4.3 Reduce duplication, waste, and inefficiencies

3.4.4 improve consistency of offer for people we support

3.4.5 Improve accountability and governance of poverty prevention activity

3.5 In the Local Government in Scotland Overview 2022, Audit Scotland concluded that collaborative leadership, working closely with communities and the third sector, and improvements in data management and strategic decision making were all essential for continued Recovery and Renewal. This Proof of Concept encompasses those principles.

4. Main report

4.1 Learning Communities are based on the cluster model, but now include special schools, denominational schools, early years establishments, wider council services and third sector organisations in the geographical area of the secondary school catchment area. Within in the Edinburgh Learns for Life vision, collaborative leadership is being developed across each of the learning communities to improve the outcomes for children and young people through shared strategies for progress in learning, GiRfEC and curriculum pathways for every learner.

4.2 Teams Around the Learning Communities will be required to take a collective, place-based approach to the management of Finance for Equity (for example Pupil Equity Fund) by pooling resources. This should result in economies of scale as well as reducing the risk of services being duplicated.

4.3 The concept of this Team Around the Learning Community will be expanded beyond school staff to include wider council and third-party services to establish integrated service design and delivery that is developed with the community and is responsive to the needs of that community. The 'place' in this 'place-based approach' is the learning community.

4.4 Currently, within each learning community there are additional funding streams such as PEF allocated to schools to address gaps in outcomes related to poverty and other factors. The majority of this funding is spent on staffing, the rest is predominately then used to buy additional services from third parties. Initial mapping of the assets across learning communities, set the equity funding resources alongside central education services, wider council services and grant funded third sector organisations and suggests duplication and fragmentation.

4.5 An integrated whole family support model has the potential to address this fragmentation, remove duplication and take advantage of the synergies made possible by equity funding in schools, the breadth of current council services and the rich third sector provision that exists in our city. This model has the potential to offer better value for money if the service model is focussed on poverty prevention and aligned to a clear set of outcome measures. These outcome measures are known as 'the Edinburgh Imperatives':

- o Maximising Attendance

- Closing the Poverty Related Attainment Gap
- Accredited Pathways
- Health and wellbeing

4.6 Education Senior Leadership Team, in partnership with the Planning and Commissioning Team and Commercial and Procurement Services, are working together to produce a framework of commissioned services that would facilitate compliant third party spend to address any gaps in provision within each Learning Community.

5. Next Steps

5.1 A mapping exercise will be undertaken that will identify services and details current performance measures (Edinburgh Imperatives) will be completed in each Learning Community.

5.2 Within the existing funding framework we will develop a proof of concept of an alternative service delivery model in two learning communities. Officers from the Poverty Prevention board will engage with the Edinburgh Partnership and Place Team who are working on priority 3: A good place to live, from the Edinburgh Partnership Community Plan. This team have an existing focus on community planning partnership efforts in Liberton to deliver new development in accordance with the principles of 20-minute neighbourhoods. Proof of concept case studies will be developed in the Liberton and Craigroyston learning communities.

6. Financial impact

6.1 Funding from the Strategic Equity Fund will be used to develop proof of concept case studies.

7. Stakeholder/Community Impact

7.1 A short life working group has been formed to consider and take forward the revised way of working with the aim to co-produce innovative and compliant frameworks of commissioned services for Schools and Lifelong Learning.

7.2 Engagement with the Community and Voluntary Sector continues to explore how we can more closely align with Place Based approaches to improve outcomes for children and families (Learning Communities and Team around the Learning Communities).

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

7.4 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 our-future-council-our-future-city (edinburgh.gov.uk)

8.2 Local government in Scotland Overview 2022 (audit-scotland.gov.uk)

9. Appendices

n/a

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Education, Children and Families Committee

10:00 am, Tuesday, 31 January 2023

Outdoor Learning (Update)

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the update on Outdoor Learning, particularly regarding the 4 key parts of the Motion.

1.1.2 Note and support the Council's vision for Outdoor Learning (Appendix 3 Table 4).

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

Amanda Hatton

Executive Director of Education & Children's Services

Contact: Andrew Bradshaw, Principal Officer

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Report

Outdoor Learning (Update)

2.   Executive Summary

2.1   This is a report in response to a Motion by Councillor Burgess regarding Outdoor Learning for Edinburgh Schools. This 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; and III. How schools and teachers are supported to provide outdoor learning; and IV. Plans for further development of outdoor learning.*'

2.2   The Council, in line with a renewed national focus on Outdoor Learning, continues to be committed to a range of progressive and creative onsite, local and residential outdoor learning experiences. Progress is demonstrated in current practice and planned developments linked to wider Council priorities and approaches.

3.   Background

3.1   Outdoor Learning includes the entire range of learning experiences undertaken outside (Appendix 1.1.1). It is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards (Appendix 1.3).

3.2   Outdoor Learning is a context for learning rather than a discrete subject. National guidance and resources consistently detail the need for planned, progressive and creative outdoor learning experiences that are part of the curriculum (Appendix 1). These should be frequent, regular, enjoyable and challenging opportunities throughout a child's school career and beyond. Outdoor Learning 'types' (onsite, local, further away and residential) will occur at different frequencies and are complementary i.e. one should not replace another (Appendix 1.1.1).

3.3   Substantial research and national guidance details significant and wide-ranging benefits of Outdoor Learning (Appendix 2). Outdoor Learning is likely to feature significantly in any national curriculum review findings and updated guidance. Learner feedback at the local and national levels consistently highlights the importance of Outdoor Learning. The retention and ongoing development of Outdoor Learning has a key part in supporting Council priorities, including ending poverty, supporting wellbeing and delivering environmental sustainability.

3.4 Improvement in Outdoor Learning requires a whole-school and community approach (e.g. Appendix 1.2). Since the pandemic, many schools and local authorities across Scotland are revisiting, revising/renewing and developing Outdoor Learning via their curriculum rationale, vision and planning (national thematic inspection – February 2022, Appendix 1.6).

3.5 Edinburgh schools and settings are supported with Outdoor Learning by the Council's Early Learning and Childcare Team and the Sport and Outdoor Learning Unit (SOLU – part of the Lifelong Learning and wider Achievement Team). SOLU includes the Council owned Bangholm (Edinburgh), Benmore (Loch Lomond and The Trossachs National Park) and Lagganlia (Cairngorms National Parks) Outdoor Centres.

3.6 Additional background information, data, and recent good practice can be found via past reports (Section 8).

4. Main report

4.1 Council Officers have approached the Motion in two parts with references made in the main report and appendices from Early Years up to the Senior Phase:

Part 1: How outdoor learning is delivered day-to-day in Edinburgh schools; and the coverage and frequency of provision of outdoor learning across all schools, particularly Primary schools.

4.2 The Council's renewed vision for Outdoor Learning is aligned to national guidance and research (Appendices 1 and 3 - Table 4). This involves planned, progressive and creative experiences; delivered by staff, volunteers and partners via frequent, regular, enjoyable and challenging experiences across the curriculum and all ages.

4.3 Schools vary in their local contexts and onsite/local access to resources. This is reflected in their practice; very often resulting in creative/effective solutions. Some schools with limited grounds utilise local offsite resources more often.

4.4 The Council's approach recognises that different types of Outdoor Learning (onsite, local offsite, further away, residential) are complementary, thus enabling a wide coverage of opportunities and experiences (Appendix 1.1.1). Onsite and local Outdoor Learning should be frequent. Nearly all Edinburgh Primary schools use the Council's own residential centres (Benmore and Lagganlia) and generally achieve through great skill and dedication a high attendance rate, thus adding high quality provision to Edinburgh pupils' spectrum of experiences (Appendix 4 – rational and benefits of the Council having its own centres / Appendix 10.3.1 – St Andrew's Fox Covert residential case study feedback).

4.5 Like many schools across Scotland and in response to the pandemic (Appendix 1.6), The City of Edinburgh Council schools were requested to review their vision and curriculum rationale, often resulting in a renewed focus on Outdoor Learning. The City of Edinburgh Council school improvement planning for 2022/23 required schools to include appropriate Learning for Sustainability actions. SOLU has therefore recently asked Primary schools to baseline their position in line with the renewed Outdoor Learning vision (Appendix 3 Table 4). The results so far (54

schools) indicate about 61% of Primary schools judge themselves to be currently undertaking' highly effective practice' or 'building achievements' in relation to the vision. 39% of schools judge themselves to be in the early stages of developments, although many of these schools will exhibit good practice in certain parts of the curriculum and/or year groups. Schools prioritise their school improvement actions linked to local self-evaluation/contexts. This data is important for setting a renewed baseline and informing future support and action (Part 2 below).

4.6   All Council Early Learning and Childcare centres have immediate access to secure outdoor environments; allowing for outdoor provision for most of the day, and at all times for many settings (Appendix 6). Most centres provide weekly opportunities to utilise local offsite resources. The Council operates 10 forest kindergarten sites with continued growth over the last 6 years resulting in 160 children a day accessing this service. Beach kindergartens will be trialled from May 2023 (2 pilots).

4.7   The Council's Additional Support for Learning Service uses Outdoor Learning to support its different interventions (Appendix 7). These range from Forest School sites and working with partners including Bridge8, local farms and Edinburgh Zoo.

4.8   There are many examples of good practice and progress with improving Outdoor Learning across Edinburgh (Appendix 11 – case studies). This includes schools and settings identifying opportunities / understanding challenges and creating solutions; creative whole-school curriculum planning to support all-year Outdoor Learning; using Outdoor Learning to support other school priorities; meaningful and sustained professional learning to develop staff confidence and skills; effective partnerships to build capacity and develop coverage; purchasing appropriate resources; using wider achievement awards and developing pupils' risk awareness.

4.9   Secondary and Special Schools are supporting a very good pandemic recovery for the Duke of Edinburgh's Award; resulting in substantial Outdoor Learning via volunteering, physical activity and expeditions (Appendix 10).

       Part 2: How schools and teachers are supported to provide outdoor learning; and plans for further development of outdoor learning.

4.10   Schools and settings are supported through guidance, training, resources and direct delivery. These are detailed in Appendices 6 (Early Learning and Childcare Service); 8 (Future Schools Edinburgh Project – onsite outdoor spaces); 9 (SOLU) and 11 (Case Studies) and support all types of Outdoor Learning. The aim is to build capacity, competence and confidence to deliver safe and high-quality experiences. This includes access to central resources and staff (Early Learning and Childcare Team and SOLU); school to school support (e.g. The Council's Outdoor Learning Map); and a robust and proportionate Excursions Policy and resources to facilitate safe and effective offsite visits.

4.11   Plans are in place to support the ongoing development of Outdoor Learning (Appendix 9). This includes a new strategic action plan to ensure Outdoor Learning support is part of and contributes to Edinburgh Learns for Life and the new Learning Communities approach (April 2023). A renewed training offer (based on consultation and need), continued action on supporting attendance on residentials

(Appendix 3), direct delivery and the review and renewal of the Excursions Policy are also included.

4.12 The new Outdoor Learning school improvement toolkit is a key part of future support (Appendices 3 and 9). It is being rolled out to Primary schools first; allowing them to explore curriculum drivers, create a vision and plan for school improvement. This is a flexible development tool with resources to support staff, volunteers and partners. Access to a supplementary external resource for April 2023 – August 2024 will assist with curriculum design and lesson planning. The toolkit will allow SOLU to work with schools to monitor progress towards the City's vision, and design additional support.

5. Next Steps

5.1 Schools and settings will continue to use self-evaluation and improvement planning to develop Outdoor Learning further and realise the renewed vision.

5.2 SOLU will continue to deliver its strategic and upcoming actions as detailed in Appendix 9 and via a renewed action plan.

5.3 SOLU will continue to monitor attendance on residential visits to ensure guidance and resources are used to maximise attendance in line with the Council's equity guidance.

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

6. Financial impact

6.1 Outdoor Learning provision and improvement work are generally managed at the school/setting and service level. Schools/settings and services annually auditing their Outdoor Learning programmes allow budgets to be allocated in advance, thus minimising financial risks.

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

7. Stakeholder/Community Impact

7.1 SOLU undertakes work by involving staff, volunteers, young people, families, and partners. This is via evaluation feedback; working groups, surveys; parent enquiries; discussions during training; updates to Council procedures; and meetings with colleagues from across the Council.

7.2 Views of parents/carers, families, and young people continue to be gathered by schools and settings, the Early Learning and Childcare Team, Additional Support for Learning Service and SOLU. This is part of their self-evaluation process.

7.3   The Education and Children's Excursions Policy and any updates will provide ongoing guidance on safety, educational effectiveness, equity and environmental sustainability. Compliance with this guidance will minimise a range of risks.

7.4   SOLU continues to be a joint lead in the Edinburgh Outdoor Learning Network. This ensures consultation with community partners and sharing good practise.

8.   Background reading/external references

8.1   School Excursions – Equity (Further Update). Education, Children and Families Committee, Tuesday, 01 March, 2022. General link to meeting documents (Item 7.7). Minutes – Section 12.

8.2   Excursions – Equity Report (Update). Education, Children and Families Committee, Tuesday, 07 December, 2021. General link to meeting documents (Item 7.12).

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

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

8.5   Curriculum for Excellence Through Outdoor Learning – a planned and

progressive approach: https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf.

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

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

8.8   Education Scotland – Successful Approaches to Learning Outdoors (February 2022): Successful approaches to learning outdoors - https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/successful-approaches-to-learning-outdoors/

8.9   Education Scotland – Outdoor Learning Practical guidance, ideas and support for teachers and practitioners - https://education.gov.scot/media/0fklf35p/hwb24-ol-support.pdf

8.10   Education Scotland – A summary of outdoor learning resources - https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/

8.11   The City of Edinburgh Council – Future Schools Edinburgh Project https://futureschoolsedinburgh.com/. Outdoor spaces: https://futureschoolsedinburgh.com/outdoor-spaces/

8.12   The City of Edinburgh Council – experienceoutdoors.org.uk website: https://www.experienceoutdoors.org.uk/

- 50 Ways to Experience Outdoors (Edinburgh): https://www.experienceoutdoors.org.uk/images/Download/50-ways-to-experience-outdoors-edinburgh-21.pdf

- The Council's Outdoor Learning Map - https://www.outdoorlearningmap.com/

- Supporting attendance on residential visits - https://www.experienceoutdoors.org.uk/poverty-proofing

- Technical and safety, including excursions - https://www.experienceoutdoors.org.uk/technical-advice-safety

9.   Appendices

Appendix 1	Planned and progressive outdoor learning and excursions
Appendix 2	Benefits of Outdoor Learning
Appendix 3	School improvement toolkit and baseline research – Primary schools
Appendix 4	Rationale for the Council operating its own residential centres (Benmore and Lagganlia residential outdoor centres)
Appendix 5	Action plan / dashboard to support developments linked to Edinburgh Primary Head Teachers Association (EPHTA) workshop – December 2022.
Appendix 6	Early Learning and Childcare Service
Appendix 7	Additional Support for Learning Service
Appendix 8	The Future Schools Edinburgh Project
Appendix 9	SOLU current and planned support matrix
Appendix 10	Wider achievement awards – the Duke of Edinburgh's Award
Appendix 11	Case studies

Appendix 1 Planned and progressive outdoor learning

1.1 Curriculum for Excellence through Outdoor Learning (national guidance)

Curriculum for Excellence Through Outdoor Learning:
https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf.

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

The vision for outdoor learning in Scotland is that:

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

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

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

Curriculum for Excellence through Outdoor Learning

Learning and Teaching Scotland

1.1.1 Outdoor Learning – Practical guidance ideas and support for teachers and practitioners in Scotland (Education Scotland).

https://education.gov.scot/improvement/documents/hwb24-ol-support.pdf (8.9)

Section 1 Outdoor learning within the curriculum (page 6)

Outdoor learning ==encompasses the entire range of learning experiences undertaken outside==. Whether it is reading a book outside or participating in an overseas expedition, the curriculum design principles apply. ==Curriculum planners and managers should recognise the place of the full spectrum of outdoor learning experiences and should not interpret the promotion of the use of school grounds and local areas as an alternative to outdoor residential experiences but as part of a spectrum of learning opportunities. Each type of outdoor learning experience should complement the other and should form a progressive and coherent range of experiences for children and young people==. Practitioners need to know how the experience benefits their learners. The quality of learning and teaching is of paramount importance regardless of the place in which it occurs.

Section 3: Making connections to the curriculum (p45)

Curriculum for Excellence through Outdoor Learning states that all children and young people should be able to participate in a ==range of planned, progressive and creative==

outdoor learning experiences that are part of the curriculum. **These should be frequent, regular, enjoyable and challenging opportunities that take place throughout a child's school career and beyond.** The challenge for practitioners is to ensure that outdoor learning is embedded in the curriculum so that it becomes a reality for all children and young people.

It is the responsibility of all staff. This means that every teacher and educator needs to plan and integrate outdoor learning as part of a range of learning and teaching approaches within interdisciplinary projects as well as within and across all curriculum areas. Each curriculum area lends itself to outdoor learning. There are specific benefits within each subject. When planning outdoor work, consider the connections to be made with work undertaken indoors and in the context of the curriculum as a whole. Rather than offer an 'outdoor learning week' or a special 'outdoor learning day', most formal activities that take place outside need to be part of a planned holistic approach to learning and teaching that links to ongoing work.

1.2 Learning for Sustainability (national guidance)

https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/learning-for-sustainability/

Learning for Sustainability is an entitlement for all learners within Scotland's curriculum. It weaves together global citizenship, sustainable development education, and **outdoor learning** to enable learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. It supports the development of knowledge, skills and values at the heart of the curriculum's four capacities, helping to nurture learners as responsible citizens and effective contributors.

Scotland's ambition is that all learners receive their entitlement to Learning for Sustainability. This requires all settings to develop an effective whole-school and community approach. This is supported by a strong focus on Learning for Sustainability within the GTCS Professional Standards and within Scotland's approach to self-evaluation.

1.3 Professional Standards for Teachers

https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/

Refreshed and restructured Professional Standards were enacted on 2 August 2021,

There are specific cross-cutting themes in the Professional Standards, including Learning for Sustainability. The following link supports teachers to find out where they are on their professional Learning for Sustainability journey; helping them to celebrate their strengths and identify areas for development. https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/learning-for-sustainability/where-am-i-on-my-learning-for-sustainability-journey/.

Table 1 An example of progression in standards linked to Outdoor Learning.

Standard for Provisional Registration	Standard for Full Registration	Standard for Career Long Professional Learning	Standard for Middle Leadership	Standard for Headship
As a student teacher you are required to demonstrate knowledge and understanding of: • outdoor learning, including direct experience of nature and other learning within and beyond school boundaries	As a registered teacher you are required to demonstrate a depth of knowledge and understanding of: • outdoor learning, including direct experience of nature and other learning within and beyond school boundaries;	As an accomplished teacher you have an enhanced and critically informed understanding of: • the most appropriate contexts and environments for learning, including outdoor learning, and how to apply appropriate pedagogies for these environments;	As a middle leader you: • support and contribute to a strategic vision that embraces Learning for Sustainability;	As a headteacher you: • embrace Learning for Sustainability within the shared strategic vision for the learning community;

Adapted from https://www.gtcs.org.uk/wp-content/uploads/2021/10/overview-learning-for-sustainability-professional-standards.pdf page 3.

1.4 How good is our school (HGIOS)?

Education Scotland's 4th EDITION of HGIOS details the importance of a progressive curriculum.

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

2.2 Curriculum

Features of Highly Effective Practice

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

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

Table 2 Outdoor Learning Diagrams

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

1.6 Thematic Inspection: Successful Approaches to Learning Outdoors

The national report provides the independent view of HM Inspectors of Education about effective practice in outdoor learning. These thematic inspections promote improvement by sharing more widely 'what works'.

Extracts from: Successful approaches to learning outdoors - https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/successful-approaches-to-learning-outdoors/:

Since the initial COVID-19 lockdown in March 2020, Scottish education has continued to develop and change approaches to delivering education for children and young people.

Staff adapted the learning they provided during the first national lockdown and when they moved to a period of remote learning in January 2021. Staff increased knowledge, developed skills and explored the benefits of using the outdoors to support curriculum delivery. **A number of staff teams revisited their vision and values and then refreshed their curriculum rationale to reflect better a renewed focus on learning outdoors**.

We have found that circumstances arising from this pandemic have accelerated the breadth and depth of outdoor learning across sectors. Practitioners are continuing to maximise the potential of the outdoors to enhance children's and young people's learning experiences. Outdoor learning is increasingly becoming an embedded feature of our learners' everyday experience.

Table 3 Thematic inspection key findings:

Leadership	Supporting the delivery of the curriculum	Children's and young people's experiences
Effective leadership of outdoor learning is a key factor in establishments that are fully using the outdoor environment to improve outcomes for children and young people	Increasingly, outdoor environments are being used to deliver the curriculum. Learners' views, ideas and interest are influencing how staff plan opportunities for children and young peoples' learning outdoors.	Learning in and about the outdoors is becoming a stronger, more regular feature of children's and young people's learning experience.
Wellbeing	Partnerships	Professional learning
Staff are using outdoor learning effectively to support the wellbeing of children and young people.	Partners are involved effectively in the planning, delivery and evaluation of outdoor learning.	High quality professional learning is building staff confidence in delivering learning outdoors.

Appendix 2 Benefits of Outdoor Learning

Substantial evidence of significant outcomes related to outdoor learning are well documented.

There are some general benefits from taking learning outside within and across curriculum areas:

• connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context

• outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, enquiry, critical thinking and reflection

• children and young people find that not everything outside matches the models or the textbooks. This does not mean that what they have found is 'wrong'. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills

• children and young people are able to understand the relevance of a subject taught in school to everyday life

• children and young people can sometimes behave differently outdoors. Quiet pupils may speak more, others become calmer and more focused when outside, especially in a natural space

• the multi-sensory experience outdoors helps children and young people to retain knowledge more effectively. There are opportunities for pupils to learn with their whole bodies on a large scale

• learning in a less structured environment can provide a different learning experience from that of the classroom

• being outdoors can be a more relaxing learning experience for many learners

Extracted from Education Scotland – Outdoor Learning Practical guidance, ideas and support for teachers and practitioners (Section 1 Page 7)

Further reading:

Education Scotland – Outdoor Learning Practical guidance, ideas and support for teachers and practitioners - https://education.gov.scot/media/0fklf35p/hwb24-ol-support.pdf Section 1 Page 7.

Learning Through Landscapes - https://ltl.org.uk/news/5-key-benefits-of-outdoor-learning/#:~:text=Research%20has%20even%20suggested%20that,and%20positive%20attitude%20to%20learning.

Learning Outside the Classroom - https://www.lotc.org.uk/category/research/

Importance of residential visits: School Excursions – Equity (Further Update). Education, Children and Families Committee, Tuesday, 01 March, 2022. General link to meeting documents (Item 7.7). Appendices 3 and 4.

Outdoor Education Centres Fit for the Future - Scottish Advisory Panel for Outdoor Education and Scottish Government - Outdoor Education Centres Fit for the Future (sapoe.org.uk)

Appendix 3 School improvement toolkit and baseline research – Primary schools

In response to the pandemic and like what is outlined in the Thematic Inspection (Appendix 1.6- *A number of staff teams revisited their vision and values and then refreshed their curriculum rationale to reflect better a renewed focus on learning outdoors),* Council schools revisited their curriculum rationale and vision. This included a focus on Outdoor Learning for many schools and priority actions relating to Learning for Sustainability were required for school 2022/23 improvement plans.

The Sport and Outdoor Learning Unit (SOLU) is currently creating a new and innovative **school improvement self-evaluation toolkit** to support whole-school developments in Outdoor Learning. The first phase is to focus on the Primary curriculum and involves a small consultation group including school staff. The toolkit incorporates Council priorities including equity and environmental sustainability, thus supporting schools in contributing to local, City wide, national and global urgencies. It will also align to Edinburgh Learns for Life the new Learning Communities approach.

4.1 Baseline exercise – Primary Schools

A short baseline judgement exercise was introduced in December 2022 to help SOLU understand the current context and assist in designing and launching the toolkit. The new toolkit will support schools in accurately judging where they are on their Outdoor Learning journey and plan for improvement. Effective practice can be identified and then shared school to school to further support city-wide improvements. Significant good practice already exists, some of which is detailed in Appendix 11.

Table 4 The results so far

Question: Primary schools were asked to complete a short baseline response to the vision below (Row 1) by selecting one of the 3 responses in Row 2. Results are shown in Row 3.	
1	Renewed vision for outdoor learning (adapted from Curriculum for Excellence guidance and vision for outdoor learning): - outdoor learning is used as a context for learning and integral to learning for sustainability; - children and young people have the opportunity to participate in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum (onsite, local offsite, extended and residential); and - outdoor learning experiences are regular, frequent, enjoyable and challenging across the school. Please can you complete a best fit judgement linked to your progress towards the above description.

2	Response 1	Response 2	Response 3
	Starting the journey (early stages).	Building achievements. Strengths outweigh development points.	Highly effective practice. Major strengths / focused areas for development identified and progressing.

3	Results up to 19 December 2022. 54 responses (54 schools).		
	Response 1	Starting the journey.	39%
	Response 2	Building achievements.	50%
	Response 3	Hight effective practice.	11%

4.2 School improvement toolkit
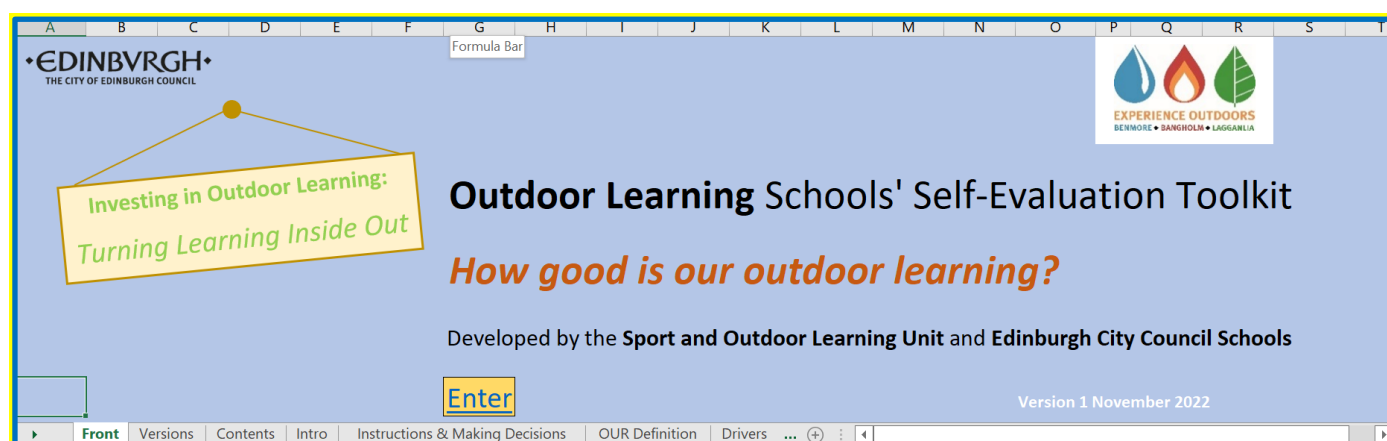
The new toolkit is currently in development and SOLU is aiming to launch it after Easter 2023. This will be used as a primary tool for supporting the whole school development of Outdoor Learning. Schools will be able to engage with the resource in a flexible and developmental way so it meets their needs, including assisting them to:

- make informed judgements;

- link in with wider Council priorities including equity and environmental sustainability;

- capture evidence to support whole-school self-evaluation (resource is aligned to HGIOS – 8.7).

- understand key drivers (global, national and local) for developing Outdoor Learning (rationale);

- create a vision for outdoor learning (aligned to an updated City-wide/Council vision); and

- access further support, including an updated training offer (internal), school to school support including sharing good practice via case studies and the Council's Outdoor Learning Map (https://www.outdoorlearningmap.com/) and access to external resources including online courses and subscription to lesson ideas.

The aim of this resource is to support whole-school improvement and provide key information that will help SOLU and other Council officers in supporting Outdoor Learning and tracking progress towards the renewed vision. This is sector-leading work.

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Appendix 4 Rationale for the Council operating its own centres (Benmore and Lagganlia residential outdoor centres)

Updated from the March 2022 Committee Report

Table 5

	Key points
1	The Council operating its own centres allows it to directly control the safety, availability of residential provision, cost and quality of its services in accordance with national guidance, Council policy and good practice; guaranteeing some of the best and safest provision in the UK to Edinburgh children and young people.
	The centres work closely with Edinburgh schools and are a beacon of good practice throughout the UK and beyond. This supports the delivery of meaningful programmes and there are countless examples of the Centres and School staff working effectively as Council employees to best support individual pupils and families. Council staff can also collaborate on key priorities, new programmes and access shared resources through the IT systems.
	A complete reliance on third parties may introduce significant capacity issues (access to high quality provision) and fluctuating charges including increased charges due to demand across the sector.
	Council schools have priority booking and are always accommodated first. Many non-CEC schools and LAs pursue places at Benmore and Lagganlia.
	The Council having its own centres allows it to better manage capacity and future charges.
2	The Council's centres can be utilised to support Council priorities including provision for target groups. This includes holiday provision and weekends. Work can be extended and will support achieving high quality outcomes for children, young people and adults, and often best value for the Council. This will be especially important as the Council reviews how it works and looks at in-house solutions. The Council centres will be able to assist in building capacity.
3	The links between the Council's centres and schools are very close. For example, staff work together to support young people with additional needs to attend. This can often involve attendance at Child Planning Meetings, support with risk assessments, additional supervision and general guidance. This significant pre-visit work supports attendance.
	Centres are also able to reinforce Edinburgh initiatives through the context of residential outdoor learning. The Centres have Council officers deliver training so the provision is relevant and meaningful to Edinburgh young people.
4	Utilising the Council's centres delivers high quality provision via inspirational locations (National Parks) allowing Edinburgh's young people to experience at first hand Scotland's inspirational landscape (Curriculum for Excellence requires an understanding of Scotland's landscape).
	Instructors are generally with a group for the week; this has a profound impact on developing relationships and maximising outcomes e.g. trusting relationships and young people given time to develop and apply skills rather than experiencing a strict timetable of

	activity. Activity is wide-ranging and mostly offsite. Pupils build confidence and instructors are not rushed due to another group needing to use a specific resource (can be the case with venues that use just onsite activity).

Cheaper alternatives do exist; these tend to involve onsite activities, which can generally be replicated in or around Edinburgh, and delivery by multiple instructors trained via inhouse qualifications. Conversely, more expensive options exist with some retaining the features of onsite activity and staff trained 'inhouse'.

High quality third-party residential providers do support the Council in providing sufficient capacity for all schools. |
| 5 | Operating its own centres allowed the Council to commence with a prompt incremental restart during this pandemic; delivering a safe, proportionate and manageable return to high quality residential visits.

Being the user **and** the provider via Benmore and Lagganlia had allowed the Council to manage/coordinate the whole process and trial guidance and resources. This had involved developing an enviable relationship with Health Protection Lothian and the creation of robust sector leading resources and processes. Recognised nationally, Council staff are co-lead on the development of generic resources for use across Scotland.

Feedback from schools continues to be overwhelmingly positive (100% strongly agree; 'Overall, our visit has been a success' and 100% satisfaction rates for Covid support and mitigations); the robust planning, resources, repatriation solutions and Covid financial guarantee provided significant and unrivalled reassurance and confidence to staff and families. This has a significant impact on maintaining a high attendance rate for Benmore and Lagganlia residentials. |
| 4 | The importance of the Council having its own centres is highly valued by Edinburgh schools as highlighted in a survey of Council Primary Head Teachers (August 2021 Committee report – 8.3).100% of survey responses from primary Head Teachers (40 responses) agreed that 'Our school community values CEC having its own residential centres'. Quotes from Head Teachers are recorded in Appendix 9.6 below.

'It's particularly important that our centres are managed by our own staff who share our values, understand our contexts and ensure the high-quality provision using trained and experienced staff. The Health and Safety around our visits are simplified and are a shared responsibility.' Head Teacher response. |
| 6 | A Scottish wide consultation on a national entitlement to residential visits has been completed: https://www.schoolsresidentialbill.org/ . Findings are expected soon, and Council officers are engaged at the national level.

If a national entitlement was proposed and introduced, the Council having its own centres is likely to be of significant benefit to implementing a plan promptly; meeting statutory requirements and ensuring high quality outcomes. A national entitlement may introduce national capacity challenges potentially resulting in a phased introduction whilst this is being addressed. This Council, depending on entitlement conditions, may be able to respond sooner. |

	Operating its own centres is therefore future proofing potential requirements.
7	Operating two residential outdoor centres supplies significant breadth and depth of technical expertise to review, advise, support and approve a vast number of different types of excursions across Education and Children's Services (2018/19: 3032 excursions approved by the Council's Sport and Outdoor Learning Unit involving 24,367 participants - overnight / and adventurous day activity). This is an important health and safety benefit that is allowing Edinburgh young people to access a wide range of safe activity.
8	Council staff at Benmore and Lagganlia provide flexible workforce solutions. A good example is how SOLU was able to incorporate Benmore and Lagganlia staff into the 2021 P7 Epic Days programme (c3000 pupils during the 2021 summer term). This allowed for a much larger programme and a key part of the Council's Covid recovery. This innovative programme was shared with inspectors during the Outdoor Learning thematic inspections (see row 8 below).
9	Inspectors via the national thematic inspections were shown how Edinburgh invests in residential school visits and the importance of a progressive approach (onsite, local, further away and offsite). These were noted with positive initial feedback from Inspectors.
10	Both centres operate onsite kit stores which provide access to a comprehensive range of technical kit and general clothing. This is a key part of reducing and removing inequality, whilst allows pupils to access a wide variety of environments and enjoy/experience many kinds of activity.
11	Lagganlia (Friends of Lagganlia - FoL) and Benmore (Friends of Benmore House – FoBH) have associated charities. FoL has an established record of supporting eligible families with the cost of residentials. FoBH is more recently established and is planning fundraising activity to support eligible families in the future.
12	Having many schools visiting a fewer number of centres supports efficient working and responding to exceptional circumstances. The latter has been proven by how the Council has been able to respond to the pandemic and incrementally reintroduce residential visits (row 3).
13	The effectiveness of the Council's centres is illustrated by the demand for bookings from non-Edinburgh Council schools. Both centres regularly turn down requests for stays as Edinburgh schools are always prioritised via the booking process.

Appendix 5 Action plan / dashboard to support developments linked to Edinburgh Primary Head Teachers Association (EPHTA) workshop – December 2022.

The following action plan was created in response to the workshop delivered by the Sport and Outdoor Learning Unit (SOLU) in November 2022. This focused on supporting attendance on residentials, specifically linked to the current cost of living crisis and reducing the cost of the school day.

The workshop included sharing good practice via case studies and discussions.

SOLU and schools are working closely to supporting attendance on primary school visits. Data is collected on how many Primary pupils attend residentials/how they are funded plus understanding why some pupils are not attending. This informs planning and developments at the school and City levels.

5.1 Data (linked to previous Committee Reports – Section 8)

The Council continues to maintain a high attendance rate on school primary residentials.

Table 6 Results for 611 schools / pupils (November 2022) – data is collected throughout the year / monitored continuously which in-turn informs support to schools.

Key area	Proportion (Nov 2022)	Number of pupils
Attendance on a residential:	90%	547 pupils
Paying full amount:	65%	357 pupils
Value of 'subsidy':	£49,733	N/A
Attending – how are they supported?	62% PEF	101 pupils
	22% Other direct school funding	36 pupils
	1.2% School fundraising	2 pupils
	2.5% Third party charity	4 pupils
	12% Combination	19 pupils
Not attending – why?	31% General concerns linked to attending a residential	15 pupils
	57% Pupils not wanting to attend	28 pupils
	8% Short notice e.g. illness	4 pupils

5.2 Action Plan / Dashboard

An action plan / dashboard was created in response to the November 2022 workshop. This is allowing schools to see how SOLU and Council officers are progressing with key actions.

Table 7 Latest action plan / dashboard

What's working well? SOLU = Sport and Outdoor Learning Unit	Good practice
• Prioritising bookings for CEC schools. Advance notice.	• Case studies from meeting: PowewrPoint_Case_Studies

• Case studies from different contexts. Really useful practice and good to share. • Excellent, high-quality provision at Benmore and Lagganlia. Positive lifechanging experiences. Supportive and inclusive. Permanent staff. • Having City-owned provision is a huge benefit. Centres well known and trusted by Edinburgh families. • Substantial collaborative working between schools and SOLU staff, including Additional Support Needs. • School presentations by SOLU staff.	• Community Benefits: SOLU has liaised with the CBs Team – Benmore and Lagganlia residentials are now on the **menu**. Contact Julie McCormack1 Julie.McCormack1@edinburgh.gov.uk to register your interest and 'locate' any new opportunities. STOP PRESS: since the updated menu was launched in Nov '22, **£6750** has been pledged to schools attending Benmore and Lagganlia residentials. • ParentPay allows regular payments. Some schools encourage small payments throughout the school. • Transport: share coaches – contact the centre and they will put you in touch with the other school. Small schools: potential solutions via minibuses – contact Andrew.Bradshaw@edinburgh.gov.uk.	

Table 8 Latest data

Data	% Attendance (Benmore and Lagganlia)	% Paying full amount	Attending – how are they supported?	Not attending – why?	Community benefits
Nov'22	90%	65%	62% PEF 22% Other direct school funding 1.2% School fundraising 2.5% Third party charity 12% Combination	31% General concerns linked to attending a residential 57% Pupils not wanting to attend 8% Short notice e.g. illness	£6750

Table 9 Action Plan

	Area	SOLU actions and timelines	Progress notes – end of Jan '23	Progress Notes – end of Mar '23	Progress Notes – End of June '23
1	Charity support	Host a meeting between key charities. Pool expertise / explore significant amounts. Plan for Jan 2023. ASAP.	Dec – discussions started.		
2	Charity support	Liaise with - Edinburgh School Uniform Bank re: options to support families. ASAP.	Dec - discussions started. Meeting planned for Jan '23.		
3	Transport	Feedback to Transport Unit re: challenges and variation in costs. Involved in new procurement framework. ASAP / ongoing.	Dec - discussions started. Update in Jan.		
4	Transport	Support flexible solutions e.g. putting schools in contact – combine coaches. Contact the centre. Potential minibus support for small schools (subject to capacity). Discussions with Fleet supporting driver assessment expansion. ASAP.	Dec – discussions started with Transport and Fleet. Proposal = SOLU to support driver assessments.		
5	Transport	Liaise with Lothian Buses to explore how to facilitate free transport across the City	Dec- to organise a meeting in		

		(general excursions) plus any opportunities for travel to Benmore and Lagganlia. ASAP.	Jan. LB contact found.		
6	Transport	Raise potential of free bus travel to support transport to B and L at the national level. ASAP.	In progress. Will be raised at the next national Outdoor Education Cross Party meeting in Jan. LINK.		
7	Community Benefits	Ensure Benmore and Lagganlia are on the new CBs menu. Nov '22.	Completed.		
8	Signposting and access to info	Poverty Proofing (experienceoutdoors.org.uk) updated to include more support and case studies. Complete by Dec '22.	On-track to be completed by Friday 16 December. Ongoing updates and improvements.		
9	Bookings	Bookings 2 years ahead – supports planning. Autumn '22.	Completed. Schools to be informed in Dec '22 – phase 1 and before Easter – phase 2.		
10	Supporting progression	Continue with EPICS programme (March '23 onwards) to support plus use case studies and Outdoor Learning Map (experienceoutdoors.org.uk) to share good practice (ongoing).	Epics 2023 business plan in progress. For targeted provision and supporting transition.		
11	Supporting attendance -	Ad-hoc solutions: • Raising confidence – social stories (video and templates): Spring '23 / family and teacher clips. • SOLU staff attending info sessions (ongoing). Contact centre or Andrew.Bradshaw@edinburgh.gov.uk. • Wider reasons – contact Andrew.Bradshaw@edinburgh.gov.uk – ad-hoc support. • Widen case studies – share good practice. • Review pre and post visit resources. Improve. Spring '22.	Various – in progress.		
12	Championing OL / residentials	Update CEC cllrs of progress and current context (Jan 22). Update at the national level (ongoing) via our memberships of AHOEC and SAPOE. Ongoing. CEC is a well-respected member of various groups. It actively supports engagement with Scottish Government about good practice and key issues.	Outdoor Learning Committee paper in Jan '22. National update in Jan'22: national Outdoor Education Cross Party meeting.		

Appendix 6 Early Learning and Childcare

Key contact: Tracey Shaw Tracey.Shaw@edinburgh.gov.uk

Outdoor play and learning 0-5 years

Outdoor learning is high on the agenda for all Council settings across the Early Learning and Childcare (ELC) sector. Outdoor opportunities provides creative coverage across all circular interests while promoting wellbeing and a love of nature from 0-5 years.

