Public Document Pack

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Thursday, 27th April, 2023

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

This is a public meeting and members of the public are welcome to attend or watch the webcast live on the Council's website.

The law allows the Council to consider some issues in private. Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

Contacts

Email: lesley.birrell@edinburgh.gov.uk

1. Order of business

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

2. Declaration of interests

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

3. Deputations

3.1 If any

4. Minutes

5. Forward Planning

6. Business Bulletin

7. Executive decisions

8. Routine decisions

8.1 None.

9. Motions

9.1 If any – Report by

10. Resolution to consider in private

10.1 The Sub-Committee, is requested under Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public from the meeting for the following items of business on the grounds that they would involve the disclosure of exempt information as defined in Paragraphs 1 and 3 of Part 1 of Schedule 7A of the Act.

11. Private Reports

Motions and Amendments

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.

Parent/Carer Representatives (Non-Voting)

Alex Ramage (Secondary Sector Parent/Carer Representative)

Sara Collins/Louise Collingwood (Primary Sector Parent/Carer Representative)

Information about the Education, Children and Families Committee

The Education, Children and Families Committee consists of 11 Councillors and is appointed by the City of Edinburgh Council.

This meeting of the Education, Children and Families Committee is being held in the Dean of Guild Court Room, City Chambers, High Street, Edinburgh and virtually by 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.

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Minutes

Education, Children and Families Committee

10am, Tuesday 31 January 2023

Present:

Councillors Griffiths (Convener), Burgess, Cowdy, Davidson, Jones, Key, Kumar, Mattos Coelho, O'Neill (items 1 to 7 and items 15 to 21), Walker and Young.

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris.

Secondary Sector Parent/Carer Representative

Alexander Ramage (non-voting).

1. Motion by Councillor Young – Queensferry/Kirkliston High School Consultation

a) Deputation – Kirkliston Primary School Association

The deputation expressed their concerns around the options being consulted upon to ensure they were heard in a timely manner, highlighting the areas where more information was required before making a decision which would have a potentially decades-long impact on the community.

The Kirkliston Primary School Association had 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.

The deputation urged the Committee to support the motion by Councillor Young to ensure a deeper understanding of the status and practicalities of available options was achieved quicker and therefore helping to avoid further delays in progress and ensure the best decision was reached for future Kirkliston children as soon as possible.

b) **Motion by Councillor Young – Queensferry/Kirkliston High School Consultation**

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

"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?

    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?

-   moved by Councillor Young, seconded by Councillor Davidson

Decision

To approve the motion by Councillor Young.

Declaration of Interest

Councillor Young made a transparency statement as her children attended school in the affected catchment area.

2.   Gorgie Farm – Response to Emergency Motion by Councillor Day

a)   Deputation – Save Gorgie Farm Forever Campaign

The deputation advised that the Campaign had been formed by the people of the local community most affected by the closure of Gorgie Farm.

The farm represented an important part of the lives of so many people across the city both the volunteers who worked there and the people of the local community who depended on the area as its only major green space.

The deputation urged the Council and its officers to come up with a solution to reopen Gorgie City Farm as quickly as possible and that whatever solution was found this took into consideration previous staff and, where possible, to bring the same people back in.

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

An update was provided on the current situation and ongoing discussions to support a new sustainable model for Gorgie Farm which was fit for the future.

Councillors Mackenzie and Heap were heard as local Ward members and expressed their concerns at the closure of the Farm. They urged the Committee to take whatever steps necessary to ensure that the Farm could be reopened on a free to enter basis recognising the importance of the social and community benefits the Farm offered to people across the city.

Decision

1)   To note the update as requested in the emergency motion by the Administration at the Policy and Sustainability Committee on the current situation and any ongoing discussion/opportunities to support a new sustainable model for Gorgie Farm which was fit for the future.

2) To note that the SNP addendum requested Committee to commit to an ongoing Farm and its social and community benefit on the existing site.

3) 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 would 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 was in place.

4) To agree that the remaining discretionary grant fund should be utilised to cover any additional costs until the staff could be TUPEd to a new operator, subject to confirmation that the costs could be covered by the funding within the discretionary grant fund and that legal checks were in place.

5) To welcome and endorse the progress in securing a third sector operator for Gorgie Farm.

6) To recognise the importance of social and community benefits provided by the Farm.

7) To recognise the importance of the Farm being free to access.

8) To request that regular updates be provided to Group Leaders and Spokespersons and Local Ward Councillors.

9) To request a report back to the March Committee on progress.

(References – Policy and Sustainability Committee 17 January 2023 (item 7); report by the Executive Director of Education and Children's Services, submitted)

3. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 15 November 2022 as a correct record.

4. Rolling Actions Log

The rolling actions log updated to January 2023 was presented.

Decision

1) To agree to close Action 20 – Edinburgh Child Protection Committee Annual Report 2021-22.

2) Action 1 – Funding for Excursions for Educational Purposes - to agree that a briefing note be provided for members on the current situation regarding school trips abroad.

3)   Action 8 – Motion by Councillor Perry – Support for Teachers and School Staff – to note that a report would be submitted to the March Committee meeting.

4)   Action 10 – Appointment of Religious Representatives to the Education, Children and Families Committee – to note that a consultant had been appointed to review the issue of voting rights for religious representatives with an anticipated completion date of end March 2023.

5)   Action 11 – Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare – to note that a report would be submitted to the March Committee meeting.

6)   Action 12 – Motion by Councillor Young – West Edinburgh High School – to provide a response to Kirkliston Primary School Association with an update on the consultation and practical next steps.

7)   Action 19 – Getting it Right for Every Child – Inclusion in City of Edinburgh Schools – to circulate the briefing note to members as referred to in decision 2) of this action.

8)   To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 31 January 2023, submitted)

5.   Work Programme

The Committee's work programme updated to January 2023 was presented.

Decision

To note the Work Programme.

(Reference – Work Programme, 31 January 2023, submitted)

6.   Business Bulletin

The business bulletin for January 2023 was submitted.

Decision

1)   To note the updates in the Business Bulletin.

2)   To note that a briefing on vaping in schools would be issued to all Head Teachers.

3)   To include a glossary of terms and acronyms in future Business Bulletins.

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

7.   Edinburgh Secure Services and Residential Estate Update

Information was provided on progress on the key milestones towards improving the quality of provision in residential and secure establishments, both City of Edinburgh Council and contracted services as set out in the Edinburgh Secure Services and Residential Consolidated Improvement Plan.

Decision

1) To note the positive progress in the report and agree to further updates to the Education, Children and Families Committee.

2) To request that the report back to Committee in March should include information on the ongoing work with Kibble and Aberlour Children's Charity.

(References – Education, Children and Families Committee 15 November 2022 (item 17); report by the Executive Director of Education and Children's Services, submitted)

8. Technology in Education

An update was provided 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.

Decision

1) To note the progress in the performance of technology in education and the work being undertaken on this as part of the stability plan.

2) To note that a planned audit of Empowered Learning would take place in the first quarter of 2023 as part of the 2022/23 Audit Plan.

(References – Act of Council No. of 27 October 2022; Education, Children and Families Committee 15 November 2022 (item 4); report by the Interim Executive Director of Corporate Services, submitted)

9. Third Party Revenue Grants Programme Extension

Approval was sought to extend the current Education and Children's Services grant awards from 1 September 2023 to 31 March 2024.

The extension would allow for much-needed financial stability and future planning and would benefit children, young people and families and particularly for those individuals most impacted by Covid-19, the rising cost of living and mental health concerns.

Information was also provided on the future activity required to publish a new programme that was aligned to Council priorities.

Motion

To approve the extension of the Communities and Families 2020-2023 Grants Programme for seven months up to 31 March 2024 with a total value of £2,224,308 as set out in Appendix 1 of the report by the Executive Director of Education and Children's Services.

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment 1

1)   To approve the extension of the Communities and Families 2020-2023 Grants Programme for seven months up to 31 March 2024 with a total value of £2,224,308 as set out in Appendix 1 of the report by the Executive Director of Education and Children's Services.

2)   To agree the next steps set out in paragraphs 5.1 to 5.4 of the report.

3)   To agree that officers 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, single parent families and other priority and underserved groups.

-      moved by Councillor Kumar, seconded by Councillor Mattos Coelho

Amendment 2

1)   To approve the extension of the Communities and Families 2020-2023 Grants Programme for seven months up to 31 March 2024 with a total value of £2,224,308 as set out in Appendix 1 of the report by the Executive Director of Education and Children's Services.