The Scottish Government has enshrined children's right to play outdoors every day in its national Health and Social Care Standards : **' As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32)**

All Council nurseries have immediate access to a secure outdoor environment. ELC promotes the availability to access the outdoors as an independent choice, for all children, ELC staff support outdoor provision during the majority of the day, and at all times for many settings. Areas available to children are spaces to run, spin, climb, slide, be upside down, find quiet spaces, be in nature and experience different terrains. Children have opportunities to grow and plant, to make potions in mud kitchens. A volume of sand and water offers children sensory experiences which as children progress, develop science and mathematical learning. Children can investigate and learn about insects and birds, with many settings being involved in environment projects such as planting hedges and green flags.

The majority of Council ELC centres provide children with an opportunity to be in a local green outdoor space weekly, with trips such as 'welly Wednesdays', when children, staff and parent helpers take children into a park or woodland space to engage with learning opportunities there.

The Council has 10 forest kindergarten sites, where children received their 1140 ELC entitlement fully in forest kindergarten or a blended placement within a local ELC setting. This service has been growing year on year over 6 years with 160 children a day accessing this ELC service.

In May 2023, the Council will trial 2 beach kindergartens, this will provide children with time on the beach weekly for an extended period. Opportunities such as exploring rock pools, learning about biodiversity and participate in foraging, with trained staff will be provided. Refection and feedback will allow the Council to consider next steps for beach kindergarten opportunities.

A Council officer has the lead in outdoor learning and is available to support settings as required. As restrictions reduce, Career Long Professional Learning (CLPL) opportunities will return, with a particular focus on loose parts play, observation and planning in the outdoors and forest kindergarten skills.

The padlet provides self-direct opportunities for staff across the sector to develop their personal professional development, teams can engage and develop as individual settings or learning communities can focus on a particular area for growth in an aspect of outdoor learning.

Screenshot of padlet:
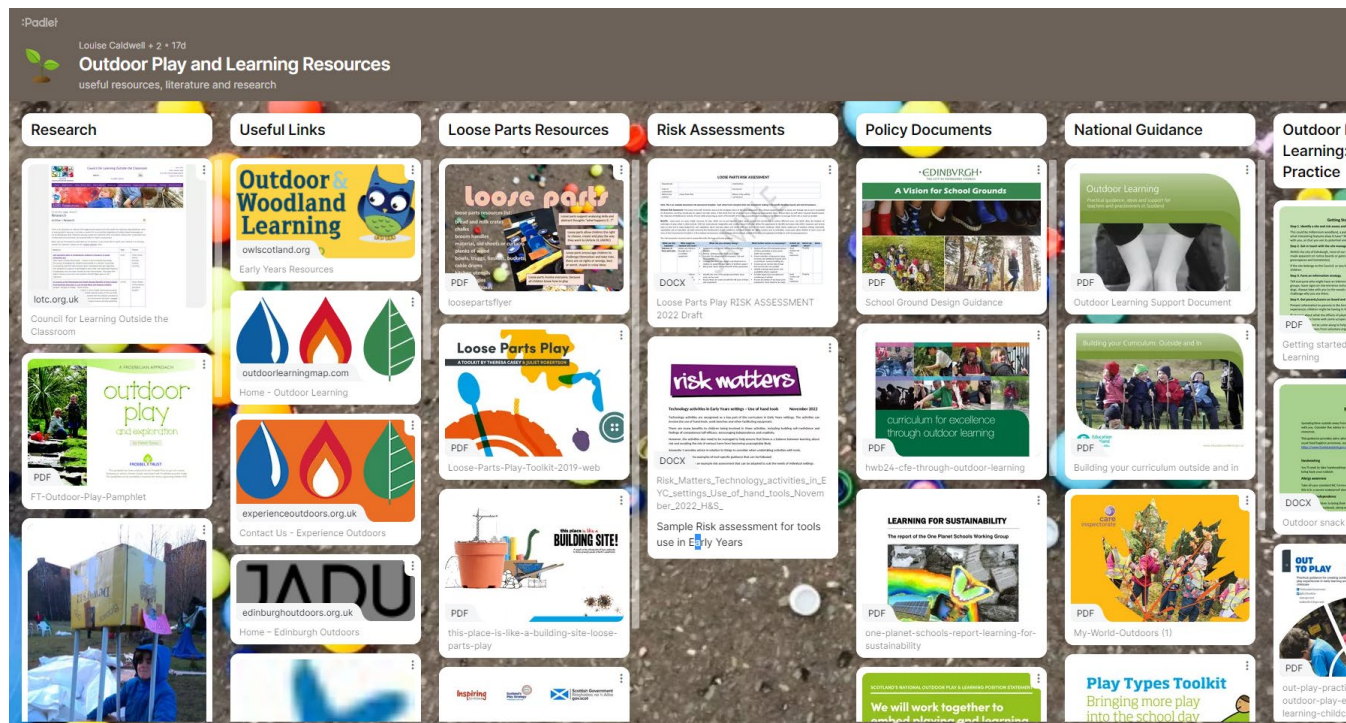
Early Years case studies can be found in Appendix 10.

Appendix 7 Additional Support for Learning Service

Outdoor Learning plays an important part in supporting children and young people with additional support needs. This is primarily achieved via regular outdoor activity at school.

Additionally, the Additional Support for Learning Service works in partnership with other providers across the City to offer targeted provision to eligible primary aged pupils at Edinburgh Zoo and Bridgend Farm.

There are other flexible pathway supports such as Bridge8, Growing Youth, Spartans, Youth 180, and Locality Outdoor Learning groups for secondary pupils.

Forest schools are also run by the Additional Support for Learning Service.

These different programmes occur regularly and are designed to support children and young people with specific additional needs, as identified via a referral process. Access to these resources is normally discussed and agreed as part of a child's plan and a referral agreed in discussion with a school's Additional Support for Learning Service leader.

The Additional Support for Learning Service and Sport and Outdoor Learning Unit have recently worked together to employ a new Outdoor Learning Instructor. This role is delivering in-house activity via specific intervention pathways.

Appendix 8 Future Schools Edinburgh Project

This project, led by the Council's Estates Team with representation from SOLU, provides a vision and guidance for designing and creating effective school grounds to support frequent, safe and high-quality Outdoor Learning.

https://futureschoolsedinburgh.com/outdoor-spaces/

Appendix 9 SOLU current and planned support matrix

The information below sets out recent Sport and Outdoor Learning Unit (SOLU) priority work and next steps.

SOLU's draft mission statement / purpose is to **CHAMPION**, **EMPOWER** and **DELIVER** safe and high-quality Outdoor Learning.

The Council's vision for outdoor learning (adapted from Curriculum for Excellence guidance and vision for outdoor learning) and stated in Appendix 3/Table 4 is as follows:

- outdoor learning is used as a context for learning and integral to learning for sustainability;

- children and young people have the opportunity to participate in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum (onsite, local offsite and residential); and

- outdoor learning experiences are regular, frequent, enjoyable and challenging across the school.

Securing this vision requires whole-school development. The matrix below shows how SOLU is working with schools, other Council services and partners to secure this vision across the City. The baseline and self-evaluation/school improvement toolkit will provide ongoing information so progress can be monitored and appropriate support provided.

Table 10 Matrix

	What we have been doing to support Outdoor Learning (existing support):	What we will be doing (next steps):	Key performance indicators (KPIs)
Strategic development and Learning Communities	Collaboration with other Council services including the Early Years and Childcare Service and the Additional Support for Learning Service. Creating a city-wide renewed vision for Outdoor Learning ready for the new school improvement toolkit. Resources available via the Council's Teaching and Learning SharePoint to support schools in reviewing their curriculum drivers and visions.	Ensure updated OL Strategic Action Plan incorporates the new Edinburgh Learns and Learning Communities, plus collaboration with other services areas and includes consultation with school communities. The action plan is fit for purpose and built on evidence linked to priorities and needs.	Updated Outdoor Learning Action Plan – April 2023 (in line with financial year). Actions are fit for purpose because they are based on the new school self-evaluation toolkit, consultation and link to wider Council priorities and initiatives.
Direct delivery	-**5773** young people visiting the Council's Benmore and Lagganlia Outdoor Centres (2021/22). -**5700** pupils accessing the Epic Adventures programmes via the Bonaly Scout Centre (staffed and delivered by SOLU) during 2020/21 and 2021/22 (COVID-19 P7 residential alternative / then targeted programmes – transition / Special Schools / supporting progression in residential visits). -City-wide Bikeability programmes (see January 2023 Bikeability in Primary Schools Committee report and data). -Scotland Cycle repair scheme – **3 waves** in 2021 and 22. Repairing family bikes in the communities. -**8** DofE Expeditions via Bangholm Outdoor Centre (2021/22). -Large City-wide events e.g. Games at the Hub and Beach games. -**4** new targeted programmes via the Bangholm Outdoor Centres to support Ukrainian pupils.	Nearly all Council primary schools have booked for Lagganlia and Benmore – 2023/24 and 24/25 (90%). Wave 3 of the Epic Adventures programme at Bonaly Scout Centre. Targeted programmes including transition projects and supporting progressing in residential. Continuation of targeted programmes to support Ukrainian pupils: bike, Duke of Edinburgh's Award and general Outdoor Learning. Review regarding future provision. Continuation of City-wide events. Reintroduction of the Edinburgh Adventure Race (Secondary) and Outdoor Learning Challenge Day at Holyrood (2023/24). Continuation of Bikeability programmes.	90%+ Primary Schools attend Benmore and Lagganlia. 2700+ Epic Adventures participants via targeted programmes. Maintain City-wide events. Completion of targeted Ukrainian programme (March 2023). Future provision planned if required. 95%+ satisfaction ratings for all provision.
School improvement / self-evaluation	Draft school improvement toolkit developed via working party (Appendix 3). This is incorporating key considerations including equity and environmental sustainability.	Finalise toolkit for post Easter 2023. Provide launch materials, guidance and training.	Launch Toolkit Summer Term 2023.

		Toolkit will support schools in making judgements, creating a vision linked to curriculum drivers, accessing support (internal and external) and achieving whole-school improvement. Toolkit will be accompanied with access to an external resource for the 2023/24 academic year providing lesson ideas and sharing good practice.	Resources accessed and used by all Primary Schools as appropriate to their needs (2023/24). Track a City-wide improvement in proportion of schools judging themselves to be Building Achievement and Highly Effective.
Supporting attendance	Monitoring attendance on P6 and P7 residential visits to Benmore and Lagganlia has continued. This sector leading work allows the Council to understand how many pupils are attending and how they are funded, plus how many are not going and why. This informs planning, guidance and training. Current attendance is **90%** (December 2022). Further detail in Appendix 5. Addition of visits to Benmore and Lagganlia to the Community Benefits menu for local businesses to purchase. £6750 raised in November and December 2023.	Actions identified in Appendix 5.	Maintain 90%+ attendance on P7 residential visits. Secure £15k+ from Community Benefits for residential visits to Benmore and Lagganlia (full academic year).
Training	Training is wide ranging involving **1000+** staff, volunteers and partners. Includes: -Excursion health and safety Group Leader and Excursion Coordinator training, -Mandatory probationer Outdoor Learning for Primary and Secondary. The Primary Session 1 was a full day at the Bonaly Scout Centre (high levels of satisfaction). -Bespoke Outdoor Learning training sessions (full days / half-days / twilights). -Regular 'Coffee Catch-up' Outdoor Learning sessions – discuss and share good practice. -Adventurous activity training including Lowland Leader Award.	Renewed training offer to build capacity across Outdoor Learning. Launch for August 2023. To include internal and external training opportunities. This builds capacity, confidence, competency and can reduce costs. Based on consultation and links to the new school improvement toolkit. Align offer with main Schools training provision.	95%+ satisfaction ratings for all training.

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Learning Communities	Co-lead the Edinburgh Outdoor Learning Network.	Ensure SOLU supports the new Learning Communities trials and implementation. Continue to work with partners via the Network and other routes. Partners provide important capacity to maintain a wide coverage of Outdoor Learning.	Outdoor Learning resources and guidance support the new Learning Communities approach.
Signposting and resources	Experience Outdoors provides access to different resources including the Excursions Policy, Supporting Attendance on residentials, Outdoor Learning Map (sharing good practice) and 50 Ways to Experience Outdoors. The latter is being used by many schools as a link between home and school. Access to a wide range of Outdoor Learning resources on the Council's Teaching and Learning SharePoint system.	Update Experience Outdoors website with new signposting information, internal and external resources. Access to a third-party resource to support lesson planning. Active from April 2023 – August 2024. Wrap-around support provided via SOLU to discuss use of resources and share good practice via the Outdoor Learning Map.	95%+ satisfaction rate for each of access to different resources from one central hub (Experience Outdoors website). All schools and settings report they use the website regularly to access different guidance and resources. Website updated by May 2023.
Excursions policy and guidance – safety framework	SOLU typically reviews and approves around **3000** excursions annually involving around **24k** participants (Cat 3 and Cat 4 – adventurous, more hazardous and/or overnight). **16 editions** of the Coronavirus Excursions Toolbox. This guided schools and other settings throughout the pandemic and on the recovery phase. This provided confidence and resources to staff, enabling them to undertake different types of Outdoor Learning including onsite, local offsite, extended day and residential visits. The Excursions Policy and resources support schools in planning and delivering safe and high-quality offsite visits. A range of resources are available via: https://www.experienceoutdoors.org.uk/cec-excursion-planning . These include template risk assessments and checklists to reduce duplication of work across the City.	Updated approval process for UK overnight (package and self-led) and overseas visits (January 2023). Complete review and update of the Excursions Policy (2023). Ensure: -it is fit for purpose linked to Education and Children's Services (switch from Communities and Families) and supports services that have moved to Place; -provides suitable and proportionate resources; and -incorporates wider Council considerations – educational effectiveness, reducing financial risks, equity, equality and environmental sustainability. The Policy will allow overseas visits to restart subject to following the new approval system and the visit judged to be appropriate. Update the Adventurous Activity Approved Providers list – enter onto the Outdoor Learning	All Cat 3 and Cat 4 visits approved prior to departure. Excursions Policy reviewed and renewed by December 2023. Release an updated Adventurous Activity Providers list via the Outdoor Learning Map (April 2023).

		Map to assist schools and settings in providing appropriate partners.	
	Adventurous Activity Approved Providers. External providers are checked externally and a central list maintained via the SOLU Team. This significantly reduces duplication and streamlines the approval process for adventurous activity. Provides significant confidence to Council staff and volunteers. An updated draft approval process for UK overnight (package and self-led) and overseas visits. Aligned to wider considerations: educational effectiveness, reducing financial risks, equity, equality and environmental sustainability.		
National engagement and support	Engagement with Scottish Government via the Council's membership of the Association of Heads of Centres (https://ahoec.org/) and the Scottish Advisory Panel for Outdoor Education (SAPOE - https://www.sapoe.org.uk/). The Council currently provides a Chair for AHOEC Scotland and Secretary for SAPOE. Recent activity has involved Council officers presenting at two Association of Directors of Education Scotland events; co-leading on creating resources e.g. COVID-19 guidance and support – GOING OUT THERE; attendance at the Cross Party Outdoor Education group and supporting feedback on national consultations e.g. Residential Education . This level of engagement develops how Council Officers support schools and allows the creation of high quality and useful guidance and resources.	Continue to engage with national stakeholders, consultations and development of resources. This will have a direct impact on Outdoor Learning in Edinburgh. Some actions are included in Appendix 3.	Regular attendance and participation with national working (when beneficial to Edinburgh Outdoor Learning).
Wider achievement awards	Coordination of the Duke of Edinburgh's Award pandemic recovery. Very positive performance in pandemic recovery – see Appendix 19.	Continued focus on increasing 'Disadvantaged' starters and completions via targeted provision, support and resources.	300+ disadvantaged starters – April 2024. 175+ disadvantaged completions – April 2024.

		The use of wider achievement awards will be included in the new school improvement toolkit.	
National resources external	A summary of outdoor learning resources: https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/ Acts as a useful hub to accessing wider support. Individuals can also access the Learning for Sustainability audit tool for professional standards.	Ensure the Council's new school improvement toolkit utilises these resources.	N/A

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Appendix 10 Wider achievement awards – the Duke of Edinburgh's Award

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

Council staff and volunteers have and continue to be focused on delivering a strong pandemic recovery so that young people can access high quality provision and opportunities. This has been supported by the UK-wide flexible arrangements - https://www.dofe.org/dofewithadifference/programme-changes/ . SOLU can continue to report an impressive performance with the number of overall DofE enrolments (starters) and completions combined at all levels (Bronze, Silver and Gold combined) returning to pre-COVID levels and continuing to rise (best ever performance for starters).

Well done and thank you to all the young people and leaders taking and supporting the DofE challenge in Edinburgh.
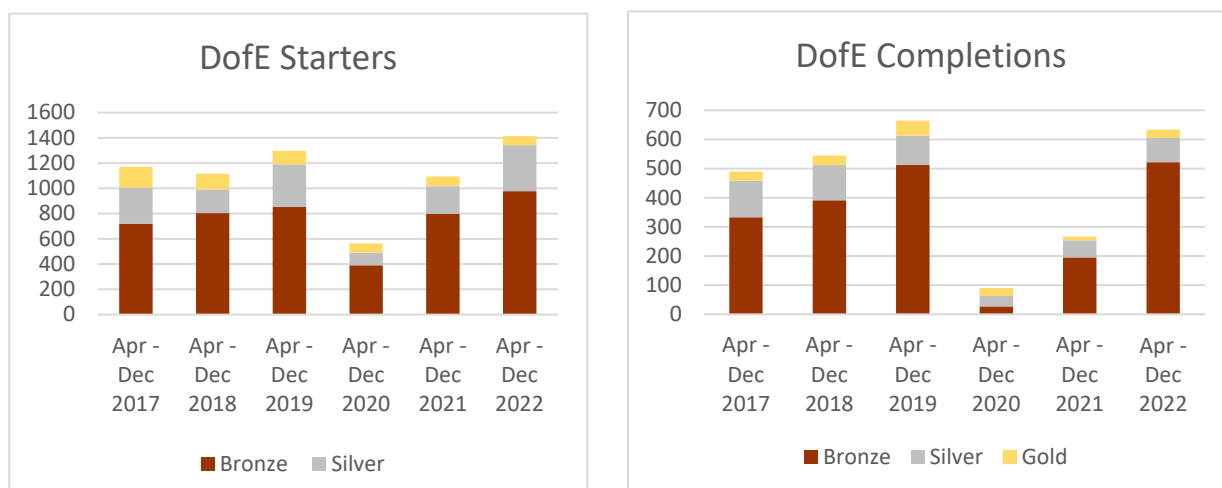
Volunteering is a key part of the Duke of Edinburgh's Award. SOLU reports that DofE Scotland has recently estimated that our young people undertaking their award with this Council spent an estimated **9,685 hours** volunteering in just one year. This equates to a social value of **£44,745** within their local communities.

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

Appendix 11 Case studies

11.1 Early Learning and Childcare (ELC) Sector

Three case studies show the quality and range of play and learning across the service for children 0-5.

11.1.1 Tynecastle ELC case study:

https://sway.office.com/fp9rThB6dNF1z9KR?ref=Link

11.1.2 Greendykes ELC case study:
https://sway.office.com/HRL6gfy57MbMk7C3?ref=email

11.1.3 Forest Kindergarten case study:
https://sway.office.com/fp9rThB6dNF1z9KR?ref=Link

Key contact: Tracey Shaw Tracey.Shaw@edinburgh.gov.uk

11.2 Edinburgh case studies from the national thematic inspection

Education Scotland – Successful Approaches to Learning Outdoors (February 2022): Successful approaches to learning outdoors.

The national report provides the independent view of HM Inspectors of Education about effective practice in outdoor learning.

https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/successful-approaches-to-learning-outdoors/

Wellbeing - Staff are using outdoor learning effectively to support the wellbeing of children and young people. Woodlands School. Case study 2 – page 18.

Inspectors also visited St Andrew's Fox Covert Primary School and held discussions with the Sport and Outdoor Learning Unit. This evidence supported the main report.

11.3 Learning Outside the Classroom - St Andrew's Fox Covert School

St Andrew's Fox Covert RC Primary received national recognition for its commitment to taking learning outside the classroom (LOtC) and has been awarded the national LOtC Mark (Gold) by the Council for Learning Outside the Classroom, the highest award of its kind and the first in Scotland.

https://foxcovertrcprimary.files.wordpress.com/2021/07/press-release-lotc-july-2021.pdf

Classrooms Without Walls: https://standrewsfoxcovert.com/classrooms-without-walls/

For every child at St Andrew's, the journey through education must include planned, quality learning experiences that take place out with the classroom. We have embedded **Learning Beyond the Classroom** in all aspects of learning, teaching and assessment.

At St Andrew's our vision for outdoor learning is that:

- all children participate **daily** in outdoor learning experiences (throughout the year and in variable weather) which are embedded in our curriculum and raise attainment and achievement;
- learning beyond the classroom is seen as a **normal part** of the St Andrew's learning, teaching and assessment experience (we provide waterproofs and wellies as appropriate); and
- learning beyond the classroom **connects our staff and pupils** with their spaces and stories, with each other, with the natural world, with our built heritage and shared Catholic values; this can happen within our grounds, our local area and at indoor and outdoor venues across our City.

11.3.1 Residential visit to Lagganlia

The pupils of St Andrew's benefited hugely from their recent residential experience. The intended outcomes, linked to both wellbeing and the school's core ecological values were covered in depth - undoubtedly more robustly than we could have explored within the school day and school locality / environment.

Our assessments demonstrate significant improvements in a range of pupil's skills. The visit resulted in improved engagement and participation both during and post camp and a greater understanding and application of the emotional and social wellbeing skills essential to develop the Curriculum for Excellence 4 capacities (successful learners, confident individuals, responsible citizens and effective contributors).

The physical/fitness elements of residential activities are obvious but the residential experience also fosters a lifelong love of the outdoors (so essential to wellbeing).

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.

There's something magical about camp - it's education at its very best.

Rebecca Favier (November 2021 – past Head Teacher).

11.4 Outdoor Learning Map

https://www.experienceoutdoors.org.uk/outdoor-learning-map

There are currently just over 180 activities recorded on the Map. Schools and other groups can use these to showcase and share good practice and ideas.

11.5 Case Studies from previous Committee Report

The August 2021 Committee Report provides a range of case studies linked to residential and non-residential specifically focusing on equity (Excursions – Equity Report. Education, Children and Families Committee, Tuesday, 24 August, 2021. [General link to meeting documents](#).)

11.6 Other case studies

Many examples of good practice exist across Edinburgh. Building on the examples above, the following case studies provide information on how 4 schools are undertaking their different Outdoor Learning journeys; **each school is at a different stage**.

11.6.1 Colinton Primary School
11.6.2 Leith Walk Primary School
11.6.3 Trinity Academy
11.6.4 Oaklands School

Outdoor Learning Case Study

School name:	Colinton Primary School
School contact:	Louise Hill Louise.hill@colinton.edin.sch.uk

School 'general context' description (number of pupils / SIMD context) and access to onsite and offsite outdoor learning venues and resources:

Colinton Primary School and Nursery Class is situated in the South-West of Edinburgh. We have 7 classes and a term-time nursery making a school roll of 171. In 2021, 21% of our pupils were SIMD 5 or below and 79% were SIMD 6 or above. The majority of our pupils (36%) were in SIMD 8. Our catchment area consists largely of Armed Forces (MoD) housing and a large % of our pupils are identified as being from armed forces families. This provides us with a unique set of circumstances including parents being deployed and working away from home (often with lots of uncertainty), families leaving & arriving at short notice, and pupils coming from different school systems (mainly England and Northern Ireland)

We have a fantastic Outdoor Resource here including a large wrap around playground and a full-size football pitch next door (which is owned by the local high school). We have a large school garden, known as the 'Room to Grow' which was created by The Beechgrove Garden TV programme in 2009. We also have a smaller gated area called 'The Flower Garden' and a small quadrangle area with a 'Trim Trail'. Our school grounds back onto a small local woodland – Redford Woods which has the Braid Burn running through it. A 10-minute walk away is Dreghorn Woodland which connects to the foot of the Pentland Hills. We have the local Colinton Village, 20 mins walk away, which includes the Water of Leith and Colinton Dell with the 'Colinton Tunnel', part of an old railway line, now walkway and cycle route.

You recent/current whole school outdoor learning strategic priorities, actions and progress, and outcomes. What have you focused on and why? Has this been successful – coverage, type and progression across the school / frequency / outcomes? How do you know? Also, mention any internal and external support, plus links to stakeholders including parents / carers.

It was identified in our 2019 HM Inspectors of Education visit that we should be making more use of our extensive outdoor space. This priority was taken forward by our new HT, Yvonne Moore, upon our return to school after Covid Closures in 2020.

Following a successful year of weekly outdoor learning sessions with a P4 class and a post-covid pupil recovery group – 'The Coli-TEN' We decided to take our outdoor learning vision forward and across the whole school in 2021 with Mrs Louise Hill leading on this priority and using NCCT as a focus time for Outdoor Learning.

The main focus was about Health and Wellbeing, Teamwork and Recovery post-covid. We developed a whole school vision where all classes were encouraged to follow a monthly theme or focus which was based around seasons and special dates. It was designed to be child-led and flexible for teacher/class preferences and prior experiences. We delivered a staff training session in August 2021 to launch the programme and documented class experiences in a whole school floorbook over the school year. We also delivered a parent session on the benefits and outcomes of Outdoor Learning (via Teams)

Any specific challenges and how are you overcoming these?

Developing staff confidence, skills and knowledge; ensuring suitable supervision and securing sufficient time were the key challenges.

Pupils with 1to1 support and medical needs were also considered and included. Time was a big factor, taking time to develop this, encouraging staff, supporting children with routines and risk awareness. We worked out solutions as we came up against issues. Not giving up! Support from management was key.

Next strategic steps and why:

We'd like to take on external awards such as the John Muir Award. Would also like to take on bigger projects – going further afield and visiting different locations, such as local beaches. Would love to get more pupils on 'away days' earlier in primary – EPIC days for P4s and up. Costing is a barrier to this so we'd love to get better at fundraising and applying for grants and financial support to do this.

How do you support staff development in outdoor learning – internal and external?

As well as the staff training to launch our vision at the August inset, we created a staff Teams page where monthly ideas, planners and reminders were sent to keep the vision in focus.

Our aim is to keep Outdoor Learning simple and easy to access for all, a teaching tool which can be used across the curriculum and in different ways in different classes. It is also very much 'outdoor learning for beginners' where we are coming at this without significant prior experience or training – just a passion for being outdoors and seeing how much success and enjoyment it brings to classes.

Additional information:

- Presentation to parents/carers regarding the School's journey with Outdoor Learning:

https://screencast-o-matic.com/watch/c3Vvr6VDTYH

- Our Outdoor Year (following pages)
- November Outdoor Learning Contexts

Colinton Primary Outdoor Learning Themes

August is …
Stay safe and work as a team
(from 22/8/22 - three weeks)

Problem solving and Risk Assessment
Children's Health Week 5th

September is …
Natural Materials and Elements
(from 12/9/22 - three weeks)

Earth, Wind/Air, Water, Fire
Clay, sticks, stones, mud and more!

October is …
Explore Autumn (S.T.E.A.M)
(from 3/10/22 - three weeks)

Dens, shelters and Habitats
Signs of seasonal change
Living lifecycles and care

November is …
Community
(from 31/10/22 - four weeks)

Armed Forces and Remembrance
Road Safety Week
Exploring and mapping
Safety with Darker nights and fireworks/Halloween
Litter Picking

December is …
Celebration
(from 28/11/22 - four weeks)

Storytelling, dance and drama
Festive Art and Games
Risky Play

January is …
Explore Winter (S.T.E.A.M)
(from 9/1/23 four weeks)

Space and the changing sky
Signs and seasonal changes
Poetry and nature (Burns)
RSPB Big Birdwatch

February is …
Numeracy/Maths Outdoors
(from 6/2/23 three weeks)

Collecting, sorting, counting
Weighing, measuring and practical problems
Construction
Maths in 'real life' outdoors

March is …
Literacy Outdoors
(from 6/3/23 four weeks)

Storytelling, mark making and environmental print
World Book and World Poetry Day
Taking time for Listening and talking

April/May is …
Explore Spring and Grow! (S.T.E.A.M)
(from 17/4/22 six weeks)

Seasonal Changes and signs
Water play and construction
minibeasts and insects (bee week)
Eggs, plants, seeds and growth
British Science Week
Earth Day and More!

From 5th June it is …
Sport and Expeditions

P7 Camp
Sports Days
Wildlife Trust Challenges – 30 Days Wild in June

Outdoor Learning across the 4 contexts at Colinton Primary School 2021/22

Opportunities for personal achievement

Using the knowledge/setting of our local community to enhance and engage with outdoor experiences.

Increased awareness of being safe outdoors (particularly in evening time)

Resources and activity

Creating Mazes, Trails and Maps

Expressing Remembrance with displays/artwork/outdoor symbols

Exploring and researching our local area

Celebration of colour and light

Be bright Be seen and other Road Safety lessons

Interdisciplinary Learning

-Draw on prior knowledge, understanding and skills.
What do we know about our local area?

-Learn new knowledge, skills or understanding of concepts.
What do we want to find out more about?

-Transfer and Apply collective knowledge to new problems or areas.
What could we achieve together as a class this month?

-Shared Goals and collaborative Learning with purpose.

Ethos and the life of the school as a community

Links with the Armed Forces Community

Significance of Robert Louis Stevenson to our local area – Colinton Parish Church/ Tunnel.

Road Safety week 2021 – Road Safety Heroes – celebrate the work of those who keep us safe and inform others

Whole school participation in Outdoor Classroom Day – Thursday 4th November

November is … Community

Significant Dates

Outdoor Classroom Day – 4th November
Diwali – 4th November

Fireworks – 5th November

Remembrance Day – 11th November

World Kindness Day – 13th November

Road Safety Week – 15th – 21st November
Scottish Book Week – 15th – 21st November

Curriculum areas and Subjects

Religious and Moral Education
World religious – values, beliefs, practices and traditions of festivals. (RME 06b)

My own beliefs, values and actions (RME 08)

Social Studies
Past – looking at an individual (SOC 06a)
The ways to remember and preserve Scotland's history (SOC 02a)

Place and Environment – exploring the local area and activities with mapping (SOC 14a)

Society – rules, rights and responsibilities (SOC 17a)

Outdoor Learning Case Study

School name:	Leith Walk Primary School
School contact:	Amy Barr Amy.barr@leithwalk.edin.sch.uk

School 'general context' description (number of pupils / SIMD context) and access to onsite and offsite outdoor learning venues and resources:

Current role – 230 pupils.

We currently have 35% of pupils living in SIMD 1-4. Leith Walk is a diverse school with over 40 languages spoken and several different cultures/religions.

This year, we have developed our onsite by adding a sandpit, mud kitchen, water hut, picnic benches and planters/bug hotels. We have also just been signed off to install a wooden stage with seating and a 25m trim trail. However, we are still waiting for a quote to have more natural material to reduce the amount of concrete in the playground.

We have weekly outdoor learning lessons in Pilrig Park, Hopetoun Crescent Gardens and Calton Hill. We have plans to explore Arthur's Seat and St Mark's Park in the New Year.

We have bought in new resources this year. These include: waterproof trousers/jackets, tarps, ropes, water channels, mud kitchen tools, flint & steals, outdoor building blocks, compasses, a trolley to wheel to the park and more!

As well as this, we have had our playground mapped by Orienteering Southern.

You recent/current whole school outdoor learning strategic priorities, actions and progress, and outcomes. What have you focused on and why? Has this been successful – coverage, type and progression across the school / frequency / outcomes? How do you know? Also, mention any internal and external support, plus links to stakeholders including parents / carers.

We currently have outdoor learning for non-class contact time (NCCT) for P3-7 (75 minutes per week) and P1-2 has a Friday session (60 minutes) which was originally team taught. However, the P1-2 teachers are now confident about delivering lessons in the playground and will start to team teach again when we travel offsite in term 4.

Originally, I had planned for aspects of maths to be covered whilst at outdoor learning. Following further discussion with the HT this has changed to have a Health and Wellbeing and creativity focus. This allowed children to explore local green spaces and lead on their own learning.

We now focus on the skills-based curriculum and encouraging resilience, teamwork, and independence. There are planned outcomes each week. However, we often have unplanned learning for examples learning about animals that we see or trees that we walk past.

We have funded this through our PEF funding. We allocated £5000 for resources and £20000 for the playground. We timetable our support staff to ensure all classes have adequate staffing to allow for weekly outdoor learning.

I have worked with external agencies to support and build on teachers' confidence when delivering sessions in the local area. We have worked closely with Edinburgh Southern Orienteering, Friends of Hopetoun Garden and The Water of Leith Trust. Next term, we are working with The Green Team and will be taking part in the John Muir Award.

We have had extremely positive feedback from parents/carers, pupils and staff. We have also been able to see an improvement in attendance on a Friday for our younger pupils as they do not want to miss OL.

Any specific challenges and how are you overcoming these?

- Dogs in the local area. We have several children that fear dogs. We have found that using parks in the morning reduces the number of dogs.
- Litter, drugs and dog faeces. Unfortunately, all our local green spaces can have all 3. We report this to the Council and use a different area.
- Some pupils do not have appropriate clothing or footwear. We have purchased waterproof trousers and jackets for every child in the school. We need to invest in footwear (wellies/walking boots). We have started to collect second-hand wellies and shoes for pupils to wear.
- Staff illness. If we have several staff off sick, we cannot leave the school grounds. We would overcome this by having a session in the playground area.

Next strategic steps and why:

- Continue to develop our playground to allow for more meaningful outdoor learning. We would like more natural surfaces and a fire pit.
- Continue with Career Long Professional Learning for teaching staff to develop and widen provision.
- Start to look at building in more areas of the curriculum as children are now comfortable, safe and happy in the outdoors.
- Continue to explore local areas and further afield. We have plans to access The Pentlands, Portobello Beach and an overnight stay for our P5 pupils. As a school, we promote equality and our pupils do not have these experiences at home.
- Ensure that we have a bank of wellies/walking boots to keep children warm and safe.

How do you support staff development in outdoor learning – internal and external?

- Ensure staff have had appropriate training and CLPL experiences
- Team teaching
- Using external agencies
- Accessible resources
- Sharing of learning – TEAMS

Additional information:

The School has posted some recent adventures on the Council's Outdoor Learning Map:

Forest Adventure - Outdoor Learning (outdoorlearningmap.com):
https://www.outdoorlearningmap.com/listings/forest-adventure-8270

The Collective - Calton Hill - Outdoor Learning (outdoorlearningmap.com)
https://www.outdoorlearningmap.com/listings/the-collective-calton-hill-1609

Outdoor Learning Case Study

School name:	Trinity Academy
School contact:	Caroline Bannon caroline.bannon@trinity.edin.sch.uk

School 'general context' description (number of pupils / SIMD context) and access to onsite and offsite outdoor learning venues and resources:

The school has a current roll of 980. Approx. 50% of pupils are in SIMD 8-10. The school is currently benefitting from the opening of the new sports facility at Bangholm which features outdoor spaces. Playground space is limited on the school site but has been used for outdoor learning experiences by a number of faculties. A small school garden has been maintained by pupils from our Enhanced Support Base (ESB) and Support for Learning (SfL) faculties. We have a school allotment which has been used by our Food Growing Club. We are fortunate to be sited opposite Victoria Park which can provide outdoor learning activities and close to walkways leading to the Water of Leith. We also make use of urban environments for outdoor learning. The school has a long history of running Duke of Edinburgh programmes at all levels and these have featured walking and canoeing expeditions further afield. Previous activity weeks have featured white water rafting and Adventure centres in the Edinburgh area e.g. Fox Lake.

We are fortunate in some ways but very keen to extend our outdoor learning opportunities for young people. Our location does not feature very rural or challenging physical landscapes which we would like all pupils to have some access to. An organic outdoor experience would be our aim- some adventure but not necessarily adventurous activities, more just about exploring the outdoors.

You recent/current whole school outdoor learning strategic priorities, actions and progress, and outcomes. What have you focused on and why? Has this been successful – coverage, type and progression across the school / frequency / outcomes? How do you know? Also, mention any internal and external support, plus links to stakeholders including parents / carers.

It is a priority of ours to encourage outdoor learning. Staff at all levels are encouraged to take classes and groups outwith the school for learning experiences. In the past this has involved work in the grounds of the school and in Victoria Park e.g. sketching, photography and practice of fieldwork skills. The school allotment, work in Victoria Park, The Dandelion project and the school garden have given pupils the chance to work outdoors, all with a curricular link. The urban environment has been used for Geography fieldwork as well as local activities e.g. ESOL visit to town. Biology and Geography teams have taken pupils to complete river fieldwork, slope analysis and utilised the coastal environments of East Lothian. Duke of Edinburgh's Award (DofE) groups have benefitted from expeditions. We have held two S1 residential trips (Lockerbie) to provide pupils the chance to participate in adventurous activities.

Our pupils love all these opportunities. They enhance learning and develop knowledge and understanding in a real-life context. It is great to be able to offer an experience to a large group e.g. a whole year group but smaller classes and groups have also seen the benefit. In the past we have developed links with the Outdoor Learning Team who have supported the delivery of fieldwork. We have worked with the Water of Leith Centre and are seeking further partnership with the Outdoor Learning Team to run an event at Bonaly. Parents and Carers are hugely supportive and always comment on the positive experiences pupils have had. These sorts of opportunities are always mentioned as some of the best school memories in the S6 year books.

Any specific challenges and how are you overcoming these?

The main challenges we have are related to poverty proofing our school. Any opportunities we offer should be accessible to all and often the cost is prohibitive. We are attempting to overcome this by seeking additional funding streams, providing very advanced notice so that payments can be spread and adopting a 'pay what you can, pay for a friend' strategy- supported by school funding. Access to and the cost of transport is a major issue and so we are using the free bus pass service where possible to reduce costs.

Staff cover in school to allow colleagues to participate in more extensive outdoor learning can also prove problematic and expensive. We do our best to plan in advance and support with cover teachers.

Staffing expertise and confidence are also a priority. We are lucky to have some teachers with appropriate training but whilst there is often willingness, a lack of formal training can make staff feel uncertain. The Outdoor Learning team have supported training in the past and we seek to extend this over the coming months.

Next strategic steps and why:

We would really like to have a programme that ensures opportunities for each year group each session with progression through their time at the school. We are aiming to run an Activity Week in June 2023 which will feature at least a day of outdoor fun and learning for our S2 pupils at Bonaly Scout Centre. This is being developed in partnership with the Outdoor Learning Team- seeking to develop TA staff skills and confidence and involve them in the delivery of a real outdoor organic activity taking into account the skill level of our pupils. We would like to establish the offer for each year group so that pupils know what to look forward to. As always support and encouragement for ongoing curricular outdoor learning at all levels.

How do you support staff development in outdoor learning – internal and external?

We offer support for CLPL and link to the Outdoor Learning Team. We have devoted development time to help with the organisation of Activities Week. We offer financial support to pupils and families to increase access. We have purchased resources to help with outdoor learning. We continue to reach out to partner organisations to help us in the delivery of activities for which we are not trained.

Outdoor Learning Case Study

School name:	Oaklands School
School contact:	Eleanor Arbuckle Eleanor.arbuckle@oaklands.edin.sch.uk

School 'general context' description (number of pupils / SIMD context) and access to onsite and offsite outdoor learning venues and resources:

Oaklands is a special school with a current roll of 60 pupils. All pupils have a learning disability, and most have associated physical disabilities and health issues. The majority of our pupils are wheelchair users or have other mobility difficulties. Oaklands has a variety of good outdoor spaces which have been fully adapted for wheelchair users including a wood area, an allotment and polytunnel, a wildlife area with pond, two playgrounds and a courtyard. We have access to school buses which can take us to local outdoor spaces such as Lauriston Castle and the Botanic Gardens.

SIMD data:
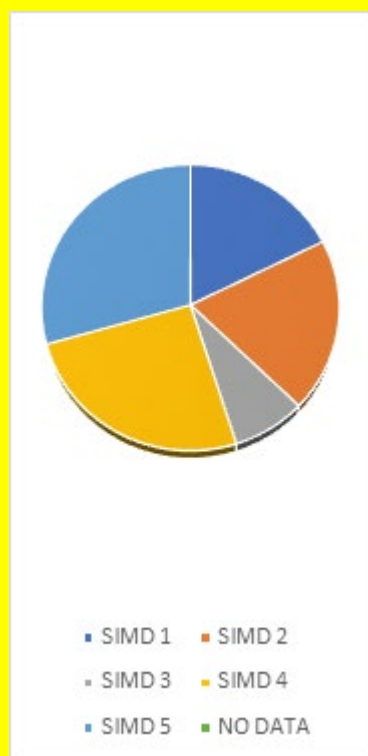
- SIMD 1   - SIMD 2
- SIMD 3   - SIMD 4
- SIMD 5   - NO DATA

You recent/current whole school outdoor learning strategic priorities, actions and progress, and outcomes. What have you focused on and why? Has this been successful – coverage, type and progression across the school / frequency / outcomes? How do you know? Also, mention any internal and external support, plus links to stakeholders including parents / carers.