2)   To request that the approval for the Third Party Revenue Grants Framework is brought 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 Davidson, seconded by Councillor Young

In accordance with Standing Order 22(12), Amendments 1 and 2 were accepted as addendums to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

1)   To approve the extension of the Communities and Families 2020-2023 Grants Programme for seven months up to 31 March 2024 with a total value of £2,224,308 as set out in Appendix 1 of the report by the Executive Director of Education and Children's Services.

2)   To agree the next steps set out in paragraphs 5.1 to 5.4 of the report.

3)   To agree that officers 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, single parent families and other priority and underserved groups.

4)   To request that the approval for the Third-Party Revenue Grants Framework is brought to the Education, Children and Families Committee no later than September 2023 in order to maximise financial certainty for third sector partners.

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

10.   Schools Admissions and Appeals Update

Approval was sought for an action plan to take forward improvement in the schools admissions and appeals process. The development of the plan had considered best practice from other local authorities and focussed on the following four key areas:

-   Better information available to parents and carers to enable them to plan and be realistic about school choices

-   Changes to the process to reserving more places for catchment children and changing the way waiting lists were used

-   Improving the process, especially the paperwork, to support more consistency

-   Better training and support to appeal committees and also recruitment of panel members to the appeal committee.

Decision

1)   To agree the proposed Improvement Plan.

2)   To note that the Convener would write to the appropriate body to request that the retirement age of 70 for Placing in Schools Committee members should be removed.

3)   To note that the School Rolls Projections report would be brought forward to the March Committee.

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

11.   Early Years Thematic Review on Quality

A summary was provided of the thematic review which had been undertaken focusing on quality and the impact of leadership changes within Early Learning and Childcare across local authority settings in Edinburgh.

Through a combination of staff focus groups and surveys, mixed impacts were found regarding workforce, staffing and quality of experiences for children. However, staff had indicated that the impact on quality what been more strongly influenced by the Covid pandemic.

Decision

1) To note the purpose and learning points from the Early Years Thematic review on quality activity.

2) To note the impact of the changes that both the expansion of Early Years funded entitlement and workforce changes had had on quality within local authority early learning and childcare settings as identified through the review.

3) To agree the next steps set out in section 5.1 of the report by the Executive Director of Education and Children's Services.

(References – Education, Children and Families Committee 7 December 2021 (item 6); report by the Executive Director of Education and Children's Services, submitted)

12. Quality Improvement and Scrutiny Update

An update was provided of the self-evaluation of schools and the scrutiny undertaken by Education Scotland since the previous Quality Improvement and Scrutiny report to Committee in November 2022.

The following schools had been inspected by Education Scotland:

- Currie Primary School and Nursery Class
- Juniper Green Primary School and Nursery Class
- Edinburgh Secure Services (Howdenhall and St Katharine's)

Follow-through visits to the following schools had taken place to establish the level of progress on areas of improvement identified during previous inspections:

- Echline Primary School
- Longstone Primary School
- Prestonfield Primary School

Supported self-evaluation processes had been undertaken at the following schools:

- Forrester High School
- James Gillespie's High School

Motion

1) To note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity.

2) To agree the next steps set out in paragraphs 5.1 to 5.3 of the report by the Executive Director of Education and Children's Services.

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

1) To note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity.

2) To agree the next steps set out in paragraphs 5.1 to 5.3 of the report by the Executive Director of Education and Children's Services.

3) To note that the Education, Children and Families Committee was particularly concerned with the Education Scotland inspection results at Edinburgh Secure Services and to call for a separate report within one cycle outlining an improvement plan that would ensure a satisfactory follow-up inspection.

- moved by Councillor Key, seconded by Councillor Mattos Coelho

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

1) To note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity.

2) To agree the next steps set out in paragraphs 5.1 to 5.3 of the report by the Executive Director of Education and Children's Services.

3) To note that the Education, Children and Families Committee was particularly concerned with the Education Scotland inspection results at Edinburgh Secure Services and to call for a separate report within one cycle outlining an improvement plan that would ensure a satisfactory follow-up inspection.

(References – Education, Children and Families Committee 15 November 2022 (item 8); report by the Executive Director of Education and Children's Services, submitted)

13. Improvement in School Attendance

In response to the motion by Councillor Jones on absenteeism in schools, information was provided on the attendance tracked by the local authority and schools by SIMD demographic and by low attendance (below 85%).

Details were also provided of the supports in place for learners to improve although it was acknowledged that more improvement was required particularly post-Covid.

Decision

1) To note the interim response to the two action points from the motion on attendance at the Council meeting in October 2022.

2) To note that a full committee report to review progress on the Attendance Thematic Review 2022 would be shared with the Education, Children and Families Committee in March 2023.

3) To request a further report be brought to the March Committee specifically relating to the group of children who had presented with less than 85% of attendance post-Covid and children on long-term absence and information on tailored catch-up plans for these groups of children.

(References – Act of Council No. 26 of October 2022; report by the Executive Director of Education and Children's Services, submitted)

14. Teams Around the Learning Communities

Information was provided on the proposal to develop place-based approaches to providing integrated services that removed duplication, provided best value by aligning spend to outcomes and had clear lines of accountability and governance.

It was proposed to develop proof of concept cases in the Liberton and Craigroyston learning communities to ensure that Head Teachers planned interventions in collaboration with local communities and existing Council and third sector services.

It was anticipated that outcomes for improving attainment, attendance, health and wellbeing and pathways would be improved, particularly to address the impacts of poverty.

Decision

1) To approve proof of concept case studies in the Liberton and Craigroyston learning communities.

2) To agree that a follow-up report on the proof of concept case studies be provided for Committee before the end of 2023.

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

15. Outdoor Learning Update

In response to a motion by Councillor Burgess, an update was provided on the range of learning experiences undertaken outdoors and how it was delivered day to day in Edinburgh schools.

Schools and settings would continue to use self-evaluation and improvement planning to develop outdoor learning further and realise the renewed City Vision using the new Outdoor Learning school improvement toolkit.

Motion

1) To note the update on outdoor learning, particularly regarding the four key parts of the motion.

2) To note and support the Council's vision for outdoor learning as set out in Appendix 3, Table 4 of the report by the Executive Director of Education and Children's Services.

3) To note and support the ongoing rationale and benefits of the Council operating its own centres.

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

1) To note the update on outdoor learning, particularly regarding the four key parts of the motion.

2) To note and support the Council's vision for outdoor learning as set out in Appendix 3, Table 4 of the report by the Executive Director of Education and Children's Services.

3) To note and support the ongoing rationale and benefits of the Council operating its own centres.

4) To welcome the update report on Outdoor Learning in Edinburgh and renewing of the vision for Outdoor Learning that:

- outdoor learning was 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 were clearly part of the curriculum (onsite, local offsite, extended and residential)

- outdoor learning experiences were regular, frequent, enjoyable and challenging across the school.

5) To further welcome that schools were requested to include 'Learning for Sustainability' which included Outdoor Learning in their latest School Quality Improvement Plans'.

6) To note, in respect of the renewed vision for outdoor learning, that 11% of primary schools had self-assessed that they had 'highly effective practice' and that 39% were 'starting the journey'.

7) To note that the aim of the forthcoming 'Outdoor Learning Schools' Self-Evaluation Toolkit' for primary schools was to support whole-school improvement and provide key information that would 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 was the possibility of extending this approach to secondary schools in the future.

8) To note the intention to launch a renewed training offer for teachers to build capacity across Outdoor Learning by August 2023.

9) To note that participation in residential visits to the Council's own outdoor learning centres was around 90% of pupils from 90% of schools and welcomed the ongoing work to encourage even more primary schools and children to participate in residential visits to the Council's outdoor learning centres.

10) To request that this committee be updated before Summer 2023 recess 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 Burgess, seconded by Councillor O'Neill

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

1) To note the update on outdoor learning, particularly regarding the four key parts of the motion.

2) To note and support the Council's vision for outdoor learning as set out in Appendix 3, Table 4 of the report by the Executive Director of Education and Children's Services.

3) To note and support the ongoing rationale and benefits of the Council operating its own centres.

4) To welcome the update report on Outdoor Learning in Edinburgh and renewing of the vision for Outdoor Learning that:

- outdoor learning was 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 were clearly part of the curriculum (onsite, local offsite, extended and residential)

- outdoor learning experiences were regular, frequent, enjoyable and challenging across the school.

5) To further welcome that schools were requested to include 'Learning for Sustainability' which included Outdoor Learning in their latest School Quality Improvement Plans'.

6) To note, in respect of the renewed vision for outdoor learning, that 11% of primary schools had self-assessed that they had 'highly effective practice' and that 39% were 'starting the journey'.

7) To note that the aim of the forthcoming 'Outdoor Learning Schools' Self-Evaluation Toolkit' for primary schools was to support whole-school improvement and provide key information that would 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 was the possibility of extending this approach to secondary schools in the future.