Outdoor learning has been a priority at Oaklands over the last 4 years. We have a lead teacher in outdoor learning and have run a number of all-staff OL training events. We worked collaboratively to identify barriers, both perceived and actual to getting outdoors with our pupils and to come up with ideas and solutions to address these. We have established an annual whole school outdoor learning week to tie on with the international outdoor classroom day in May. Staff enthusiasm for outdoor learning is reasonably high and most report being aware of and having witnessed the benefits to both pupils and staff of outdoor learning. Last year we had

a dedicated OL teacher who worked with classes across the school with the dual purpose of providing a wide range of OL opportunities for pupils and also upskilling classroom staff.
Our main focus currently is providing regular OL opportunities for pupils as part of their weekly curriculum. All classes have weekly timetabled slots in our different outdoor spaces. We have created a shared resource of 50+ things to do outdoors at Oaklands and teachers are encouraged to share additional outdoor learning ideas and things that have worked well twice a year in recognition of the two international outdoor classroom days. We have a sports coach who takes pupils out in the community on adapted bikes. We have recently regained the use of two wheelchair buses and so are able to more easily access local green spaces.

Most pupils get outside once or twice a week with some getting out daily or multiple times a day depending on their interests, needs and the staffing levels in the class.

This year we have started up DofE for the first time and are planning an expedition experience in the summer term. We have had support with this from Fraser Robertson at the OL team and also Beatlie school in West Lothian. Longer term, we would like to offer the opportunity of a residential experience for pupils in upper secondary, but this will require careful planning to ensure pupils health and mobility needs are fully met.

This year we took part in the Dandelion project which gave pupils and families added motivation to get outside and grow things. We also take part in annual competitions including daffodil growing at Saughton and pocket gardens. We have an active Eco group and outdoor learning activities have featured in our whole school Eco action plans for the last four years. Lower primary pupils all take part in the RSPB activities.

We have a volunteer group of staff, friends and families who meet once a month to work on our outdoor spaces, helping to keep them in a good condition. We received two lots of funding from Cash for Kids in the last five years that enabled us to build our allotment and wildlife areas. We have also received smaller grants from various sources enabling us to buy OL equipment.

Any specific challenges and how are you overcoming these?

When visiting local green spaces, we are limited as to how far we can travel by the health, personal care and nutrition needs of our pupils. We usually only make short journeys which enable us to return to school within a 2–3-hour timeframe. We do refer to the PAMIS website when planning longer trips to see if there are fully accessible toilet facilities with hoists near our destination. This can enable us to extend the trip. We also sometimes take a school nurse to assist with health needs. We are also limited by staff availability as most pupils require 1:2:1 support when off-site.

We can only utilise spaces that are wheelchair accessible. We did once hire a pony and wheelchair trailer which enabled pupils to access non-paved spaces, but this is not a regular possibility due to costs. We sometimes also make use of the free beach wheelchairs.

Some of our pupils present with behaviour which challenges. We have positive behaviour support plans in place, risk assess on an individual basis and ensure high levels of staffing are available to support these pupils when out.

The weather can be an issue for staff and pupils. We bought a school set of waterproof ponchos for pupils and all pupils have blankets.

Staffing levels is currently our main barrier to regular outdoor learning both within the school grounds and for trips. We need to have high staff:pupil ratios to push wheelchairs and assist

mobile pupils to access outdoor spaces. We frequently don't have sufficient numbers to make this possible.

Next strategic steps and why:

Keep staff enthusiasm and support for OL high despite challenges presented by our current staffing levels. Work collaboratively to come up with solutions for maintaining good access to OL with a staff:pupil ratio that is lower than in previous years. Successfully run DofE and achieve the Bronze award for participating pupils. This will include an adapted and innovative approach to the expedition element.

How do you support staff development in outdoor learning – internal and external?

We run periodic training at CAT and in-service days. We have a lead OL teacher with a remit for promoting OL across the school. In the run up to our annual outdoor learning week, ideas and resources are shared and evaluated and whole school activities are planned and created collaboratively.

Additional information:

The school has created its own 50 ways to experience outdoors at Oaklands.

Extract:

1. Clay imprints of natural found objects.

Resources – clay, rolling pins, natural found objects.
Instructions – roll clay to required size, collect a range of natural objects, press into clay and leave to dry. Paint and varnish when dry. These make nice tiles.

2. Gardening/mud play

Resources – spades, buckets, trays, watering cans, spoons, any other random objects, wipes/handwashing stuff.
Instructions – Fill buckets or trays with mud or use the raised shallow beds in the allotment. Dig, make mud castles, bury objects to find. You could make a witches' cake mix – collect leaves and other things and some mud. Use a big stick to crush the leaves in a bowl or pan, then add mud and stir. Or hide plastic mini beasts or other objects in shallow digging beds and search for them using hands or digging implements.

3. Nature trail

Resources – Found natural objects or Xmas baubles, toys etc to hide in woods/playground beforehand.
Instructions – Choose and collect something to create a trail with, e.g. pine cones, bright leaves, sticks, pebbles. Or you could use baubles or other markers. Invite your friends to try and follow your trail. You could leave a prize at the end (a ball, bells, toy etc).

4. Scavenger hunt

Resources - Set a list of things to find e.g. 5 different leaves, something edible, something rough, something that smells nice etc. Your list could be pictorial or use real natural objects to match up to the things you find.
Instructions – Go outside and use your different senses to explore what you find. Can you find everything on your list? Compare with the rest of the group at the end. You could make up a rhyme to say as you go on your hunt. Here's one or you could make up your own: 'Into the forest (playground) we go. What will we find? Nobody knows. Explore with your ears, your eyes, hands and nose. Out in the forest (playground), anything goes.'

5. Campfire or Kelly kettle

Resources – fire pit or safe marked fire area, kindling, wood, fire steels, cotton wool, petroleum jelly, safety equipment as per risk assessment (fire extinguisher, fire gloves, buckets of water, fire blanket). Optional – Kelly kettle and stuff to make hot drinks.

Instructions – Ensure the person in charge is trained and competent and that the Risk Assessment has been shared with everyone present (remember to phone the fire station at the start and finish to let them know about your controlled burning). Put petroleum jelly onto the cotton wool. Build up kindling then larger wood. Use fire steels to light your fire. You could cook food: bananas and chocolate buttons in tinfoil, marshmallows on long sticks. Campfire songs are fun, we have adapted a few familiar songs. Here are a couple:

Campfire's Burning (tune: London's Burning)
Campfire's burning, campfire's burning,
Light the Kindling, light the kindling,
Fire fire! Fire fire!
Throw the sticks on, throw the sticks on,
Campfire's burning, campfire's burning.

If it's hot beside the fire (tune: If you're happy and you know it)
If it's hot beside the fire clap your hands,
If it's hot beside the fire clap your hands,
If it's hot beside the fire and you want it to go higher,
If it's hot beside the fire clap your hands.

6. Leaf bashing

Resources – white fabric cut into pieces, stones for holding and bashing with, rubber circles or chopping boards to place underneath, leaves, hard surface.

Instructions – collect leaves, put between two pieces of fabric or fold fabric over with leaf inside. Place on rubber/board on hard surface. Bash with the stone until the print of the leaf can be seen on the fabric. You can also try flowers and berries. You could put the fabric on the ground and wheel your chairs over it instead of bashing it.

7. Bark rubbing

Resources – wax crayons, paper

Instructions – Place paper against tree bark and rub until pattern appears. For pupils working on trays, look for pieces of wood that can be places on tray. Or try other objects like leaves.

8. Making bird feeders

Resources – bowls or trays, lard, bird seed, string and whatever else you decide to use to shape it.

Instructions – Squish the lard and mix in the bird seed. Mould it into or around something, we like to use pine cones, yoghurt pots or to just make ball shapes with string through them. It's quite fun squishing. We have also upcycled gastro-feed bottles and turned them into hanging bird seed feeders. There are lots of other ideas available online.

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Education Children and Families

10am, Tuesday, 31 January 2023

Bikeability in Primary Schools

Item number
Executive/routine
Wards All
Council Commitments

1. Recommendations

1.1 The Education Children & Families Committee is asked:

1.1.1 To note this update report and the progress made on the delivery of Bikeability in Primary Schools.

1.1.2 To note the challenges faced by some schools and the various solutions available to overcome them.

1.1.3 To agree to receive a further progress update at the end of the academic year.

Amanda Hatton

Executive Director of Education and Children's Services

Lorna French: Head of Schools and Lifelong Learning

E-mail: lorna.french@edinburgh.gov.uk| Tel: 0131 469 3138

Education Children and Families

Bikeability in Primary Schools

2.   Executive Summary

2.1   Further to a motion at the Education Children & Families committee in September 2022 on the path to 100% Bikeability for Edinburgh's primary schools, a report on progress was requested for the January 2023 committee.

The motion requests a report on the following:

2.1.1   Support for Active Schools to promote Bikeability uptake by schools not currently offering both Level 1 and 2. Work with Head Teachers and Active Schools to identify any barriers to uptake and providing recommendations on ways to address these.

2.1.2   Methods for re- communicating the scope and the benefit of the free offer to schools.

3.   Background

3.1   The City of Edinburgh Council works in partnership with Cycling Scotland to deliver cycle training in primary schools. We successfully request grant funding annually which funds a part time co-ordinator, mentors who assist our volunteer trainers and pays for teacher cover to allow for teacher training. Edinburgh's Active Schools Co-ordinators have a significant remit to recruit volunteers, deliver training to staff and volunteers and to co-ordinate training in primary schools.

3.2   Bikeability is accredited cycle training delivered to schools at levels 1, 2 and 3, and is designed to give children the skills and confidence they need to cycle safely on today's roads. Level 2 is taught on-road and teaches children the skills necessary to be able to negotiate most on-road situations.

4.   Main Report

Responses to the motion are below:

4.1   All primary schools are offered Bikeability annually. The offer is made by the Active Schools Co-ordinator in each Learning Community. Additionally some schools are identified as I-Bike schools by Sustrans who deliver bikeability directly to the school.

Annual statistics below show an improving trend in uptake of bikeability level 2 since the pandemic. (2022-23 information will be available from August 2023).

	2018-19	2019-20 (Covid)	2020-21	2021-22
Number of schools delivering Level 2 bikeability	49	6	24	46
% Schools delivering Level 2 bikeability	56%	7%	27%	51%
Number of pupils receiving Level 2 bikeability	2567	211	1190	2857

4.2 One of the limiting factors for schools is their capacity to deliver. The ability to release teachers to deliver bikeability to small groups can be challenging, and the difficulties of recruitment, training and subsequent availability of volunteers is also restrictive.

4.4 The geography of some schools can be an issue if there are no local safe spaces such as a quiet residential area for cycle training to take place.

4.5 Access to bikes is difficult for some schools, while we have been able to provide a pool of bikes to some of the schools that needed them most over the years, maintenance and upkeep has not been sustained.

4.6 Bikeability is offered to all City of Edinburgh Council mainstream primary schools in Edinburgh via Active Schools Co-ordinators or Sustrans. It is also offered to special schools and to specific high schools which are in our Bike4Ever programme – see 8.1 for further information.

4.7 Cycling Scotland provide enough resources to facilitate delivery in all our schools. Our grant funding from Cycling Scotland allows us to provide training courses for volunteers, including teacher cover for schools that need to release teachers for training. The funding also allows us to pay for mentors who can help to upskill volunteers and teachers.

4.8 Colleagues in Outdoor Learning accessed funding to enable the maintenance of bikes stored at schools. Over 30 school and over 180 bikes have benefited from this.

4.9 Our Active Schools team were recently trained as Bikeability Scotland Instructors which enables them to do some of the delivery, if required.

4.10 Some schools have engaged Young Ambassadors and Sports Leaders from the high schools to support the delivery of bikeability. This has been successful and is an area that we will explore in other areas. We also plan to re-establish an Active Travel working group with colleagues from the Active Travel team in Place, and third-party organisations.

4.11 Although the pandemic prevented so much activity from taking place for a period of time, as we emerged from lockdown, there was a noticeable increase in enthusiasm

for cycle training. Looking at the plans for January to June 2023 there is early indication that we are on course for 58 primary schools to participate in level 2 training in 2022-23.

4.12 Further positive news is that we have a dedicated officer 0.4FTE who has accessed funding and coordinated additional cycling programmes across the city. The funding includes:

- £25,000 for adapted bikes from Cycling Scotland (additional to the £20,000 for bikeability)

- £30,000 for Bike4Ever from Smarter Choices Smarter Places (see 8.1)

- £66,000 over 3 years from sportscotland/Cycling Scotland for a range of inclusive programmes (this funding is not yet confirmed)

- £2,000 Community Benefit Fund from Belac for cycle supplies such as helmets, lights, locks etc.

5.   Next Steps

5.1 Identify and focus on primary schools that have not delivered bikeability in the last few years and work with them to identify solutions.

5.2 Re-instigate the Active Travel working group to collate resources, identify gaps

5.3 Continue to offer bikeability to all primary schools.

6.   Financial impact

6.1 There is no additional financial impact.

7.   Stakeholder/Community Impact

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

8.   Background reading/external references

N/A

9.   Appendices

9.1 Appendix 1   Smarter Choices Smarter Places

Smarter Choices Smarter Places

Edinburgh School's Cycling Project 2022-23 – BIKE4EVER

Project Outcomes:

- To increase the number of pupils cycling within the school and home environment

- To increase the number of pupils and families cycling as a form of transport including to and from school

- To increase the number of trained deliverers at schools including school staff, parents and senior pupils

- To increase the confidence of pupils both on-road cycling and off-road cycling

- To increase the skill and ability level of pupils cycling

- For pupils and families to enjoy cycling as an activity and mode of transport

Target Age Group:

- S1 pupils / targeted approach

  Rationale – Capitalise on the enthusiasm created in primary schools from bikeability to Secondary schools to ensure cycling is a lifelong activity but also use a targeted approach to ensure a meaningful group of pupils gain this experience.

Time-Scale:

- April 2022- March 2023

- Term 3 2022 and term 1 2023

  Rationale – Run project during term-time when the weather is best.

Potential Project Activities:

- Each school/cluster project to be bespoke to its needs but activities could include:

  o Bespoke training for staff/teachers/parents/senior pupils including bikeability 3, bike maintenance and CPD.

  o Extra-curricular cycling clubs (linked in with Edinburgh Road Club where possible). Activities could include cycle trails promoting nearby cycle paths, cycling games, skill progression and possibly stunts/tricks.

  o Curricular provision of 'Cycle Skills' sessions. Activities could include cycle trails promoting nearby cycle paths, cycling games, bike maintenance, skill progression and possibly stunts/tricks.

  o Final activity of morning/afternoon trip to Glentress or family weekend cycling sessions.

  o Curricular provision of 'S1 Cycle Routes' Target all S1 pupils to discover local cycle routes on led cycle expeditions in and around school and community.

Project Condition:

In order for schools to take part in this programme the HT/Senior Management must identify a member staff that will be responsible for cycling and hence be the 'Cycle Champion'. Their responsibilities would include working alongside ASC to provide annual BSI within the school, maintaining any bikes, attending BSI and bike maintenance training, exploring the option of using cycling as a form of transport to and from school events and appointing fellow school staff who will support.

Partnership Work:

- Throughout each project we will work closely with key partners such as Brake The Cycle who can provide free bikes to pupils living in deprivation who don't currently have a bike at home ensuring access to cycling is sustainable.

- Other key partners include Edinburgh Greenspace Trust and Bikes For Refugees.

- Planned cycle rides to public gala days and community events will be explored and organised where possible.

Education, Children and Families Committee

10am, Tuesday, 31 January 2023

Renaming the Education and Children's Service Directorate

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Approve the proposed change of Directorate from Education and Children's Services to Children, Education and Justice Services.

Amanda Hatton

Executive Director of Education and Children Services

Contact: Amanda Hatton, Executive Director of Education and Children's Services E-mail: amanda.hatton@ edinburgh.gov.uk

Report

Renaming the Education and Children's Service Directorate

2.   Executive Summary

2.1   The proposal is to rename the directorate to Children, Education and Justice Services to reflect the changes within the directorate, put children at the forefront and be more inclusive. Homelessness, and Family and Household Support have now moved to Place Directorate, and Justice Services remains within our directorate but have felt excluded as not being part of the name.

2.2   This report was the agenda of the Education, Children and Families Committee on the 12 November 2022, and after discussion it was agreed to bring this back to committee on the 31 January 2023 for further consideration.

3.   Background

3.1   Communities and Families was the title of the Directorate for a number of years. When the interim Executive Director was appointed to post in May 2021 the title was changed to Interim Executive Director of Education and Children's Services to make it more inclusive, and this title has remained since then.

3.2   Justice Services remain part of the directorate and there is a need to reflect this in the title.

4.   Main report

4.1   Feedback from the Executive Director's Townhall Sessions had indicated that Justice colleagues would like to be recognised as part of the directorate and asked if the directorate could be renamed.

4.2   The cultural change being taken forward is centred on children being first in everything that we do and therefore putting them at the front of the name of the directorate reinforces this.

5.   Next Steps

5.1   The internal / external council websites, systems, and the global internal address book to be updated to reflect the new name. This will involve consultation with the web design team and communications team.

5.2   All appropriate templates e.g. letter templates updated.

5.3   The Directorate email distribution list amended.

5.3   Communication to all staff in the Directorate to advise of the name change and to update email signatures.

6.   Financial impact

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

7.   Stakeholder/Community Impact

7.1   Consultation with colleagues at the Town hall session.

7.2   Consultation with the web design team and communications team.

8.   Background reading/external references

8.1   n/a

9.   Appendices

None

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Education, Children and Families Committee

10.00am, Tuesday, 31 January 2023

Revenue Monitoring 2022/23 – month eight position

Executive/routine	Routine
Wards	City-wide
Council Commitments	

1. Recommendations

1.1.1 Members of the Education, Children and Families Committee are asked to: note the estimated net residual budget pressure of £2.0m at month eight

Amanda Hatton

Executive Director of Education and Children's Services

Contact: Douglas Pirie, Principal Accountant

E-mail: douglas.pirie@edinburgh.gov.uk | Tel: 0131 529 7227

Report

Revenue Monitoring 2022/23 – month eight position

2. Executive Summary

2.1   The report sets out the projected month eight revenue monitoring position for Education and Children's Services, based on analysis of actual income and expenditure to end of October 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 £2.0m, after assumed corporate provisions for continuing COVID impacts on the service. This represents a favourable movement of £2.0m from the position reported to Committee in November.

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.

3. Background

3.1   The total 2022/23 net budget for Education and Children's Services is £434m.

3.2   This report sets out the projected monitoring position for Education and Children's Services revenue expenditure budget for 2022/23, based on analysis of known pressures and mitigating savings identified to date.

4. Main report

Overall Position

4.1   Education and Children's Services is projecting net budget pressures of £2.0m at month eight.

4.2   **Forecast Pressures and Savings**

Significant pressures of £2.0m continue to be incurred in Children's accommodated services, including out-of-council residential and secure accommodation, reflecting increases in the numbers of young people being supported across the service.

Home to school transport is also subject to continued pressures of £1.9m relating to the delivery of the transport review and costs for additional routes which were put in place in response to Covid.

The forecast also includes a small variance relating to an element of uninsured costs following the settlement of the insurance claim for the fire at Liberton Primary School in February 2020. Forecast pressures are currently partially offset through one off mitigations elsewhere within the directorate, including vacancy controls.

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 £2.0m for 2022/23. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Stakeholder / Community Impact

7.1 There is no direct relevance to the report's contents. The Council undertook a budget engagement exercise when developing the 2022/23 revenue budget.

7.2 There is no direct relevance of the report's contents to impacts on carbon, adaptation to climate change and sustainable development. The Council's revenue budget includes expenditure impacting upon carbon, adaptation to climate change and contributing to sustainable development. In addition, all budget proposals are now subject to an upfront assessment across these areas.

8.   Background reading / external references

8.1   None

9.   Appendices

9.1   None

Education, Children and Families Committee

10.00am, Tuesday, 31 January 2023

End Poverty in Edinburgh Annual Report 2022 – referral from the Policy and Sustainability Committee

Executive/routine
Wards
Council Commitments

1. For Decision/Action

1.1 The Policy and Sustainability Committee has referred the End Poverty in Edinburgh Annual Report 2022 to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 5.5 of Appendix 1 of the report by the Interim Executive Director of Corporate Services.

Richard Carr

Interim Executive Director of Corporate Services

Contact: Jamie Macrae, Committee Services, Legal and Assurance Division

E-mail: jamie.macrae@edinburgh.gov.uk

Referral Report

End Poverty in Edinburgh Annual Report 2022 – referral from the Policy and Sustainability Committee

2. Terms of Referral

2.1 On 17 November 2022 the Policy and Sustainability Committee considered the End Poverty in Edinburgh Annual Report 2022 by the Interim Executive Director of Corporate Services. The report provided a summary of actions taken by the Council and partners in response to the calls to action made by the Edinburgh Poverty Commission and was the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan. It covered the period from October 2021 to the end of September 2022 and included the ongoing response to the Covid-19 pandemic and to the emerging cost of living crisis, both of which had been significant in informing current and future actions. In line with recommendations made by the Commission, the report also incorporated and met the Council's statutory duty to produce, in partnership with NHS Lothian, an annual Local Child Poverty Action Report.

2.2 The Policy and Sustainability Committee agreed:

Motion

1) To approve the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan and agree actions for priority delivery during the next 12 months, subject to adjustments needed to ensure continued alignment with the updated Council Business Plan.

2) To note that the report incorporated and met the Council's statutory duty to publish a joint annual Local Child Poverty Action Report with NHS Lothian.

3) To agree that the report would be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 5.5 of Appendix 1 of the report.

4) To note that the report would be further referred for discussion by the Edinburgh Partnership in December 2022.

5) To agree that during 2023/24, in advance of reporting against interim targets set for 2024, Edinburgh Poverty Commission members would be invited to provide advice on progress to date and recommended next steps.

- moved by Councillor Day, seconded by Councillor Watt

Amendment

1) To approve the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan and agree actions for priority delivery during the next 12 months, subject to adjustments needed to ensure continued alignment with the updated Council Business Plan.

2) To note that the report incorporated and met the Council's statutory duty to publish a joint annual Local Child Poverty Action Report with NHS Lothian.

3) To agree that the report would be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 5.5 of Appendix 1 of the report.

4) To note that the report would be further referred for discussion by the Edinburgh Partnership in December 2022.

5) To agree that during 2023/24, in advance of reporting against interim targets set for 2024, Edinburgh Poverty Commission members would be invited to provide advice on progress to date and recommended next steps.

6) To note that women were at disproportionate risk of poverty and that within this group, the risk was heightened for disabled women, BAME women, refugee and migrant women, unpaid carers, LGBT+ women, younger women and other women facing multiple discriminations.

7) To recognise that important work had been done previously by the Edinburgh Poverty Commission to draw out the impacts of poverty on women and therefore regret that neither women nor the gendered nature of poverty were mentioned in the report.

8) To therefore request a report on the impacts of poverty on women and girls in Edinburgh within 3 cycles, containing intersectional analysis of the particular impacts on women and girls who shared other protected characteristics, and how the recommendations in this report would prevent and/or mitigate women's poverty.

9) To further request that proposals be brought forward by officers within 3 cycles on how gender and other protected characteristics and priority groups – including but not limited to lone parents, larger families, families with disabled members, BAME households and unpaid carers - could be mainstreamed into council reports going forward.

- moved by Councillor Mumford, seconded by Councillor Staniforth

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

Decision

To approve the following adjusted motion by Councillor Day:

1)   To approve the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan and agree actions for priority delivery during the next 12 months, subject to adjustments needed to ensure continued alignment with the updated Council Business Plan.

2)   To note that the report incorporated and met the Council's statutory duty to publish a joint annual Local Child Poverty Action Report with NHS Lothian.

3)   To agree that the report would be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 5.5 of Appendix 1 of the report.

4)   To note that the report would be further referred for discussion by the Edinburgh Partnership in December 2022.

5)   To agree that during 2023/24, in advance of reporting against interim targets set for 2024, Edinburgh Poverty Commission members would be invited to provide advice on progress to date and recommended next steps.

6)   To note that women were at disproportionate risk of poverty and that within this group, the risk was heightened for disabled women, BAME women, refugee and migrant women, unpaid carers, LGBT+ women, younger women and other women facing multiple discriminations.

7)   To recognise that important work had been done previously by the Edinburgh Poverty Commission to draw out the impacts of poverty on women and therefore regret that neither women nor the gendered nature of poverty were mentioned in the report.

8)   To therefore request a report on the impacts of poverty on women and girls in Edinburgh within 3 cycles, containing intersectional analysis of the particular impacts on women and girls who shared other protected characteristics, and how the recommendations in this report would prevent and/or mitigate women's poverty.

9)   To further request that proposals be brought forward by officers within 3 cycles on how gender and other protected characteristics and priority groups – including but not limited to lone parents, larger families, families with disabled members, BAME households and unpaid carers - could be mainstreamed into council reports going forward.

3.   Background Reading/ External References

Minute of the Policy and Sustainability Committee of 17 November 2022.

4.   Appendices

Appendix 1 – Report by the Interim Executive Director of Corporate Services

Policy and Sustainability Committee

10:00am, Thursday, 17 November 2022

End Poverty in Edinburgh Annual Report 2022

Executive/routine	**Executive**
Wards	**All**
Council Commitments	

1. Recommendations

1.1 It is recommended that Committee:

1.1.1 Approves the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan and agrees actions for priority delivery during the next 12 months, subject to adjustments needed to ensure continued alignment with the updated Council Business Plan

1.1.2 Notes that this report incorporates and meets the Council's statutory duty to publish a joint annual Local Child Poverty Action Report with NHS Lothian

1.1.3 Agrees that this report will be referred to the Education, Children and Families Committee for further scrutiny on actions relating to child poverty, with particular reference to the actions discussed in section 5.5 of Appendix 1

1.1.4 Notes that this report will be further referred for discussion by the Edinburgh Partnership in December 2022

1.1.5 Agrees that during 2023/24, in advance of reporting against interim targets set for 2024, Edinburgh Poverty Commission members are invited to provide advice on progress to date and recommended next steps.

Richard Carr

Interim Executive Director of Corporate Services

Contact: Chris Adams, Strategy Manager

Policy and Insight Team, Corporate Services Directorate

E-mail: chris.adams@edinburgh.gov.uk

Report

End Poverty in Edinburgh Annual Report 2022

2. Executive Summary

2.1 This report provides a summary of actions taken by the Council and partners in response to the calls to action made by the Edinburgh Poverty Commission. As such, the report provides the second annual progress report against the Council's End Poverty in Edinburgh Delivery Plan.

2.2 The report covers the period from October 2021 to the end of September 2022 and includes the ongoing response to the Covid-19 pandemic and to the emerging cost of living crisis, both of which have been significant in informing current and future actions.

2.3 In line with recommendations made by the Commission, the report also incorporates and meets the Council's statutory duty to produce, in partnership with NHS Lothian, an annual Local Child Poverty Action Report.

3. Background

3.1 In September 2020 the Edinburgh Poverty Commission published its final report with a call to action for the steps the city needs to take to End Poverty in Edinburgh by 2030. This report was considered by Policy and Sustainability Committee in October 2020.

3.2 In December 2020 the Policy and Sustainability Committee approved an End Poverty in Edinburgh Delivery Plan in response to the Commission's findings. During the same month, Edinburgh Partnership agreed a report on partnership actions arising from the Commission's findings for incorporation in the Edinburgh Community Plan.

3.3 These plans agreed an annual cycle of progress reporting against actions to end poverty in the city, aligned to the statutory duties held by the Council and NHS Lothian to produce an annual report on actions to reduce child poverty.

3.4 To meet this requirement, a single annual progress report is produced by Council and NHS Lothian officers for scrutiny by Council committees, appropriate NHS Lothian Boards, and the Edinburgh Partnership.

3.5 The first of these annual progress reports was considered by the Policy and Sustainability Committee in October 2021. The report considered actions over the

period 2020-20 and included recommendations for 10 priority actions for delivery in 2022.

3.6 Since publication of that plan a number of new emerging priorities for poverty action have arisen and been approved by Council. These include actions to address the poverty impacts of the rising cost of living, and plans for provision of warm and welcoming spaces.

4. Main report

4.1 Appendix 1 to this report provides the second annual review of delivery of Edinburgh Poverty Commission calls to action. The report covers the period from October 2021 to the end of September 2022 and includes the ongoing response to the Covid-19 pandemic and to the emerging cost of living crisis, both of which have been significant in informing current and future actions.

Poverty trends in Edinburgh

4.2 Latest data shows an estimated 79,000 (15%) people in Edinburgh were living on incomes below the poverty threshold in 2021, including 15,000 (19%) children

4.3 This indicates a steady trend despite the early impacts of covid, with the immediate income effects of the pandemic significantly mitigated by introduction of short term UK Government measures through 2020 and 2021.

4.4 Data for 2022 are not yet published. Analysis points towards a likely significant increase in severe poverty and hardship as a result of rising living costs and falling real incomes among poorer families across the UK throughout 2023-24. In particular, data show that:

   4.4.1 Inflation for all households in the UK reached over 10% in 2022. For poorer households, whose consumption is more heavily weighted towards high inflation items, inflation rates of as high as 15% were estimated in autumn 2022

   4.4.2 During 2022, rising costs of food and energy have led 73% of low income families in Scotland to go without essentials such as food or heat

   4.4.3 Resolution Foundation projections estimate that average incomes for poorer families are likely to drop by 10% in real terms in the next few years, representing the worst two year drop in real average household incomes in the UK since 1961

4.5 At the same time as living costs are rising, evidence also shows that the core drivers of poverty in Edinburgh provide a continuing challenge:

   4.5.1 Edinburgh's labour market is very tight, with high employment and low unemployment. But work is not always enough to keep people out of poverty - 13,900 people in Edinburgh are in employment but still reliant on Universal Credit.

Policy and Sustainability Committee – 17 November 2022

4.5.2   Uptake of eligible benefits remains low for some target groups. A complete dataset of on all unclaimed DWP benefits is no longer published by UK Government. Data published by Policy in Practice, though, estimate that £11m of Pension Credits alone may be unclaimed in Edinburgh.

4.5.3   Housing costs remain high – citylets data show average private rents in Edinburgh for a 2 bedroom home rose by 18% in 2022, and

4.5.4   Health inequalities remain stark - males in the most deprived areas of the city live around 12 years less than those in the most affluent

Delivering on the calls to action

4.6   Guided by the Edinburgh Poverty Commission's findings, highest impact actions delivered by the Council and partners during the past 12 months have included:

4.6.1   **Addressing the cost of living crisis and providing lifeline support for people in immediate need**. Money and Welfare advice services in the city helped Edinburgh citizens access £20.5m in financial gains during the past 12 months. Council led cost of living crisis investments provided for a total of £8m of support for people on low incomes, comprising direct cash payments to 31,900 families, alongside additional resources for crisis grants, energy grants, debt relief, and other support.

4.6.2   **Helping people in Edinburgh access fair work that provides enough to live on**. Actions to promote the real living wage in Edinburgh, led by the Edinburgh Living Wage Action Group, helped encourage 116 businesses become living wage accredited employers, and over 1,400 workers to receive direct pay uplifts as a result. Alongside this, Council's employability services supported 3,755 people into work or learning during the year.

4.6.3   **Addressing the housing and homelessness crisis in Edinburgh**. £64.8m of Council funds were invested in building new homes and improving existing homes and neighbourhoods, with 247 new social rented homes built. During 2022 Edinburgh established Scotland's first city-wide Short Term Lets control area, with an aim to improve availability of private rented accommodation in the city. At the same time, homeliness prevention activities successfully supporting 240 households to avoid homelessness in 2022, and

4.6.4   **Continuing to build a strong foundation for long-term prevention of poverty**. In particular, work has continued to develop the prevention-based service models critical to meeting the Commission's long-term calls to action for reform in the way people in Edinburgh access support to escape and avoid poverty.

4.7   Work throughout the year has continued to be supported and challenged by End Poverty Edinburgh - an independent group of citizens with lived experience of poverty, formed in 2020 during the latter stages of the Edinburgh Poverty Commission. Section 4 of the appended report provides an update on activities

supported by this citizen's group in 2022, alongside the group's own assessment of progress and challenges facing the city.

5. Next Steps

5.1 The data presented in this report indicates that the risk of poverty and severe hardship are increasing in Edinburgh, and across the UK, during late 2022, driven by the increasing cost of living.

5.2 The locally led actions described in this report are a critical and effective part of helping lift people and communities out of poverty. But the report recognises that the major tools needed to address this challenge remain with national governments, in the form of social security, tax, and regulatory powers.

5.3 In particular, the report notes that independent analysts such as Joseph Rowntree Foundation and others recommend that UK and Scottish Governments go beyond existing policy announcements and outline specific additional actions needed to meet statutory and Edinburgh Poverty Commission targets for the city to:

5.3.1 Ensure that social security systems provide an effective lifeline for people who are struggling to get by - including protecting low income families from rising energy costs, raising the value of core benefit payments, and investing in crisis funds, and

5.3.2 Increase grant funding to support delivery of new affordable and social rented homes in Edinburgh

5.4 Alongside these national actions, the report recommends that priority local, Council led actions over 2023 and 2024 should focus on ensuring:

5.4.1 People can access fair work and the support they need to prevent and stay out of poverty

5.4.2 People have decent, energy efficient, climate proofed homes they can afford to live in, and

5.4.3 Attainment, achievement, and positive destinations are improved for all with a particular focus on those in poverty

5.5 These actions are aligned to and, where required will be amended to remain consistent with the draft Council Business Plan currently under consideration by Committee.

5.6 As further next steps this report will:

5.6.1 Referred to the Education, Children and Families Committee for further scrutiny on elements related to Child Poverty, and

5.6.2 Discussed by Edinburgh Partnership in December 2022 for further consideration on partnership delivery programmes

6.   Financial impact

6.1   Delivery of actions outlined in this report will be taken forward within agreed Council budgets. Any additional budget requirements identified will be discussed and agreed through annual budget decision making processes.

7.   Stakeholder/Community Impact

7.1   The End Poverty Edinburgh citizen group have informed and supported the development of this report, which has been drafted with support and active involvement by stakeholders including NHS Lothian, Capital City Partnership, and others.

8.   Background reading/external references

8.1   A Just Capital: Edinburgh Poverty Commission Final Report, September 2020

8.2   End Poverty in Edinburgh Delivery Plan 2020-30

8.3   End Poverty in Edinburgh Annual Report 2020-21

9.   Appendices

9.1   Appendix One – End Poverty in Edinburgh Annual Progress Report, November 2022

End Poverty in Edinburgh – Annual Progress Report
November 2022

Contents

Foreword

Two years ago, the Edinburgh Partnership and City of Edinburgh Council made a bold step and committed to taking all the local actions possible to end poverty in this city by 2030.

Building on the framework for action set by the Edinburgh Poverty Commission, this is the second annual report on how city partners are going about meeting that target, the progress made so far, and the challenges ahead.

We are proud of all the hard work that has gone on this year to help families through some of the most difficult circumstances imaginable for household budgets.

As city partners we have taken steps to help put more money directly into the pockets of people who need it most – delivering £20m of financial gains for people using the city's money and welfare advice services.

We have helped people maximise their earnings from employment, by supporting 3,700 people into work or learning, and encouraging a record uplift in the number of real living wage accredited businesses in this city.

We have built new social rented homes, helped people stay out of homelessness, and become the first established short term lets control area in Scotland.

We have continued the city's recovery from covid and its impacts on health inequalities, taking steps to improve access to mental health and other supports.

And while doing all this, we are also building the foundations for longer term prevention of poverty, delivering plans for improved whole family support services aligned to the commitments of Edinburgh's Promise and its vision for a city where children are loved, safe, and respected.

These actions are the right things to do, and they represent real progress, but they come at a time when the risk of severe poverty in Edinburgh is rising, and when 15,000 children still grow up in poverty in Scotland's most affluent city.

We have shown in the last two years that when we come together as a city we can make a real difference for the people of Edinburgh. And we are committed to carrying on that work through the priority actions set out in this report. We hope that you will work with us to help deliver these actions.

Cammy Day

City of Edinburgh Council Leader, and Edinburgh Partnership Chair

Dona Milne

Director of Public Health and Health Policy, NHS Lothian

Executive Summary

In September 2020, the Edinburgh Poverty Commission published a call to action for the city, laying out the steps and commitments needed to end poverty in Edinburgh within this decade.

This is the second annual report on the citywide response to that challenge. It provides an overview of progress made by the City of Edinburgh Council, NHS Lothian, third sector and other partners against the actions set by the Commission, including a specific focus on child poverty actions.

In doing so, this report fulfils statutory requirements for the Council and NHS Lothian to co-produce an annual **Local Child Poverty Action Report** setting out partners' contributions towards meeting Scottish Government Child poverty targets.

Poverty in Edinburgh

- Latest data shows an estimated 79,000 (15%) people in Edinburgh were living on incomes below the poverty threshold in 2021, including 15,000 (19%) children
- This indicate a steady trend despite the early impacts of covid, with the immediate income effects of the pandemic significantly mitigated by introduction of short term UK Government measures through 2020 and 2021.
- Data for 2022 are not yet published. Analysis points towards a likely significant increase in severe poverty and hardship as a result of rising living costs and falling real incomes among poorer families across the UK throughout 2023-24

Actions to end poverty in 2022

This report outlines a wide area of actions delivered during 2022 by partners working to meet the calls to action set by the Edinburgh Poverty Commission. Within this, key actions which will have the most direct impact on the lives of people in poverty in the city have included work to respond to **cost of living** crisis, help people into **fair work**, and address the **housing and homelessness** crisis in the city. Alongside these, work to continue the city's **recovery from pandemic**, and to build the **long term foundations** needed to end poverty in Edinburgh has progressed during 2022.

Cost of living crisis responses and lifeline support

Rising prices mean that in real terms the average income of households in the UK is falling by near record levels during 2022/23. To support families on the lowest incomes during this period, **City of Edinburgh Council invested a total of £8m** in actions to:

- Provide one-off direct cash payments to 31,900 low income families in the city, including two £100 payments for every child in receipt of Free School Meals
  - In total, this programme delivered a typical payment of £550 during the year for a low income family with 2 children.
- Boost the level of funds available for crisis grant programmes, energy crisis grants, and food crisis projects in the city, and
- Clear school meal related debts in Edinburgh

Alongside this, in Autumn 2022, city partners launched a new campaign to raise awareness of support available in the city to help people deal with money worries. This campaign augmented existing work to improve money advice and income maximisation support in the city – such services helped Edinburgh citizens gain around **£20.5m of financial gains** through improved access to benefits entitlements and reduced living costs.

Helping people in Edinburgh access fair work that provides enough to live on

In November 2021 Edinburgh was successfully achieved accreditation as a Living Wage City. During its first year the project has exceeded its targets and:

- Helped encourage **116 Edinburgh businesses to commit to paying the real living wage** – a rate of accreditation well above any previous year on record
- These new accreditations mean **1,400 workers have directly benefitted from pay increases** this year.

Work has continued to make sure that employability services in Edinburgh meet the needs of all priority groups. Progress included reconfiguration of the Council's employability services, which **supported 3,755 people into work or learning** during the year, and the implementation of the Whole Family Equality Project for people from minority ethnic backgrounds.

Addressing the housing and homelessness crisis in Edinburgh

Local Authority rents in Edinburgh have been frozen for two years, with the Council considering further extensions to this policy.

A dedicated multi-disciplinary team established to reduce the number of people who become homeless from the private rented sector and successfully supported **240 households to avoid homelessness** in 2022.

During 2022 Edinburgh established Scotland's first city-wide Short Term Lets control area, with an aim to improve availability of private rented accommodation in the city.

At the same time £64.8m of Council funds were invested in building new homes and improving existing homes and neighbourhoods, with 247 new social rented homes built.

Continuing recovery from covid and its impacts on health inequalities

NHS Lothian led work during 2022 to continue to respond to the Covid pandemic alongside the longer term work needed to address health inequalities. Community Link Workers, embedded in GP surgeries, provide vital non-medical support including financial issues, while mental health services have received increased funding and improved access routes for people, with Thrive taking a no wrong door approach.

Continuing to build a strong foundation for the long-term actions

In addition to these actions, key strategic responses continued during 2022 which will be critical to city's ability to make the long-term system wide changes needed to end poverty in the city. These include:

- Securing long term funding needed to support **End Poverty Edinburgh,** an independent group of citizens with lived experience of poverty working to influence decision-making on measures to tackle poverty in the city
- Continuing to invest in capacity and resources to develop the **prevention-based service models** critical to meeting the Commission's long-term calls to action for reform in the way people in Edinburgh access support to escape and avoid poverty
- Delivering the **Edinburgh Learns for Life** programme and the long- term improvements needed to close the attainment and achievement gaps
- Continuing **The Edinburgh Pact** - a programme which aims to radically transform the way that Edinburgh delivers its health and social care services to prevent crisis and support people to manage their health and personal independence.

Priority actions needed for 2023 to 2024

The data presented in this report confirms that the risk of poverty and severe hardship are increasing in Edinburgh, and across the UK, during late 2022, driven by the increasing cost of living.

Within this context, it will be challenging over the next two years to remain on track to meet targets for the city (set by Edinburgh

Poverty Commission and the Scottish Government) to reduce poverty rates for adults and children to 10% by 2030.

Scottish Government analysis has suggested that national policy interventions already in place have the potential to take 90,000 children in Scotland out of poverty by 2024 (including an assumed 6,000 children in Edinburgh). If realised, this alone would be sufficient to meet Edinburgh's local targets. But these estimates, were made prior to the cost of living crisis and ongoing economic uncertainty facing the UK, and their consequent increasing impacts on poverty risk.

In order to meet the challenge and continue to help people in Edinburgh escape or avoid the impacts of poverty, independent analysts such as the Joseph Rowntree Foundation and other bodies suggest that both **UK and Scottish Governments** will need to go beyond their existing policy commitments in the next few years and:

- **Ensure that social security systems provide an effective lifeline for people who are struggling to get by** - including protecting low income families from rising energy costs, raising the value of core benefit payments, and investing in crisis funds
- **Increase grant funding to support delivery of new affordable and social rented homes in Edinburgh.**

In tandem with these national actions, meeting Edinburgh's poverty targets will need **continued delivery of local calls to action set by the Edinburgh Poverty Commission** by city-wide partners, including City of Edinburgh Council, NHS Lothian, and Edinburgh Partnership. In the short term, this includes prioritising actions to make sure:

- People can access fair work and the support they need to prevent and stay out of poverty
- People have decent, energy efficient, climate proofed homes they can afford to live in
- Attainment, achievement, and positive destinations are improved for all with a particular focus on those in poverty, and
- Public Health and NHS Lothian led partnership and services to reduce poverty and its effects are developed and enhanced

More details on these priority actions and their delivery is provided throughout the main body of this report.

Priority actions needed during 2023 to 2024 to meet interim end poverty targets in Edinburgh

UK and Scottish Governments will need to ensure that:	UK-wide social security systems provide an effective lifeline for people who are struggling to get by	Scottish Government increases funding to support delivery of new affordable and social rented homes in Edinburgh
City-wide partners – including City of Edinburgh Council, NHS Lothian, and the Edinburgh Partnership - will need to ensure that:	People can access fair work and the support they need to prevent and stay out of poverty	Attainment, achievement and positive destinations are improved for all with a particular focus on those in poverty
	People have decent, energy efficient, climate proofed homes they can afford to live in	NHS Lothian and public health led partnership and services to reduce poverty and its effects are developed and enhanced

Case Study: Edinburgh's Promise

Throughout this report evidence on actions is illustrated by case studies drawn from citizen's experience, and key strategic programmes. The first of these case studies focuses on **Edinburgh's Promise** - a ten year, multi-agency transformation programme co-ordinated by the Edinburgh Children's Partnership. It aims to deliver on a shared vision that all Edinburgh's children are loved, safe and respected.

Over the last year, action to deliver the Promise has included:
- Unpacking the 5 Fundamentals core to the Promise (what matters to children and families; Listening; Poverty; Children's Rights; and Language) and turning them into behaviours which everyone can use
- Considering the power of language and supporting colleagues to avoid stigma and harm by thinking about the language used in day-to-day work
- Rolling out a Trauma Informed Practice approach across the children's sector

Throughout the coming year, **Edinburgh's Promise** will continue to assess the strategic and operational changes that are required to keep the Promise.

This will include embedding Children's Rights in all activities, establishing a Whole Family Support service to help people stay out of poverty, and making sure that people can help shape and design the services they rely on.

1. Introduction

In September 2020 the Edinburgh Poverty Commission published its final report with a call to action for the steps the city needs to take to **End Poverty in Edinburgh by 2030[i]**.

Following the most extensive process of inquiry into poverty, its causes, consequences, and solutions ever undertaken in a Scottish local authority, the Commission identified 6 areas for focused action by city partners – **fair work**, **a decent home**, **income security**, **opportunities to progress**, **connections and belonging**, **health and wellbeing** - and one cultural challenge to **remove stigma and improve the experience** people in Edinburgh have when seeking help to escape from poverty.

> *What do we mean when we say, 'End Poverty'?*
>
> *"Ending poverty does not mean Edinburgh becoming a city in which no one ever loses a job or experiences a period of their life on low income.*
>
> *But it does mean Edinburgh being a city where living on a low income is temporary, not a persistent trap, and does mean not having to go without food, or warmth, or safety.*
>
> *And it means Edinburgh becoming a city where the number of people experiencing low income at any given time falls to a level comparable with the highest performing societies in Europe."*
>
> **Edinburgh Poverty Commission**

Reporting on progress

This report provides the second annual review of progress towards meeting Edinburgh Poverty Commission calls to action. It provides an overview of:

- Data and evidence on changing trends in poverty in Edinburgh
- A review of actions delivered in 2022 across each of the Edinburgh Poverty Commission calls to action
- Planned priority actions for 2023 to 2024

In line with recommendations made by the Commission, this report will combine annual reporting on end poverty delivery plans, with the statutory duty for all Councils and NHS boards to produce an annual Local Child Poverty Action Report.

Delivering the calls to action

End poverty commitments are embedded within the key strategic plans driving forward actions across Edinburgh's public and third sector anchor institutions.

In 2020, **Edinburgh Partnership** members agreed to adopt the 'End Poverty in Edinburgh by 2030' target set by the Edinburgh Poverty Commission. Partnership actions to deliver this target are embedded in a refreshed **Edinburgh Community Plan**, published in 2022. During this year specific actions led by the partnership have included delivering a review of money advice services in the city, strategic responses needed to end poverty related hunger in Edinburgh, and partnership responses to the cost of living crisis.

The **City of Edinburgh Council Business Plan** retains 'End Poverty by 2030' as one of the three core priorities of the Council, driving strategic and budget choices over the next five years.

Edinburgh Learns for Life, is the strategic plan for education to meet long term city priorities and makes a specific response to the findings of the Edinburgh Poverty Commission, with a focus on the poverty-related attainment gap and inequitable pathways, and culture change needed to remove the stigma of poverty.

The **Edinburgh Children's Partnership** puts tackling poverty at the heart of their **Children's Services Plan**, with commitments ensuring that, regardless of their family circumstances every child will have the same chance to live a healthy, happy, and fulfilling life

In 2022 **NHS Lothian** restructured its Public Health and Health Policy team to create new 'Partnership and Place' teams to address child poverty, with specific actions to improve non-medical family support, and access to mental health support for children, young people, and their families.

Case study: Edinburgh Poverty Network

The **Edinburgh Poverty Network** is a new informal meeting series set up in late 2021 open to all organisations and projects working in the city of address poverty.

Virtual meetings are held monthly and take a themed approach focusing on areas of common challenge, and common interest. Topics over the last year have included:

- Housing and homelessness
- The city-wide advice services review
- The poverty-related attainment and achievement gap
- Supporting people in priority groups
- Ending poverty related hunger in Edinburgh
- Providing income security that provides a lifeline

Meetings include presentations from local partners, alongside evidence from citizens highlighting lived experience of the issues under discussion. Breakout sessions then give attendees the chance to reflect, discuss, share experiences and challenges, and build connections between the many strands of work progressing in the city toward the shared goal of ending poverty in Edinburgh.

2. Data and Evidence

The Edinburgh Poverty Commission set the city a challenge to end poverty in Edinburgh by 2030.

In doing so, the Commission identified four specific targets which would define success against this goal. These targets align with and build upon statutory targets for the city set out in the Child Poverty (Scotland) Act.

Appendix 1, and associated figures provide an overview of current progress towards these (and other Scottish Government) targets, using the most up to date information available at the time of publication.

For most data points, it should be noted that the latest official estimates – in part due to data collection difficulties during the covid pandemic – still relate to 2020 or the period to Spring 2021 at latest

and do not yet tell a clear and full picture about the impact on poverty of the pandemic and more recent cost of living challenges.

For this analysis, then, data on headline targets is augmented with information from a range of sources, national and local, to provide an overall picture on progress to date towards meeting Edinburgh Poverty Commission targets, the challenges ahead, and evidence behind the recommended priorities for action noted in this report.

"The Poverty Threshold"

The most commonly used poverty indicator in Scotland is relative poverty after housing costs. For this measure, people are considered 'in poverty' if their equivalised net disposable household income is below 60 percent of the UK median after housing costs.

In Scotland this means that a couple with 2 children are considered to be in poverty if their income falls below £450 per week, or £161 per week for a single person with no children.

ii

Trends in headline poverty rates remain steady...

- An estimated 15% of people in Edinburgh were living in poverty in 2021, accounting for over 78,000 individuals[iii]
- These included almost 15,000 children, or 19% of all children in the city
- 10% of all Edinburgh residents had been living in persistent poverty (in poverty for three of the past four years)[iv]

- These data indicate a steady trend despite the early impacts of covid, with the immediate income effects of the pandemic significantly mitigated by short term UK Government measures such as furlough and the £20 Universal Credit weekly uplift.

Relative poverty, all ages (after housing costs)

Year	Scotland	Edinburgh
2014-17	19%	15%
2015-18	20%	16%
2016-19	19%	15%
2017-20	19%	15%
2018-20	18%	15%
2018-21	18%	15%
Target 2024		12%
Target 2030		10%

Child poverty (after housing costs)

Year	Scotland	Edinburgh
2014-17	23%	19%
2015-18	24%	20%
2016-19	23%	19%
2017-20	24%	19%
2018-21	23%	19%
Target 2024	18%	14%
Target 2030	10%	10%
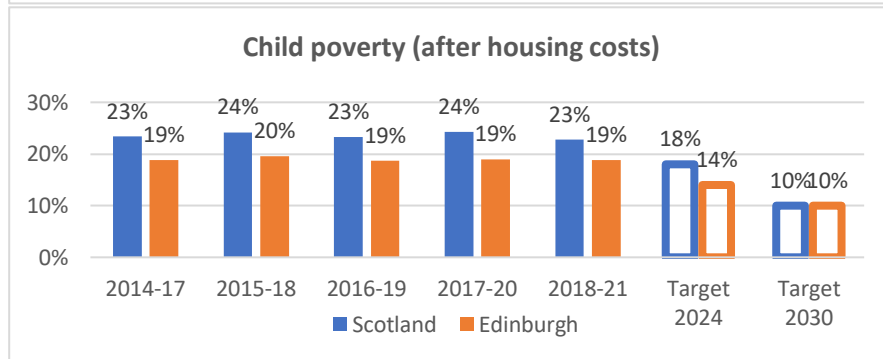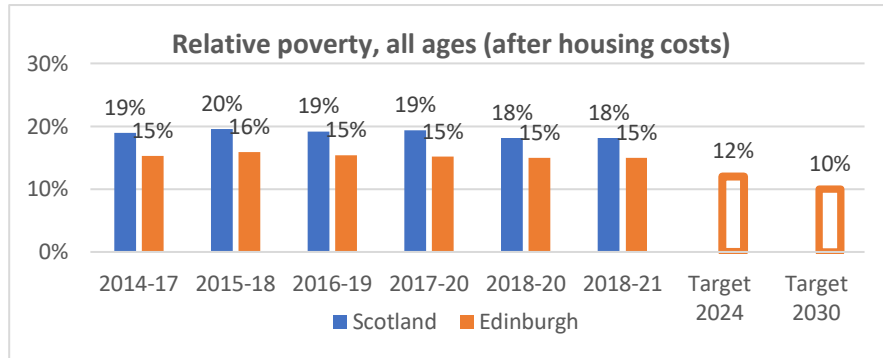
…but an increasing number of families are going without basic essentials…

- An estimated 19,000 Edinburgh citizens regularly went without basic essentials such as food and shelter, even before the current cost of living crisis[v]

- During 2022, rising costs of food and energy have led 73% of low income families in Scotland to go without essentials such as food or heat[vi]

- 10% of low income families in Scotland have had to use a food bank during 2022, while some estimates show that 44% of people in deprived areas are taking on new debt just to pay their bills[vii]

- Advice providers in Edinburgh and across Scotland show increasing financial anxiety among clients and substantial increases in need for support with energy costs (up 61% year on year) and immediate food crisis (up 21%)

…and families in priority groups are most at risk of increasingly severe poverty during the current crisis

- More than 80% of all children in poverty come from households in Scottish Government identified priority groups[viii]

- Such families are at a far higher risk of poverty than the population at large – with poverty rates as much as double the average for all household types[ix]

- 55% of all disabled adults in the UK, and 69% of Black or Black British Adults report finding it difficult to pay their energy bills in September 2022[x]

- Reports suggest such families are overall less likely than even average low income families to have access to resources – such as savings, family and friends, ability to work extra hours – needed to help avoid severe poverty during periods of crisis.

Child poverty by priority group, 2017-20 (Scotland)

Priority group	Poverty rate
Disabled household members	29%
3 or more children in the household	32%
Youngest child in the house is under 1	34%
Minority ethnic household	38%
Single parent in the household	38%
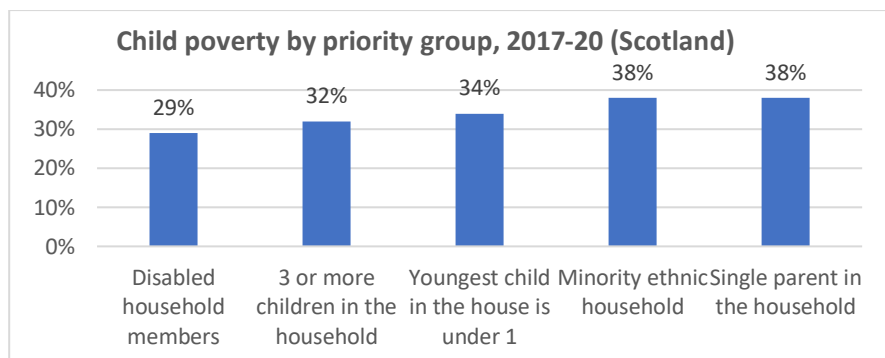
The outlook for poverty and living standards in the medium term is extremely challenging…

- Even with current Government price caps in place, average home energy bills in late 2022 will be up to twice as high as the previous year
- Inflation for all households in the UK reached over 10% in 2022. For poorer households, whose consumption is more heavily weighted towards high inflation items, inflation rates of as high as 15% were estimated in autumn 2022[xi].
- Average wages are not keeping pace with inflation. Analysis from Fraser of Allander analysis notes that the lowest paid workers in the UK have seen a drop in year-on-year earnings in 2022even before inflation effects are considered
- And the UK social security system is under pressure too. Even if normal policy is followed for the uprating of benefits, the real value of Universal Credit in April 2023 will still be lower than it was in late 2021[xii]

- In these circumstances, Resolution Foundation projections estimate that average incomes for poorer families are likely to drop by 10% in real terms in the next few years
- These trends represent worst two year drop in real average household incomes in the UK since 1961.

…and the underlying long term structural challenges of poverty in Edinburgh remain stubborn and hard to shift.

- Edinburgh's labour market is very tight, with high employment and low unemployment. But work is not always enough to keep people out of poverty
- 61% of people in poverty are in working households, while a total of 13,900 people in Edinburgh are in employment but still reliant on Universal Credit
- 8,700 people remain unemployed in Edinburgh in Autumn 2022 – 2,000 more than the pre-pandemic level
- And housing costs remain high - average private rents in Edinburgh for a 2 bedroom home rose by 18% in 2022
- Homelessness is rising too, though numbers remain below pre-covid levels – 660 households were assessed as homeless in the three months to June 2022
- Data from schools show increasing levels of poor school attendance, and a widening attainment gap in 2020-21, and
- Health inequalities remain stark - males in the most deprived areas of the city live around 12 years less than those in the most affluent

3. Priority actions for 2023 to 2024

> **Can we meet our poverty targets?**
>
> Against these headwinds of falling incomes and rising costs of living, the challenge meeting Edinburgh's poverty goals may never have been more daunting.
>
> For the city to be on track to meet interim target levels set by the Commission and by Government:
>
> - **All age poverty rates in Edinburgh need to fall by 3 percentage points by 2024, and**
> - **Child poverty rates need to fall by 5 percentage points.**
> - **This means lifting almost 15,000 people, including 3,900 children out of poverty over the next three years.**

The latest data published by the Scottish Government remains optimistic, suggesting that Scotland as a whole is on track to meet interim child poverty targets by 2024.

As part of its **Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026**, Scottish Government models estimate that policies such as Scottish Child Benefit Payment, mitigation of the Benefit Cap, and the extension of universal free school meals (alongside local initiatives such as outlined in this report) could have a cumulative effect of lifting 90,000 children out of poverty by 2024, compared to doing nothing[xiii].

On a pro-rata basis, this would account for the lifting of over 6,000 children in Edinburgh out of poverty by 2024, more than enough to meet local targets outlined in this report.

Other independent bodies – such as Joseph Rowntree Foundation, Save the Children, and the Fraser of Allander Institute[xiv] – challenge the estimates, but do agree that the mix of policies in place in Scotland (national and local) have the potential to make a significant medium term contribution towards meeting poverty targets.

These estimates were made, however, based on assumptions of inflation and other external context in place at the beginning of 2022. Since then, both Government and independent modelling all note that external challenges – including the long term impacts of the covid pandemic, continuing war in Ukraine, rising inflation and interest rates, and the risk of economic recession through 2023 – have significantly increased the upside risk for poverty trends. Within this context analysts agree that further action, local and national, will be required to meet targets and mitigate the impacts on people in Edinburgh.

Priorities for action in 2022/23

To meet the interim and 2030 targets set by Scottish Government, the Joseph Rowntree Foundation, and other independent bodies state that **UK and Scottish Governments will need to go beyond existing policy commitments by**:

- **Increasing Scottish Government funding to support delivery of new affordable and social rented homes in Edinburgh, and**

- **Ensuring that social security systems provide an effective lifeline for people who are struggling to get by**:
  - This means UK Government committing to increase the value of recurring welfare payments and removing the benefits cap which blocks households from getting the support they need,
  - It means Scottish Government committing to make a boost to the Scottish Welfare Fund, along with additional funding to support local fund administration
  - It means both UK and Scottish Governments working to increase efforts to promote entitlements and take up of welfare benefits across the UK. According to some estimates a total of £15bn of UK Government benefits are left unclaimed by citizens every year.

Alongside national led actions, meeting Edinburgh's poverty targets will need continued delivery of local calls to action set by the Edinburgh Poverty Commission by city-wide partners, including City of Edinburgh Council, NHS Lothian, and Edinburgh Partnership. In the short term, this includes prioritising actions to make sure:

- **People can access fair work and the support they need to prevent and stay out of poverty,**
- **People have decent, energy efficient, climate proofed homes they can afford to live in**
- **Attainment, achievement, and positive destinations are improved for all with a particular focus on those in poverty,**
- **Public Health and NHS Lothian led partnership and services are developed and enhanced**

Priority actions needed during 2023 to 2024 to meet interim end poverty targets in Edinburgh

UK and Scottish Governments will need to ensure that:	UK-wide social security systems provide an effective lifeline for people who are struggling to get by	Scottish Government increases funding to support delivery of new affordable and social rented homes in Edinburgh
City-wide partners – including City of Edinburgh Council, NHS Lothian, and the Edinburgh Partnership - will need to ensure that:	People can access fair work and the support they need to prevent and stay out of poverty	Attainment, achievement and positive destinations are improved for all with a particular focus on those in poverty
	People have decent, energy efficient, climate proofed homes they can afford to live in	NHS Lothian and public health led partnership and services to reduce poverty and its effects are developed and enhanced

Local partner priorities for action 2023 to 2024

People can access fair work and the support they need to prevent and stay out of poverty

- Reform Money and Welfare Advice services to prevent crisis escalation, increase the number of citizens fully accessing benefits entitlements, and reduce the number of families experiencing problem debt
- Design and roll out a new whole-family support model across the city, embedded in community settings to support early intervention and prevent poverty
- Deliver the Edinburgh Guarantee and employability programmes, supporting more citizens into sustainable, fair work, and helping to tackle in-work poverty

People have decent, energy efficient, climate proofed homes they can afford to live in

- Increase supply of affordable housing in partnership with Registered Social Landlords and private developers
- Deliver efficient regulation of short term lets to increase access to housing
- Deliver improvements to the council housing repairs service
- Continue to invest in ensuring that all Council owned homes are brought up to climate-ready and modern standards

Attainment, achievement, and positive destinations are improved for all with a particular focus on those in poverty

- Ensure children have the best start in life through expanding the uptake of early years care and support
- Deliver inclusive education that supports children to find their passion, with equality of esteem that promotes positive destinations
- Deliver community based support that builds resilience and promotes life-long learning
- Invest in actions we know work to improve equity and reduce the cost of the school day

Develop and enhance Public Health and NHS Lothian led partnership and services

- Establish the Edinburgh Partnership and Place team within public health, with clear responsibilities across the child poverty agenda
- Further develop NHS Lothian as an Anchor Institution
- Deliver actions within the NHS Lothian wide child poverty action plan to strengthen financial wellbeing pathways, improve the impact of income maximisation services in community health settings and support staff to increase take-up of Social Security Scotland's five family benefits and Early Learning and Childcare places for eligible two-year-olds.
- Embed youth work in the work of the Edinburgh Partnership with strong links with the emerging Youth Work Strategy for the City
- Further develop the use of public health data with community planning partners, including a focus on children and young people

4. Citizen's Voices – End Poverty Edinburgh

Introduction

End Poverty Edinburgh is an independent group of citizens with lived experience of poverty, formed in 2020 during the latter stages of the Edinburgh Poverty Commission. Their role is to raise awareness of poverty and influence decision-making on measures to tackle poverty in the city.

The group have been active over the past year, building relationships and making their voices heard with senior leaders by:

- Addressing a full meeting the Edinburgh Partnership
- Making a deputation to the City of Edinburgh Council, and
- Meeting with the convenors of the Council's Transport and Environment, and Housing, Homelessness and Fair Work Committees
- Meeting with University of Edinburgh working groups

Members have also contributed directly to key initiatives underway in the city, including working with:

- Council officers to shape its cost of living campaign, giving advice on what information to include and how to present it
- Council officers and EVOC to inform the End Poverty-Related Hunger in Edinburgh draft strategy and commissioned research
- Organisations including Turn to Us and the SPFL Trust, helping to shape and inform their approaches

Input from End Poverty Edinburgh Members

"Over the last 12 months, we have continued to work extremely hard to highlight the causes and impact of poverty which are affecting an ever-increasing number of Edinburgh citizens. We don't claim to speak on behalf of everyone who is impacted by poverty, but each of our members brings their own personal wealth of knowledge and experience to try to address as many aspects of poverty as we can.

Unfortunately, a lot has changed since last year's report and today, we are all concerned about the cost of living crisis. This is undoubtedly affecting people who have never experienced poverty before, bringing the fear, anxiety, and stigma that often accompanies falling into such a position. With circumstances constantly changing and uncertainty lingering for so many, we welcome this progress report on ending poverty in our city at a time when progress is most needed.

The current crisis is not new for those already living in poverty, but it is impacting harder on the most vulnerable in our communities. People with disabilities, senior citizens, migrant communities, low pay workers, and so many others are hit harder than most. With the term 'poverty' becoming increasingly visible, we fear it has become a throwaway norm. If this is so, we need to de-normalise poverty immediately, and re-emphasize the impact it has on families, not just in monetary terms, but also on physical and mental health.

Spreading awareness and battling stigma is something we've done since our group first formed and we are happy to report that we

have taken several small steps of progress. For one, we have successfully ensured the voices of lived experience were included and listened to in a variety of efforts to address poverty, by many organisations and individuals. This included a variety of 3rd sector organisations and working in partnership with the Edinburgh Voluntary Organisations Council (EVOC) including on ending the need for food banks.

We believe that including those with lived experience - or living experience - in addressing poverty is essential, for local and central government as well as 3rd sector organisations. That is why we have reached out to and met with several councillors, as well as presenting a deputation to the city council in August 2022, sharing our experiences of the reality of poverty to help shape the policies and actions to end it.

While we acknowledge the success of our efforts so far, the willingness of others to listen, and we greatly welcome the progress made, we must reemphasize the urgency of continuing to push ahead and get momentum going. Now more than ever, **action is needed**. The cost of living crisis and Scottish winter is almost upon us. We knew of people struggling to pay energy costs last year, only able to heat one or two rooms. This was before the near vertical rise in fuel prices that have already hit, and soon to strike again. **Many will not be able to heat any part of their homes this winter**.

It is blindingly obvious, then, that the cost of living crisis is aggravating every aspect of poverty, making survival ever more difficult for those trapped in its cycle. With that in mind, as part of our ongoing mission, we have identified three priorities for us to focus our efforts on next year:

- *Equality in health and wellbeing: including physical and mental health, and social care*
- *Connections in a city that belongs to us: continuing to form relationships with organisations, individuals, and unions etc, growing our allies in our journey to end poverty in Edinburgh*
- *Affordable and accessible housing*

No-one goes to a food bank by choice - it's through desperation and necessity - and with many more reaching desperation, food insecurity, and food bank use is surely set to rise even more. The stigma and shame associated with foodbanks will likely impact people's mental and physical health or put them off reaching for help altogether. **We need to find a way of reaching those most in need and removing the bureaucracy and stigma that deters people from asking for much needed help.**

This winter is going to be tough, and the number of cold weather deaths is inevitably going to increase without more support from the council, and the governments at Holyrood and Westminster.

So, to reiterate, we wholeheartedly welcome this report on the progress made to end poverty in our city at a time where progress is needed most, and we continue to offer to share the knowledge and experiences that our members have, whilst simultaneously calling on our nation's governments to support the people who voted them to serve us."

5. Delivering the Edinburgh Poverty Commission calls for action

"This is not a menu of options the city can pick and choose from, they represent a single set of inter-connected, actions that need to be delivered if Edinburgh is to end poverty… Most importantly, this is a call to action for the whole city and everyone who has a stake in its future – public sector, employers, third sector organisations, and citizens all have critical roles to play."

Edinburgh Poverty Commission

Edinburgh Poverty Commission Calls to Action

This chapter provides a summary of action taken in the period **October 2021 to September 2022** to continue implementation of the 7 calls to action made by the Edinburgh Poverty Commission.

The analysis is structured around each of the Commission's 7 calls to action and draws out specific actions and impacts on child poverty in the city, and specific actions to support people in priority high risk groups. These sections of the report incorporate actions delivered by the City of Edinburgh Council, NHS Lothian, local third sector and private sector partners to meet the challenge of ending poverty in Edinburgh. The assessment includes short and long term actions to:

- Promote **fair work and the real living wage** and improve access to employment
- Improve availability of **affordable homes and prevent homelessness** in Edinburgh
- **Maximise incomes** for people who are struggling to get by, through increasing uptake of benefits entitlements and other measures
- Reduce **inequalities in achievement, attainment, and opportunit**y in Edinburgh
- **Improve connectivity** in the city through development of 20 minute neighbourhoods, affordable transport, and improved digital inclusion, and
- Continue to respond to the health impacts arising from the covid pandemic and **reduce health inequalities**.

A full assessment of progress against all actions and target measures is provided in the appendices to this report.

5.1 The right support in the places we live and work

> "To end poverty, the pre-condition and the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful, more humane, and more compassionate."
>
> **Edinburgh Poverty Commission**

Progress in 2022

- Establishment of a new Council Poverty prevention and transformation team
- Development of 20 minute Neighbourhoods plans to ensure that people can meet most of their daily needs within a short walk, wheel, or cycle from their home
- Continued development of the Edinburgh Wellbeing Pact to accelerate whole system change to create more resilient communities and a sustainable health and social care system
- The Edinburgh Thrive programme continues to develop, providing a crucial 'no wrong door' approach to mental health support and wellbeing

Priorities for 2023

- Continue the design and roll out a new whole-family support model across the city, embedded in community settings to support early intervention and prevent poverty

Edinburgh Poverty Commission called on the City of Edinburgh Council, working with other Edinburgh Partnership members, to lead the design and delivery of a new operating model for all public services so that all public workers are focused and empowered to put prevention of poverty at the heart of everything they do.

In 2021, City of Edinburgh Council and Edinburgh Partnership committed to a long-term programme of work to take forward this action and significantly improve the way public services across the city are accessed and experienced. The work to build foundations continued into 2022 as the city continued to return to normal following the pandemic and responded to the cost of living crisis.

A key development during the past year has been the establishment of a new Council **Poverty Prevention and Transformation Team**. The team is playing a key role in building ways of working to help council services – including services for children, families, and adults - to address the risk of poverty at an early stage.

During the past 12 months, the team have focused on:

- **Building a multi-disciplinary approach** to identifying and supporting people at risk of poverty. This has involved working with colleagues from the Council and voluntary sector, and learning from existing prevention approaches, such as the Council's Transformation and Homelessness Service and the Family and Household Support Service.
- Supporting implementation of **20-minute neighbourhoods** and Local Outcome Improvement Plans (LOIPs) to develop 'Citizen Space' pilots. This work is identifying council assets

which could form neighbourhood-based *Hubs, Centres and Places* and developing ways of delivering services which are responsive to the needs of the communities. This is work in progress and is starting with identified test sites in several parts of the city.

- Working with colleagues in the voluntary sector to **map the current provision** of universal, targeted and crisis services, identifying gaps and duplication, to make the most effective use of resources, with prevention central.
- **Building an understanding of need** across the city by using data from Social Care Direct linked to postcodes, helping to inform where resources should be aligned.
- Working with colleagues across the Council to **develop our existing volunteer service** with a view to providing specific support to children and their parents to help in accessing school and extra-curricular activities.
- **Delivering new resources providing information on available advice and support.** New guides to available support available in the city are now published on the City of Edinburgh Council website. These pages contain information on where people can get help if they have a sudden loss of money, are in debt, or if they find money just won't stretch far enough.

- **City wide promotion:** To help people find the help they need, winter 2022/23 will see an ongoing promotional campaign across Edinburgh, including poster and lamp post wraps, social media, and other online promotions. These campaigns will be promoting messages which aim to destigmatise and encourage people to ask for help around money worries.
- **Money Counts Training for Council staff.** Alongside public facing campaigns, the Council are also running a new programme of learning sessions for staff. These sessions aim to raise awareness of the scale, causes and impact of poverty in Edinburgh, but also to help workers across a range of Council services to build the skills needed to ask customers money worries where it is appropriate, and, most importantly, how to help citizens who are struggling to get by. The training is available for staff in any role, with particular focus on staff who interact with the public in their day-today role.

Case study: Collaboration Against Poverty in Edinburgh (CAPE)

A new collaboration to end poverty in Edinburgh was launched in 2022.

Established and co-ordinated by Edinburgh Trust, CAPE brings together a collaboration of partners including City of Edinburgh Council, EVOC, Scottish Government, Cyrenians, and the Poverty Alliance.

The group is committed to shifting power to the people and communities in Edinburgh who are experiencing financial hardship to tackle its causes, so that all decisions about the funding and the wider programme will include them.

CAPE will work across sectors to design and deliver radical solutions to ending poverty in Edinburgh, prioritising areas to which we can add the most value, to extend the reach and impact of solutions known to work, and to support innovation.

What might this look like?

- Collaboration on a shared agenda – connect the dots between different sectors and antipoverty interventions
- Building networks across sectors
- Coproduction of service design and decisions with people who have direct experience of poverty
- Bringing the stories and experiences of local change to the national decision makers

Case study: The Regenerative Futures Fund

This new initiative is built on learning from the Covid pandemic, where community organisations moved fast and knew how best to support local people. This was possible because these organisations were embedded in neighbourhoods, and because funding processes were relaxed with money distributed both expediently and with trust. Trust was key to enabling organisations to do this work.

The first phase is to codesign a new ten-year fund for community-based organisations to contribute to the outcomes of End Poverty and Net Zero by 2030. This will be underpinned by a set of principles and approaches:

- Collective, long-term transformational change
- Shifting power so that decisions are made in a participatory way by people with lived experience
- Unrestricted funding for 10-years on the basis that community-led organisations are best placed to know what needs done in their communities
- Aiming to bring new money into the system that can't currently be accessed directly by organisations
- Administratively light, to get as much money out into communities as possible with a minimum overhead cost

Partners are City of Edinburgh Council, Corra Foundation, National Lottery Community Fund, The Robertson Trust, Turn2Us & Edinburgh Trust, William Grant Foundation and Scottish Government. Over the next year, the project will be led by EVOC, aiming to launch a fund in 2023.

5.2 Fair work that provides dignity and security

> *"Edinburgh has the most successful economy in Scotland, but even here work is not necessarily the effective pathway out of poverty that it should be."*
>
> **Edinburgh Poverty Commission**

The challenges
- Rising costs of living impacting on household costs, rent and travel costs
- The number of people claiming Universal Credit remains higher than the 2019-20 baseline (32,423 compared to 14,425)
- 8,835 people claiming out of work benefits in July 2022, a third higher than in July 2019, before the pandemic

Progress in 2022
- Target met for 100 new Living Wage accredited employers
- 3,755 individuals were supported by the Council's employability services in Edinburgh
- 266 young people supported through No One Left Behind

Priorities for 2023
- Continue to deliver the **Edinburgh Guarantee** and our employability programmes, supporting more citizens into sustainable, fair work
- With the Edinburgh Living Wage Action Group, promote **fair work and living wage accreditation** among Edinburgh businesses

Actions to address in work poverty, low and insecure employment were core to the Edinburgh Poverty Commission's call to action. The focus this year has been to continue to promote fair work and make Edinburgh a Living Wage City, and to reconfigure and consolidate support for employment, so that it provides effective support to everyone who needs it.

In November 2021 Edinburgh was successfully accredited as a **Living Wage City**, with a target to encourage at least 100 new employers to become living wage accredited each year. During its first year the project has successfully exceeded this target with 116 new accreditations and 1,400 workers directly benefitting from pay increases.

In the same period, **The Edinburgh Guarantee** has continued to support people of all ages to access fair work, education, and training, with a network developed of supportive employers. Scottish Government funding was secured to run a Long-Term Unemployed Job Creation Scheme, focused on supporting people aged over 25 with barriers to employment, while people under 24 years were supported into a 6-month placement via the Young Persons Guarantee.

During 2022, City of Edinburgh Council employability support was reshaped into four main projects addressing a range of needs:

- **Next Step** offers local support to people living in areas of deprivation and is delivered with a housing association to ensure that people can sustain their tenancies.

- **Encompass** works with people with an offending history, drug and alcohol use or homelessness, offering a 'mini college' for people to access qualifications.
- **All in Edinburgh** delivers the Scottish Supported Employment Model for people with disabilities and long-term health conditions to help people sustain and retain their employment.
- **Advance** offers ongoing support to people in work to reskill, upskill and sustain their employment. The focus is on achieving fair work and increasing hours and wages to lift low-income households out of poverty, all projects include embedded money advice to clients.

A Young Person's Guarantee team was set up to co-ordinate support for people leaving school without a positive destination and has worked:

- With young people to codesign services to meet their needs
- With Edinburgh College and the city's Universities to support people who leave early or who are disappointed in their first choice of course
- To integrate services with community mental health provision, in response to the impact of the pandemic
- With employers to help them understand the support available to them when hiring young people.

There have been a number of interventions this year to support people who have never worked or been away from the job market for a long time. Our **Edinburgh Employer Recruitment Incentives**

offer a range of supports to individuals and their employers with a focus on fair work and paying the real living wage.

Employment Support for Parents has been brought together under the banner of **Joined up for Families** with its own new website. A key focus has been helping parents gain vital IT and data skills to gain and sustain work.

Recognising the higher risks of poverty faced by families from minority ethnic communities a new **Whole Family Equality Project**[xv] has been launched. It combines family support, money advice, progression support and youth work to lift 200 families from minority ethnic communities out of poverty.

The project is underpinned by a Citizen's panel, consisting of members from Edinburgh's diverse communities to lead, scrutinise and develop policy for minority ethnic families in poverty.

Building the evidence base for employability services, a new management information system, Helix, was launched in April 2022 and will support reporting on activity and outcomes for the six priority family groups. As a baseline, data shows that during 2021/22 priority group families supported included:

- **412 Single Parent families**
- **157 minority ethnic families**
- **71 large families**
- **37 families where the mother is aged under 25**
- **32 families where one or more parent is disabled**
- **30 families where the youngest child is under 1 year old**

Case Study: Edinburgh Living Wage City Action Group

"It wasn't just about the moral issue. It was also about us looking at our staff performance and our ability to retain and attract the right people. We've seen real improvements in our sickness absence in relation to stress."

Lindsey Fyffe-Jardine, Edinburgh Dog and Cat Home (Action Group member)

The Edinburgh Living Wage City Action Group is a collaboration of local employers, public sector bodies, trade unions, social enterprises, and business organisations, all committed to the promotion of fair work in Scotland's capital city.

As part of its launch in November 2021, the group set an ambitious plan to more than double the number of real living wage accredited businesses in Edinburgh, with a target of at least 100 new accreditations each year.

Since its launch the group and its members have:

- held public engagement and learning events to promote the living wage among local businesses (in person and online)
- produced a video highlighting the living wage and group's ambitions
- secured press coverage to raise the profile of the movement in Edinburgh, and celebrate successes on new significant accreditations

- supported Living Wage Scotland through production of case studies, blogs, and other promotion activities,
- established plans for focused campaign work in key sectors of the Edinburgh economy where living wage take up is relatively low – such as retail, hospitality, construction, and care, and
- encouraged major anchor institutions in Edinburgh to become living wage accredited, including Community Planning Partners and Council Arm's Length Companies – all of which are now either fully accredited, or in discussion with Living Wage Scotland on accreditation.

The impact of this work so far has been very encouraging. Since the formal launch of the group, a total of 116 new living wage accreditations in Edinburgh have been recorded – exceeding the target for this first year.

These businesses employ a total of 36,000 workers, including 1,400 staff who have received wage uplifts as a direct result of the accreditation process.

In recognition of this progress, in November 2022 the group was shortlisted for an **Outstanding Leadership Award** in the 2022 Living Wage Scotland Awards programme.

"It's been a benefit working somewhere that supports the living wage. It's a nice reassurance that you'll have enough money to live, not just pay your rent and your bills, but to actually have a life and be a human."

Employee, Paper Tiger (Action Group Member)

5.3 A decent home we can afford to live in

> *"There is no pathway to ending poverty in Edinburgh without resolving the city's housing crisis."*
> **Edinburgh Poverty Commission**

The challenges:

- The cost and availability of housing in Edinburgh remains the single most significant driver of poverty in the city
- Almost one in three of the city's households in poverty are only there due to high housing costs
- Cost of housing continued to rise in 2021/22 – private rents increased by almost 18% year on year
- Demand for social housing continues to outstrip supply, with around 140 bids per home
- Homelessness are rising - up 24% since 2021-22 [xvi]

Progress in 2022

- £64.85m investment in building new homes and improving existing homes and neighbourhoods
- Delivery of 247 new social rented homes including 70 Council homes
- Homelessness prevented for 240 private rented sector households
- £177k secured by multi-disciplinary team to pay off rent arrears
- Energy Advice Service secured savings of more than £196,000 - around £192 for each tenant

Priorities for 2023

- Increase the supply of affordable housing

- Work with Scottish Government to increase grant funding to support delivery of new affordable homes
- Deliver efficient regulation of short term lets
- Continue to improve the council repairs service, increase tenant satisfaction, and improve operational efficiency.
- Work towards net zero and modern standards for Council homes

Housing availability and quality

The City of Edinburgh Council has approximately 20,000 homes, including 44 multi storey blocks, and continued landlord responsibilities in a large number of mixed tenure low rise blocks.

The Council is the largest affordable housing developer in the city and is also aiming to invest around £2.9 billion over the next 10 years to improve existing homes and estates and deliver the Energy Efficiency Standard for Social Housing. Actions implemented during 2021-22 have included:

- *Increasing the supply of affordable housing* - in 2017, the Council committed to a programme to build at least 10,000 social and affordable homes by 2022, and 20,000 homes by 2027. By 31 March 2022 7,500 homes had been approved for site start and 5,696 affordable homes had completed.
- *Increasing affordable housing contributions* - work is ongoing to increase the minimum affordable housing contributions from developers from 25% (the nationally recommended level) to 35%, in recognition of the unique pressures on housing in Edinburgh.

- *Regulating short term lets* – In response to the challenge of short term lets in Edinburgh (involving an estimated 14,000 properties). In 2022 Edinburgh established Scotland's first city-wide Short Term Lets control area, with an aim to improve availability of private rented accommodation in the city. Work is now underway to consult on and agree a new licensing scheme for properties operating as short term lets
- *Delivering the Council's Housing Service Improvement Plan*, including developing an online Housing Application and Housing Options Tracker, a continuing focus on improving repairs service for tenants, staff development and development of a new tenant engagement and survey tool to provide real-time tenant feedback.
- *Improving housing quality* - delivering external and internal fabric improvement work and health and safety upgrade works on council homes across key sites in the city such as May and Gunnet Court, six Moredun high rise blocks, Murrayburn and Dumbryden
- *The Mixed Tenure Improvement Service* a 3-year pilot is also underway in 84 homes of mixed tenure across 11 blocks involving external wall insulation, new roof covering, new common windows, and doors.