8) To note the intention to launch a renewed training offer for teachers to build capacity across Outdoor Learning by August 2023.

9) To note that participation in residential visits to the Council's own outdoor learning centres was around 90% of pupils from 90% of schools and welcomed the ongoing work to encourage even more primary schools and children to participate in residential visits to the Council's outdoor learning centres.

10) To request that this committee be updated before Summer 2023 recess 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.

(References – Education, Children and Families Committee 20 September 2022 (item 19); report by the Executive Director of Education and Children's Services, submitted)

16. Bikeability in Primary Schools

Motion

1) To note the update and the progress made on the delivery of Bikeability in Primary Schools.

2) To note the challenges faced by some schools and the various solutions available to overcome them.

3) To agree to receive a further progress update at the end of the academic year.

- moved by Councillor Griffiths, seconded by Councillor Walker

Amendment

1) To note the update and the progress made on the delivery of Bikeability in Primary Schools.

2) To note the challenges faced by some schools and the various solutions available to overcome them.

3) To agree to receive a further progress update at the end of the academic year.

4) To note that only about half of primary schools deliver level 2 Bikeability and the barriers to schools delivering Bikeability outlined in the report.

5) To endorse the intention to re-establish the Active Travel Working Group.

6) To welcome the appointment of a dedicated part-time cycling officer who has obtained funding to support their work.

7)   To further welcome the intention to work with primary schools who had not been delivering Bikeability, particularly from lower SIMD areas, to identify solutions and to report back to the first meeting of the Committee after Summer 2023 recess on progress, including an update on the work with third party organisations.

-       moved by Councillor Burgess, seconded by Councillor O'Neill

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

1)   To note the update and the progress made on the delivery of Bikeability in Primary Schools.

2)   To note the challenges faced by some schools and the various solutions available to overcome them.

3)   To agree to receive a further progress update at the end of the academic year.

4)   To note that only about half of primary schools deliver level 2 Bikeability and the barriers to schools delivering Bikeability outlined in the report.

5)   To endorse the intention to re-establish the Active Travel Working Group.

6)   To welcome the appointment of a dedicated part-time cycling officer who has obtained funding to support their work.

7)   To further welcome the intention to work with primary schools who had not been delivering Bikeability, particularly from lower SIMD areas, to identify solutions and to report back to the first meeting of the Committee after Summer 2023 recess on progress, including an update on the work with third party organisations.

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

17.   Renaming the Education and Children's Services Directorate

Approval was sought to rename the Education and Children's Services Directorate "Children, Education and Justice Services". The proposed name change would reflect the changes within the Directorate, put children at the forefront and be more inclusive.

Decision

1)   To recommend that the Education and Children's Services Directorate be renamed "Children, Education and Justice Services".

2)   To refer the recommendation to the Council meeting on 9 February 2023 for final approval.

(References – Education, Children and Families Committee 15 November 2022 (item 15); report by the Executive Director of Education and Children's Services, submitted)

18.   Revenue Monitoring 2022/23 – Month Eight Position

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 was presented.

A review of pressures and savings within the budget indicated a projected net pressure of £2.0m after assumed corporate provisions for continuing Covid impacts on the service. This represented a favourable movement of £2.0m from the position reported to Committee in November 2022.

Decision

To note the estimated net residual budget pressure of £2.0m at month eight.

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

19.   End Poverty in Edinburgh Annual Report 2022 – referral from the Policy and Sustainability Committee

The Policy and Sustainability Committee had referred the End Poverty in Edinburgh Annual Report 2022 to this 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.

Decision

To note the report.

(Reference – Policy and Sustainability Committee 17 November 2022 (item 3); referral report from the Policy and Sustainability Committee, submitted)

20.   Performance Update Report - referral from the Policy and Sustainability Committee

The Policy and Sustainability Committee had referred the Performance Update Report to relevant Executive Committees for scrutiny on Business Plan Key Performance Indicators where a red RAG status had been noted.

The report had been referred to this Committee in relation to "Increased Attainment for all and in particular for those most disadvantaged - %age of primary pupils with low attendance and %age of secondary pupils with low attendance.

Decision

To note the report.

(Reference – Policy and Sustainability Committee 17 November 2022 (item 10); referral report from the Policy and Sustainability Committee, submitted)

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

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

"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 that the key role of schools and education are embedded in the Council's plans to reach Net Zero by 2030.

3) 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.

4) 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.

5) 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

   • 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 and 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.

6) 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

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

- moved by Councillor Burgess, seconded by Councillor O'Neill

Decision

To approve the motion by Councillor Burgess.

Work Programme

Education, Children and Families Committee
27 April 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
1	Revenue Monitoring	Quarterly Report	Douglas Pirie	Children, Education and Justice Services	Quarterly	June 2023 September 2023
2	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Linda Lees	Children, Education and Justice Services	Annual	March 2023
3	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2023
4	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	March 2023
5	Reducing Child Poverty	Six Monthly	Linda Lees	Children, Education and Justice Services	Six Monthly	June 2023

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	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Youth and Children's Work	Annual Report	Lorna French	Children, Education and Justice Services	Annual	September 2023
7	Senior Phase Attainment	Annual Report	Lorna French	Children, Education and Justice Services	Annual	September 2023
8	Edinburgh Learns Equity	Annual Report	Lorna French	Children, Education and Justice Services	Annual	September 2023
9	Education Standards and Quality Improvement Plan 2021-2024	Annual Report	Jackie Reid	Children, Education and Justice Services	Annual Report	September 2023
10	Early Years Partner Provider – Hourly Rate for Funded Early Learning Childcare	Annual Report	Lynn Patterson Donna Murray	Children, Education and Justice Services	Annual	September 2023
11	Educational Attainment in Broad General Education	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
12	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Children, Education and Justice Services	Annual	November 2023

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
13	Promoting Equality	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
14	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
15	South-East Improvement Collaborative	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2024
16	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2024

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Rolling Actions Log

Education, Children and Families Committee

27 April 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 Children, Education and Justice Services	April 2023 ~~March 2022~~ ~~December 2021~~	April 2023	**Recommended for closure.** **Briefing issued to members on 27 March 2023.** **January 2023 Update** To agree that a briefing note be provided for members on the current situation regarding school trips abroad. **January 2023** Regarding specific types of UK

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				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 effectiveness and minimising financial risks, as well incorporating wider Council priorities linked to equity, equality and environmental sustainability. This is sector-leading

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.				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 practice was shared and an action plan for future work created. A new school improvement toolkit is being developed, which also incorporates equity.

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

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							(minimising costs and reducing pressure on family budgets; ensuring equal access to opportunities, regardless of income; and reducing poverty-related stigma) remain key priorities across all schools, and equity of access to excursions is integral to this. Please use the link to see a previous report that went to committee: https://democracy.edinburgh.gov.uk/documents/s41074/7.12%20School%20Excursions%20Equity%20Update.pdf

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							September 2022 Item 6 – briefing will be prepared and circulated to Education, Children and Families Committee Members. **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	Executive Director of Children, Education and Justice Services	January 2023	April 2023	**Recommended for closure.** **An update is provided in the Business Bulletin for this meeting.** **January 2023** Briefing will be circulated by the end of January.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Education and Children's Services.				**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 parents and carers, and young people, and with Headteachers at various points as the overall project unfolds.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
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 (Nat5, Higher, Advanced Higher) sports. • the position of CEC and their delivery of school sports in comparison to other local authorities across Scotland	Executive Director of Children, Education and Justice Services	Early 2023 ~~December 2021~~	April 2023	**Recommended for closure.** **An update is provided in the Business Bulletin for this meeting.** **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 concerns raised in the composite

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• Details of the level of outdoor sports activity which had been targeted at individual schools across the school estate 3) To note that a response would be sent to the Edinburgh Parent Council Network to the points raised in their written deputation. 4) To confirm if the above response had been sent to the Edinburgh Parent Council Network via Headteachers.				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.
3B	24.08.21	**Motion by Councillor Laidlaw – School Sports and Extra**	1) Motion approved 2) To include information on in-school school lets in the report.	Executive Director of Children, Education	Early 2023 <s>October 2021</s>		**Please see 3A** **December 2021** On 7 December 2021, Committee

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Curricular Activities	3) To include any outstanding or new requests from groups that have not been actioned at the time of the report coming to Committee.	and Justice Services			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
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	Executive Director of Children, Education and Justice Services	June 2023 ~~April 2023~~		**April 2023** Report is coming to June committee. **January 2023** A report will come to April Committee. **November 2022** Item 7 - We have explored this option

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			applied for the Easter holidays. 3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of consultation with parents in 2018. 4) To agree to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.				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 on engagement with SQA.

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme. 6) To confirm that the presumption was not for a reduced service but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. To note that consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this must be a part of the consultation.				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
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 Children, Education and Justice 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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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.		April 2023 ~~June 2022~~		**Report on agenda for this meeting.** **January 2023** A report on Behaviours of Concern will come to April Committee. **November 2022** Update to come to January committee **December 2021** An update will be included in the Inclusion Report scheduled to be submitted to Committee in June 2022.

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 out key decision making milestones 3) To note that the Convener would share the latest response from the Cabinet Secretary for Education & Skills with				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 meeting in advance of the next meeting of the Education, Children & Families Committee scheduled for 15 November 2022.	Executive Director of Children, Education and Justice Services	April 2023 ~~January 2023~~ ~~December 2022~~		**An update is in the Business Bulletin for this meeting.** **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
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 Children, Education and Justice Services	April 2023 ~~November 2022~~		**The review of the Language and Literacy Collaboration (2017-23) is being finalised and will be published in the Inclusion Service's Standards and Quality Report for 2022/23. The Collaboration has involved 13 schools with one pending for next session.** **November 2022** (1) Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School were completed in June

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							2022. This involved planning and teaching alongside class teachers, training, and wider development work. The intended outcomes were achieved, with data showing positive impact on teaching, learning and attainment for learners at all stages of English language acquisition. Phase 3 started in August 2022, with EAL Specialist teachers continuing to support the school to consolidate and embed practice.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							(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 planned. This process is ensuring that we continue to strengthen practice for bilingual and minority ethnic learners to ensure equality of opportunity and outcome.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
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 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	Executive Director of Children, Education and Justice Services	April 2023 ~~March 2022~~		**Decision 2 – an update is provided in the Business Bulletin for this meeting.** <u>**November 2021**</u> 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
			them to suspend school inspections during such challenging times. 2. To ask officials to report back early in the new year on the work being undertaken to improve Pupil Support Assistants' terms and conditions. 3. To communicate to parents the challenges facing schools in this recovery phase and the efforts teachers and school staff are making to keep schools open." To note that the Convener and Vice-Convener intended to write to teachers and				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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 Children, Education and Justice Services	April 2023		**An update is provided in the Business Bulletin for this meeting on the Learning for Sustainability.** **January 2023** This will be included in the Learning for Sustainability Report on April Agenda **September 2022** The Edinburgh Learns Sustainability Group have prepared an annual

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No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							report and plan which will be circulated to the Education, Children and Families Committee Members. This will clearly detail the actions underway to ensure schools in Edinburgh meet the objectives to be net zero, as per the council business plan
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.	Executive Director of Children, Education and Justice Services	April 2023 ~~January 2023~~		**Appointment of a second parent/carer member of the committee was confirmed at the Council Meeting on 9 February 2023.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• Progress with establishing a children and young people's liaison group as agreed by committee in March 2022.				**Committee, on 31 January 2023, noted that a consultant had been appointed to review the issue of voting rights for religious representatives with an anticipated completion date of end March 2023.** A further report went to full Council on the Young People's Assembly in November 2022 asking: Council is asked to approve the proposal to develop a young people's assembly

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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 Committee with Parents meeting on the 8 November. Point 2- A further report is being submitted to full council in

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							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 Children, Education and Justice Services	April 2023 January 2023		**Report on agenda for this meeting.** **January 2023 Update** To note that a report would be submitted to the April Committee meeting. **January 2023** A briefing has been prepared for members.
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	Executive Director of Children, Education and Justice Services	TBC		**January 2023 Update** To provide a response to Kirkliston Primary School Association with an update on

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			next steps for the formal catchment consultation process.				the consultation and practical next steps.
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; • How schools and teachers are supported to provide outdoor learning; • Plans for further development of outdoor learning."	Executive Director of Children, Education and Justice Services	June 2023 ~~January 2023~~		**January 2023 Update** Report was submitted to Committee on 31 January 2023. Committee approved the report recommendations and the Green Group addendum specifically requesting that Committee is updated before summer 2023 recess on the forthcoming Strategic Action Plan for Outdoor Learning, the school

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							improvement self-evaluation toolkit for outdoor learning in primary schools and development of the external resource of lesson ideas and good practice for session 2023-24.
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 outluining 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	Executive Director of Children, Education and Justice Services	September 2023 January 2023		**January 2023 Update** Report was submitted to Committee on 31 January 2023. Committee approved the report recommendations and the Green Group addendum specifically "further welcomes the intention to work with primary

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Active Schools to identify any barriers to uptake and providing recommendations on ways to address these. b) Methods for re-communicating the scope and the benefit of the free offer to schools "				schools who have not been delivering Bikeability, particularly from lower SIMD areas, to identify solutions and to report back to the first meeting of the Committee after Summer recess on progress, including an update on the work with third party organisations.
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	Executive Director of Children, Education and Justice Services	January 2023	April 2023	**Recommended for Closure.** **January 2023 Update** Committee noted that a briefing on vaping in schools would be issued to all Head Teachers.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			for young people about any potential health side effects from vaping to ensure young people are well informed about the choices they make.				Update was included in the Business Bulletin for Committee on 31 January 2023.
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	Executive Director of Children, Education and Justice Services	January 2023 November 2022	April 2023	**Recommended for Closure.** **An update to both points was provided in the Technology in Education report submitted to Committee on 31 January 2023.** **November 2022 Update** Committee agreed to keep this action open until the points raised in the motion had been addressed in a

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			choice communications plan. 2) Agrees that the Education and IT teams work to ensure that as safe access as possible for pupils is restored as soon as technically possible and an update report on progress to come the Education, Children and Families Committee in one cycle."				report back to members. The works carried out to enhance the YouTube restrictions have 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.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
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 85% attendance in the years following covid in order to support them. 2) Whether schools are providing tailored catch-up plans for the children noted above with specific measurable achievable learning outcomes for each child; 3) Whether provision of private one-to-one	Executive Director of Children, Education and Justice Services	April 2023 January 2023		**Report on agenda for this meeting.** **January 2023** Interim update report was reported to Committee on 31 January 2023 with a further Thematic Review of Attendance coming to April Committee.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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."				
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.	Executive Director of Children, Education and Justice Services	April 2023 (Action 4) August 2023 (Action 5)		**April 2023 Update** **Item 4 - Literacy Strategy will be written once the results of the review are collated and analysed, further detailed update in the Business Bulletin.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
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	Executive Director of Children, Education and Justice Services	January 2023	April 2023	**Recommended for closure.** **Briefing was circulated to members on 1 February 2023.** **<u>January 2023</u>** This has been delayed and should

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				be issued by the end of January Action 2 – briefing note to be issued to members within 4 weeks
20	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	Executive Director of Children, Education and Justice Services	April 2023		

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	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 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.	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.**

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	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 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	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.**

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

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

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

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23A	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 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	Executive Director of Children, Education and Justice Services	January 2023		**January 2023 Update** **Report was submitted to Committee on 31 January 2023.** **See also item 23B below.**

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			• 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 Children, Education and Justice Services, and the Service Director for Sustainable Development, to 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.				

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
23B	31.01.23	**Gorgie Farm – Response to Emergency Motion by Councillor Day** – report by the Executive Director of	1) To 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	Executive Director of Children, Education and Justice Services	April 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Children, Education and Justice Services	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. 2) To 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				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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. 3) To welcome and endorse the progress in securing a third-sector operator for Gorgie Farm. 4) To recognise the importance of social and community benefits provided by the farm. 5) To recognise the importance of the farm being free to access. 6) To request that regular updates be provided to Group Leaders and				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Spokespersons and Local Ward Councillors. 7) To request a report back to the March Committee on progress.				
24	31.01.23	**Edinburgh Secure Services and Residential Estate Update** – report by the Executive Director of Children, Education and Justice Services	1) To note the positive progress in the report and agree to further updates to the Education, Children and Families Committee. 2) To request that the report back to Committee in March includes information on the ongoing work with Kibble and Aberlour Children's Charity.	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.**
25	31.01.23	**Technology in Education –** report by the Interim Executive Director of Corporate Services	1) To note the progress in the performance of technology in education and the work being undertaken on this as part of the stability plan. 2) To note that a planned audit of	Interim Executive Director of Corporate Services	April 2023	April 2023	**Recommended for closure.** **April 2023** Briefing note on the survey was issued to members on 13 February 2023 and