Homelessness prevention

A total of 2,403 households were assessed as homeless, or threatened with homelessness in Edinburgh in 2021/22, an increase of 23% on the previous year.

During 2021/22 delivery of the Council's **Rapid Rehousing Transition Plan** has focused on trialling new ways of working to prevent homelessness to support people to access settled housing more quickly and reduce the number of households in temporary accommodation. This work has included:

- Establishing an *Income Maximisation Capacity Building Officer*, delivering training to over 465 staff to improve understanding of the welfare benefit system so that they can promote income maximisation with their clients
- Delivering a *Private Rented Service (PRS) Team* helping to prevent 240 households from becoming homeless from the private rented sector in the last year
- Continuing the work of *A Multi-Disciplinary Team* to support Council tenants at serious risk of court/eviction action. Over the last year, the team have supported 45 households to avoid eviction and remain in their home.
- *RentSense* has been introduced to help identify tenants who are struggling to pay their rent and make sure they get the early help and support they need.
- *Early intervention to prevent homelessness* is also provided by the third sector on behalf of the Edinburgh Health and Care Partnership, with EHAP, ARCHIE and Melville services supporting 435 people who had housing issues or debt (a total of £1,665,5301 debt across 186 people).

Case Study: Home Energy Scotland – Energy Advice Service

Ms R is a single parent of 3 children under 10. Her new Council tenancy began in Winter 2020. She set up her energy accounts upon moving but the supplier did not bill her electricity. When Ms R realised, she contacted the supplier to set up a payment plan, but they failed to confirm her outstanding debt amount.

This resulted in Ms R self-rationing her energy use, due to concern about debt. Her home was cold, and she worried about the effect it was having on her children.

Ms R felt alone with her money worries and the pressure to provide for her family. She contacted Home Energy Scotland for support and was referred to the Energy Advice Service (EAS) which supports City of Edinburgh Council tenants.

The advisor contacted the supplier on Ms R's behalf, confirming that the debt was approximately £800; made successful applications for funding to reduce the fuel debt, and the advisor negotiated an affordable repayment plan to address the remaining arrears as well as giving her advice to help her save money on her fuel bills and to help her manage her debt repayments. **In total, the funding and advice helped Ms R to save £825**.

Ms R feels a huge burden has been lifted and is now able to devote her energy to caring for her children. She is in control of her finances and better able to cope with the challenges that lie ahead.

Case Study: The Edinburgh Trust

Since its inception in 2011, the Edinburgh Trust team has made over 4,000 new grant awards to help people experiencing poverty in the city, as well as providing ongoing financial support to several hundred regular grant recipients.

In April 2022, Edinburgh Trust re-launched its grants programme with a redeveloped referral model that shifts focus and power away from the Trust and into the communities in which we deliver support.

The model prioritises the preservation of dignity of grant applicants, building collaborative and trusting relationships with local organisations, and enables us to better understand who we are reaching through our grant-making.

It removes burdensome administrative processes and supports building a single point of trusted relationships in local communities so those experiencing financial insecurity can access support where they live and work and on their own terms.

5.4 Income security that offers a real lifeline

> "Edinburgh Partnership and City of Edinburgh Council should work with third sector partners to ensure consistent, proactive, high impact support to maximise household income, reduce debt and boost family prospects is embedded in every nursery, school, and GP surgery in the city.
>
> **Edinburgh Poverty Commission**

The challenges:

- Rising prices mean that in real terms the average income of households in the UK is falling by near record levels during 2022/23. growing cost of living crisis
- Low awareness of support available - 52% of people say 'I don't know where to go to get help'
- The growing gap between demand and capacity for advice services in the city

Progress in 2021/22:

- Welfare rights, debt and income maximisation services supported around 21,500 Edinburgh citizens to gain over £20.5m
- The Council provided one off payments to 31,900 families totalling £5.6m in response to the cost of living crisis
- Review of city-wide advice services delivered

Priorities for 2023

- Reform money and welfare advice services across sectors to prevent crisis escalation

- Increase the number of citizens fully accessing benefit entitlements and reduce the number of families experiencing problem debt

Throughout this year, support from city partners has focused addressing the cost of living crisis by:

- **Delivering direct cash and crisis support to low income families in need**
- **Improving money and welfare advice services across the city, and**
- **Delivering specialist targeted advice support for families**

Direct cash and crisis support

To support families on the lowest incomes during 2022, **City of Edinburgh Council invested a total of £8m** in additional funds to:

- Provide one-off direct cash payments to 31,900 low income families in the city, including two £100 payments for every child in receipt of Free School Meals - In total, this programme delivered a typical payment of £550 during the year for a low income family with 2 children.
- Boost the level of funds available for crisis grant programmes, energy crisis grants, and food crisis projects in the city, and
- Clear school meal related debts in Edinburgh

This additional investment helped augment existing delivery of core support services delivered by the Council. During 2021/22 welfare and benefits teams supported:

- 33,000 households through the Council Tax Reduction Scheme
- Almost 8,000 households through Discretionary Housing Payments
- Almost 9,000 children with Free School Meals payments, and 9,700 School Uniform Grants
- 32,600 applications for support through the Scottish Welfare Fund

Money and Welfare Advice

During 2022 the Edinburgh Partnership commissioned and published a review of money, debt, and income maximisation advice services in the city. The review highlighted both the impact of current services, as well as a number of actions needed to improve accessibility and impact of provision in Edinburgh.

Analysis shows that in 2021/22 advice providers in Edinburgh helped clients achieve a total financial gain of over £20.5m. Within this total:

- The **Council's Advice Shop** helped around 3,500 people make 1,683 claims for benefits, dealt with over 500 disputes about benefit decisions, £580,000 of personal debt and achieved around £7m in financial gains for people. The Advice Line can receive up to 1000 calls and an average of 365 email enquiries each month.
- **Citizen Advice Edinburgh's** (CAE) advice service in the Royal Infirmary and Western General hospitals supported 564 people, generating £598,975 in financial gains.

- **Edinburgh Food Project's** new Money Advice Service has supported 621 people, achieving £126,852 in gains, £3,732 of which is renegotiated debt.
- **The Edinburgh Consortium** supported 13,913 people resulting in over £8m in financial gains. Their support in community mental health or recovery hubs supported 700 people, renegotiated £486,633 debt, and resulted in just under £2.9m financial gains.

Specialist Support for families

Alongside a universally available advice offering, providers also offer specialist support for low income families in the city. In 2021/22 this support has included:

- Granton Information Centre's (GIC) Family Friendly Advice Project working with **110** new individual clients, referred from midwives creating **£63,626** financial gains.
- During its first year Growing Families[xvii], for families supported by Health Visitors, supported **77** families leading to financial gains of over **£100,000**.
- The Royal Hospital for Children and Young People Welfare Advice Service[xviii], supported **93** families across the Lothian area with advice and support on issues such as income maximisation, benefit entitlement, debt, employment, and housing resulting in financial gains of **£189,353**. Non-financial gains included support to find alternative housing, foodbank vouchers and Young Scot Cards.

- **Maximise**! Edinburgh's award-winning intensive family service continues in five early years centres in the north of the city and has expanded to include another 5 EYCs in the South-West of the City. It offers family support and giving parents/carers the opportunity to access money advice, training, and employability.
- Maximise! was extended to reach across the city wide service for families of school age children and developed to better meet the needs of Black and Ethnic Minority Communities through the Whole Family Equity project; during the year, it provided advice to **396** families (211 were care experienced) and achieving **£1,000,501**

- **Intensive Family Support Services** - Maximise! Early Years service provided intensive support to **54** families attending 5 Early Years Centres in the North of Edinburgh, gaining **£153,132**.
- **FAIR, The Action Group, LCiL Grapevine Service and VOCAL** combine expertise on informal carer and welfare benefits and aim to prevent crises and maximise the positive impact on people by connecting them to a range of support and resources for disabilities. The Action Group's Black and Ethnic Minority Advice Service (BEMAS) is dedicated to BAME carers with disabled children. Together, these services generated £3,298,555 for 2,240 households

5.5 Opportunities that drive justice and prospects

> *"Inequality in Edinburgh is most apparent in the way that the availability of opportunities to progress in life depend on your income and where you live in the city."*
>
> **Edinburgh Poverty Commission**

Challenges

- Increasing levels of poor school attendance – 19% of secondary school pupils showed low attendance, up from 14% in 2018/19
- A widening poverty related attainment gap in 2020-21
- An increasing homelessness challenge - 20 to 30 school age children move into temporary accommodation each week

Progress in 2021-22

- Continued staff development to close the poverty attainment gap via Leadership for Equity and the Teachers' Charter
- Increased capacity of early years services in areas of deprivation

Priorities for 2023

- Expand the uptake of early years care and support
- Deliver inclusive education to promote positive destinations
- Deliver community-based supports to build resilience and promote life-long learning
- Invest in actions to improve equity and reduce the cost of the school day
- Develop the education workforce
- Target investment in the school capital programme in areas of deprivation to provide modern places for learning

Edinburgh Learns for Life is the Council's strategic plan for education to meet long term city priorities and makes a specific response to the findings of the Edinburgh Poverty Commission, with a focus on the poverty-related attainment gap and inequitable pathways, and culture change needed to remove the stigma of poverty.

Central to this approach is building communities around learning, taking a holistic approach to supporting the whole family, and making sure that opportunities are available and accessible for all.

The focus over the last year has been to continue the long term the long-term work needed to change the culture, build effective practice, and reshape the way that services are delivered to make sure that these ambitions can be achieved.

- **Early years support**: since August 2021, all eligible children aged between 2 and 4 have received 1,140 hours of high-quality learning and childcare in their chosen locality, benefitting child learning and development, helping to narrow the attainment gap, and giving parents the chance to work, train or study.
- Continued roll out of **Leadership for Equity** training which was delivered to around 30 school leaders and 20 classroom practitioners, giving them the understanding, attitudes and skills needed to improve outcomes for learners facing poverty-related barriers
- **Addressing the poverty-related attainment gap**: focusing on family learning and involving parents in deciding what actions are needed and how funding should be used

- **Addressing low attendance**: responding to a significant reduction in attendance over a 20 month period, a review of current practice and challenges was carried out, which will support the development of an attendance strategy.
- **Equalities**: The key focus areas for Equalities work in 2021-22 were preventing and responding to bullying and prejudice; revising and decolonizing the curriculum; and increasing diversity in the workforce.

Case Study: Restless Natives

Inter Cultural Youth Scotland's Restless Natives project provides one to one support in two of Edinburgh's secondary schools, giving the extra support needed for students of colour to discuss their concerns, aspirations and sign-post extra services that might be needed:

Dev looks after 3 brothers and sisters while their mum worked long hours, and was disengaging in lessons, late and truanting. He came to the practitioner for support and someone to talk to and it became apparent that he was bright, creative and had a real passion for history and writing. Much of this had fallen under the radar. The practitioner helped signpost financial support and assistance and worked with him to find a pathway to reach his goals, including time management, potential degree courses for Classics and work experience at a museum to help build his university application. They are currently working on his UCAS statement and will go together to open days.

- **PEEP**, the family learning programme continues to give parents and carers opportunities to be involved in their children's learning through everyday play experiences, with 160 trained practitioners developing their practice to include transition, adventure, and outdoor sessions.
- **The Discover programme** continues to offer families support during school holidays, through referrals from schools. Families attend Hubs during the school holiday which include cooking and activities to support learning, development, and family wellbeing, as well as a weekly family trip. A focus this year has been to encourage take up by offering through introductory sessions at weekends and evenings. Work is underway to evaluate the impact of Discover on attainment.
- **Supporting children in temporary accommodation**: the Council's Homelessness services inform schools and early years services of any families with children who become homeless, so that support can be given to minimise disruption to children's learning and wellbeing. Around 20-30 families are referred each week.
- A full-time child poverty co-ordinator has been appointed to support work on **1 in 5, Discover, free period products and with homeless household**s which involves a child
- A review of the **Lifelong Learning** and Wider Achievement Service was started in 2022, with the aim of making sure that staff have a clearer focus on actions that reduce poverty and inequality, targeting children, young people and families living in poverty and/or with protected characteristics.

5.6 Connections to a city that belongs to us

> *"We must do everything we can to help people maintain connections or reconnect across the city, in very practical ways including transport and digital and in the longer term designing places as settings for relationships*
>
> **Edinburgh Poverty Commission**

Challenges
- Increase in online access to support and services, excluding people without digital resources
- Cost and accessibility of public transport is a barrier to employment, learning opportunities for people in poverty.

Progress in 2021-22
- Embedding the concept of 20 minute neighbourhoods and the use of hubs as key to developments
- Higher than national average take up of the Scottish Government's free bus travel for under 22s – 49% of eligible young people in Edinburgh compared with 30% across Scotland by May 2022.

Priorities for 2023
- Improve access to and co-location of services by embedding the 20-minute neighbourhood approach in all council building and public realm projects
- Deliver the City Mobility Plan with agreed investment increases in active travel, street design and local mobility systems

To make Edinburgh a more connected city, key programmes underway during 2021 and 2022 have included:

- Establishment of the 20-minute Neighbourhoods programme
- Development of city wide library services
- Digital connectivity improvements, and
- Transport improvements

20 Minute Neighbourhoods

In 2020 both Edinburgh Poverty Commission and the Edinburgh Climate Commission called for a *"20-minute walking (or 'pram pushing') distance principle at the heart of designing all neighbourhoods in Edinburgh"*.

In response to this, the Council published a **20 minute Neighbourhood Strategy** in 2021 setting out ways to ensure that Edinburgh can be a city in which people can meet most of their daily needs from within their own community.

A dedicated team was formed in early 2022 to support implementation in partnership with local communities and partner organisations. Over the past year, 19 areas across the city have been identified as the starting point, including 11 areas prioritised because of gaps in the services available or through high levels of deprivation.

Library Services

Libraries are a key example of local, trusted places where people can access information and resources or to find out where to go for help. Over the last year, all library computer hardware and

infrastructure has been upgraded, giving enhanced access for everyone. Library services and resources include:

- Access to computers, free wifi, printers and a place to study
- Activities for children and families including Bookbug sessions; STEM activities, a Saturday breakfast club for children in some libraries, and a musical instrument library, in collaboration with Tinderbox
- Free period products, hearing aid batteries with plans to provide on-site hearing aid maintenance, saving people a monthly visit to the centre of town
- A book collection on eco-craft, growing and preparing food, money management etc

With libraries open between 32 and 51 hours a week, they provide a key part of the Council's response to the cost of living crisis, in partnership with the third sector. The Council's Prevention Team are delivering Money Counts training for library staff so that staff can effectively support people at risk of poverty to access the help they need.

Digital connectivity

During the past year, the Council has continued to provide support to improve digital connectivity with actions including:

- The Empowered Learning project is on track to deliver around 41,000 iPads by December 2022 to school pupils, including all of the children from Ukraine.

- Working in partnership with CityFibre and Openreach to provide super-fast fibre broadband to all Council owned homes; to date, 15,449 homes have been connected.
- Teachers have been supported to develop their digital skills through the development of 10 professional learning courses, accessed so far by 804 teachers.
- Creating and sharing a range of pupil/carer-focused digital skills videos (23 to date)

Affordable Transport

After housing, transport costs are the single biggest household expenditure in the UK. The City Mobility Plan was approved in February 2021 and sets the Council's approach to sustainable, safe, and effective movement of people and goods around Edinburgh up to 2030. Implementation is underway through a series of action plans, several of which are relevant to people experiencing poverty:

- Developing active travel options to improve health and the affordability of moving around the city
- Road safety, recognising the higher level of pedestrian injuries in areas of deprivation[xix], particularly for children
- Improving air quality: some of the areas of deprivation in the city are near major traffic routes, leading to air pollution
- Making transport more affordable through the development of flexible and more affordable ticket options e.g., potential for a monthly ticket to be shared among the family
- Improving accessibility by reviewing bus routes and the frequency of buses; and exploring options similar to the Uber model, bringing "transport to you"

5.7 Equality in our health and wellbeing

> *"Covid has shown more clearly than ever the causal link between poverty, ill health, and premature death. … services everywhere will need to respond as we expect to see a rising tide of poverty."*
>
> **Edinburgh Poverty Commission**

Challenges

- The trend of increasing life expectancy has stalled
- In Edinburgh, males in the most deprived areas live around 12 years less than those in the least deprived areas
- Covid response and recovery continues to impact on service capacity
- Changes in the way people access Primary Care post-pandemic
- Responding to the cost of living crisis while continuing longer-term focus on health inequalities
- Increase in mental health problems across all populations

Progress in 2021-22

- Continued focus on covid recovery and response
- Recruitment to multi-disciplinary Primary Care teams
- Community Link Workers within GP surgeries providing vital non-medical support, including financial
- Increased support for mental health, including a new single point of access for children, young people, and their families

Priorities for 2023

- Strengthening public health response to child poverty and ensuring an NHS Lothian wide child poverty action plan focuses on the agreed national drivers
- Developing partnership and services to support youth work within community planning, and public health intelligence to support partnership work:
- Inclusive approach to covid recovery strategies and mental health recovery

The Edinburgh Poverty Commission recognised that to end poverty in the city, Edinburgh needs to tackle structural issues impacting on health inequalities and redesign services, support, and systems of care to enable wellbeing, from the earliest years through to old age.

The Covid pandemic has continued to have a significant impact over the past year, with service recovery across NHS needing huge focus and attention. The pandemic has also created an ongoing public health crisis from the issues it has either led to or exacerbated, and these have been worsened by the cost of living crisis.

This presents major challenges to the NHS in managing immediate care needs, whilst retaining a focus on the broader determinants of health and taking a longer-term view on prevention. While the pandemic has affected the whole population, some groups have been more affected than others, so a universal, as well as more targeted approach, is needed to address inequalities more effectively.

The Children and Young People Public Health Group (CYPPHG) produced a [paper on the impact of covid on children](#), young people

and their families. It states that the impact of the pandemic is more significant for those already experiencing inequalities, and in particular, single parent families, those living with children with a disability or serious illness, families affected by substance use and those with a parent in prison. The paper recommends actions to support children and young people and their families across the spectrum. These include access to child health services, child development, mental health, attainment, poverty and current and future health and wellbeing needs.

Recognising that continuing in employment is key to tackling poverty, NHS Lothian implemented **Community Asymptomatic Testing** (CAT) in Edinburgh, which ran from January 2021 to May 2022 across testing sites and mobile units. This approach to testing is a key part of the focus on keeping people well and in good health, so that they can continue to work. It helped to ensure that positive individuals were aware of their status and so avoid the workplace and social settings, limiting the spread of the virus.

Primary Care saw recruitment across a range of multi-disciplinary teams with posts such as pharmacists, physiotherapists, Advance Nurse Practitioners and Practice Mental Health Nurses, brining much needed capacity into practices over the next few years. A number of Community Link Workers are embedded within GP surgeries and provide vital non-medical support with personal, social, emotional, and financial issues. Mental health will continue to be a focus, as will improving vaccine uptake in the under 5s.

Mental health has continued to be a key priority. This year has seen increased funding for Child and Adolescent Mental Health Services,

and the development of a single point of access for children, young people, and their families. **The Thrive programme** continues to develop, providing a crucial 'no wrong door' approach to mental health support and wellbeing.

The NHS Lothian Health Improvement Fund funds and supports **health improvement activities** across Lothian. This focused on supporting community-based organisations who lead programmes of work around mental wellbeing and resilience in children and young people, and parenting and attachment in the early years with a focus on inequalities.

Work has been developed focusing on **young people from specific groups** who are known to have poorer health and wellbeing outcomes, and who can struggle to access services. This includes young people who identify as trans and non-binary, and those who have a learning disability and/or additional support needs. This work has focused on the development and delivery of inclusive and accessible information for young people themselves, and workforce development to ensure young people are made welcome and feel they can access the services safely and appropriately.

Holistic approaches to health and wellbeing, as well as targeted welfare advice have been delivered across acute hospital sites. The Youth Navigator service has provided support to young people aged 12-16 with some of the complex social issues that can bring them to hospital and is based at the RHCYP and St John's Hospital.

Dads Rock is delivered by NHS Lothian's Maternity and Neonatal Psychological Interventions service. Dads Rock is a charity which

aims to improve outcomes for children by inspiring dads and families. Responding to a gap in support for dads who have or had babies in neonatal or special baby care in NHSL Lothian, it will run weekly online sessions over the next 2 years.

Priorities for 2023

- Fully establish the Edinburgh Partnership and Place team within Public Health, with clear roles and responsibilities across the whole child poverty agenda
- Support financial wellbeing and income maximisation through NHS' Lothian wide child poverty action plan, in line with agreed national drivers (see section 4.4)
- Develop and enhance partnership and services:
- NHS Lothian as an Anchor Institution
- Embed youth work in the work of the Edinburgh Partnership with strong links with the emerging Youth Work Strategy for the City
- Further develop the use of public health data with community planning partners, this includes data sets focused on children and young people

Case Study: Top Tips (transgender young people)

We know from evidence that trans and non-binary young people are much more likely to experience bullying, discrimination, and exclusion more than other young people. Research shows that transgender people are more likely to experience unemployment, poverty, and poor mental health.

A partnership of NHS and third sector agencies worked on producing a resource of practical 'Top Tips' to enable services to be more inclusive and accessible for young transgender people. A poster was developed alongside some awareness raising training. Young people's voice shaped and influenced the development of this resource throughout the process.

The resource was well received by both young people and professionals.

Appendix 1: Progress measures

Table A1 Progress against headline Edinburgh Poverty Commission and Scottish Government Targets		
Target	**Latest data**	**Change since baseline**
Edinburgh Poverty Commission Targets		
1. Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.	*2018-21* 15% (all ages) 19% (children	No change
2. No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry	*2020* 4% (all ages) 5% (children)	No new data expected until next year[xx]
3. No-one lives in persistent poverty.	*2020* 10% (all ages) 15% (children)	Slight decrease on previous year
4. No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income.	No data yet available	No data yet available
Additional Scottish Government Child Poverty 2030 Targets		
Fewer than 5% of children should live in absolute poverty	*2017-20* 17%	No new data expected until next year
Fewer than 5% of children should live in combined low income and material deprivation	*2016-20* 13% (Scotland data only)	No new data expected until next year

Table A2 Progress measures by call to action[xxi]				
Fair Work that provides enough to live on	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Unemployed Edinburgh citizens[xxii]	6,900	12,500	9,000	8,700 (Jun 2022)
Universal Credit claimants[xxiii]	14,425	37,935	32,423	33,100 (Aug 2022)
No. Living wage accredited employers in Edinburgh	334	402	526	580 (Aug 2022)
Edinburgh Employers Recruitment Incentive – uptake of places (all ages)	28	43	144	-
No One Left Behind Funding: number of young people who were supported	168	161	266	-
Number of people supported by City of Edinburgh Council funded employability programme	3719	3761	3755	-
% of Council suppliers of new regulated tendered contracts that are committed to paying real living wage in delivering Council services	70%	79%	87%	-
A decent home we can afford to live in	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total number of applicants on EdIndex register	23,998	20,564	21,013	-
Demand for social housing – number of active bidders	7,099	7,213	6,339	-
Average bid per property	203	201	140	-
Number of affordable homes approved	1,930	1,285	1,251	-
Number of affordable homes completed	1,443	1,087	1,041	-
Number of households assessed as homeless	3,355	1,934	2,399	-
Number of households who seek housing advice who do not go on to present as homeless	1,708	1,521	1,288	-
The number of households in temporary accommodation (at 31 March)	3,570	4,431	4,722	-
Percentage of households in unsuitable temporary accommodation (as at 31 March)	22%	25%	25%	-
income security that provides a real lifeline	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Council Advice Shop – number of individual welfare rights clients in year	3,800	5,752	3,720	-

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Table A2 Progress measures by call to action[xxi]				
Council Advice Shop - total financial gain	£ 11,497,227	£ 8,524,682	£ 6,971,968	-
Council tax reduction scheme – average caseload per year	32,467	35,282	32,946	-
Discretionary housing payments – number of cases	7,427	7,428	7,841	-
Number of free school meals payments in school year	5,950	8,828	8,994	-
Number of clothing grant awards in school year	5,337	8,301	9,773	-
Scottish Welfare Fund – no. applications for Crisis Grants	16,367	35,923	32,616	-
SWF – no. applications for Community Care Grants	5,377	8,320	8,503	-
Opportunities that drive justice and boost prospects[xxiv]	**2018/19**	**2020-21**	**2021-22**	**2022-23**
% parents receiving funded Early Learning and Childcare through their preferred location	-	-	92.4%	-
% parents receiving funded Early Learning and Childcare through their preferred model of delivery.	-	-	74.1%	-
Low attendance: % of Primary pupils whose attendance is less than 85%	6.9%	-	13%	-
Low attendance: % of Secondary students whose attendance is less than 85%	14.2%	-	19%	-
Literacy (all pupils) - The % of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level	77.1%	73.8%	-	-
Literacy (Lowest SIMD Quintile) - The % of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level	61.1%	57.3%	-	-
Numeracy (all pupils) - The % of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level	83.2%	80.4%	-	-
Numeracy (Lowest SIMD Quintile) - The % of pupils in Primaries 1, 4 & 7 who achieve their expected Curriculum for Excellence level	70.9%	65.1%	-	-
Attainment (all pupils) - The % of secondary school leavers achieving one or more qualifications at SCQF level 6 (Higher or equivalent)	67.6%	72.6%	-	-

Table A2 Progress measures by call to action[xxi]				
Attainment (Lowest SIMD Quintile) - The % of secondary school leavers achieving one or more qualifications at SCQF level 6 (Higher or equivalent)	45.6%	50.6%	-	-
Positive destinations for school leavers - all pupils	(2020) 92.5%	95.1%	-	-
Positive destinations for school leavers - Lowest SIMD Quintile	(2020) 88.9%	91.7%	-	-
Connections in a city that belongs to us	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Proportion of people living in areas with low levels of public transport	31%	-	39%	-
No. CEC homes connected to fibre-to-the-property (FTTP) infrastructure	1,515 (7.7%)	8,917 (45%)	15,449 (83%)	-
Equality in our health and wellbeing[xxv],[xxvi],[xxvii]	**2017-19**	**2019-21**		
Average male life expectancy (years at birth)	78.4	78	-	
Average female life expectancy (years at birth)	82.5	82.4	-	
	2017-19	**2018-20**		
Inequalities in Male life expectancy – difference between the most and least deprived areas *	13.6	13.5	-	
Inequalities in Female life expectancy – difference between the most and least deprived areas *	9.8	9.9	-	
Healthy Male Life Expectancy: percentage of life spent in good health	84.6%	82.2%	-	
Healthy Female Life Expectancy: percentage of life spent in good health	78.8%	80.7%	-	
	2018-19	**2020-21**		
Inequalities in 0-74 years mortality rate (deaths per 100,000, EASR)	694.7	-	-	
Inequalities in 27-30 months check speech and language concerns	14.9%	-	-	
(Mild to moderate) MH prescriptions[xxviii]	15.2%	15.1%	-	

* Differences between lowest and highest areas of deprivation are calculated using the Slope Index of Inequality. SII represents the inequality gap across the whole population between the most and the least disadvantaged with higher numbers reflecting wider absolute inequality.

Appendix 2 – At a glance summary of progress against planned actions

Introduction

Following publication of the final Edinburgh Poverty Commission report in September 2020, City of Edinburgh Council and the Edinburgh Partnership agreed two plans to embed and progress local actions needed to end poverty in Edinburgh. These included:

- The City of Edinburgh Council End Poverty in Edinburgh Delivery Plan – 2020-2030, which set out actions to be led by City of Edinburgh Council, and
- Edinburgh Poverty Commission – Calls to action for Edinburgh Partnership, which set out actions to be embedded within delivery of the Edinburgh Community Plan

Timeline

In total, across Council, NHS Lothian and other Edinburgh Partnership bodies, these plans identified almost 60 individual actions for delivery either as bespoke projects or as part of existing or forthcoming mainstream Council and Edinburgh Partnership plans and strategies.

This annex builds on the main report by providing a specific update for each action in these plans, highlighting progress delivered in the 12 months to September 22 and priorities for action during 2023. The analysis begins by updating on progress against the 10 actions defined in the first End Poverty Edinburgh progress report as priorities for delivery in 2022.

The remainder of the analysis focuses on updating on progress against all of the calls to action published in the Edinburgh Poverty Commission final report and the associated End Poverty in Edinburgh Delivery Plan.

To provide clarity on organisational leads and responsibilities, each action is flagged as either:

- **CEC** – City of Edinburgh Council lead
- **NHSL** – NHS Lothian Lead
- **EP** – Edinburgh Partnership lead (but incorporating further Council and NHS Lothian involvement)

Assessing impacts on Child Poverty

This symbol is used in the table to highlight those actions which are planned to have a direct impact on child poverty by increasing family incomes, reducing costs, improving longer term opportunities and by improving wellbeing in the family. All other actions in the plan can be considered as contributing indirectly to reduction of child poverty by acting on issues that affect people of all ages, including housing costs, access to good jobs, access to social security and other supports.

2022 Priority Actions

The first annual End Poverty in Edinburgh Annual Report identified ten priority actions for delivery in 2022. This section provides an at a glance summary of progress against each of these. Further context on these actions is provided in the main body of the report.

1. Priority actions for 2022	Progress and next steps	Direct impact on Child Poverty
1. Continue to provide and improve access to crisis support and advice for people struggling with rising living costs including the cost of energy, benefits cuts and other challenges **(CEC & EP)**	• Council provided one off payments to 31,900 families (£5.6m); and over £2.6M including crisis grants, help with food and energy costs • Council and third sector advice services secured £20.83m for citizens **2023 Priorities** • Reform money and welfare advice across the city (see action 28)	☝
2. Complete consultation on and take forward actions to implement a Short Term Lets Control Zone in Edinburgh **(CEC)**	• Supported by two public consultations a Short Term Lets licensing policy, additional licensing conditions and application fee structure were approved **2023 Priorities** • Develop efficient regulation of short term lets to increase access to housing	
3. Complete and respond to the review of city-wide advice services currently **(CEC & EP)**	• City wide Advice Services Review completed **2023 Priorities** • Reform money and welfare advice across the city, including focused support for families with children	☝
4. Launch and promote the Edinburgh Living Wage City action plan, aiming to secure 100 additional living wage accredited employers during 2022 **(CEC)**	• Action plan launched and 116 additional living wage accredited employers were secured **2023 Priorities** • Continue to implement the Fair Work action plan and the Edinburgh Living Wage City action plan	
5. Work with partners across the city to develop a new approach to improving food security in Edinburgh **(EP and CEC)**	• Draft strategy developed and launched in August 2022 for public consultation • Research commissioned to inform strategy development **2023 Priorities** • Finalise the strategy and action plan for implementation	☝

1. Priority actions for 2022	Progress and next steps	Direct impact on Child Poverty
6. Implement phase 1 actions to develop 20-minute neighbourhood and poverty prevention service models in Edinburgh **(CEC)**	• Team appointed to support development of 20-minute neighbourhoods; 19 areas across the city identified for the first phase • Poverty Prevention and Transformation Team appointed • A new Poverty and Prevention Board established to lead transformation of Council actions **2023 Priorities** • Progress delivery of current integrated services/colocation projects including the Macmillan Hub, the new Liberton High School and town centre projects • Continue to develop the prevention-based service models	
7. Work with the End Poverty Edinburgh (EPE) group to ensure that people with lived experience of poverty are involved in development of key policy areas highlighted by the group **(EP & CEC)**	• See section 4 of the main report for a full update on EPE actions in 2022 • Funding secured through UK Shared Prosperity Fund to ensure EPE can develop on a sustainable footing through to 2025. **2023 Priorities** EPE priorities are: housing and homelessness; equality in health and wellbeing and continuing to form relationships with organisations, individuals, and unions	
8. Implement, promote and embed a new blended employability service due to start in April 2022 **(CEC & EP)**	• New blended employability service implemented, through four main projects addressing a range of needs **2023 Priorities** • Promote the Edinburgh Guarantee brand and programme by engaging with business leaders and employers, coordinating employability support and skills providers, and delivering employer recruitment incentives	

1. Priority actions for 2022	Progress and next steps	Direct impact on Child Poverty
9. Continue to engage with UK and Scottish Government policy makers on areas of national policy critical to meeting end poverty goals in Edinburgh, including social security and funding requirements to address housing need in Edinburgh **(CEC)**	• The Council has lobbied the UK and Scottish Governments on actions needed to address poverty, including the cost of living crisis **2023 Priorities** • Work with Scottish Government to support delivery of new affordable homes • Continue to engage on all policy areas relevant to addressing poverty	
10. Continue to develop and improve the evidence base needed to implement actions to end poverty, including evidence on poverty related stigma, the impact of budget decisions on people in poverty, and ensuring that appropriate integrated impact assessments are in place for all elements of the End Poverty in Edinburgh Delivery Plan **(EP & CEC)**	• Poverty Network set up to support collaboration, knowledge exchange and opportunities to share good practice • Discussion paper on the impact of budget decision considered by Edinburgh Partnership working group **2023 Priorities** • Continue monthly Poverty Network will continue monthly • The need for updates to Integrated Impact Assessments will be considered	

Call to Action Fair Work that provides dignity and security	Progress and next steps	Direct impact on Child Poverty
11. Maintain City of Edinburgh Council Accreditation as a Living Wage Employer and 12. Establish Edinburgh as a Living Wage City (CEC)	• City of Edinburgh Council maintained Living Wage Employer accreditation • New Living Wage Employer accreditation attained by NHS Lothian • City wide Living Wage Action Plan agreed and delivered. Targets for new accreditations exceeded in year 1 of the plan **2023 priorities** • Continue to deliver actions outlined in the Edinburgh Living Wage City Action Plan	
13. Launch and deliver a new Edinburgh Guarantee For All programme (CEC)	• Programme relaunched for people of all ages; website redeveloped – comprehensive material for employers and those seeking work **2023 priorities** • Strategic goals of Edinburgh Guarantee are being reviewed and strengthened to ensure a clear offer of support for service users, service providers, employers, and education. • All CEC funded employability provision will be branded "Edinburgh Guarantee" which will become the single referral point for support in the city for stakeholders looking for support.	

Call to Action Fair Work that provides dignity and security	Progress and next steps	Direct impact on Child Poverty
14. Deliver the 'No One Left Behind Edinburgh's Employer Recruitment Incentive' (EERI), helping people of all ages with the greatest barriers to employment get jobs and stay in jobs. **(CEC)**	• Eligibility criteria was amended to encourage employers to pay the Real Living Wage rates - all people over 25s now must receive the RLW; any under 25s must receive this unless completing a modern or graduate apprenticeship. Funding awarded to employers amended to support this. • Targeted additional funding has been allocated for 10 young people aged 16-24 yrs who are care experienced with up to £10,000 provided to employers over the first year of employment to support this wage increase. To date, two places have been allocated. **2023 priorities** • Continue to deliver ERI and aim increase the uptake of employers recruiting over 25s with barriers to employment and increase employers paying RLW to under 25s	
15. Develop and commission a new Blended Employability Service, providing improved access to flexible employability support across the city **(CEC)**	• The new service started in April 2022. **2023 priorities** • COMPLETE: future delivery will be continued and other strands e.g. No One Left Behind phase 3 will be aligned	

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Call to Action Fair Work that provides dignity and security	Progress and next steps	Direct impact on Child Poverty
16. Deliver the Council Sustainable Procurement Strategy, and actions to increase living wage accredited suppliers And 17. Deliver the Council Sustainable Procurement Strategy, and actions to increase, and improve monitoring and delivery of, community benefits offered by suppliers – aiming to achieve the target of 1 FTE job with training for a person from a targeted group (where appropriate) for every £1m of procurement spending by 2025 (CEC)	• Real Living Wage suppliers awarded contracts increased to 87% in 2021/22 from 79% in 2020/21 • Living Wage accredited suppliers awarded contracts increased, to 28% from 26% • All 13 Council contracts above £4m awarded in 2021-22 included community benefit requirements, plus an additional 26 contracts. • Community benefits sought in 41% of regulated contracts (27% in 2020-21) • Contractors reported 149 local jobs, 23 apprenticeships and 29 work placements delivered as a direct result of a Council contract. • Dedicated post holder appointed to work closely with service areas and improve the reporting and delivery of community benefits. **2023 priorities** • Continue existing actions, and delivery of Sustainable Procurement Strategy	
18. Review best practice and embed appropriate Community Wealth Building approaches into a revised Edinburgh Economy Strategy developed to drive Council actions for a sustainable economic recovery. (EP & CEC)	• Refreshed Edinburgh Economy Strategy published November 2021 which includes an action to maximise the community benefit opportunities from Council procurement, and promote Community Wealth Building practices across the city • Launch of Edinburgh Partnership work programme to inform priorities for implementation of CWB in Edinburgh **2023 priorities** • Continue to work with Edinburgh Partnership to develop a city wide approach to community wealth building	

Call to Action A decent home we can afford to live in	Progress and next steps	Direct impact on Child Poverty
19. In partnership with city stakeholders, write to and seek a roundtable with Scottish Government (SG) ministers and directors for discussion of the additional funding requirements for housing in Edinburgh the Commission highlights **(CEC)**	• SG commitment of £234 million for affordable housing in Edinburgh from 2021/22 to 2025/26, £44 million (23%) more than the last five years. • The Convenor of Housing, Homelessness and Fair Work Committee (HH&FW) wrote to the Scottish Minister seeking an uplift for Edinburgh **2023 priorities** • Seek Council approval of 2023 -28 Strategic Housing Investment Plan (SHIP) in December 2022 • Further engagement with SG for additional funding.	
20. Deliver Edinburgh's Rapid Rehousing Transition Plan (RRTP), including actions to Prevent Homelessness, transform temporary accommodation and move away from the use of unsuitable accommodation, support people to access settled accommodation as soon as possible, and reduce the number of people rough sleeping in the city. **(CEC)**	Full details are in the RRTP Annual Update on Progress • Multi-disciplinary team (MDT) and Private Rented Sector (PRS) team continue to support tenants, including families with children, at serious risk of eviction • Continued to develop homeless prevention for people leaving prison and hospital • Prevention Partnership Officer continues to deliver training to help staff to understand the risks of homelessness • Increase self-contained temporary accommodation including exploring and developing new models e.g., Modular build • Rough sleeping reduced from 80 – 120 pre-Covid to an average of 14 **2023 priorities** • Continue to deliver actions identified in the RRTP, evaluating prevention activity, and changing the mix of temporary accommodation.	
21. Deliver City Plan 2030 outlining new minimum affordable housing contributions for new developments in Edinburgh	• Proposal developed to increase the minimum affordable housing contributions from 25% to 35%	

Call to Action A decent home we can afford to live in	Progress and next steps	Direct impact on Child Poverty
(CEC)	**2023 priorities** • Continue the process to seek approval by the Scottish Government - earliest date that the plan could be fully adopted would be late 2023	
22. Deliver this Council's commitment to build 20,000 social and affordable homes by 2028 (CEC)	• 7,567 new affordable homes approved for site start and 5,696 homes completed at March 2022. • External factors (Covid, Brexit, war in Ukraine and the energy crisis) have impacted the pace of development, the cost of construction and the number of projects brought forward for approval. **2023 priorities** • The 2023-28 SHIP sets out proposed approvals and completions for affordable housing and gives an update on the land strategy to support affordable housing (to be considered by committee December 2022)	
23. Deliver the annual Housing Revenue Account (HRA) Budget Strategy, investing in improving existing Council homes and neighbourhoods - including delivering energy efficient, low carbon homes, development of new and existing homes blended together to create a local identity and a sense of pride in communities, and well-designed, green, open spaces that encourage residents to be active and socialise. (CEC)	• £64.850m invested in building new homes and improving existing homes and neighbourhoods: **70 new Council social rented homes** were completed (Bingham and Parkview); and over **80 new social rented homes** (North Sighthill and Pennywell) • Significant progress in improvement projects, including external and internal fabric improvement work (May and Gunnet Court multi-storeys), re-roofing (Fidra Court) and health and safety upgrade works (six Moredun high rise blocks). • Over 80 Council homes and more than 250 private homes benefitted from the Scottish Government's Energy Efficient Scotland: Area Based Schemes (EES:ABS), with insulation and renewable energy measures to reduce energy costs.	