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Empowered Learning would take place in the first quarter of 2023 as part of the 2022/23 Audit Plan. 3) To circulate a briefing note to members with information on the names of schools in the CGI survey, the financial costs to schools who have installed additional RAM on devices and a comparison of performance between those schools operating with additional RAM and those who are not.				the briefing on RAM has been issued to members.
26	31.01.23	**Third Party Revenue Grants Programme Extension –** report by the Executive Director of Children,	1) To approve the extension of the Communities and Families 2020-23 Grants Programme (referred to as the Third Party Revenue Grants Programme) for seven months up	Executive Director of Children, Education and Justice Services	September 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Education and Justice Services	to 31 March 2024 with a total value of £2,224,308 as detailed in Appendix 1.				
			2) To agree next steps 5.1 to 5.4.				
			3) To agree that officers engage with organisations and stakeholders to encourage diverse representation and applications from all communities including Black and Ethnic Minority Ethnic (BME), SIMD 1 and 2 areas, single parent families and other priority and underserved groups.				
			) To request that the approval for the new Third Party Revenue				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
27	31.01.23	**School Admissions and Appeals Update** – report by the Executive Director of Education and Children's Services	1) To agree the proposed improvement plan. 2) To note that the Convener would write to the appropriate body to request that the retirement age of 70 for committee members should be removed. 3) To note that the School Rolls Projection report would be brought forward to the March Committee.	Executive Director of Children, Education and Justice Services	April 2023		**Decision 3 – report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
28	31.01.23	**Quality Improvement and Scrutiny Update –** report by the Executive Director of Education and Children's Services	1) To note the progress, strengths and areas for improvement identified through self-evaluation and scrutiny activity. 2) To agree next steps at paragraphs 5.1 to 5.3. 3) To note Committee's concern 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. 4) To request a further update report to the March Committee on proposals to improve attainment at ESS	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.** **A briefing on items 3 and 4 will be sent to members**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Howdenhall and St Katharine's.				
29	31.01.23	**Improvement in School Attendance –** report by the Executive Director of Education and Children's Services	1) To note the interim response to the two actions points from the motion on attendance at full Council in October 2022. 2) To note that a full report to review progress on the Attendance Thematic Review 2022 will be shared with Education, Children and Families Committee in March 2023. 3) To request a further report be brought to the March Committee specifically relating to the group of children who have presented with less than 85% of attendance post-covid	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and children on long term absence and information on tailored catch-up plans for these groups of children.				
30	31.01.23	**Teams Around the Learning Communities –** report by the Executive Director of Education and Children's Services	1) To approve proof of concept case studies in the Liberton and Craigroyston learning communities. 2) To agree that a follow-up report on the proof of concept case studies be provided for Committee before the end of 2023.	Executive Director of Children, Education and Justice Services	End 2023		
31	31.01.23	**Outdoor Learning** – report by the Executive Director of Education and Children's Services	1) To note the update on outdoor learning, particularly regarding the four key parts of the motion. 2) To note and support the Council's vision for	Executive Director of Children, Education and Justice Services	June 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			outdoor learning set out in Appendix 3, Table 4. 3) To note and support the ongoing rationale and benefits of the Council operating its own centres. 4) To request that this Committee is updated before Summer 2023 recess 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 2023/24.				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
32	31.01.23	**Bikeability in Primary Schools** – report by the Executive Director of Education and Children's Services	1) To note the update report and the progress made on the delivery of bikeability in primary schools. 2) To note the challenges faced by some schools and the various solutions available to overcome them. 3) To agree to receive a further progress update at the end of the academic year. 4) To note that only about half of primary schools deliver level 2 bikeability and the barriers to schools delivering bikeability outlined in the report. 5) To endorse the intention to re-establish	Executive Director of Children, Education and Justice Services	September 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the Active Travel Working Group. 6) To welcome the appointment of a dedicated part-time cycling officer who has obtained funding to support their work. 7) To further welcome the intention to work with primary schools who have not been delivering bikeability, particularly from lower SIMD areas, to identify solutions and to report back to the first meeting of the Committee after Summer 2023 recess on progress including an update on the work with third party organisations.				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
33	31.01.23 (**See Agenda**)	**Motion by Councillor Burgess – Learning for Sustainability and the Climate Emergency**	1) Motion approved. 2) To 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." 3) To 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	Executive Director of Children, Education and Justice Services	TBC		**An update is provided in the Business Bulletin for this meeting.**

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			sustainability at their school				
34	31.01.23 (**See Agenda**)	**Motion by Councillor Louise Young – Queensferry / Kirkliston High School Consultation**	1) Motion approved. 2) To agree that a briefing note update be provided to members setting out the background to the consultation proposals.	Executive Director of Children, Education and Justice Services	April 2023 ~~February 2023~~		**Report on agenda for this meeting.**
35	09.02.23 (Council) (**See Agenda**)	**Motion by Councillor Jones – Flexi Schooling**	Council notes that: 1) Some parents may choose to home educate, with attendance at school on a part-time basis, which may need the Council's consent; this is known as flexi-teaching; 2) Council requests that the Executive Director for Education provides a report in one cycle to the Education, Children and Families	Executive Director of Children, Education and Justice Services	April 2023		**Report on agenda for this meeting.**

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Committee setting out of the number of children who attend flexi-teaching for every primary school in Edinburgh; how many pupil days are spent in flexi-teaching for each school and the proportion of time spent overall in flexi-teaching for each school and for the City of Edinburgh Council as a whole. 3) Council requests a detailed report for each school as to the impact on assessment of the expected levels of attainment for the Curriculum for Excellence, if any. 4) The report should also include details of the impact on class management and the				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			challenges for teachers and pupils arising from the operation of flexi-teaching. 5) Council notes a significant increase in the volume of all types of home-schooling applications since the beginning of the Covid-19 pandemic and therefore requests that the report should include information on the impacts this has had on wellbeing and attainment levels.				

Business Bulletin

Education, Children and Families Committee

10.00am, Thursday, 27 April 2023

Education, Children and Families Committee

Convener:	Members:	Contact:
Councillor Joan Griffiths	Councillor Joan Griffiths (Convener)	Nickey Boyle, Executive Support 0131 469 5725
	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	
	Sara Collins and Louise Collingwood (the role will be undertaken on a shared basis)	

Updates	Background/Contact
Serious Incidents involving children and Young People. The authority policy "Included, Engaged, Involved" sets out how schools should assess, plan and record needs for learners who suffer from any wellbeing concern. For the majority of learners, these processes are managed and kept under review within schools. Where cases are more serious, including those where learners suffer or inflict serious harm, including problematic sexualised behaviour, higher levels of scrutiny and quality assurance are instigated. These cases are kept under close review during a monthly meeting involving: - Service Director of Education - Heads of Education - Principal Educational Psychologist The following information is collated and risk assessed: - Current assessment of needs - Child's Plan - Effectiveness of inter-agency working - Overall assessment of risk A summary of actions/escalations is collated by the Operations Manager (Children, Education and Justice Services) and shared with the Executive Director for Children, Education and Justice Services for reference.	Lynn Paterson, Senior Education Manager
"**Education Reform: Independent Review of Qualifications & Assessment in Scotland Interim Report, Professor Louise Hayward** This review is addressing the over dependency of our system on external exams that was exposed during COVID and builds on the various findings from various reports suggesting that we need a Senior Phase assessment framework that reflects the aspirations of A Curriculum for Excellence and one that captures the totality of learning and achievement of all. Phase one of this review developed a vision and values statement, phase two gathered views on a preferred Qualifications and Assessment model and phase three considers the draft proposals detailed in the Interim Report that was published in March 2023. In summary these proposals are; - A significant reduction in external assessment - A better and more clearly defined integration of academic and vocational qualifications - A broadening of the evidence collected during the Senior Phase to include skills and other competencies	Stephen Kelly, Senior Education Manager

- The development of enhanced digital infrastructure that will enable learners to gather and present their achievements and will also facilitate digital assessments
- A Senior Phase Leaving Certificate that will enable a learner to articulate their own skills and achievements while also allowing the users of qualifications, employers and further and higher education establishments to develop the sense of an individual.

Professor Hayward presented a draft of this report to all of Edinburgh's Headteachers in January 2023 and her team has visited a number of city schools. The consultation window for phase three has been extended to 30 April. All schools have been sent materials for the phase three consultation; these are detailed below.

[Supporting documents - Independent Review of Qualifications and Assessment in Scotland: interim report - gov.scot (www.gov.scot)](www.gov.scot)

Schools have been asked to share consultation materials with their parent forum. Parent and carer reps from the CCWP have been invited to engage with and share these materials with their networks. The details can be found here; [The Hayward Review: Reforming Qualifications and Assessments : Connect](Connect)."