Call to Action A decent home we can afford to live in	Progress and next steps	Direct impact on Child Poverty
	• Mixed Tenure Improvement Service pilot underway (Murrayburn and Dumbryden): progress includes common repairs to 84 mixed tenure homes (external wall insulation, new roof covering, new common windows and doors and internal common stair redecoration). • Energy Advice Service supported 1,089 tenants, saving more than £196,000 (average of £192) **2023 priorities** • Development of the HRA budget strategy for 2023/24 onwards will be informed by tenant consultation in autumn 2022, rent freezes (in 2021/22 and 2022/23), delivery of statutory energy efficiency standards to Council homes, increased costs of delivering the service and the costs of living for tenants	

Call to Action A decent home we can afford to live in	Progress and next steps	Direct impact on Child Poverty
24. Continue to deliver the Housing Service Improvement Plan, ensuring that the frontline housing service is visible, responsive, and effective **(CEC)**	• ICT improvements to support Repairs service to deliver an improved customer experience for tenants • Resolution Team introduced to manage repairs complaints to improve response to tenants • Improvements to rent payment information to help tenants manage rent and avoid debt • Development of *RentSense* to improve information on arrears so that Housing Officers can target tenants who are in most need of support • Increased visibility of staff in local communities via reintroduction of estate walkabouts. **2023 priorities** • Continued investment in digital technology to improve tenant experience • Implement EdIndex housing application system to improve bidding process • Improve online reporting for repairs, freeing up capacity for tenants who choose to use telephone or face to face • Improve support for first-time and new tenants to sustain a tenancy. • Improve estates management services and launch new Estates Investment Programme, engaging with local residents on local environmental improvement projects	

Call to Action **A decent home we can afford to live in**	Progress and next steps	Direct impact on Child Poverty
25. Following Scottish Government legislation expected to come into force from April 2021, develop, consult and agree upon local implementation of the new licensing and planning controls for regulation of short term letting in Edinburgh **(CEC)**	• The Scottish Parliament has passed an order[1] requiring local authorities to introduce a licensing scheme for properties operating as short term lets. • The Council consulted on its short term lets policy (April to June 2022) **2023 priorities** • Finalise policy in line with requirements to start the licensing scheme on 1 October 2022 and cover all short term lets by July 2024	
26. Seek discussions with private rented tenants, landlords & Scottish Government to address concerns rising private sector rents **(CEC)**	• The SG's 'New Deal for Tenants' draft rented sector strategy consultation included the commitment to introducing effective national rent control, with mechanisms to let local authorities to introduce local measures by 2025. • Council officers attended a round table discussion chaired by Scottish Government to look at what would be required to support rent control. **2023 priorities** • Continue engagement with Scottish Government to inform the approach taken to introducing national rent control and local measures.	

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[1] the Civic Government (Scotland) Act 1982 (Licensing of Short Term Lets) Order 2022

Call to Action Income security that offers a real lifeline	Progress and next steps	Direct impact on Child Poverty
27. New action: Respond to the findings of the Advice Services Review **(EP & CEC)**	**2023 priorities** • Reform money and welfare advice services to prevent crisis escalation, increase the number of citizens fully accessing benefits entitlements, and reduce the number of families with problem debt	
28. Deliver priority proposal to deliver embedded income and family support services to a wider range of community settings across Edinburgh **(EP)**	• Edinburgh Partnership funded independent review of current advice and income maximisation services undertaken **2023 priorities** • Continue to support welfare rights and debt advice in NHS acute settings • Enable income max referrals from Midwifery and Health Visiting • Increase capacity in community mental health and locality recovery hubs	
29. Continue to deliver high quality money, debt and welfare advice through the Council's Advice Shop service **(CEC)**	• Drop-in support resumed in May 2022 as Covid restrictions ended • Staff recruited to support the prevention work of the homeless MDT **2023 priorities** • Build capacity (Income Maximisation Officers) to support the MDT • External audit for accreditation for Scottish National Standards • Implement new case management system	
30. Continue to deliver actions to administer Scottish Welfare Fund crisis and community grants **(CEC)**	• Capacity increased to support these critical tasks and additional funding used to maintain the fund at Low Priority for Crisis Grant and Medium Priority for Community Care Grants **2023 priorities** • Continue to react to cost of living pressures and advocate to SG for additional funding for the Scottish Welfare Fund (SWF)	
31. Deliver a programme of appropriate targeted outreach and promotion of	• Upward trend continued for SWF applications; Continued targeted promotion throughout the year	

Call to Action Income security that offers a real lifeline	Progress and next steps	Direct impact on Child Poverty
Scottish Welfare Fund and other Council administered benefits and support schemes **(CEC)**	**2023 priorities** • Continued targeted promotion for people facing cost of living pressures while returning to business as usual activity and criteria (post Covid)	
32. New action: Affordable credit **(EP)**	• Support Edinburgh Partnership plans to develop a business case through for affordable credit; implement preventative debt plan	
33. Deliver priority proposals to expand the '1 in 5' programme to all Council staff, redesign of materials to meet the needs of varying staff groups, with an objective to establish appropriate awareness raising sessions for all directorates **(CEC)**	• '1 in 5' programme included in the Council's Prevention team workplan • Updated 'Worrying about Money' and 'Crisis Guide' distributed widely **2023 priorities** • Deliver training to newly qualified teachers during their probationer year • Review resources e.g., online benefits calculators and affordable credit • Raise awareness with key front line staff through developing a campaign and training package and resources for all partners to use	
34. Working with city stakeholders, seek dialogue with appropriate UK and Scottish Government ministers on the findings of the Edinburgh Poverty Commission in regard to Social Security Policy and implementation. **(CEC)**	• Council leader has written to and lobbied UK and SG Ministers on actions needed to address the impact of the cost of living crisis on people living in poverty in Edinburgh in support of campaign initiatives led by JRF, Poverty Alliance and other partner organisations **2023 Priorities** • Continue to seek opportunities to engage with UK and Scottish Government policy development	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
35. Continue the delivery and development of core existing plans and strategies aiming to ensure pupils thrive at school and close the attainment gap, including – Edinburgh Children's Services Plan, Education Improvement Plan 2020-23, and the Edinburgh Learns Equity Framework **(CEC)**	• Leadership for Equity (LfE): pilot project completed with 44 senior leaders and 22 class teachers - positive feedback about impact on values and leadership; two sessions were held in December 2021 to share learning. **2023 priorities** • Continue to rollout the LfE programme including a programme for pupil support assistants; target level for "mandatory" participation to be considered	
36. Develop and deliver the **Learning for Life Programme** aiming to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. **(CEC)**	• Ongoing communication of the vision via briefings, newsletters • Measurable action plans developed by all 16 Edinburgh Learns Boards • Head Teacher associates appointed to co-lead the strategy for six of the boards: learning, teaching & assessment, equalities, teacher professionalism, learning together and digital. **2023 priorities** • All 16 Boards will update their action plans based on progress in 2021-22 • Further Head Teacher associates will be appointed for remaining boards • The new Wider Achievement Framework will ensure there is no poverty of opportunities helping learners find their passion and ensure parity of esteem	
37. Develop actions to provide inclusive, equitable, valuable learning opportunities for everyone. **(CEC)**	• Ongoing curriculum evaluation by schools • Review of the quality indicator in *How Good is Our School* to ensure equal access and decolonization of the curriculum. • Pilot learner-led approach developed through the Granton Learning Strategy **2023 priorities** • Pilot learner led consultation in other settings e.g., Wester Hailes High School	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
	• Reform and design of the curriculum over the next 3 years in collaboration with learners and wider community stakeholders • Service review to create a new Lifelong Learning and Wider Achievement Service with greater focus on actions to reduce poverty and inequality • Implement year 1 of the Multiply (Shared Prosperity) funding to support adult numeracy and literacy • Develop more opportunities for all young people to access free/low cost Outdoor Learning/Adventure Education • Implement the Youth Work Strategy in partnership with the third sector, and establish ways for young people from all backgrounds to influence policy • Continue to deliver and develop Discover! for families in poverty	
38. Develop actions to use a place-based approach to build collaborative and sustainable learning communities and networks (CEC)	• Strategic Leadership Working Group established to develop the strategy • Quality Improvement Education Officer post introduced to support schools to implement the learning community approach • All new build learning estate projects now assess opportunities for integrated service delivery with partners (e.g., Castlebrae High School, Bangholm sports facility – both have a community element to them) **2023 priorities** • Continue delivering learning estate projects taking a place-based approach	
39. Develop actions to co-create the environments where learners can lead and shape their own learning (CEC)	• Schools encouraged to involve pupils in their learning environment e.g., resources and learning spaces • Young people have been involved in shaping the design of new schools, for example, Currie **2023 priorities**	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
	• Continue to involve learners as projects are developed	
40. Work with school communities in target areas (beginning with core projects in Granton and Westerhailes), and their partners to define curriculum rationales which will then lead to clear, equitable pathways into further education and the world of work. (CEC)	• *Developing the Young Workforce* (DYW) co-ordinators are now in all secondary schools and developing links with employers • Skills Development Scotland work coaches are engaging with young people at Wester Hailes High School (WHHS) to improve support for those at risk of a negative destination **2023 priorities** • Newly appointed Senior Education Manager (Pathways) will be leading curriculum reform in the senior phase	
41. Expand and develop the 1 in 5 programme as a regular, mandatory training action for all school staff, aiming to improve and reinforce understanding of poverty and inequality across all schools (CEC) And 42. Develop and deliver training to pastoral staff in all schools as part of the 1 in 5 programme, responding to the evidence of high levels of school absence as well as anxiety and depression among children in temporary accommodation. (CEC)	• See action 34 above. • System now in place to alert schools to children and young people who are in temporary accommodation; session delivered to school staff and partners **2023 priorities** Deliver Leadership for Equity 1 in 5 content over the next academic year; assess and further develop training	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
43. Develop Professional Learning with a focus on Leadership for Equity (LfE) to build expertise, practices and skills in leading improvements aimed at achieving equity **(CEC)**	• Senior Development Officer in post to help to close the attainment gap, advising schools on effective use of pupil equity funding (PEF) **2023 priorities** • Increase participation in LfE and sustainable models of delivery • Develop ways to ensure maximum impact of strategic and PEF • Develop a programme for pupil support staff	
44. Host a roundtable with Edinburgh Independent Schools to explore and agree new partnership actions to overcome inequality and improve inclusion across Edinburgh **(CEC)**	• Initial discussions held with Edinburgh Independent Schools Association on responses to Edinburgh Poverty Commission Calls to Action, and awareness raising discussions held with student groups. **2023 priorities** • Continued engagement to seek opportunities for joint working on programmes, including poverty awareness and living wage city	
45. Explore opportunities to review individual school catchment areas as part of school development and building programmes **(CEC)**	• City Plan 2030 Education Appraisal set out the criteria for determining catchment areas • Opportunities explored as a standard part of the school buildings programme **2023 priorities** • Bring forward opportunities for catchment review to the Education Children and Families Committee as they arise	
46. Deliver across all schools, a new online tracking system that highlights poverty related attainment gaps, allowing schools to respond to these with targeted support **(CEC)**	• Procurement requirements specified by school leaders and specialist staff; procurement officer assigned to lead this process. **2023 priorities** • Secure solution, aligning systems for lifelong learning and schools, for implementation in 2023-24	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
47. Deliver Early Years Expansion to 1140 funded hours and ensure early years provision is flexible enough to meet the needs of families (CEC)	• Requirement met to provide all eligible children with their full funded entitlement of 1,140 hours should their parents/carers choose to use this **2023 priorities** • Revise models to increase flexibility and options for parents • Relaunch the renamed *Terrific 2s,* for eligible 2 year olds to remove stigma. • Address issues identified by parents through consultation, as reported to committee in March 2022.	
48. Target PEF on actions to allow schools to continue to address poverty-related barriers, including inequity of digital access and reducing the cost of the school day. (CEC)	• Learning communities are being developed to support "Finance for Equity" approaches to improve outcomes for learners while ensuring best value; focus includes attendance. • Empowered learning (1:1) deployment is on track (see 54 vi) **2023 priorities** • Allocation of strategic equity funding for session 22-23 has been based on needs analyses produced by each school and will be reviewed each year • Continue to develop Finance for Equity/learning communities approach to ensure maximum impact of strategic and pupil equity funding • Complete Empowered Learning (1:1) deployment by Dec 2022 (on-track)	

Call to Action Opportunities that drive justice and boost prospects	Progress and next steps	Direct impact on Child Poverty
49. Develop and implement a plan to reduce the poverty related attainment gap in literacy and numeracy including recruiting Closing the Gap teachers **(CEC)**	• Quality Improvement and Curriculum Service have supported schools with raising attainment and attendance for all pupils and closing the gap between the most and least disadvantaged learners. • Additional Covid Recovery Funding (~ £2.7 million) allocated to schools for additional staff to address gaps in learning • Further funding allocated to each learning community for a transition teacher to support learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. **2023 priorities** • Continue to provide guidance and professional learning to enable schools to use data to inform actions to raise attainment and close the poverty-related attainment gap	

6. Connections in a city that belongs to us	Progress and next steps	Direct impact on Child Poverty
50. Deliver a new Edinburgh Economy Strategy developed to guide Council actions to support a sustainable economic recovery for the city post Covid, including the renewal of Edinburgh's cultural sector **(CEC)**	• Refreshed Edinburgh Economy Strategy published in November 2021, reinforcing commitments to Fair Work and a just transition to net zero. **2023 priorities** • Annual report on Economy Strategy progress and implementation due for publication in March 2023.	
51. Develop plans to design and embed a 20-minute neighbourhood approach to new developments, and planning of services in Edinburgh **(CEC)**	• See action 6 above	
52. Deliver a City Mobility Plan, with actions to reduce the day to day cost of travel for families in Edinburgh **(CEC)**	• City Mobility Plan developed and agreed • Scottish Government introduced free bus travel for under 22s and by May 49% of eligible young people in Edinburgh had signed up for the scheme (national average was 30%). **2023 priorities** • Continue to implement actions to support sustainable, affordable travel • Governance board being created to oversee key implementation decisions; and group of action plan lead officers created to oversee co-ordination and implementation of policy measures and action plans	
53. Deliver the Council Digital and Smart City Strategy actions to improve digital inclusion and provide support for citizens to gain digital skills and the confidence to use them, including: **(CEC)**		

6. Connections in a city that belongs to us	Progress and next steps	Direct impact on Child Poverty
i) ensuring connectivity is available in community spaces including libraries, schools, and early years settings	• Connectivity enhanced in early years settings and schools • Funding secured to upgrade the People's Network Service across all libraries **2023 priorities** • Continue to develop opportunities for connectivity within households and between families living in poverty via the Discover programme • People's Network Services planned upgrade across all libraries to result in access to more up to date software and wireless printing • New upgraded services to be promoted as widely as possible	
ii) ensuring citizens can access resources within our libraries	• Phased reopening of all libraries to full pre covid opening hours to support digital access. • Resumed Get Online Digital skills programme and digital help sessions citywide • Resumption of in person sessions to support customers accessing libraries online services. **Priorities for 2023** • Expand Get Online Digital Skills programme to support more learners with recruitment of additional volunteers • Develop capacity for Libraries to support customers with a visual impairment to improve digital skills and access library services	

6. Connections in a city that belongs to us	Progress and next steps	Direct impact on Child Poverty
iii) ensuring citizens can access learning opportunities to further their digital skills	• Support for families with English is a second language to access online learning including setting up email accounts • Resettlement family programme for 70 refugees provided online **2023 priorities** • Council, Edinburgh College, and voluntary partners will work closely together to offer opportunities for adults to improve their digital skills • Develop opportunities for refugees to access learning on-line as well as in person	
iv) ensuring that digital literacies are embedded into all aspects of the curriculum	• 10 professional learning courses (90 individual videos in total) created and shared to support the development of digital skills for teachers; pupil/carer-focused digital skills videos (23 to date) have also been created and shared • Wide range of webinars delivered, including using tools like ClickView and Class Notebook; specific support sessions for P6,7 teachers new to 1:1; and a successful Minecraft Challenge which attracted over 150 team entries, with a primary pupil winning at national level **2023 priorities** • Continue to create and promote additional training resources and live webinars to support all teachers to embed digital learning across the curriculum.	

6. Connections in a city that belongs to us	Progress and next steps	Direct impact on Child Poverty
v. fostering positive relationships between families and early years settings/schools allowing for support opportunities to be identified	• Maximise!, the **Intensive family service** (IFS) is now available in five early years centres in the north of the city giving parents/carers access to information and support on family support, money advice and/or training and employability. • The family learning Parents Early Education Partnership (PEEP) programme continues to provide parents and carers with opportunities to engage in their children's learning through everyday play experiences, and is delivered both digitally and face to face **2023 priorities** • Use data and feedback from parents to inform practice and further develop the IFS into the south of the city. • PEEP: continue to ensure high quality sessions are delivered and increase reach	
vi) providing equity of access to digital resources for all learners in schools	• The Empowered Learning project is on schedule to deliver 1:1 devices to all pupils from P6 to S6, all teachers, 1:5 devices for pupils in P1 to 5, and devices for Early Years, by Dec 2022. • The project is also providing a significant uplift in WiFi provision across all schools - installation on track for completion by December 2022. **2023 priorities** • Complete the Empowered Learning rollout by Dec 2022, including allocating additional devices to accommodate rising rolls in schools.	
vii) ensuring low cost affordable broadband is available for Council tenants	• The Council is continuing to work in partnership with CityFibre and Openreach to provide super-fast fibre broadband infrastructure to all council own homes - 15,449 homes have been connected to date **2023 priorities** • Continue to consider options to benefit tenants and services	

6. Connections in a city that belongs to us	Progress and next steps	Direct impact on Child Poverty
viii) working with third sector partners to promote access to affordable digital equipment	• Third sector partners have been developing strategy for digital inclusion **2023 priorities** • The LOIP delivery group will consider the draft and agree next steps	
ix) ensuring that citizens on low incomes are involved in the design and development of digital services that matter to them	• Consultation and engagement on projects for Smart Cities (smart home sensor installation to detect dampness issues) and Customer Digital Enablement (fully integrated housing repairs transaction) has included the tenant's federation, which provides diverse representation. **2023 priorities** • Further expansion of customer satisfaction surveys to understand where further opportunities exist to expand digital services and how best to use technology to proactively serve citizens.	

Call to Action Equality in our health and wellbeing	Progress and next steps	Direct impact on Child Poverty
54. Continue Council and Edinburgh Partnership responses to the impacts of the Covid outbreak, including management of key frontline service delivery in line with government and public health guidance And 55. Continue to provide crisis support for people affected by Covid, including contact support for vulnerable citizens, welfare	• Further reopening of services, guided by public health advice • Continued focus on covid recovery and response • **2023 priorities** • Continue to monitor and be guided by public health advice • Continue covid recovery and response while retaining a focus on broader factors of health and inequalities	

Call to Action Equality in our health and wellbeing	Progress and next steps	Direct impact on Child Poverty
checks and grant support for self-isolating citizens **(EP, CEC & NHSL)**		
56. Review and develop approaches to make best use of Scottish Government funding to address financial hardship as a result of Covid **(EP, CEC & NHSL)**	• Continue the cash-first approach for people facing financial hardship, whilst offering a range of holistic support and advice. **2023 priorities** • Continue the cash-first approach for any crisis funding	
57. Develop and continue partnership working with EVOC and 3rd Sector to ensure a co-ordinated approach to contact and delivery of support activities and to assess long term service delivery options to address food insecurity **(EP)**	• Draft strategy developed with public consultation launched and research commissioned to inform the final strategy **2023 priorities** • Finalise strategy for consideration by Edinburgh Partnership	
58. Deliver priority proposal to invest in the expansion of the 'Discover' programme, working with families to reduce food anxiety, build skills and address social isolation **(CEC)**	• Discover Child Poverty Programme Coordinator in place • Evaluation of the summer 2022 programme has been completed and will inform further service development **2023 priorities** • Review the process for schools to recommend families to Discover! • Continue the transition back to Discover sessions in person • Increase number of families engaging in Discover! from initial recommendation.	
59. New action: develop and enhance partnership and services **(NHSL)**	**2023 priorities** • NHS Lothian as an Anchor Institution • Embed youth work in the work of the Edinburgh Partnership with strong links with the emerging Youth Work Strategy for the City	

Call to Action Equality in our health and wellbeing	Progress and next steps	Direct impact on Child Poverty
60. New action: fully establish the Edinburgh Partnership and Place team within Public Health **(NHSL)**	**2023 priorities** ● Develop clear roles and responsibilities for the team across the whole child poverty agenda	
61. New action: further develop the use of public health data with community planning partners **(NHSL)**	**2023 priorities** ● Further develop the use of public health data with community planning partners, this includes data sets focused on children and young people	

Endnotes and references

[i] https://edinburghpovertycommission.org.uk/wp-content/uploads/2020/09/20200930_EPC_FinalReport_AJustCapital.pdf

[ii] Poverty and Income Inequality in Scotland 2017-20 - gov.scot (www.gov.scot)

[iii] 2021 estimates of all age and child poverty in Edinburgh are derived from datasets published by End Child Poverty Coalition - Child Poverty Statistics - End Child Poverty. For a full analysis of methodology used to produce Edinburgh level poverty estimates, please see https://edinburghpovertycommission.org.uk/wp-content/uploads/2020/09/20200930_Poverty_in_Edinburgh-Data_and_evidence.pdf

[iv] Poverty and Income Inequality in Scotland 2017-20 - gov.scot (www.gov.scot)

[v] Derived from Destitution in the UK 2020 | JRF

[vi] Poverty in Scotland 2022 | JRF

[vii] ibid

[viii] Poverty in Scotland 2021 | JRF

[ix] Poverty and Income Inequality in Scotland 2017-20 - gov.scot (www.gov.scot)

[x] Impact of increased cost of living on adults across Great Britain - Office for National Statistics (ons.gov.uk)

[xi] In at the deep end • Resolution Foundation

[xii] In at the deep end • Resolution Foundation

[xiii] Tackling child poverty delivery plan 2022-2026 - annex 4: cumulative impact assessment - gov.scot (www.gov.scot)

[xiv] Estimating the impact of the Tackling Child Poverty Delivery Plan: agree to disagree? | FAI (fraserofallander.org)

[xv] The Whole Family Equality Project is funded by the Robertson Trust Partners in Change Fund, the National Lottery Young Start Fund, Scottish Government and City of Edinburgh Council.

[xvi] 1,934 to 2,399

[xvii] A project developed between NHS Lothian, Community Help and Advice Initiative (CHAI), Edinburgh Health & Social Care Partnership in collaboration with the Improvement Service to improve outcomes for children and families who are supported by Health Visitors

[xviii] delivered in partnership with NHS Lothian and CHAI

[xix] https://www.rospa.com/media/documents/road-safety/factsheets/Pedestrian-safety-in-areas-of-deprivation.pdf

[xx] Collection of official statistics on poverty trends has been significantly disrupted during the covid pandemic period. No official new estimates of poverty in Scotland were published in 2022, with update statistics relating to the past 12 months not now expected to be available until Spring 2023 at earliest.

[xxi] All data from All data from City of Edinburgh Council records unless listed below

[xxii] Unemployment levels are from ONS Annual Population Survey, via NOMIS

[xxiii] Universal Credit claimant numbers via DWP

[xxiv] Opportunities: school attendance, attainment and destination rates via Scottish Government School Education Statistics

[xxv] Life Expectancy in Scotland, National Records of Scotland (nrscotland.gov.uk)

[xxvi] Healthy Life Expectancy via ONS Health State Life Expectancies

[xxvii] Analysis for differences between the most and least deprived areas: NHS Lothian Analytical Services

xxviii MH Prescrptions via ScotPHO profiles tool

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Education, Children and Families Committee

10.00am, Tuesday, 31 January 2023

Performance Update Report – referral from the Policy and Sustainability Committee

Executive/routine
Wards
Council Commitments

1. For Decision/Action

1.1 The Policy and Sustainability Committee has referred the Performance Update Report to relevant Executive Committees for scrutiny on Business Plan Key Performance Indicators (KPIs) where a red RAG status had been noted. The report has been referred to the Finance and Resources Committee in relation to: *Increased attainment for all and in particular for those most disadvantaged: 1) % primary pupils with low attendance; and 2) % secondary pupils with low attendance.*

Richard Carr

Interim Executive Director of Corporate Services

Contact: Jamie Macrae, Committee Services, Legal and Assurance Division

E-mail: jamie.macrae@edinburgh.gov.uk

Referral Report

End Poverty in Edinburgh Annual Report 2022 – referral from the Policy and Sustainability Committee

2.   Terms of Referral

2.1   On 17 November 2022 the Policy and Sustainability Committee considered the Performance Update Report by the Interim Executive Director of Corporate Services. The report provided information to enable Elected Members to scrutinise performance in a structured way. This followed the approach as set out in the Planning and Performance Framework report which Elected Members approved on 10 June 2021. This was the first performance report focusing on the 2022/23 reporting year. The information included in the report was the latest available data and reflected the current position at the time of publication.

2.2   Within the report, a RAG status, which compared performance against the target, had been assigned to the indicators:

- Green – Performance was on or ahead of target
- Amber – Performance was behind target by 5% or less
- Red – Performance was behind target by more than 5%
- Grey – this RAG was used for indicators that were for monitoring purposes only and consequently no target had been set for these.
- Blue – this RAG is used for: new indicators where a baseline is required before a target can be set; indicators with a year-end target so a RAG status was not appropriate currently.

2.3   The only exception to the above RAG rules were the two pupil low attendance indicators where the threshold between red and amber RAG status had been set at 1.5% by the service.

2.2   The Policy and Sustainability Committee agreed:

Motion

1)   To note the Performance Update Report in Appendix A of the report by the Interim Executive Director of Corporate Services.

2)   To approve the KPIs and targets for 2022/23 set out in Appendix B of the report by the Interim Executive Director of Corporate Services.

3)   To approve the amendments to the KPIs for 2022/23 set out in Appendix C of the report by the Interim Executive Director of Corporate Services.

4)   To refer the report to the relevant Executive Committee where a red RAG status had been noted.

- moved by Councillor Day, seconded by Councillor Watt

Amendment

1)   To note the Performance Update Report in Appendix A of the report by the Interim Executive Director of Corporate Services.

2)   To approve the KPIs and targets for 2022/23 set out in Appendix B of the report by the Interim Executive Director of Corporate Services.

3)   To approve the amendments to the KPIs for 2022/23 set out in Appendix C of the report by the Interim Executive Director of Corporate Services.

4)   To note the KPIs did not cover all the services Council provided.

5)   To note the KPIs covered some functions of Council as an employer and some as a service provider.

6)   To request a further report to this Committee in one cycle that ensured the measurement of all service provision within KPIs.

7)   To recommend a separate report to Finance and Resources Committee within one cycle setting out the KPIs appropriate to the Council's responsibilities as an employer.

-     moved by Councillor Doggart, seconded by Councillor Whyte

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

Decision

To approve the following adjusted motion by Councillor Day:

1)   To note the Performance Update Report in Appendix A of the report by the Interim Executive Director of Corporate Services.

2)   To approve the KPIs and targets for 2022/23 set out in Appendix B of the report by the Interim Executive Director of Corporate Services.

3)   To approve the amendments to the KPIs for 2022/23 set out in Appendix C of the report by the Interim Executive Director of Corporate Services.

4)   To refer the report to the relevant Executive Committee where a red RAG status had been noted.

5)   To note the KPIs did not cover all the services Council provided.

6)   To note the KPIs covered some functions of Council as an employer and some as a service provider.

7) To request a further report to this Committee in one cycle that ensured the measurement of all service provision within KPIs.

8) To recommend a separate report to Finance and Resources Committee within two cycles setting out the KPIs appropriate to the Council's responsibilities as an employer.

3. Background Reading/ External References

Minute of the Policy and Sustainability Committee of 17 November 2022.

4. Appendices

Appendix 1 – Report by the Interim Executive Director of Corporate Services

Policy and Sustainability Committee

10:00am, Thursday, 17 November 2022

Performance Update Report

Executive	**Executive**
Wards	
Council Commitments	

1.   Recommendations

That members of the Policy and Sustainability Committee:

1.1   note the Performance Update Report in Appendix A.

1.2   approve the KPIs and targets for 2022/23 set out in Appendix B.

1.3   approve the amendments to the KPIs for 2022/23 set out in Appendix C.

Richard Carr

Interim Executive Director of Corporate Services

Contact: Edel McManus, Change & Delivery Manager

Strategic Change and Delivery Team, Corporate Services Directorate

E-mail: edel.mcmanus@edinburgh.gov.uk

Report

Performance Update Report

2.   Executive Summary

2.1   The purpose of this report is to provide information so that Elected Members can scrutinise performance in a structured way. This follows the approach as set out in the [Planning and Performance Framework](#) report which Elected Members approved on 10 June 2021.

2.2   This is the first performance report focusing on the 2022/23 reporting year. The information included in the report is the latest available data and reflects the current position at the time of publication.

3.   Background

3.1   The Council's [Planning and Performance Framework](#) was approved by the Policy and Sustainability Committee on the 10 June 2021. The framework set out a new approach to planning and performance and how the Council measures the delivery of the priorities and outcomes in the [Council's Business Plan: Our Future Council, Our Future City.](#)

3.2   Performance reports are submitted to the Policy and Sustainability Committee three times a year:

- two Performance Update Reports providing updates on progress during the year

- one Annual Performance Report which provides a summary of performance covering the whole reporting year.

3.3   As set out in the Planning and Performance Framework we have undertaken the annual review of the KPI's and targets to ensure that they remain relevant and reflect the deliverables in the Business Plan. Appendix B (Data Dictionary (revised KPIs including targets for 22/23)) of this report sets out a full list of all the indicators and the targets for 2022/23. Appendix C of the report provides an overview of any KPIs/milestones that have been added/removed or amended and the rationale for those changes.

3.4   Whilst the Business Plan (BP) is being refreshed, the Performance Update reports will continue to be aligned to the current Council's Business Plan: Our Future Council, Our Future City.

4.   Main report

Performance Update

4.1   The Performance Update report (Appendix A) provides an update on 37 out of 89 Business Plan Key Performance indicators (KPIs). This report is focused on only the indicators with data available after 1 April 2022. The remainder of the indicators are not included as they do not have updates because, for example, they are annual indicators and so there is no new data since we published the Annual Performance report for 2021/22 (submitted to Policy & Sustainability in September 2022).

4.2   The report is divided into 3 sections:

- **High level overview (page1):** overview of the 37 measures with updates for 2022 including their RAG status and direction of travel. There are 34 indicators and 3 milestones. The RAG status reflects our performance against the updated targets for 2022/23 (Appendix B)

- **KPI Scorecard (page 2):** progress overview of the 37 measures that have been updated since the Annual Performance Report for 2021/22 which was reported to Policy & Sustainability Committee in September and where there is data currently available for 2022/23.

- **Dashboard (pages 3 - 13):** more detail on the 37 measures including the relevant chart, RAG status, direction of travel indicator and narrative on performance.

4.3   Within the report, a RAG status, which compares performance against the target, has been assigned to the indicators:

- Green – Performance is on or ahead of target

- Amber – Performance is behind target by 5% or less

- Red – Performance is behind target by more than 5%

- Grey – this RAG is used for indicators that are for monitoring purposes only and consequently no target has been set for these.

- Blue – this RAG is used for:

  o   new indicators where a baseline is required before a target can be set

  o   indicators with a year-end target so a RAG status is not appropriate currently.

4.4   The only exception to the above RAG rules are the two pupil low attendance indicators where the threshold between red and amber RAG status has been set at 1.5% by the service.

4.5   The three milestones included in the update are shown with Green RAG statuses as actions are in progress to deliver each milestone.

4.6   The direction of travel is based on a comparison between current and previous performance:

- Improving (greater than 2% improvement in performance)

- Maintaining (within 2% change in performance)

- Declining (greater than 2% decline in performance)

4.7   Appendix B is a data dictionary which provides descriptive information for all indicators to be used to monitor progress throughout 2022/23 (including the target and target rational for 2022/23).

4.8   Appendix C of this report provides a list of all amended/updated KPIs highlighting the changes between the suite of BP KPIs for 2021/22 and 2022/23.

Planning and Performance Framework – Implementation update

4.9   Currently work is underway to update the Councils Business Plan. Once completed we will update the Planning and Performance Framework measures/milestones to align to the plan.

5.   Next Steps

5.1   The Planning and Performance framework will be reviewed following the refreshed Business Plan approval including:
- a review of the BP KPIs and monitoring regime
- alignment of the Directorate and Divisional Service plans with the refreshed BP.

6.   Financial impact

6.1   The Planning and Performance Framework has been designed within the available capacity and resource of the Strategic Change and Delivery Team and supporting resource available from Directorate Management Teams. There are therefore no further financial implications at this stage.

7.   Stakeholder/Community Impact

7.1   The team continue to engage on the development of the PPF and data with key stakeholders including: Elected Members, The Community Planning Partnership (The Edinburgh Partnership), Corporate Leadership Team and Directorate Senior

Management Teams, as well as the Edinburgh Health and Social Care Partnership and other agencies.

8.   Background reading/external references

8.1 [Council Business Plan](#)

8.2 [Planning and Performance Framework](#)

8.3 [Annual Performance report 2021/22](#)

9.   Appendices

9.1 Appendix A - Performance Update Report
9.2 Appendix B – Data Dictionary (revised KPIs including targets for 22/23)
9.3 Appendix C - Updates to Key Performance Indicators and Targets

Summary of updated indicators (including milestones)

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Click on a priority to see indicators updated since last publication
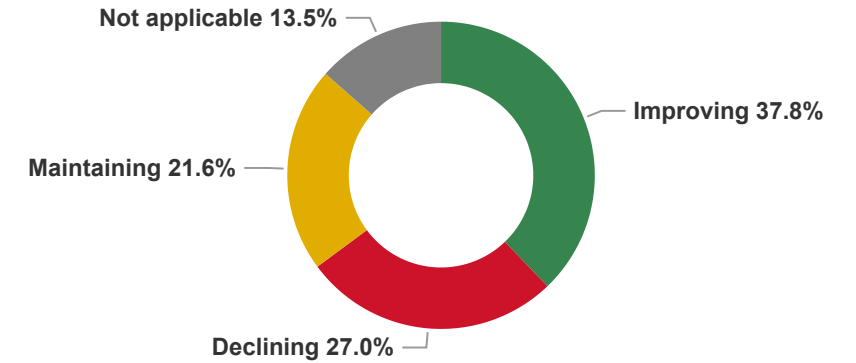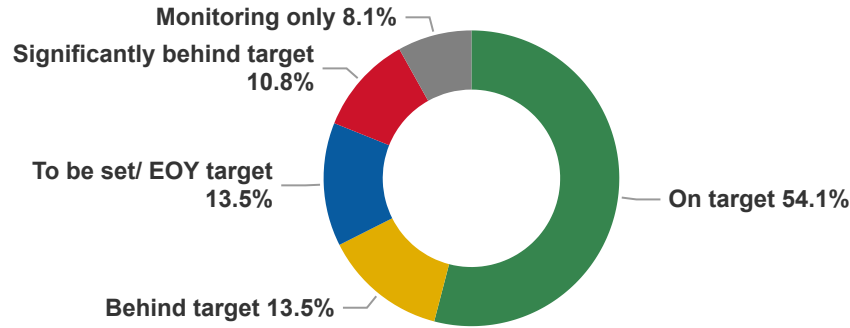
Ending Poverty by 2030

Becoming a sustainable and net zero city

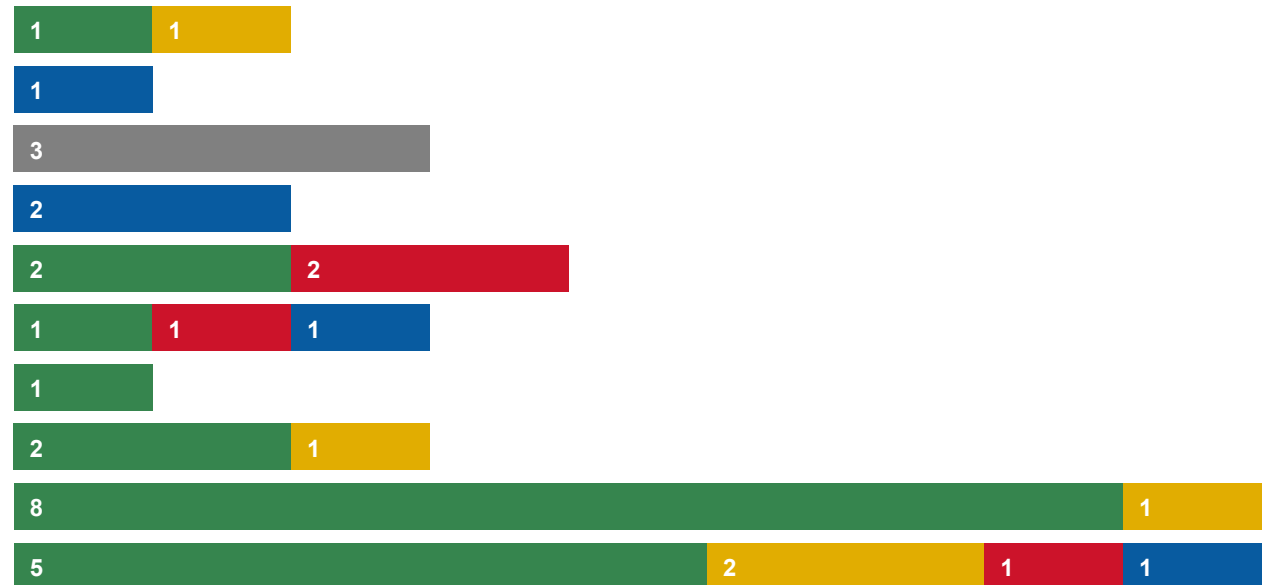Wellbeing and Equalities

Performance against target (RAG)

| 20 | 5 | 4 | 5 | 3 |

- Monitoring only 8.1%
- Significantly behind target 10.8%
- To be set/ EOY target 13.5%
- Behind target 13.5%
- On target 54.1%

Current performance compared to previous (Direction of Travel)

| 14 | 8 | 10 | 5 |

- Not applicable 13.5%
- Improving 37.8%
- Maintaining 21.6%
- Declining 27.0%

Number of KPIs by RAG and Outcome

Outcome				
On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Com…	1	1		
More residents experience fair work and receive the living wage	1			
Intervene before the point of crisis to prevent homelessness	3			
Ongoing delivery of our 20,000 affordable homes programme	2			
Increased attainment for all and in particular for those most disadvantaged	2	2		
Edinburgh's economy recovers from recession and supports businesses to thrive	1	1	1	
Develop key strategic sites and projects to meet the needs of a diverse and growing city	1			
Improved safety and wellbeing for vulnerable citizens	2	1		
Core services are maintained or improved	8	1		
Make better use of the Council estate and resources to meet our strategic priorities	5	2	1	1

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P1	4	1	3	4	3
P2	1	1			
P3	15		4	1	1

Ending poverty by 2030 (P1)	Direction of travel		Target	Latest Figure	RAG
⊟ **On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission**					
% children in families on income below poverty threshold	Improving	⬆	17.0%	17.2%	⚠
A new approach to Advice Service is agreed with partners	Not applicable		🚩		🚩
⊟ **More residents experience fair work and receive the living wage**					
Nº: Living wage employer	Improving	⬆	603	568	▣
⊟ **Intervene before the point of crisis to prevent homelessness**					
Nº: Households assessed as homeless	Declining	⬇		233	⚫
Nº: Housing advice only presentations	Improving	⬆		104	⚫
% households in unsuitable temp accom	Declining	⬇		25.6%	⚫
⊟ **Ongoing delivery of our 20,000 affordable homes programme**					
Nº: Affordable homes approved	Declining	⬇	1,186	51	▣
Nº: Affordable homes completed	Declining	⬇	1,290	261	▣
⊟ **Increased attainment for all and in particular for those most disadvantaged**					
% teachers meeting Charter Standard	Not applicable		20.0%	20.0%	✅
% schools achieving Digitals Schools Award	Not applicable		5.0%	5.6%	✅
% primary pupils with low attendance	Improving	⬆	9.0%	12.2%	❌
% secondary pupils with low attendance	Improving	⬆	16.0%	18.5%	❌
⊟ **Edinburgh's economy recovers from recession and supports businesses to thrive**					
No: engagements via Business Gateway	Declining	⬇	3,728	1,255	▣
% EH procurement spend	Declining	⬇	50.0%	44.9%	❌
Progress the Economy Strategy Implementation Plan	Not applicable		🚩		🚩

Becoming a sustainable and net zero city (P2)	Direction of travel		Target	Latest Figure	RAG
⊟ **Develop key strategic sites and projects to meet the needs of a diverse and growing city**					
Complete procurement for new Bio Quarter health innovation district	Not applicable		🚩		🚩

Wellbeing and Equalities (P3)	Direction of travel		Target	Latest Figure	RAG
⊟ **Make better use of the Council estate and resources to meet our strategic priorities**					
% revenue spend with contracted suppliers	Maintaining	➡	93.0%	90.9%	⚠
% of Business Rates collected	Improving	⬆	31.0%	38.4%	✅
% of Council Tax collected	Declining	⬇	43.4%	46.6%	✅
% invoices paid (30days)	Maintaining	➡	95.0%	96.2%	✅
Approved budget savings	Improving	⬆	90.0%	92.0%	✅
% Sickness absence	Declining	⬇	4.0%	5.8%	⚠
% Revenue outturn	Maintaining	➡	100.0%	100.5%	✅
% Hub satisfaction	Declining	⬇	75.0%	66.5%	❌
% iPADs issued: P6-S6	Improving	⬆	100.0%	89.1%	▣
⊟ **Core services are maintained or improved**					
% street lighting (5 days)	Improving	⬆	50.0%	58.9%	✅
% street lighting repairs (24hrs)	Improving	⬆	75.0%	90.0%	✅
% emergency street lighting repairs (4 hrs)	Maintaining	➡	95.0%	97.1%	✅
% Cat 3 Road Defects (60 days)	Maintaining	➡	85.0%	98.0%	✅
% Cat 2 Road Defects (5 days)	Declining	⬇	85.0%	94.6%	✅
% emergency Cat 1 Road Defects (24 hrs)	Maintaining	➡	100.0%	100.0%	✅
% waste recycled	Maintaining	➡	45.0%	41.7%	⚠
Full Bin Requests (Communal)	Improving	⬆	1,770	1,637	✅
Missed Bin Requests (Domestic)	Improving	⬆	1,793	1,534	✅
⊟ **Improved safety and wellbeing for vulnerable citizens**					
Looked after children (per 1K population)	Improving	⬆	12.90	11.70	✅
% community justice orders successfully completed	Maintaining	➡	75.0%	73.8%	⚠
Nº: Children on Protection Register (per 1K population)	Improving	⬆	2.30	1.20	✅

Charts legend ● 2019-2020 ● 2020-2021 ● 2021-2022 ● 2022-2023 ● Target

On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission

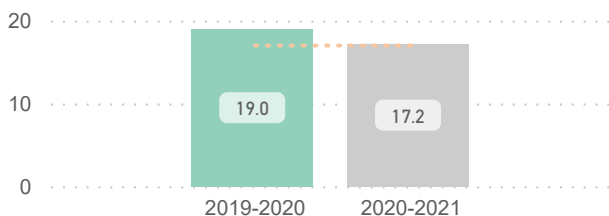## % children in families on income below poverty threshold

17.2%
Current value

19.0%
Previous value

17.0%
Target

Improving

20

10

19.0

17.2

0

2019-2020   2020-2021

Newly published poverty figures for 2020/21 show a decrease in number of children living in families on incomes below the poverty threshold. Research by Loughborough University, on behalf of the End Child Poverty coalition, shows that the headline rate of child poverty across the UK fell during 2020/21, primarily as a result of the temporary £20 a week uplift to universal credit brought in during the pandemic. Therefore, the full impact of the cost of living crisis on people in poverty is not reflected in the latest data shown. However, a separate report providing the annual detailed update on all actions being actioned in the End Poverty Delivery plan is submitted to this P&S Committee.