Raising Attainment – Frameworks for Learning – Teaching and Learning

The best learning and teaching remains our key priority to raise attainment. The Teaching, Learning & Assessment (TLA) Board includes senior school leaders, officers and a parent. The Board now also reviews progress in digital learning (see below). The next major piece of work will be to scope and implement Empowered Learning Phase 2 which will develop the use of digital learning for learning and teaching, and wider achievement.

Two main areas of work, included in this action plan, are also included in the Council Business Plan with key performance indicators set to measure progress and impact.

Leadership for Equity

Leadership for Equity is our externally accredited professional learning programme to change the culture in our schools to eradicate poverty-related stigma. This programme completed its pilot year in 2021-22 with delivery and participation extended over the next 3-4 years. This will include a programme for pupil support assistants and Newly Qualified Teachers. The programme covers a range of areas, including:-

- Social Justice, equity, poverty and associated implications for school and classroom ethos and culture
- Teaching and learning approaches required to address poverty, the poverty related attainment gap, and barriers to learning

Jackie Reid, Senior Education Manager

- Working in partnership with parents & carers and support staff to promote equity and close the poverty related attainment gap

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

We are on track to meet the Key Performance Indicator (KPI) of 20% for senior leaders' participation (increase of 17% from 2021-22). However, it has proven more challenging to meet the KPI for Teachers' participation which has been restricted due to the inability to be released to attend due to high staff absences related to Covid. This should be redressed during session 2023-24 as staff attendance rates continue to improve. A modified programme for support staff will be completed by the end of session 2022-23, with further programme development for Early Years Staff in session 2023-24. Impacts will include the development of strategies to reduce the cost of the school day and skilful use of a range of data to plan interventions to close the poverty related attainment gap. A case study approach will be taken to evidence this impact.

Teachers' Charter

In order to provide the highest quality teaching and learning for all learners we need a highly skilled workforce. In 2021-22, 20% of the teaching workforce, has been met or exceeded our requirements to be proficient in the 4 key areas which make up the Teachers' Charter, delivered by the Edinburgh Learns Teaching and Learning Team.

We are on track to increase this to 40% for session 2022-23 and 60% for session 2023-24. All responders agreed that engagement with professional learning has had a positive impact on their practice and all agreed that their learning would have a positive impact on learners. A similar programme, for pupil support assistants, will be completed by the end of this session. The team delivers a range of other professional learning courses all of which upskill the workforce and to ensure a consistent understanding of judgements made about pupils' progress in learning.

Teacher Agency and capacity is built through a range of Empowered networks such as the Learning, Teaching and Assessment Leads and Quality Assurance Moderation Support Officers. A

Other Areas of Strategy

Digital Empowerment

The Empowered Learning I-pad project has successfully completed the deployment of circa 41,000 I-pads (1:1 for P6-S6, teachers and eligible Early Years staff and shared solution for P1-5). The Edinburgh Learns Digital Team

has created 12 online professional learning courses (105 individual videos) available for staff, accessed by over 1000 teachers + 25 skills videos for pupils & parents/carers. Almost all schools have now registered for Digital Schools Award Scotland, with 7 now certified, 11 more who have completed self-evaluation of this area of practice. Digital Learning Coordinators Team now well established, with 305 members, strategic and operational support, including Planning Essentials to all schools. The next step is the implementation of the strategy is to support schools in progressing from deployment to embedding digital technology into teaching and learning approaches to enhance learning, increase engagement and motivation whilst developing essential skills for learning, life and work.

Learning Communities for Equity

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 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. An integrated whole family support model is being developed which has the potential to address fragmented working, 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 focused on poverty prevention and aligned to a clear set of outcome measures. These outcome measures are known as 'the Edinburgh Imperatives':-

- Maximising Attendance Education
- Closing the Poverty Related Attainment Gap in Literacy and Numeracy

Scottish Attainment Challenge

The refreshed Scottish Attainment Challenge programme (March 2022) reinforces our collective commitment to equity and excellence in education, to mitigate the impact of poverty on children's outcomes and tackle the poverty-related attainment gap. It aims to make a greater difference, more quickly, for children and young people.

The Finance for Equity Framework was launched at the recent Headteacher Conference (22 March 2023) and sets out the City of Edinburgh's response to the new policy landscape. It provides Headteachers and partners with guidance on how Scottish Equity Funding should be used to help close the poverty related attainment gap and raise the attainment of all. The Framework makes explicit reference to the Edinburgh Imperatives which our needs-

Roberta Porter, Quality Improvement Manager

analysis confirms are required to improve outcomes in the city: Attendance; Literacy and Numeracy; Pathways; Health & Wellbeing.

Strategic Equity Funding is provided through the £1 billion *Attainment Scotland Fund* and allocations have been confirmed until March 2026, to support strategic planning over this period. Strategic Equity Funding is allocated to the local authority. It must be used to deliver targeted activities, approaches or resources which are clearly additional to universal local improvement plans and support the most disadvantaged learners.

In 2022/23 the 12 schools, previously known as 'Scottish Attainment Challenge' or 'Schools Programme' schools, continued to receive a portion of Edinburgh's Scottish Equity Funding allocation. This has been used to fund temporary posts, providing additional staffing capacity to increase progress closing the poverty related attainment gap. From 2023/24 a Place-Based approach is being implemented for the management of finance for equity. Learning communities will be able to submit a bid to secure an allocation of Strategic Equity Funding (£1,274,381 for session 2023-24) to supplement their work on closing the poverty related attainment gap.

Schools and the local authority have agreed Stretch Aims to reflect the increased ambition for progress in closing the poverty related attainment gap and improving outcomes for all learners. Stretch aims help measure the impact and outcomes of the activities undertaken to deliver the Scottish Attainment Challenge. Progress in meeting these will be reported on an ongoing basis at local authority level and to Scottish Government.

Children and Young people – Care Plan

The Children and Young People Review Team have been working hard for the last 18 months to consider how best to share information with Children and Young people regarding their Care plan and how decisions are made . It was highlighted that they often struggle to understand the language used by Social work and other professionals and documents are often very formal and difficult to understand . It has been recognised that using child friendly language helps support children and allows them to feel included and part of their plan enabling them to ask age appropriate questions. As well as providing a written formal minute from the review the team have been providing "Looked After letters" which are sent out to Children and Young people following their review providing a recent and relevant update of their circumstances and a summary of "what next" to support their Life story. Feedback from both Young people and their carers has been very positive with one 10 year old recently stating "I loved your letter" when she met with the Reviewing Officer .

Brenda-Anne Cochrane, Team Manager Children & Young People Review Team

Gaelic Education

Children and young people have had access to Gaelic Medium Education (GME) provision in Edinburgh schools since the 1980s. Croileagan 0-3 playgroups will celebrate their 50th year in Edinburgh in 2023. Primary provision, including Early Years (EY), originally operated as a unit attached to

Lorna French, Service Director, Education

Tollcross Primary School, before transferring to a dedicated school, Bun-sgoil Taobh na Pàirce, in Bonnington in 2013. Pupils transition to secondary GME which is hosted at James Gillespie High School (JGHS), with most GME teaching and learning now taking place at the newly refurbished Darroch annexe since October 2022.

While there are a range of additional factors which impinge on the provision of GME, improvements in performance are evaluated in the same way as English Medium. These are set out in the Gaelic Medium Improvement Plan which is kept under review by the Gaelic Learning Board. Leadership and management of staff, The Curriculum, Transitions and Partnerships are the main themes discussed.

The central focus is the improvement of the quality of educational provision, in terms of pedagogy, curriculum, wider achievement and immersive practice to ensure positive outcomes for all learners. Our ambition is that our GME provision should recognise and address the unique needs of Gaelic immersive education, while ensuring that GME learners access the same level of high-quality learner experience aspired to within the aims and principles of Edinburgh Learns for Life.

Next steps will be taken forward though the Gaelic Learning Board, including a review of national guidance to produce an overall Framework for Gaelic Learning.

Sustainability

A Sustainability Workshop for Elected Members took place in Darroch Secondary school on the 6 December 2022 at which learners and teachers presented on Learning for Sustainability (LfS). Following this, a motion was brought to committee by Cllr Burgess, and a steering group has now been set up to scope the next steps. This will hopefully include cross-party membership to steer actions across education. As last session, all schools will be required to set actions to improve LfS in School Improvement Plans for Session 23/24, and resources, including time, funding and professional learning, will be confirmed in due course. A full Children, Education and Justice Services Committee report in June will set out progress at school level, collated from Standard and Quality Reports.

Lorna French, Service Director, Education

Active Schools progress update in response to Cllr Laidlaw's motion December 2020

Active Schools activity update:

To address the deep inequalities of health and wellbeing, sportscotland's model for Active Schools requires all activities to be provided free of charge to the participant. As such Active Schools Coordinators (ASC) reviewed the

Mel Coutts, Wider Achievement Manager

programme. This involved capacity building through volunteers, thus also improving volunteer training, recruitment and retention.

Since August 2021, ASCs in every learning community have been providing all activities free of charge. Active Schools continue to offer a universal programme while having a particular focus on the inactive, including young people with additional support needs or a disability; young people living in poverty; young people who are care experienced or in kinship care; ethnic minorities or young people who are new to Scotland.

While workforce engagement remains a challenge across all sectors in the sport and physical activity landscape, training courses have resumed and coaches are steadily coming back, however, there is an overall shortage of workforce, both voluntary and paid.

Overall, there is a positive picture of Active Schools in Edinburgh. We have gathered information on the schools which were offering a limited (3 or less clubs) Active Schools programme in August to December 2022, and this can be circulated on request. Reasons and next steps have been identified for each of these schools. At that time there were 18 schools that had 3 or less Active Schools clubs and 8 schools that had none at all.

The recurring theme, evident from the information gathered, is the challenge in recruiting volunteer deliverers.

In many schools where Active Schools activity is low, a significant number of extracurricular opportunities exist run by Parent Teacher Associations which are often supported by ASCs.

Integrated Impact Assessment:

The Integrated Impact Assessment (IIA) process allows us to meet our legal obligations in relation to equality, socioeconomic disadvantage, climate change, sustainability, the environment and human rights.

A thematic review of Active Schools is underway. This review will:

1. Analyse the current Active Schools delivery model looking at its effectiveness in learning communities located in different areas/demographics of Edinburgh.

2. Compare the Edinburgh delivery model of Active Schools to other similar sized local authorities including Fife, Aberdeen, Glasgow and North Lanarkshire.

3. Identify areas of best practise or new models, either in Edinburgh or elsewhere, to implement in learning communities where the current model is less effective.

The IIA is currently in draft and will be presented to the June 2023 committee along with a progress update on the thematic review.

The IIA will establish what the positive and negative impacts of the change in model will be in relation to equality and socio-economic disadvantage. The IIA will look at the impact on engagement in sport and physical activity by girls, people with a disability and ethnic minorities. For any negative impacts, we will need to set out what will be done to mitigate against them.

Motion by Councillor Perry (December 2021)– Support for Teachers and School Staff

Lorna French, Service Director, Education

Following on from a motion made by Councillor Ian Perry, in December 2021 and in line with workforce planning commitments, a Review of Support Roles in Education has been started.

The review will provide an opportunity to revise support worker salary grades and job descriptions to ensure they appropriately reflect the role and responsibilities and the level of Additional Support Needs they are expected to work with in mainstream or special schools e.g. the level of medical needs.

Currently approximately 20% of support worker roles in Edinburgh's schools and early years settings are fixed term contracts. The allocation of permanent support worker roles across schools is inconsistent with some having a disproportionately high number of support workers compared to schools with a similar demographic within Edinburgh and other local authorities. Reviewing and redistributing permanent support worker posts would ensure appropriate and equitable access to support for pupils and staff across all sectors.

Efficient redistribution of permanent support worker posts would reduce the need to recruit fixed term posts. This would improve the allocation and retention of support workers across all sectors and ensure efficient deployment of experienced and skilled staff that improves outcomes for children/pupils.

The review will also examine professional learning and progression pathways and will fully reflect developing national guidance.

Education, Children and Families Committee - Elected Members visit to Braid House (Howdenhall Complex)

Mark Crawford, Team Manager / Principal

On 8th March 2023 members of the committee visited Braid Secure House within the Howdenhall Centre which is home to 3 of our young people who need this level of intervention. Members were invited to walk around the complex alongside key members of staff and hear and observe recent improvements to the environment, practice and ethos of the centre and progress on the improvement plan and future goals. Similarly, members were

given a tour of the school, an overview of the education improvement plan, as well as examples of the school curriculum.

Literacy Attainment (item 18 Rolling Actions Log)

Literacy Attainment levels in the Broad General Education 2021-22 reflected an increase at P1 and P7 compared to session 2020-21. However a decrease in P4 writing (75.8%) levels has been reported, which is a focus for improvement. There is also a concern that only just under two-thirds of children living in SIMD Quintile 1 are achieving the appropriate level for writing in P1, P4 or P7.

In 2018, an Integrated Literacy Strategy for All (2018-21) was created including guidance to support Raising Attainment in Writing. Although improvement activity has continued in relation to this strategy, this is now due to be updated. In order to inform this process, we will conduct a thematic review of Literacy with a particular focus on writing. This will involve a series of Validated Self-Evaluation (VSEs) visits to an identified number of schools, immediately after the Easter break.

The review will facilitate the validation of identified strengths and areas for development, identified through external and internal scrutiny activity. Criteria for the selection of these schools includes those where there has been a drop in attainment in writing and also those who have improved in order to identify, and share, effective practice. The visits will include participation in shared classroom experience and stakeholder focus group discussions, as well as a discussion of the Literacy curriculum rationale and design. At the same time, we will conduct a survey across all schools: firstly, to assess teacher confidence in the teaching of, and assessing learners' progress in, Literacy (particularly Writing) to identify necessary professional learning and to ascertain confidence levels in the accuracy of reported data.

The findings will be reported to the Committee in June with an updated Integrated Literacy Strategy created by November 2023, in alignment with the review and update of the Education Improvement Plan (2024-2027) The Edinburgh Learns Teaching, Learning & Assessment Board will oversee the creation and implementation of the strategy and will agree a set of measures which will be used to monitor progress and impact.

Jackie Reid, Senior Education Manager

<u>Response to Motion by Councillor Louise Young – St Margaret's RC Primary School Catchment Review</u>

Officers have engaged with West Lothian Council who confirmed that Sinclair Academy is fully funded by contributions from housing developers and as such the school is designed to be for the pupils generated by the new housing developments in West Lothian. If there was to be catchment review West

Crawford McGhie, Head of Strategic Asset Planning

Lothian would require a substantial financial contribution from the City of Edinburgh Council aligned to the additional numbers of pupils that would then required to be catered for at some point in the future. This funding is not available in the Council's Capital Investment Programme and a statutory consultation can't progress until the funding is available. A meeting with the school Parent Council is to be arranged to explain this situation.

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Education, Children and Families Committee

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10:00am, Thursday, 27 April 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 purpose and learning points from Education Scotland and Quality Improvement and Curriculum Service (QICS) scrutiny activity.

1.1.2 Note the strengths and areas for improvement identified through internal supported self-evaluation activity.

1.1.3 Agree next steps at 5.1 – 5.3

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Jackie Reid, Acting Senior Education Manager

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

Report

Quality Improvement and Scrutiny Update

2. Executive Summary

2.1 This report covers a range of activity from Education Scotland scrutiny to local authority reviews. Our main conclusions are that, while there is some outstanding and sector leading performance, more work needs to take place to ensure consistency of practice in learning and teaching and raising attainment, tracking and monitoring of attainment and achievement.

3. Background

3.1 Education Scotland has inspected The Royal High School using the full model of inspection. This 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 QICS provided intensive support to ensure that the school was well prepared for their inspection including ensuring high confidence levels in the school's self-evaluation grades for these core Quality Indicators.

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

3.3 The QICS plan for supported self-evaluation processes for schools, who may be in the cycle for inspection, is now well re-established. 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

The Royal High School

In December 2022, Education Scotland inspectors visited The Royal High School undertaking a full model inspection. Here are Education Scotland's evaluations:-

School

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

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 1. The link to the more detailed full summarised inspection findings, is detailed in the letter (report) and referenced below as background reading. Areas of practice within the school have been identified as outstanding. This includes the leadership of the head teacher, wider leadership team and the exceptional contribution made by young people to the leadership of school improvements. The school's approaches to equalities and equity have been identified as worthy of sharing at National level with digital approaches identified as a feature of highly effective practice.

4.2   Follow-Through Visits

Dalry Primary School

In May 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Dalry Primary School and Nursery Class. Please note that, at this time, the team evaluated alternative quality indicators. Here are Education Scotland's evaluations:-

School   ³

Quality Indicator	Evaluation
1.1 Self-evaluation for self-improvement	Good
3.2 Raising Attainment & Achievement	Good

Nursery

Quality Indicator	Evaluation
1.1 Self-evaluation for self-improvement	Satisfactory
3.2 Securing Children's Progress	Good

Here are the Care Inspectorate gradings for the nursery class:-

Care Inspectorate Standard	Evaluation
Quality of care and support	Very good
Quality of environment	Very good
Quality of staffing	Good
Quality of management and leadership	Good

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

- Staff know the children and families well. The school promotes diversity, and creates a welcoming and friendly environment. Relationships are respectful between adults and children. School leaders consult well and give good direction to the staff team who are very supportive of each other.