On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission

A new approach to Advice Service is agreed with partners

Milestone deadline   TBC

Independent review of advice services across the Edinburgh Partnership has been completed. The Edinburgh Partnership is considering the findings and work has started on taking forward some of the recommendations whilst a full implementation plan is being developed.

Milestone ⚑

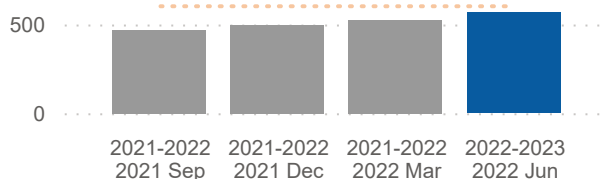*More residents experience fair work and receive the living wage*

Nº: Living wage employer

568
Current value

526
Previous value

603
Target

Improving

500

0

2021-2022   2021-2022   2021-2022   2022-2023
2021 Sep   2021 Dec   2022 Mar   2022 Jun

The number of Living Wage employers in Edinburgh continues to gradually increase and is 568 at Jun 2022. This increase means we continue to achieve the target of increase by 100 per annum which was set as part of receiving living wage accreditation in November 2021.

Intervene before the point of crisis to prevent homelessness
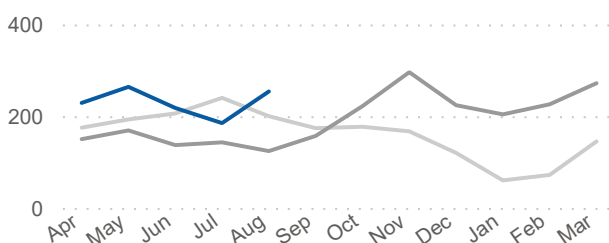
Nº: Households assessed as homeless

233
Current value

139
Previous value

Target

Declining

400

200

0

Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar

The number of households assessed as homeless has continued to show an increase, with a 67% increase for the average 12 month period Sep 21 to Aug 22 in comparison to Sep 20 to Aug 21. However this is still below the levels observed pre-covid.
* This is a demand led service and this indicator allows us to monitor changes over time therefore no target can be set and this indicator is for monitoring only.

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Intervene before the point of crisis to prevent homelessness

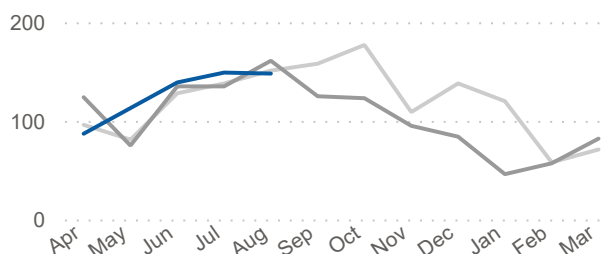## Nº: Housing advice only presentations

104
Current value

122
Previous value

Target

↑ Improving

The number of housing advice only presentations is following a similar pattern in 2022/23 as observed in previous years, when there is an increase in presentations in late summer.
* This is a demand led service and this indicator allows us to monitor changes over time therefore no target can be set and this indicator is for monitoring on

Intervene before the point of crisis to prevent homelessness

% households in unsuitable temp accom

25.6%
Current value

24.4%
Previous value

Target

↓ Declining
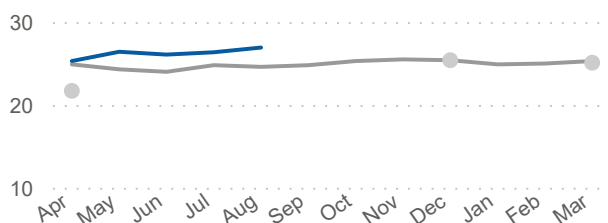
There has been a month on month increase in the % of households accommodated in unsuitable accommodation rising to a high of 26.9% in August 2022. We have continued to accommodate all households who require temporary accommodation, regardless of their eligibility status, including people who may have No Recourse to Public Funds as part of the ongoing Public Health requirements as a response to covid-19.

Ongoing delivery of our 20,000 affordable homes programme
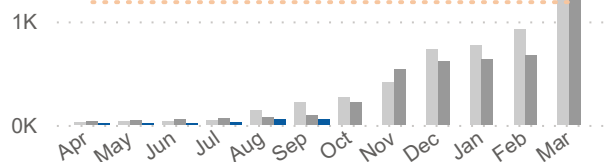
Nº: Affordable homes approved

51
Current value

93
Previous value

1,186
Target

↓ Declining

Approvals are facing ongoing delays, as many development partners are delaying procuring new contracts due to cost inflation. Uncertainty in the wider market due to rises in interest rates and risks to rental income streams due to the wider cost of living crisis has resulted in RSLs not bringing forward projects previously earmarked for approval this financial year. Also the impact on mortgage products has resulted in limited uptake of low cost home ownership. It is unlikely that the approvals target will be met this financial year, the majority of projects are expected to slip into next financial year. The remaining expected approvals are from three large projects expected in the final quarter of the year.

Ongoing delivery of our 20,000 affordable homes programme
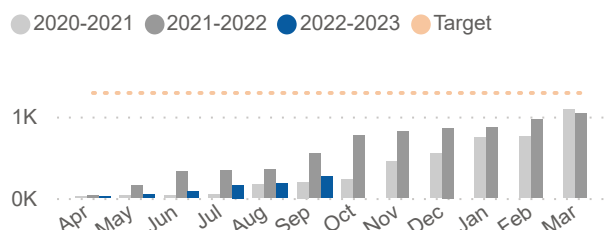
Nº: Affordable homes completed

261
Current value

547
Previous value

1,290
Target

↓ Declining

● 2020-2021 ● 2021-2022 ● 2022-2023 ● Target

Projects that have been delayed over the last few years a result of the pandemic are reaching completion. Completions across the grant funded programme are progressing well, with the vast majority expected to take place before the end of the financial year. Whilst there have been delays in the non-grant funded programme(as set out above) overall the completion target is expected to be met this financial year.

Ending Poverty by 2030

Increased attainment for all and in particular for those most disadvantaged
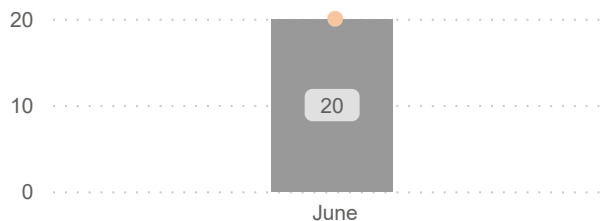
% teachers meeting Charter Standard

20.0%
Current value

Previous value

20.0%
Target

Not applicable

By the end of academic year 2021/22, we had met our target of 20% of teachers meeting the Teaching, Learning & Assessment Charter standard. This training continues in the new academic year (2022/23) and we making progress towards our new target of 40% for this year.

Increased attainment for all and in particular for those most disadvantaged

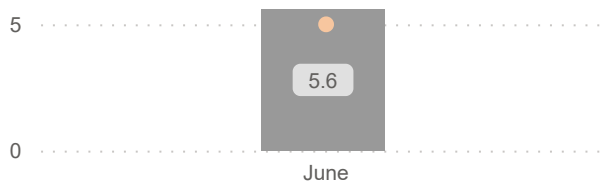## % schools achieving Digitals Schools Award

5.6%
Current value

Previous value

5.0%
Target

Not applicable

By the end of academic year 2021/22, 5.6% of schools achieved Digitals School awards and so we were ahead of our target of 5%. Work on enabling other schools to achieve this award continues in the new academic year (2022/23) and we making progress towards our new target of 20% for this year.

Increased attainment for all and in particular for those most disadvantaged
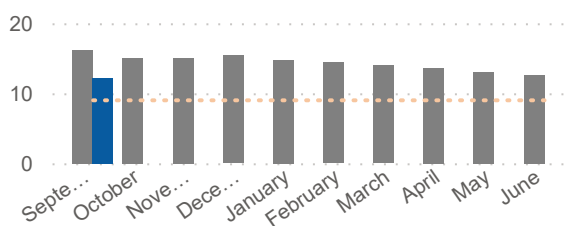
% primary pupils with low attendance

12.2%
Current value

16.2%
Previous value

9.0%
Target

Improving

Primary pupils with low attendance is lower this year (12.2% at Sept 22) compared to the same time last year (16.2% at Sept 21) but still behind our target of 9% and remains an area of significant challenge for us. Our aim is to have every child at school every day and for them to thrive in school. We are working hard to put the right support around individual families to make this happen at a pace that makes this sustainable and achievable for all. This includes making encouraging schools to pool PEF to appoint Pupil Support Officers - a resource proven to improve attendance. Covid has impacted significantly on attendance in our schools so research based approaches are even more necessary. Our objective is to continue to focus on our recovery to not only get back to where we were pre-Covid but improve further.

Increased attainment for all and in particular for those most disadvantaged

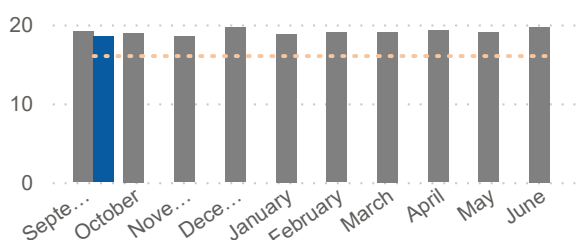## % secondary pupils with low attendance

18.5%
Current value

19.1%
Previous value

16.0%
Target

Improving

Secondary pupils with low attendance is slightly lower this year (18.5% at Sept 22) compared to the same time last year (19.1% at Sept 21) but still behind our target of 16% and remains an area of challenge for us. Our aim is to have every young person at school every day and for their curriculum offer to be a major incentive for attendance. We are working hard to improve the secondary curriculum by developing appropriate pathways suitable for all learners. These include many more Foundation Apprenticeships delivered in partnership with Edinburgh College and employers.

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Charts legend ⚪ 2020-2021 ⚫ 2021-2022 🔵 2022-2023 🟠 Target

Edinburgh's economy recovers from recession and supports businesses to thrive

No: engagements via Business Gateway
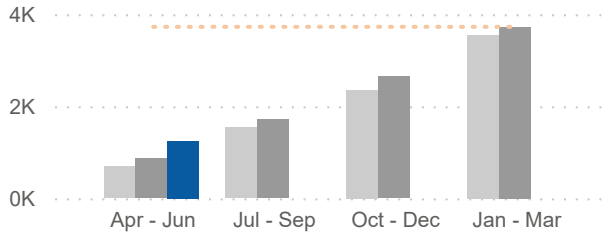
1,255	866	3,728
Current value	Previous value	Target

⬇ Declining

Over 1,000 business gateway engagements occurred between Apr - Jun 2022 which is higher than the number for the first quarter of the two previous years. Our advisors continue to offer one to one support as well as deliver specific programmes such as Digital Boost (support for expanding businesses' online presence) and Gateway to Investment (ensuring businesses are accessing investment and funding opportunities).

Edinburgh's economy recovers from recession and supports businesses to thrive
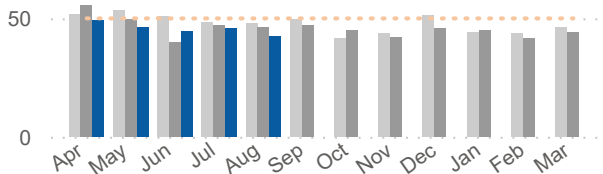
% EH procurement spend

44.9%	46.6%	50.0%
Current value	Previous value	Target

⬇ Declining

Actual spend within the EH postcode has shown a decreasing trend to date in 2022/23, continuing the trend from 2021/22. While this reduction is attributable to a number of factors, the percentage is influenced by high and increasing spend on construction work, where for larger projects, it is likely that only larger national contractors are able to deliver the outcome the Council is seeking.

Edinburgh's economy recovers from recession and supports businesses to thrive

Progress the Economy Strategy Implementation Plan

Milestone deadline	**March 2023**

Implementation plan being progressed with an update on progress to be reported to P&S Committee annually.

Milestone 🏴

Develop key strategic sites and projects to meet the needs of a diverse and growing city

Complete procurement for new Bio Quarter health innovation district

Milestone deadline | **March 2023**

The business case has been agreed and the Edinburgh BioQuarter has formally launched its public procurement process to appoint a private sector partner by late 2022

Milestone 🏴

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Charts legend ● 2020-2021 ● 2021-2022 ● 2022-2023 ● Current target

Improved safety and wellbeing for vulnerable citizens

Nº: Children on Protection Register (per 1K population)
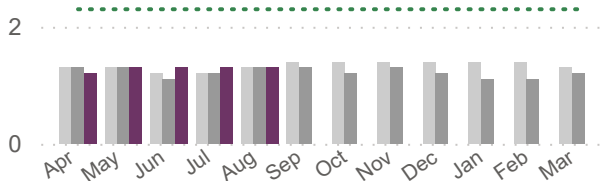
1.20	1.30	2.30
Current value	Previous value	Threshold

↑ Improving

The rate of child protection registrations per 1,000 population remains steady at around 1 and is below the national rate. We use the national rate as a threshold which allows us to monitor our level of Child Protection registrations against the national context. These levels of registration are monitored by the Child Protection Committee on a regular basis and we also undertake quality assurance activity to deliver additional scrutiny and provide assurance that the planning undertaken to protect Edinburgh's children is robust.
* Whilst there is no specific target, the national rate of 2.3 children on the Child Protection Register per 10,000 population is used as the threshold to provide context to the ongoing level.

Improved safety and wellbeing for vulnerable citizens

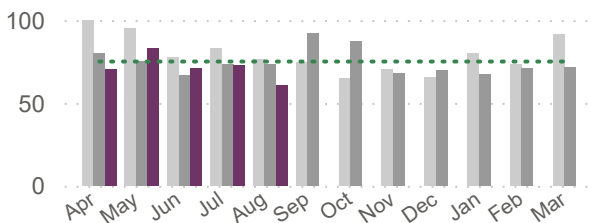## % community justice orders successfully completed

73.8%	74.0%	75.0%
Current value	Previous value	Target

→ Maintaining

Following the reset of the target in April 2022 to 75%, performance has been just below this since March 2022. This percentage of successfully completed Community Payback Orders has been impacted by the increased activities in the Courts, as breaches that have been submitted in previous months are being dealt with where the outcome of the order is revocation.

Improved safety and wellbeing for vulnerable citizens
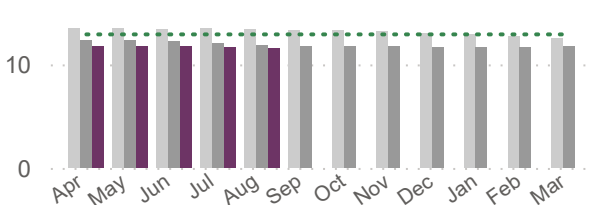
Looked after children (per 1K population)

11.70	12.60	12.90
Current value	Previous value	Threshold

↑ Improving

The number of children requiring to be Looked After has declined steadily over the last two years and continues to be below the national rate and in line with the national policy direction.
* Whilst there is no specific target, the national rate of 12.9 looked after children per 1,000 population is used as the threshold to provide context to the ongoing level.

Core services are maintained or improved

Missed Bin Requests (Domestic)

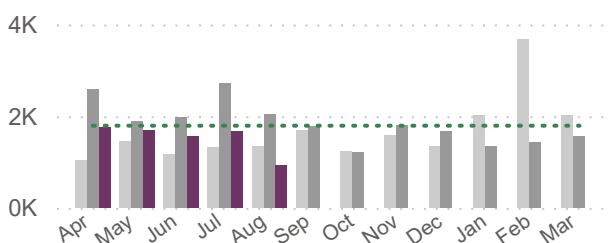| 1,534	2,062	1,793
Current value	Previous value	Target

↑ Improving

The number of kerbside missed bin service requests shows a decrease, with a 12 month rolling average of 1,534 for the period Sep 21 to Aug 22 in comparison to 2,062 for Sep 20 to Aug 21. The low figure shown for August 2022 is due to the closure of the service request line during the recent strike.

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Charts legend ● 2020-2021 ● 2021-2022 ● 2022-2023 ● Current target

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Core services are maintained or improved

## Full Bin Requests (Communal)

1,637
Current value

1,742
Previous value

1,770
Target

↑ Improving

The number of communal bin full or missed bins service requests shows similar performance to last year, with a 12 month rolling average of 1678 for the period Sep 21 to Aug 22 in comparison to 1716 for Sep 20 to Aug 21. The low figure shown for August 2022 is due to the closure of the service request line during the recent strike.
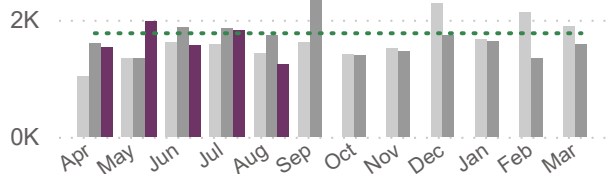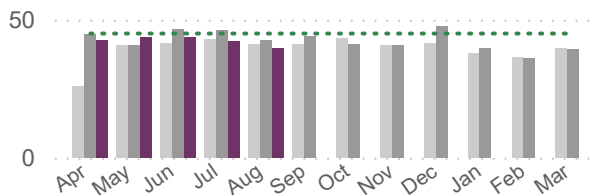

Core services are maintained or improved

% waste recycled

41.7%
Current value

41.8%
Previous value

45.0%
Target

→ Maintaining

Between Apr – Jul 22, performance has been just behind our target of 45%, with Aug 22 showing the lowest level this year. The August figure shows the impact of the strikes when we saw more waste going for Energy from Waste (Incineration at Millerhill) as a result of overflow leading to contamination of waste which had to be treated as general waste.

Core services are maintained or improved

% emergency Cat 1 Road Defects (24 hrs)

100.0%
Current value

100.0%
Previous value

100.0%
Target

→ Maintaining

Performance has consistently been at 100% in the last 18 months and the number of Category 1 emergency defects detected on Edinburgh's roads is decreasing. There were no emergency repair requests in July or August.
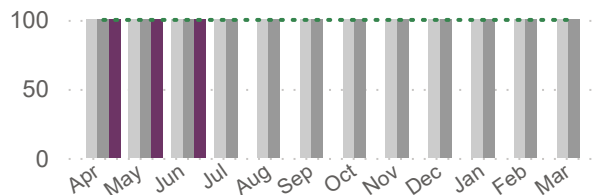
Core services are maintained or improved

% Cat 2 Road Defects (5 days)

94.6%
Current value

97.3%
Previous value

85.0%
Target

↓ Declining

Performance has been consistently high for this indicator with only July 2022 dropping below these high levels. Performance reduced in July 2022 month due mainly to a complex repair that required more permanent work to be carried out on a number of individual defects which took longer to repair.
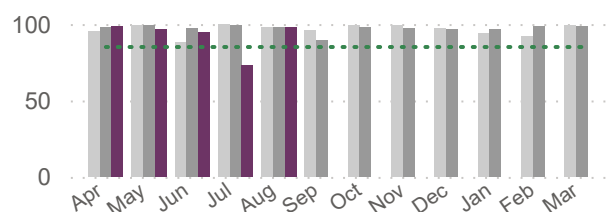
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Charts legend ● 2020-2021 ● 2021-2022 ● 2022-2023 ● Current target

Core services are maintained or improved

% Cat 3 Road Defects (60 days)

98.0%
Current value

98.2%
Previous value

85.0%
Target

→ Maintaining

Performance continues to be high with most Category 3 road defects repaired within 60 days.
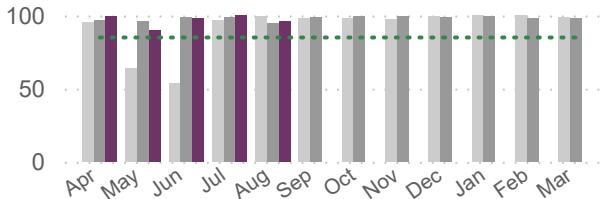
Core services are maintained or improved

% emergency street lighting repairs (4 hrs)

97.1%
Current value

96.1%
Previous value

95.0%
Target

→ Maintaining

Performance continues to be high with Emergency street lighting repairs completed within 4 hours with performance remaining in the high 90s%.
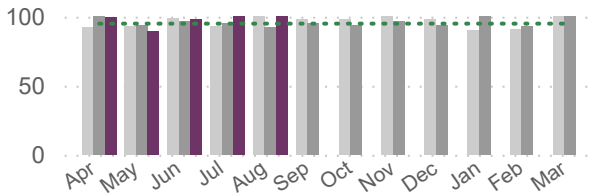
Core services are maintained or improved

% street lighting repairs (24hrs)

90.0%
Current value

87.4%
Previous value

75.0%
Target

↑ Improving

Performance continues to be high with street lighting repairs completed within 24 hours with performance consistently around 90% and ahead of our target.
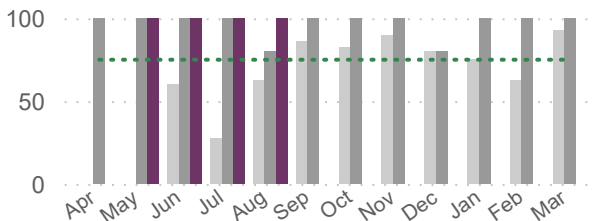
Core services are maintained or improved

% street lighting (5 days)

58.9%
Current value

39.3%
Previous value

50.0%
Target

↑ Improving

Performance for street lighting repairs completed within 5 days, with the rolling 12 month average at 58.9%, is ahead of target and is higher than the 12 month rolling average for last year, 39.3%.

Make better use of the Council estate and resources to meet our strategic priorities

% iPADs issued: P6-S6

89.1%
Current value

30.7%
Previous value

100.0%
Target
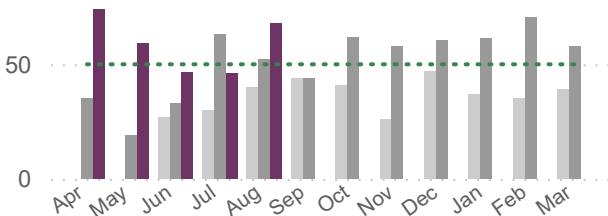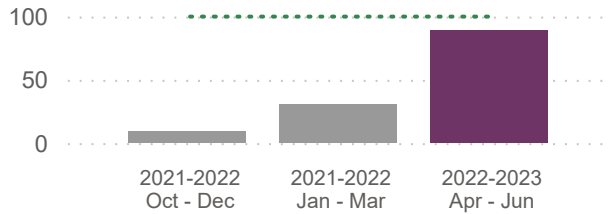
↑
Improving

Progress with issuing ipads to pupils is on track with 89.1% (or 24,505 out of 27,500) distributed by the end of the 2021/22 academic year. The rollout continues now we are into the new academic year, 2022/23, and should be completed by December 2022.

Make better use of the Council estate and resources to meet our strategic priorities

% Hub satisfaction

66.5%
Current value

70.1%
Previous value

75.0%
Target

↓
Declining

Customer hub satisfaction has declined compared to last year and remains behind target. To some degree this performance has been impacted by the low volumes of phone surveys completed. As a result the service teams have begun onboarding other surveys platforms to gain a perception of customer satisfaction across the different methods of contact they use. Surveys issued through online forms have had a considerably higher uptake and are providing good insight to Contact Centre.
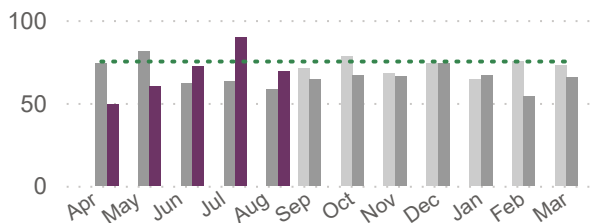
Make better use of the Council estate and resources to meet our strategic priorities

% Revenue outturn

100.5%
Current value

99.9%
Previous value

100.0%
Target

→
Maintaining

The month three-based forecast to be reported to the Finance and Resources Committee on 8 September shows an overall projected overspend of £5.6m, representing the net impact of the unfunded element of the employee pay award for 2022/23 and unmitigated pressures in service areas, particularly in Homelessness Services. Options to mitigate these pressures will be presented to the Committee's meeting in November.
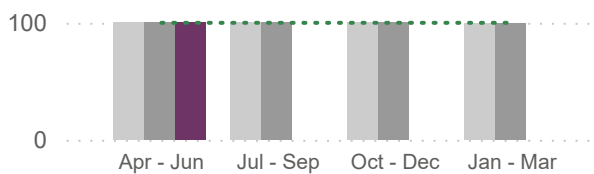
Make better use of the Council estate and resources to meet our strategic priorities

% Sickness absence

5.8%
Current value

4.6%
Previous value

4.0%
Target

↓
Declining

Sickness absence levels are increasing, with a rolling 12 month average of 5.8% for Sep 21 to Aug 22. Since the start of the pandemic, covid absences (of all types) have been monitored separately and were not included in sickness absence figures up until now. Covid 19 absences are in the process of being incorporated as a regular sickness absence and this is contributing to the rise in absence levels seen.

![Edinburgh - The City of Edinburgh Council logo]
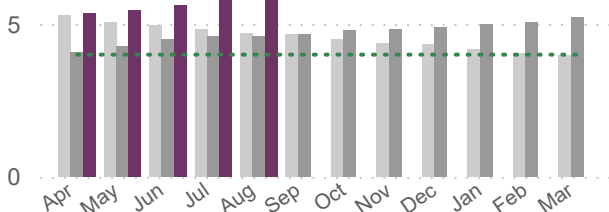
Make better use of the Council estate and resources to meet our strategic priorities

Approved budget savings

92.0%
Current value

89.0%
Previous value

90.0%
Target

↑ Improving

As at the end of Jun 2022, 92% of savings are assessed as green, with the majority of the remainder rated amber, with actions to facilitate their delivery being identified.
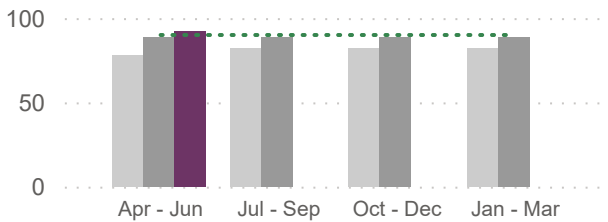
Make better use of the Council estate and resources to meet our strategic priorities

% invoices paid (30days)

96.2%
Current value

95.9%
Previous value

95.0%
Target

→ Maintaining

The percentage of invoices paid within 30 days continues to be very high and above our 95% target.
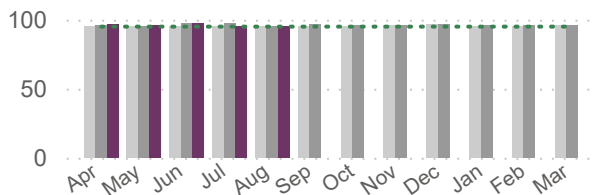
Make better use of the Council estate and resources to meet our strategic priorities

% of Council Tax collected

46.6%
Current value

52.1%
Previous value

43.4%
Target

↓ Declining

Council Tax collection reflects the inclusion of the Scottish Government "Cost of Living Payment" from Apr 22. While it is positive to see the actual collection figure continue to track ahead of our interim target, the impact of cost of living on people's ability to pay going forward may result in lower collection rates in the near future. For this indicator, we are tracking our performance against interim monthly targets that grow over the year to reach our year end target of 94.46% which allows us to see any changes to collection rates quicker. We continue to work with citizens with emerging arrears who would normally progress to the next stage of the debt recovery process. This action avoids fees and charges being added and allows realistic payment plans to be agreed to prevent accounts falling further into arrears. We also ensure that appropriate discounts/ exemptions are in place, whilst also signposting debt and welfare advice.
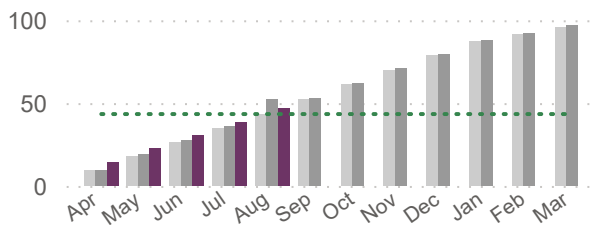
Make better use of the Council estate and resources to meet our strategic priorities

% of Business Rates collected

38.4%
Current value

26.5%
Previous value

31.0%
Target

↑ Improving

The change in legislation from 1/4/22 for business rates has had a positive effect on collection. Businesses previously were not reminded about non-payment of bills until Autumn each year and now follow the same path as Council Tax, which can be from the end of May. It is positive to see the collection of business rates figure tracking ahead of our interim target and higher than last year. However the impact of rising energy prices and other costs on businesses' ability to pay going forward may result in lower rates in the near future. For this indicator, we are tracking our performance against interim monthly targets that grow over the year to reach our year end target of 96% which allows us to see any changes to collection rates quicker.
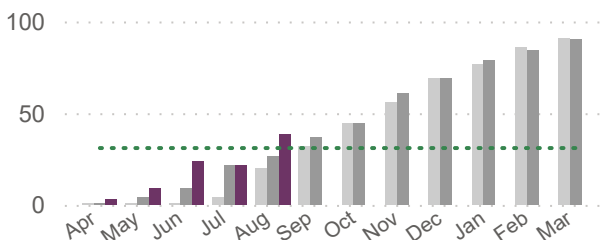
Charts legend ● 2020-2021 ● 2021-2022 ● 2022-2023 ● Current target

Make better use of the Council estate and resources to meet our strategic priorities

% revenue spend with contracted suppliers

90.9%
Current value

91.0%
Previous value

93.0%
Target

➡️

Maintaining
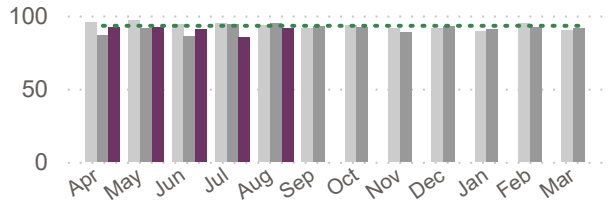
The cumulative target for the year to date was missed due to continuing higher relative levels of non-contracted spend within Health and Social Care. It is anticipated that the on-going Home-Based Care procurement will lead in due course to a significant shift in providers being brought into the 'contracted' category.

Data Dictionary for the City of Edinburgh Council Business Plan

Data Dictionary

This Data Dictionary is intended to provide a fuller understanding of the metrics, i.e. the Key Performance Indicators (KPIs) and Milestones, that are included in the Council's Business Plan, 'Our Future Council, our Future City'. It contains the following data items for each metric.

Data item	Description
Performance Indicator	The wording of the metric as presented in the Business Plan suite of metrics
Description	The detailed description of the metric
Source	Where the data or information used to derive the metric comes from. It may be a specific council system or service area or an external source. Multiple sources may be used in the creation of a metric. For milestones this will be '-'
Type	The type of value the metric is. Options are: Number; Percentage; Rate; Financial; Milestone.
Frequency	The frequency of availability for updates for the metric. Options are: Monthly, Quarterly, Annually, Biennially. For milestones this will be 'One-off'.
Target rationale	The rationale that the target is based on. Options are: No target possible at this stage – new metric; No target possible at this stage – new baseline to be set; Benchmarked with national or equivalent; Previous performance and/or service improvement capacity; Interim derived from longer term target; Budget dependent; For monitoring, no target to be set. For milestones this will be 'Milestone completed'

The metrics are presented in the order of the Outcomes set out in the plan and the Actions associated with these.

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of people living on incomes below the poverty threshold	Estimated percentage of people living in relative poverty, i.e. households with the household income, after housing costs, less than 60% of the UK median income level	Scottish Government's Poverty and Income Inequality in Scotland dataset	Percentage	Annually	14%	Interim derived from longer term target (0% by 2030%)
Percentage of children living in families on incomes below the poverty threshold	Estimated percentage of children (aged 0 to 17 inclusive) living in relative poverty, i.e. households with the household income, after housing costs, less than 60% of the UK median income level	DWP/HMRC estimates of Children in low income families dataset	Percentage	Annually	17%	Interim derived from longer term target (0% by 2030%)
Percentage of people living in destitution	The percentage of people falling into very low income groups, or who are experiencing 'material deprivation' (below the more stringent 'severe poverty' threshold - 50% of median incomes)	Scottish Government's Poverty and Income Inequality in Scotland dataset	Percentage	Annually	4%	Interim derived from longer term target (0% by 2030%)
A new city wide approach to commissioned advice services is agreed with partners	New approach to commissioned advice services is created and agreed with Partners (Edinburgh Partnership members)	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Number of people supported with welfare rights queries by the Advice Shop	The number of households who contact the council's Advice Shop regarding their welfare rights and are provided with impartial information, advice, and advocacy to assist them maximise their income and secure their full entitlements.	Social Work system SWIFT	Number	Annually	5,400	Previous performance and/or service improvement capacity
Scottish Welfare Fund payments	The total amount paid in Community Care Grants and Crisis Grants	Northgate - Local Welfare Provision report	Financial	Monthly	n/a	For monitoring, no target to be set

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Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Discretionary Housing payments	The total amount paid in Discretionary Housing payments for applications from people with a variety of circumstances including: those seeking more affordable accommodation and requiring assistance with a deposit; rent in advance or removal costs; those affected by benefit changes; or have higher living costs because they are sick or disabled	Returns to the Scottish Government provided by the council's Income and Benefits team	Financial	Annually	n/a	For monitoring, no target to be set
New long term plan for delivery of a prevention based Council service model approved and in implementation	Plan for a new model of prevention services developed along with an implementation plan	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Positive Destinations for School Leavers	The percentage of students leaving secondary school whose initial destination (within three months of leaving school) is 'positive', i.e. includes work, training, or further study	Scottish Government Insight	Percentage	Annually	Tbc once new baseline is set	No target possible at this stage - new baseline to be set
Number of new council apprenticeships	The number of new apprenticeships employed by the Council.	Internal Records of Skills Development Scotland Funding	Number	Annually	60	Previous performance and/or service improvement capacity
Percentage of suppliers committed to paying the living wage	The percentage of Council suppliers of regulated tendered contracts that are committed to paying real living wage in delivering Council services	Contracts Register held by the Procurement Service	Percentage	Annually	72%	Previous performance and/or service improvement capacity

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Living wage employer accreditation	The Council retains its accreditation as a living wage employer from the Living Wage Foundation	-	Milestone	One off	Ongoing accreditation	Achievement is based on retaining accreditation
Number of living wage employers	The number of living wage accredited employers known to the Living Wage Foundation	The Living Wage Foundation	Number	Quarterly	603	Previous performance and/or service improvement capacity
Number of households assessed as homeless	The total number of homeless assessments completed in the period where the assessment outcome is homeless	Housing system Northgate	Number	Monthly	n/a	For monitoring, no target to be set
Number of Housing Advice Only presentations	The total number of presentations in the period who receive housing advice only and do not go on to make a homeless application	Housing system Northgate	Number	Monthly	n/a	For monitoring, no target to be set
Percentage of households in unsuitable temporary accommodation.	The percentage of households in temporary accommodation classed as unsuitable under the terms of the Unsuitable Accommodation Order	Northgate housing system & returns from the various accommodation providers	Percentage	Monthly	n/a	For monitoring, no target to be set
Number of affordable homes approved	The total number of homes given approval for construction in Edinburgh through all affordable home initiatives	Internal Affordable Housing Supply Programme Transfer of Management Development Funding records	Number	Monthly	1,186	Previous performance and/or service improvement capacity

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Number of affordable homes completed	The total number of homes with construction complete in Edinburgh through all affordable home initiatives	Internal Affordable Housing Supply Programme Transfer of Management Development Funding records	Number	Monthly	1,290	Previous performance and/or service improvement capacity
Percentage of teachers who have met the Teaching, Learning & Assessment "Charter" standard	The percentage of teachers engaging with courses on the four aspects of the Teaching Charter	Edinburgh Learns Teaching and Learning Team - collation of course attendance	Percentage	Annually	40%	Previous performance and/or service improvement capacity
Percentage of schools that have achieved the Digital Schools Award Scotland	The percentage of Primary and Secondary schools achieving the national award to promote, recognise and encourage a whole school approach to the use of digital technology	Edinburgh Learns Teaching and Learning Team - Quality Improvement Education Officer (Digital Learning)	Percentage	Annually	20%	Previous performance and/or service improvement capacity
Percentage of Primary pupils achieving literacy	The percentage of Primary 1, 4 & 7 pupils achieving their expected Curriculum for Excellence level in literacy (achieved in all of Reading, Writing, Listening & Talking)	Pupil assessments within individual schools and collated centrally. Data extracted from SEEMiS Progress + Achievement module	Percentage	Annually	78.5%	Previous performance and/or service improvement capacity

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of Primary pupils from deprived areas achieving literacy	The percentage of Primary 1, 4 & 7 pupils, living in quintile 1 (20% most deprived) of the Scottish Index of Multiple Deprivation (SIMD), achieving their expected Curriculum for Excellence level in literacy (achieved in all of Reading, Writing, Listening & Talking)	Pupil assessments within individual schools and collated centrally. Data extracted from SEEMiS Progress + Achievement module	Percentage	Annually	65.0%	Previous performance and/or service improvement capacity
Percentage of Primary pupils who are Looked After achieving literacy	The percentage of Primary 1, 4 & 7 pupils, who were Looked After, achieving their expected Curriculum for Excellence level in literacy (achieved in all of Reading, Writing, Listening & Talking)	Pupil assessments within individual schools and collated centrally. Data extracted from SEEMiS Progress + Achievement module	Percentage	Annually	increase	Previous performance and/or service improvement capacity^
Percentage of Primary pupils achieving numeracy	The percentage of Primary 1, 4 & 7 pupils achieving their expected Curriculum for Excellence level in numeracy	Pupil assessments within individual schools and collated centrally. Data extracted from SEEMiS Progress + Achievement module	Percentage	Annually	84.5%	Previous performance and/or service improvement capacity
Percentage of Primary pupils from deprived areas achieving numeracy	The percentage of Primary 1, 4 & 7 pupils, living in quintile 1 (20% most deprived) of the Scottish Index of Multiple Deprivation (SIMD), achieving their expected Curriculum for Excellence level in numeracy	Pupil assessments within individual schools and collated centrally. Data extracted from SEEMiS Progress + Achievement module	Percentage	Annually	74.0%	Previous performance and/or service improvement capacity

^ due to the small population specific targets set for individual learners rather than at citywide level

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of leavers with SCQF level 5 in literacy and numeracy	The percentage of all leavers in S4, S5, S6 who have achieved at least level 5 at SCQF (the Scottish Credit and Qualifications Framework) or higher in literacy or numeracy	Scottish Government Insight	Percentage	Annually	73%*	Previous performance and/or service improvement capacity
Percentage of leavers from deprived areas with SCQF level 5 in literacy and numeracy	The percentage of all leavers in S4, S5, S6, living in quintile 1 (20% most deprived) of the Scottish Index of Multiple Deprivation (SIMD), who have achieved at least level 5 at SCQF (the Scottish Credit and Qualifications Framework) or higher in literacy or numeracy	Scottish Government Insight	Percentage	Annually	52%*	Previous performance and/or service improvement capacity
Percentage of all leavers achieving 1 or more awards at SCQF Level 6 or higher	The percentage of all leavers in S4, S5, S6 who have gained 1 or more award at level 6 SCQF (the Scottish Credit and Qualifications Framework) or higher	Scottish Government Insight	Percentage	Annually	73%*	Previous performance and/or service improvement capacity
Percentage of all leavers from deprived areas achieving 1 or more awards at SCQF Level 6 or higher	The percentage of all leavers in S4, S5, S6, living in quintile 1 (20% most deprived) of the Scottish Index of Multiple Deprivation (SIMD), who have gained 1 or more awards at level 6 at SCQF (the Scottish Credit and Qualifications Framework) or higher	Scottish Government Insight	Percentage	Annually	53%*	Previous performance and/or service improvement capacity
Percentage of parents receiving funded Early Learning and Childcare through their preferred location	The percentage of parents who are allocated a place at the nursery or Early Years centre that was their first choice	Early Years team and Nursery application process	Percentage	Annually	95%	Previous performance and/or service improvement capacity

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of parents receiving funded Early Learning and Childcare through their preferred model of delivery	The percentage of parents who are allocated a place at the nursery or Early Years centre which meets their preferred selection of delivery, i.e. full-day / part-day, term-time only etc.	Early Years team and Nursery application process	Percentage	Annually	85%	Previous performance and/or service improvement capacity
Capital spend on the Learning Estate new projects	Spending on new projects for the council's Learning Estate. New projects being those that provide additional accommodation, for example new schools aligned to city growth; rising rolls extensions or annexes; or is a full scale replacement/refurbishment project.	The Schools Estate team and Finance section	Financial	Annually	£25,000,000	Based on Council budget
Percentage of Primary pupils with low attendance	The percentage of P1 to P7 pupils in Primary schools whose year to date attendance is less than 85%	Daily attendance recorded by individual schools and collated via SEEMiS Warehouse	Percentage	Monthly	9%	Previous performance and/or service improvement capacity
Percentage of Secondary students with low attendance	The percentage of S1 to S4 students in Secondary schools whose year to date attendance is less than 85%	Daily attendance recorded by individual schools and collated via SEEMiS Warehouse	Percentage	Monthly	16%	Previous performance and/or service improvement capacity
Business births per 10,000 residents	Business births is a count of enterprises added to the Inter-Departmental Business Registration (IDBR) in terms of registration for VAT and PAYE	Business demography, UK - Office for National Statistics	Number	Annually	n/a	For monitoring, no target to be set
Progress the Economy Strategy Implementation Plan			Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Employed residents as a percentage of all residents	Employed residents (full-time or part-time) as a percentage of all residents aged 16-64	NOMIS Labour Market Profile - Source: ONS annual population survey	Percentage	Annually	n/a	For monitoring, no target to be set
Total number of clients supported by employability and skills services	People who are registered and accessing support from council funded employability services	Employability Information System Caselink	Number	Annually	3,842	Previous performance and/or service improvement capacity
Number of engagements through business gateway	The total number of engagements carried out with Edinburgh clients of the business gateway service through webinars and individual appointments	CRM / Internal customer dashboard	Number	Quarterly	3,728	Previous performance and/or service improvement capacity
Percentage of Procurement Spend via SMEs	The percentage of procurement spend that is with SMEs (Small to Medium Enterprises)	Spikes Cavell annual report from Procurement Team	Percentage	Annually	52%	Benchmarked with national or equivalent
Percentage of Procurement spend in EH postcode	The percentage of procurement spend for all invoices created where the invoice address postcode is EH.	Procurement system Frontier	Percentage	Monthly	50%	Previous performance and/or service improvement capacity
Investment in supporting the arts and cultural sector in the city	The combined funds allocated to arts and culture sector each year in the Council budget	Council Budget	Financial	Annually	£5,600,000	Based on the Council budget

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
City's emissions (in MtCO$_2$e)	Estimated Carbon Dioxide emissions within the City of Edinburgh (MtCO$_2$e - Million tons of CO$_2$ equivalent)	Internal calculation based on several datasets (Link to detailed methodology)	Number	Annually	25% reduction from 2018/19 figures	Interim derived from longer term target
Council's emissions (in ktCO$_2$e)	Estimated Carbon Dioxide emissions by the City of Edinburgh Council (tCO$_2$e - tons of CO$_2$ equivalent)	Internal calculation based on several datasets (Link to detailed methodology)	Number	Annually	189.6 (cumulative 3 year target – 2020/23)	Interim derived from longer term target
Installed Solar Photovoltaic capacity across the Council's operational estate (kWp)	Count of solar photovoltaic capacity installed across the Council's estate	Facilities management	Number	Annually	2,642	Interim derived from longer term target
Percentage of new builds in delivery to PassivHaus standard	Percentage of new builds where design/construction meets the PassivHaus standard	Facilities management	Percentage	Annually	n/a	For monitoring, no target to be set
Number of traffic related Air Quality Management Areas	A count of the number of designated Air Quality Management Arears in the city which require to be monitored for pollutants	air quality monitoring data	Number	Annually	5	Interim derived from longer term target
Percentage of Consultation Advisory Panel (CAP) approved consultations with 'you said, we did' published within three months of closing date	Proportion of formal consultations where a 'you said, we did' report published within three months of consultation closing	Consultation hub	Percentage	Annually	100%	Previous performance and/or service improvement capacity

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Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of annual discretionary budget allocated through participatory budgeting	Proportion of discretionary budget that was allocated through participatory budgeting processes	Finance system	Percentage	Annually	1%	Benchmarked with national or equivalent
Percentage of respondents who believe that climate change is an immediate and urgent problem	Proportion of Edinburgh residents who responded that climate change was an immediate and urgent problem for the question on climate change in the Scottish Household Survey.	Scottish Household Survey	Percentage	Annually	65%	Benchmarked with national or equivalent
Formal adoption of City Plan	The City Plan (Local Development Plan) is formally adopted by the Scottish Government	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Outline business case for the West Edinburgh Active Travel and Public Transport infrastructure agreed	The outline business case for the West Edinburgh Active Travel and Public Transport infrastructure is formally agreed by the Transport and Environment Committee	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Complete procurement with prospective bidders for a private sector partner for the new Bio Quarter health innovation district	Completion of the procurement process for a private sector partner to further develop the new Bio Quarter health innovation District		Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Completion of Tram line to Newhaven	Construction of the Tram line extension to Newhaven is completed	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Annual traffic kms by cars and taxis in the City of Edinburgh	The estimated no. of kms driven by cars and taxis on Edinburgh roads in a calendar year	Department for Transport traffic counters	Number	Annual	reduce	Interim derived from longer term target (30% reduction by 2030)
Number of multimodal interchanges	The number of multimodal interchanges, i.e. where people can switch between public transport services or from one mode of travel to another, in the city	Internal records held by Transport Services	Number	Annually	increase	Interim derived from longer term target
Tram passengers	The total number of Tram customer journeys taken	Edinburgh Trams Ltd	Number	Annually	increase	Previous performance and/or service improvement capacity
Implementation of the Workplace Parking Levy	Proposals for the adoption of a Workplace Parking Levy in Edinburgh are agreed by the relevant committee	-	Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Develop initial delivery plans to reimagine at least two town centres by the end of March 2023	Develop initial delivery plans to reimagine at least two town centres as part of the strategy to implement 20 Minute Neighbourhoods		Milestone	One off	Milestone completed	Achievement is based on the stated milestone activity being delivered
Children on the Child Protection Register as a rate per 1,000 population	The number of children aged 0 to 15 who are placed on the Child Protection Register expressed as a rate per 1,000 population of those aged 0 to 15 in Edinburgh (latest mid-year estimate)	Social Work system SWIFT	Rate	Monthly	Threshold 2.3	Benchmarked with national or equivalent

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Adult protection investigations started per 100,000 adults in population	The number of adult protection investigations, known as IRDs (Inter-agency referral discussions), carried out per 100,000 population of those over 16 each year	Social Work system SWIFT and multi-agency eIRD (investigation) system	Rate	Annually	Threshold 118	Benchmarked with national or equivalent
Number of situations affected by domestic abuse where support was offered through new delivery model	The number of incidents of domestic abuse reported to the police and the local authority where, after screening by a multi-agency group, plans are made of how best to support and make contact with the victim and the perpetrator	Social Work system SWIFT	Number	Monthly	n/a	No target possible at this stage - new metric
Percentage of community justice orders successfully completed	The proportion of community justice orders with an end date in the month where the outcome was 'successfully completed'	Social Work system SWIFT	Percentage	Monthly	75%	Previous performance and/or service improvement capacity
Looked After Children as a rate per 1,000 population	The number of children and young people aged 0 to 17 who are Looked After by the Local Authority expressed as a rate per 1,000 population of those aged 0 to 17 in Edinburgh (latest mid-year estimate)	Social Work system SWIFT	Rate	Monthly	Threshold 12.9	Benchmarked with national or equivalent
Domestic kerbside missed bin service requests	The number of service requests relating to the non-collection of domestic kerbside bins	Waste Customer Relationship Management system Confirm	Number	Monthly	21,518 for full year (1,793 per month)	Previous performance and/or service improvement capacity

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Communal domestic full bin service requests	The number of service requests relating to full domestic communal bins or banks	Waste Customer Relationship Management system Confirm	Number	Monthly	22,020 per full year (1,770 monthly target set for Jul-Sept)	Previous performance and/or service improvement capacity
Percentage of domestic waste recycled	The percentage of domestic waste collected that is recycled	Waste and Cleansing service collation	Percentage	Monthly	45%	Previous performance and/or service improvement capacity
Percentage of Emergency Cat 1 Road Defects made safe within 24 hours	The proportion of road defects, raised either by inspectors or the public, that are Category 1 - emergency (i.e. likely to cause harm to vehicles or individuals) that are made safe within 24 hours	Roads Customer Relationship Management system Confirm	Percentage	Monthly	100%	Previous performance and/or service improvement capacity
Percentage of Cat 2 Priority Road Defects repaired within 5 working days	The proportion of road defects, raised either by inspectors or the public, that are Category 2 - higher priority (i.e. not likely to cause harm to vehicles or individuals but still deemed to be a priority) that are repaired within five working days	Roads Customer Relationship Management system Confirm	Percentage	Monthly	85%	Previous performance and/or service improvement capacity
Percentage of Cat 3 Priority Road Defects repaired within 60 working days	The proportion of road defects, raised either by inspectors or the public, that are Category 3 - lower priority (i.e. not likely to cause harm to vehicles or individuals) that are repaired within sixty working days, i.e. approximately 3 months	Roads Customer Relationship Management system Confirm	Percentage	Monthly	85%	Previous performance and/or service improvement capacity

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Percentage of emergency street lighting repairs completed within 4 hours	The proportion of street lighting defects, raised either by inspectors or the public, categorised as Emergency (i.e. likely to cause harm to vehicles or individuals) that are repaired within four hours	Street Lighting Customer Relationship Management system Confirm	Percentage	Monthly	95%	Previous performance and/or service improvement capacity
Percentage of street lighting urgent 24 hour repairs completed in time	The proportion of street lighting defects, raised either by inspectors or the public, categorised as Urgent (i.e. more than 5 consecutive dark lights, not likely to cause harm to vehicles or individuals but with aim to resolve as soon as practically possible) that are repaired within twenty-four hours	Street Lighting Customer Relationship Management system Confirm	Percentage	Monthly	75%	Previous performance and/or service improvement capacity
Percentage of street lighting 5-day repairs completed in time	The proportion of street lighting defects, raised either by inspectors or the public, categorised as 5 day repair (e.g. single dark lamp) that are repaired within the five day timescale	Street Lighting Customer Relationship Management system Confirm	Percentage	Monthly	50%	Previous performance and/or service improvement capacity
Roads annual capital and revenue investment	All capital and revenue investment in new roads and renewals to the road network in the city	The approved Council Budget	Financial	Annually	£22,160,000	Budget dependent
Number of parks with the Green Flag Award	The number of council owned parks which have been awarded green flag status by Keep Scotland Beautiful	Keep Scotland Beautiful	Number	Annually	36	Previous performance and/or service improvement capacity

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Litter Monitoring System Score	Street cleanliness score from local environmental quality surveys undertaken by Keep Scotland Beautiful	Litter Monitoring System - Keep Scotland Beautiful	Number	Annually	93%	Previous performance and/or service improvement capacity
Number of active library users	Edinburgh Library members that have used their card in the last year	Library management system	Number	Annually	85,303	Previous performance and/or service improvement capacity
Library digital use – downloads and streaming	Number of downloads and streaming including ebooks, eaudio, magazines and newspapers	Library management system	Number	Annually	3,131,012	No target possible at this stage - new baseline to be set
Proportion of schools in good or satisfactory condition	The percentage of schools (Primary, Secondary and Special) where the physical condition is graded as good or satisfactory by the council property inspection team	Annual property team inspection of schools	Percentage	Annually	94.85%	Previous performance and/or service improvement capacity
Percentage of P6 to S6 pupils with issued iPad	The percentage of P6 to S6 pupils that have been issued with an iPad by the council (includes pupils in primary, secondary and special schools).	iPad Project team	Percentage	Quarterly	100%	Previous performance and/or service improvement capacity
Customer Hub satisfaction	The percentage of sampled respondents who have recently contacted the Council and were satisfied with the service received	Survey data held by Customer division in Resources	Percentage	Monthly	75%	Previous performance and/or service improvement capacity

Data Dictionary for the City of Edinburgh Council Business Plan

Performance Indicator	Description	Source	Type	Frequency	22-23 Target / Threshold (* 21-22 Target for Academic year)	Target rationale
Council's projected Revenue outturn	The percentage of revenue spend compared to expected position at each point in time	Finance Division of Resources	Percentage	Quarterly	100%	Based on the Council budget
Sickness absence	Sickness absence percentage based on employee's hours worked over previous 12 months, currently excludes COVID related absence	Council HR system iTrent	Percentage	Monthly	4%	Benchmarked with national or equivalent
Council gender pay gap	The difference between the average gross hourly earnings of men and women expressed as a percentage of the average gross hourly earnings of men	ITrent	Percentage	Annually	3%	Benchmarked with national or equivalent
Progress against delivery of Council's current year's approved budget savings	The percentage of approved budget savings achieved compared to expected position at each point in time	Finance Division of Resources	Percentage	Quarterly	90%	Previous performance and/or service improvement capacity
Percentage of invoices paid within 30 days	The percentage of invoices received by the council from suppliers that are paid within 30 days.	Income and Benefits Team sourced from Oracle invoicing system	Percentage	Monthly	95%	Previous performance and/or service improvement capacity
Proportion of Council Tax collected	The percentage of Council Tax collected from Edinburgh residents	Returns to Scottish Government from Income and Benefits Team	Percentage	Monthly	94.46% full year (interim monthly targets set)	Previous performance and/or service improvement capacity
Proportion of Business Rates collected	The percentage of Business Rates collected from Edinburgh businesses	Returns to Scottish Government from Income and Benefits Team	Percentage	Monthly	96% full year (interim monthly targets set)	Previous performance and/or service improvement capacity

Percentage of revenue spend placed with contracted suppliers	The percentage of revenue spend for the supply of goods or services that is placed with a contracted supplier to the council	Procurement service contracts register	Percentage	Annually	93%	Previous performance and/or service improvement capacity

Appendix C – Amendments and Clarifications to KPIs and Milestones

New KPIs/Milestones

KPI/Milestone	Reason for addition
Annual traffic kms by cars and taxis in the City of Edinburgh	Transport & Environment Committee agreed this new KPI as part of City Mobility Plan monitoring in November 2021.
Complete procurement with prospective bidders for a private sector partner for the new Bio Quarter health innovation district	This is added as the next project milestone to expand the Bio Quarter health innovation district.
Develop initial delivery plans to reimagine at least two town centres by the end of March 2023	This is added as the next project milestone in developing 20 Minute Neighbourhoods in the City.
Progress the Economy Strategy Implementation Plan	This is added as the next project milestone in delivering the new Economy Strategy.

Removed KPIs/Milestones

KPI/Milestone	Reason for removal
Percentage of homes that meet EESSH 2	Remove whilst this is being reviewed by the Scottish Government. May be reintroduced at a later date once review is complete.
Number of community hubs in place	To be removed until further work is carried out by the 20 Minute Neighbourhood Team on how to monitor the roll-out of the concept.
Annual Council internal floor area agreed to undergo low energy retrofit works	Planning for this work continues but work will not start until 23/24. This indicator will remain at 0 until that time so not suitable as a performance indicator at this time – so removed.
Proportion of people travelling to work by active and sustainable means	Replaced with 'Number of kilometres driven by private cars on Edinburgh's roads' as per the City Mobility plan and as agreed by Transport and Environment Committee in November 2021.
Proportion of people travelling to work by foot and bike for journeys up to 2 miles	Replaced with 'Number of kilometres driven by private cars on Edinburgh's roads' as per the City Mobility plan and as agreed by Transport and Environment Committee in November 2021.
Proportion of trips to school by active and sustainable modes	Replaced with 'Number of kilometres driven by private cars on Edinburgh's roads' as per the City Mobility plan and as agreed by Transport and Environment Committee in November 2021.

Edinburgh Talks Climate engagement levels	This measure will fluctuate due to the level of budget allocated to engagement campaigns and so doesn't reflect performance against actual levels of engagement with residents. Therefore this indicator has been removed.
Conversion rate between Adult Protection Contacts and 'Duty to Enquire' carried out	To be removed as this is a measure of how well an activity is recorded on Swift rather than how well the process is being delivered. It does not give insight to adult support and protection activities in a way that is possible from other measures.
Edinburgh City achieves accreditation as a living wage city	This milestone has been achieved
Review of Economy strategy completed	This milestone has been achieved
Outline business case for the new Bio Quarter health innovation district agreed	This milestone has been achieved
20 Minute neighbourhood strategy finalised	This milestone has been achieved
South West Pilot action plan finalised	To be removed as a standalone milestone as this is now being progressed through creation of the Wester Hailes Master Plan.

Agenda Annex

CITY OF EDINBURGH COUNCIL

EDUCATION, CHILDREN & FAMILIES COMMITTEE

31 JANUARY 2023

DEPUTATION REQUEST

Subject	Deputation
3.1 In relation to Item 7.1 – LOVE Gorgie Farm – Response to Emergency Motion by Councillor Day	**Save Gorgie Farm Forever Campaign** **(verbal presentation & written submission)**
3.2 In relation to Item 9.2 - Motion by Councillor Louise Young – Queensferry/Kirkliston High School Consultation	**Kirkliston Primary School Association** **(verbal presentation & written submission)**

Statement to the EDUCATION, CHILDREN AND FAMILIES COMMITTEE – 31 JANUARY 2023

The Save Gorgie Farm Forever Campaign (SGFF) has been formed by the people of the local community most affected by the closure of Gorgie City Farm. We implore the City of Edinburgh Council and its officers to come up with a solution to reopen Gorgie City Farm as quickly as possible.

The farm represents an important part of the lives of so many people across the city, both the volunteers who work there and the people of the local community, who depend upon the area as its only major green space.

Many people, especially those with learning difficulties, who have volunteered at the farm over the years have greatly benefited from their experience interacting with the animals. We have met several people who have told us that Gorgie Farm "literally saved their lives."

It is important to also remember that Gorgie Farm and its attendant gardens represent the largest accessible green area in Gorgie. Gorgie-Sighthill is one of the most disadvantaged wards in the city. Gorgie does not have an Inverleith Park or Meadows. People in Gorgie rely on the farm for their leisure and recreation. It must not only be preserved as a green space, but one that is also accessible and affordable and recognizes the role the farm plays in the lives of the people of Gorgie.

We must also recognize the staff and the suffering they have endured since the abrupt departure of their current employer, LOVE Gorgie. We implore the council to make sure whatever solution is found to reopening the farm considers the previous staff and, where possible, looks to bring the same people back in.

The SGFF campaign wishes to work with the council in selecting a new bidder that can meet the needs and expectations of the area while delivering a sustainable business model that can ensure the long-term viability of Gorgie City Farm.

Regards

Martin Young

Chair

Save Gorgie Farm Forever Campaign

Kirkliston Primary School Association

Deputation to Education, Children and Families Committee – 31st January 2023

Written Transcript

We welcome the opportunity to provide feedback about the current consultation on future secondary school provision for Kirkliston and Queensferry areas.

We felt it was important to present our concerns around the options being consulted upon to ensure they are heard in a timely manner, highlighting the areas where, in our opinion, more information is required before making a decision which will have a potentially decades long impact on our community.

We extend our thanks to our local ward councillor, Councillor Young, for submitting the related motion to the Education, Children and Families Committee which asks for answers on these matters.

Background

The KPSA have been engaging with parents and council officials about potential options for Kirkliston secondary provision since 2016 when it became apparent that, due to housing development in the catchment, Queensferry High School would not have capacity to meet demand.

Over this period we have captured the thoughts and concerns of Kirkliston parents to help us in our engagement with the council around the best way forward. Including, most recently, polling parents about the solutions proposed in the latest consultation.

As a parent council, the KPSA always looks to be balanced and pragmatic about the realities of enacting substantial change and the competing priorities and budgetary restraints that we recognise the Council is working under.

However, it would be disingenuous of us not to acknowledge that we as a parent body feel let down by inaction in this space. We first presented to the CEC Education, Children and Families Committee in December 2017 about how time was of the essence in reaching a resolution to the fact Kirkliston Primary School pupils had no certainty over their high school education and we feel that minimal progress has been since then.

Opportunities have been lost to potentially capitalise on delays in house building from the Covid-19 pandemic to achieve a more strategic and timely solution and we are in 'emergency' situation again. **There is no solution which can be offered in time to avoid overcrowding in the interim period so we ask the Committee to help ensure that future progress is made as efficiently as possible.**

The Consultation Process

We have been prompted to make this deputation to the Committee at an early stage as we have concerns that the Information Pack and Q&A provided as part of the consultation do not provide enough insight into the practicalities of options which would allow someone to make a fully

informed decision. We therefore question how much use can be gained out of the results of this process in collecting public preference and there is a danger that further time is being squandered.

All options are being presented with a caveat that additional work is required to determine if they are possible, should community opinion be behind them, but it would have been far more meaningful to have fewer, realistic and appropriately investigated options where the limitations of each can be fairly weighed up.

The KPSA submitted a full response to the consultation outlining the main perceived positives and negatives of each proposed option, extracts of which have been submitted as an appendix alongside our deputation transcript to give a complete picture. Here we will briefly touch on the key areas where we believe more information is required to allow the right decision to be made.

Extension of Queensferry High School

At a meeting with Council officials in June 2022 we specifically asked that the Queensferry High School extension option be properly evaluated as quickly as possible to determine if this was an available option in terms of likelihood to get planning approval.

If this option is ruled out at an early stage it would enable a swifter and greater focus on identifying a site for a Kirkliston High School – a process which is expected to be protracted. It appears from the information document that whilst a potential location has been identified which is sufficiently sized to house the required extension it is not yet backed up by indicative approval from pre-planning advice.

Planning issues aside there some unanswered practical questions which have significant implications on the desirability of this option:

- School size
  For years we have been told that 1,200 was the 'best' size for a high school but now that is being dismissed. The consultation paper mentions there are 4 high schools with a roll in excess of 1,800 in Scotland at present and gives some theoretical reasons as to why this is desirable but does not provide any details of how these 'super-schools' are preforming in reality.

  Our parents are concerned about how a school of this size ensures adequate supervision and support to avoid increasing antisocial behaviour and bullying as well as to whether this the noted benefits in terms of staffing and subject choice translate into enhanced academic performance.

- Local impact
  Queensferry High School is located within a restricted site reached via narrow residential roads which are unsuitable for buses. It is surrounded by private housing and in a relatively small site.

  An extension significant enough to accommodate a 50% increase in school roll would take up a considerable amount of external space in an already restricted site. The consultation suggests the most likely location being the current car parking area which is only just sufficient for current requirements, before any increased staffing etc. at its current size. The increase in parking

problems plus significantly higher footfall in local streets is likely to heavily impact the surrounding area.

- Transportation
  In terms of the logistics of getting to school, more information is required on how we can transfer pupils safely from Kirkliston and where potential drop off points may be is needed to address parent concerns.

Local Kirkliston High School

In our poll of local parents 78% of those who responded (172) rated a Kirkliston High School as the best option available with the primary drivers being the impact of travel / transport on wellbeing and extracurricular activities, that an 1,800 'super school' is unpalatable and a general lack of belief that there will be no further development in and around the area making this an inevitable requirement at some stage.

This is however entirely contingent on identifying a suitable and available site.

Discussions regarding a potential site in and around Kirkliston have been ongoing for many years now. In 2018 the KPSA were advised that a number of the sites included in the current consultation were unsuitable because of significant flood risk and / or proximity to the airport. The Education, Children and Families committee also set a task to identify appropriate sites in 2018 and it is difficult to understand why there has been no progress over the last four years to narrow down these options to ones which are most practical, to receive approval and where landowners have indicated a willingness to sell. This is very disappointing to us in terms of avoiding further delay.

If a site can be identified there are still important issues to be addressed in relation to overcoming some of the drawbacks of a smaller, single feeder high school such as subject choice and socially the lack of meeting new people.

Some of these may involve innovative working with Queensferry to extend the subject choice availability and building a multi-school community or looking at the developing need in nearby locations to identify if other primary schools could potentially feed into a Kirkliston High School catchment. The consultation has not explored these options.

West Edinburgh High School

We are extremely opposed to this option and very limited positives were identified in our consultation with parents.

The issues we raised in 2017/18 with the logistics of Kirkliston feeding to a West Edinburgh high school still stand – lack of community links, limited public transport, significant commute times along Glasgow road, impact on local traffic, no sustainable travel options available.

These have been compounded by the current lack of any timescales for development of this school.

Conclusion:

The number of unanswered questions and variables in the proposals make it difficult to make a balanced decision between Queensferry and Kirkliston options and inadequate work has been undertaken to ascertain if these options can be translated into reality.

There is no ideal solution which can be delivered in a guaranteed and sufficiently rapid time frame to avoid the use of temporary solutions at Queensferry High School over the short term. This is our opportunity to get it right for the medium to long term.

We urge committee members to support the motion being proposed today to ensure a deeper understanding of the status and practicalities of available options is achieved quicker - helping to avoid further delays in progress and ensure the best decision is reached for future Kirkliston children as soon as possible.

Kirkliston Primary School Association

Appendix: Supporting Information to Deputation (31/1/23)

In support of our submitted deputation we also include the following extracts from our recent submission to the public consultation:

1. **Consultation Options Review**
   A more detailed list of the positives and negatives of the presented options plus our key areas where more work is required.

2. **Outcome of KPSA parent survey**
   The high level preferences recorded in our recent parent survey inviting parent responses to the consultation options.

3. **Other options**
   A short note on other alternatives previously raised but not covered in the current consultation. These may become relevant depending the outcome of further investigation into the viability of the primary alternatives.

1. Consultation Options Review

We note the following summarised comments around the viability and desirability of each option below:

- **Extension of QHS**

Positives	Negatives
• Maintains existing community links between Kirkliston and South Queensferry • Potentially shortest timeframe (assuming no planning issues) • Bigger school may mean more choice of subject (when established)	• Loss of current outdoor space around existing school • Zero capacity for further growth to accommodate future need • Concern around ensuring wellbeing / adequate supervision / tackling bullying may be more difficult in this stretched site • Safety of pupils and nearby residents from additional traffic. The surrounding residential roads are narrow and struggle to cope at present • Impact on local area if lose such a large area within the car park at same time as increasing the school size by 50% • Expect strong local objections to planning application in immediate vicinity which may extend the timeframe • Traffic implications for Kirkliston, South Queensferry and B800

Critical Areas to be answered
• Is a school of such a significant size appropriate for the location – significant impact on the surrounding area (parking, traffic, potential for anti-social behavior, adequacy of indoor and outdoor space for sport, recreation, dining etc) • What possible solutions there are for transporting children there safely given surrounding roads are narrow and residential • Confirmation required as to extent to which pre-planning advice has been sought from Planning and Roads departments. • There are only a handful of schools greater that 1,800 in Scotland, there is discussion in the paper around the benefits of a larger school. Is this substantiated by performance in these schools?

- **Local Kirkliston High School**

Positives	Negatives
- Gives Kirkliston its own clear, long-term pathway - Future proofs for growth in either Kirkliston or South Queensferry - Enables easy sustainable travel to school – walking and biking is accessible to all - Reduced traffic load on Kirkliston and South Queensferry - Smaller school (1800 is seen as too large) - Gives local alternative high school choice for children in both catchments - Building could potentially provide leisure or other facilities which would benefit the whole community - Participation in extracurricular activities is easier when no transport is necessary	- Realistic sites are limited and possible compulsory purchase could extend time frame; - KPS will be vast majority of intake so social aspect of going to a multi-feeder school is lost - Possibly restricted subject choice in a smaller school – most likely advanced higher and the provision of more vocational subjects - Ability to attract staff to a new school given size and limited transport options - Is pupil roll sustainable in the long term (20+ years) from Kirkliston alone

Critical Areas to be answered
- Realistic and researched site needs to be identified as a priority - taking into account practical factors such as flood risk and the high pressure gasline and also interest of landowners in selling the sites. - Would there be opportunity to share non-core subject choice with QHS ensuring all ends of academic spectrum are catered for? - Are there any other schools which could potentially be included in this catchment? - Taking a long term view beyond the 2030 city plan, how realistic is it that there will be no further housing in and around Queensferry or Kirkliston over the next 10-20 years?

- **West of Edinburgh option**

We are extremely opposed to this option and very limited positives were identified in our consultation with parents.

The issues we raised in 2017/18 with the logistics of Kirklison feeding to a West Edinburgh high school still stand:
- There are no community links with this area of Edinburgh and the extended catchment area and limited public transport would make it very difficult to build friendships and attend out of school activities.
- Traffic issues in Kirkliston can be very significant, particularly at rush hour periods and the additional pressure of transporting 500-600 children daily via crossroads would be significant.
- There are very limited opportunities for sustainable travel options and development would require significant improvement and investment
- Glasgow road is prone to significant delays so the impact on wellbeing of these extended commute times is a concern – including the opportunity for safeguarding issues such as bullying.

The last time this option was considered the Education, Children and Families Committee asked for road study to be completed and upon review concluded other options should be sought. We believe that no fundamental factors have changed since then. However, we do note the following further issues:

- There is absolutely no certainty around timescales on this – the city plan is yet to be approved and there is no indication of how long it will take till a new high school is complete.
- This high school will be part of a significant expansion in that area and would likely be surrounded by a building site around it for a very long time
- As noted in the Q&A document 'we would anticipate that Kirkliston would be the biggest cohort in the new West Edinburgh High School for many years' so the perceived benefits (subject choice and social) of a larger school are a very remote proposition

2. Outcome of KPSA parent survey

We surveyed the parents of Kirkliston Primary School on the current consultation to inform our recording of perceived positives and negatives as noted above and also to provide a clear indicator of ranked preference. We received 172 responses and the outcome is as follows:

1) When respondents were asked to select their preferred option:

■ Extension of Queensferry high School   ■ Local Kirkliston High School
■ West of Edinburgh High School   ■ Unsure
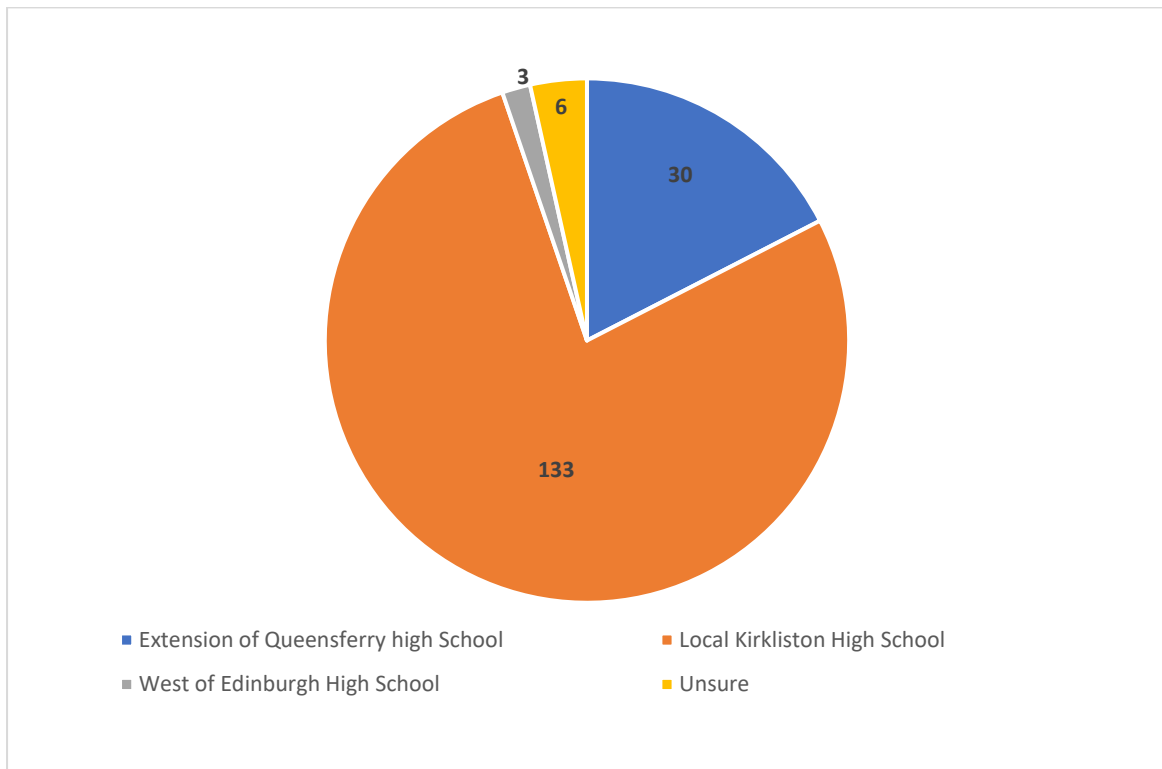
2) When asked to rank the three options in order of preference:

	QHS extension	New KHS	West Edinburgh
1st choice	33	135	4
2nd choice	112	31	29
3rd choice	27	6	139

3. Other options:

The following options have been discussed at previous meetings and working groups and have been raised by parents which are not included in the consultation and may be of merit in considering final outcomes.

- A larger Queensferry Campus – have any other sites in Queensferry been identified for potential to create an annex to the existing school. Parental feedback has raised the suggestion of potentially incorporating 'The Hub' which is immediately adjacent to the school.

- Twinned schools / annex – Is there potential twin the existing Queensferry High School with a Kirkliston High School which would initially act as an annex but be built with capacity to expand to a stand-alone high school if there is further growth which demands it. This is particularly practical should the KHS be located in one of the two proposed sites to the north of the village as these avoid the Kirkliston Crossroads, lead directly onto the B800 and as such are just a 5 minute drive / 15 minute cycle apart. This would future proof for growth in the area whilst giving pupils the social and staffing related benefits of a bigger school.

Addendum by the SNP Group

Education, Children & Families Committee
31 January 2023
Item 7.4 – Third Party Revenue Grants Programme
Extension

1.1.2 agrees the next steps 5.1- 5.5

Adds:

5.5   Agrees officers to engage with organisations and stakeholders to encourage diverse representation and applications from all communities including Black and Minority Ethnic (BME), SIMD 1 and 2 areas, and other priority and underserved groups.

Moved by   **Councillor Simita Kumar**

Seconded by   **Councillor**

Addendum by the Liberal Democrat Group

Education Children & Families Committee
31 January 2023
Item 7.4 - Third Party Revenue Grants Programme Extension

Committee

Adds 1.1.2:

Requests that the approval for the new Third Party Revenue Grants Framework comes to the Education, Children and Families Committee no later than September 2023 in order to maximise financial certainty for third sector partners.

Moved by: Councillor Euan Davidson
Seconded by: Councillor Louise Young

Addendum by the SNP Group

Education Children & Families Committee
31 January 2023
Item 7.7 - Quality Improvement and Scrutiny Update

Adds:

1.2 The Education, Children and Families Committee is particularly concerned with the Education Scotland Inspection results at Edinburgh Secure Services and calls for a separate report within one cycle outlining an improvement plan that will ensure a satisfactory follow-up inspection.

Moved by: Councillor David Key

Seconded by: Councillor Martha Mattos Coelho

Addendum by Green Group

Education, Children & Families Committee
31 January 2023
Item 7.7 - Quality Improvement and Scrutiny Update

Add to recommendations:

1.1.3   Notes with concern the Education Scotland inspection findings for Edinburgh Secure Service settings (Howdenhall and St. Katherine's) for Learning, Teaching & Assessment and Raising Attainment & Achievement as 'weak' and 'unsatisfactory' respectively.

1.1.4   Therefore, requests that the findings of the inspection are addressed as a matter of urgency and an update is provided to committee.

Moved by: **Councillor Steve Burgess**
Seconded by: **Councillor Kayleigh O'Neill**

Addendum by Green Group

Education, Children & Families Committee
31 January 2023
Item 7.10 - Outdoor Learning

Add to recommendations:

1.1.4 Welcomes the update report on Outdoor Learning in Edinburgh and renewing of the vision for Outdoor Learning that:

- outdoor learning is used as a context for learning and integral to learning for sustainability

- children and young people have the opportunity to participate in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum (onsite, local offsite, extended and residential) and

- outdoor learning experiences are regular, frequent, enjoyable and challenging across the school

1.1.5 Further welcomes that schools were requested to include 'Learning for Sustainability' which includes Outdoor Learning in their latest School Quality Improvement Plans'.

1.1.6 Notes in respect of the renewed vision for outdoor learning that 11% of primary schools have self-assessed that they have 'highly effective practice' and that 39% are 'starting the journey';

1.1.7 Notes that the aim of the forthcoming 'Outdoor Learning Schools' Self-Evaluation Toolkit' for primary schools is to support whole-school improvement and provide key information that will help the Sport and Outdoor Learning Unit (SOLU) and other officers in supporting Outdoor Learning and tracking progress towards the renewed vision, and understands that there is the possibility of extending this approach to secondary schools in the future.

1.1.8 Notes the intention to launch a renewed training offer for teachers to build capacity across Outdoor Learning by August 2023.

1.1.9 Notes that participation in residential visits to the Council's own outdoor learning centres is around 90% of pupils from 90% of schools and welcomes the ongoing work to encourage even more primary schools and children to participate in residential visits to the Council's outdoor learning centres;

1.1.10 Requests that this committee is updated on the forthcoming Strategic Action Plan for Outdoor Learning, the school improvement self-evaluation toolkit for outdoor learning in primary schools and development of the external resource of lesson ideas and good practice for session 2023/34.

Moved by: **Councillor Steve Burgess**
Seconded by: **Councillor Kayleigh O'Neill**

Addendum by the Green Group

Education, Children and Families Committee
31 January 2023
Item 7.11 - Bikeability in Primary Schools

Add to recommendations:

1.1.4   Notes that only about half of primary schools deliver level 2 Bikeability and the barriers to schools delivering Bikeability outlined in the report.

1.1.5   Endorses the intention to re-establish the Active Travel working group.

1.1.6   Welcomes the appointment of a dedicated part-time cycling officer who has obtained funding to support their work.

1.1.7   Further welcomes the intention to work with primary schools who have not been delivering Bikeability to identify solutions and to report back to committee on progress.

Moved by: Councillor Steve Burgess
Seconded by: Councillor Kayleigh O'Neill

Addendum by the Green Group

**Education, Children and Families Committee
31 January 2023
Item 9.1 – Motion by Councillor Burgess - Learning for
Sustainability and the Climate Emergency**

Add additional line to section 1:

Recognises that the key role of schools and education are embedded in the Council's plans to reach Net Zero by 2030;

Add additional bullet points at section 5:

- Set up a short-life working group to consider and bring forward proposals to enhance learning for sustainability and net zero

- Develop a 'whole-school' approach to learning for sustainability that incorporates teaching, school fabric and emissions, transport, food & drink and the local environment and community

- Create a sustainability and net zero project officer post to assist the QIEO and support development of learning for sustainability in schools

- Ensure there is a teacher sustainability champion at every school and allow them at least one period of protected time to support learning for sustainability at their school

**Moved by: Councillor Steve Burgess
Seconded by: Councillor Kayleigh O'Neill**

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