- Almost all children are motivated to learn and engage well with the enriching and wide range of learning experiences available to them. Children are supported to learn and make good progress in literacy and numeracy.

- The active parent council and wide range of partners work together with staff effectively to support families and their children.

The following areas for improvement were identified and discussed with the headteacher and representatives from The City of Edinburgh Council:-

- Across the school, continue to develop opportunities to involve children more in decisions about their learning, and support them to have a better understanding of what they need to do to improve further.

- Engage further in opportunities for staff to work together with other colleagues within and beyond the school, sharing best practice. Continue to review the effectiveness of the wide range of interventions in place to further raise attainment and achievement for all children.

- Practitioners in the nursery class should develop further their early work to ensure all activities are challenging and build on children's prior learning across the early level.

The cessation of scrutiny activity, during the Covid pandemic, prevented a follow-through visit being undertaken within the normal cycle. In February 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Dalry Primary School and Nursery Class.

The findings evidence that Dalry Primary School and Nursery had made appropriate progress in all three areas highlighted by Education Scotland in 2018. Strengths and next steps are detailed in the report. (Appendix 2). 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.

Ratho Primary School

In May 2018, a team of inspectors from Education Scotland visited Ratho Primary School and Nursery Class. During the visit, they talked to parents/carers and children and worked closely with the headteacher and staff. Here are Education Scotland's evaluations:-

Quality Indicator	Evaluation
1.3 Leadership of Change	Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Satisfactory
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 inspection team found the following strengths in the school's work:-

- Across the school and nursery, children are happy, confident and eager to learn.

- Staff work very well together and are highly committed to their own professional learning. Staff are encouraged and supported to be creative and innovative.

- Parents and partners who give freely of their time to participate in school improvement and to ensure the best outcomes for all children.

The following areas for improvement were identified:-

- Both in the school and the nursery, senior leaders should continue to develop opportunities for leadership across all staff, parents and children.

- In the school and nursery, make sure that learning is built from prior experiences. Increase the pace and challenge of learning at all stages, to further meet the needs of all children.

- Continue to develop and build partnerships with parents and professionals to ensure all children's needs are fully understood and supported.

- Develop a shared understanding with parents, children and staff, of what learning and progression should look like for every child. This curriculum plan should reflect the unique community and context of Ratho Primary.

In December 2022, a team of QICS officers visited Ratho Primary School and Nursery Class to report on progress. The findings evidence that Ratho Primary and Nursery had made appropriate progress in all four areas highlighted by Education Scotland in 2020. Strengths and next steps are detailed in the report. (Appendix 3). 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.

4.3   Supported Self-Evaluation

Since the last Committee, QICS officers have undertaken supported self-evaluation processes with the schools noted below. Strengths and areas for improvement are included for each.

Wester Hailes High School

A team of officers from The City of Edinburgh Council, undertook a one-day visit to Wester Hailes High School on 10th November 2022. They each paired up with a member of staff from Wester Hailes High School who holds a leadership responsibility in relation to Learning, Teaching and Assessment. During the visit, a total of 30 lessons were visited, covering every faculty and year group. A further visit to the school was undertaken on Wednesday 30th November. The self-evaluation activities on that day included pupil focus groups, staff focus groups, individual meetings with staff members, and visits to the Wellbeing Hub and to Support for Learning.

Strengths

- All young people, spoken to, report that they feel safe at school and that they all have a key adult to speak to about any concerns. They felt that staff were approachable and that they cared about them. Almost all pupils felt they were listened to and that appropriate action was taken to address their concerns. This is as a result of the positive relationships which existed in all observed lessons.
- Staff demonstrate an understanding of the social, economic and cultural context within which children, young people and their families live, and an awareness of their responsibility in supporting young people to achieve positive outcomes.
- The school vision, values and aims were co-constructed by a range of stakeholders, and the school community has ownership of them. This is articulated confidently by pupils.
- Some pupils, particularly from the Senior Phase, felt that they were provided with leadership opportunities
- Almost all pupils were ready to learn and were engaged in almost all lessons observed.
- Staff across the school demonstrated a shared understanding of the importance of nurture and getting it right for young people.
- In the Senior Phase, presentation numbers for graded courses at SCQF level 5 has risen steadily over a 5-year period, from 141 entries in 2017-18 to 282 entries in 2021-22, reflecting increased expectations and aspirations.

Areas for Improvement

- The school should maintain the clear focus that has already been established on level 5 attainment in S4, and on maximising the number of learners who achieve 5 or more awards at this level. Linked to this, increasing the quality of SCQF level 5 awards by strengthening the component marks in each subject area, will provide learners with the best chance of confidently progressing to level 6 within subjects, and in turn will support the increased attainment at SCQF level 6 in S5 and S6.
- Consistency in learning and teaching approaches should be achieved including a focus on Assessment for Learning strategies.
- Provide clarity to all staff and pupils re strategies to support inclusion, including reviewing the Pupil Support system.
- Further opportunities, for learner participation, should be provided.
- The re-introduction of the full range of self-evaluation activities that previously existed in the school self-evaluation calendar is now required.

Queensferry High School

A team of officers from The City of Edinburgh Council, undertook a Supported Self-Evaluation visit to Queensferry High School from 12th-14th December 2022.

Strengths

- A positive ethos, where caring and supportive relationships exist between staff and learners.
- Young people are eager to learn, have pride in their school and feel they are supported in their learning.
- The Head Teacher has high expectations and a clear vision for change. Strong leadership from the senior leadership team has enabled the development of this clear vision. Distributive leadership opportunities are provided for staff.

Areas for Improvement

- Ensure high quality learning experiences are happening consistently through self-evaluation activity. This includes a focus on Assessment for Learning strategies.
- Ensure all staff are involved in the process of change and improvement.
- Senior Leadership engagement with the Leadership for Equity programme.
- Increase pace, challenge and differentiation in learning.
- Further develop learner participation in leading improvement.
- The school should explore ways in which digital technology could be further used to enhance the learning experience.
- Further professional learning in a range of additional support needs would help all staff to develop a greater understanding of the barriers faced by young people.
- Senior staff should continue to develop a clear and coherent strategic overview of the school's work related to wellbeing and how this will be applied in every learning experience.
- Improve systems for tracking wider achievement.

- Young people to be fully engaged in their learning, and participate in decision-making, about their learning pathways and future career aspirations.

Pirniehall Primary School

In January, 2023, the above team of officers and head teachers took part in a Supported Self Evaluation visit over a two-day period. Pirniehall is a priority school in receipt of intensive support.

Strengths

- Staff and partners understand the context of the school and demonstrate nurture and compassion in their interactions and approaches to working with young people. Collaboration with partners is meaningful and targeted to benefit those most in need.
- Positive relationships, across the school community were evident throughout the visit and reflect the school's commitment to social justice across the school and nursery.
- In most lessons, children were calm and engaged and the learning was purposeful.
- Wider achievement is tracked and discussed at termly tracking and monitoring meetings. Targeted approaches to providing opportunities for care experienced children and those living in poverty are beginning to happen, for example sporting opportunities and mentoring. This is well supported by a range of partners and closely monitored to evaluate impact.
- The new tracking system monitors progress of individual children and cohorts eg care experienced and those living in poverty. This includes attainment over time and recently the tracking of wider achievement.
- The nursery learning environment provides opportunities for extended rich deep play where young learners can lead and extend their own learning.

Areas for Improvement

- Create a shared vision and aims, refreshing school values to underpin the curriculum rationale to build a culture of ambition and high expectations across the school community.
- Pupils, parents/carers, and partners should become more involved in shaping school improvement. Learner participation should be an immediate priority to increase opportunities for pupils to lead their own learning and develop the four capacities across the four contexts for learning.
- The school should continue its work on Assessment for Learning strategies underpinned by the Teachers; Charter.
- The school should improve pace and challenge. In almost all classes there was scope for more aspirational learning for all pupils. Differentiation should be used more effectively as a tool to provide appropriate pace, challenge and support.
- The school should develop a Promoting Positive Behaviours Policy. As part of the new policy, the school should embed a consistent approach to supporting self-regulation and de-escalation strategies. This should include restorative approaches and responding to incidents of bullying and prejudice.

- As a priority, the school should develop its Equalities work in line with CEC policy
- All staff should engage with the Leadership for Equity programme.
- Responsive planning, and the use of observations, in the Nursery need to be
- developed as an essential next step. Staff should explore ways to integrate literacy and numeracy across the environment.

Forthview Primary School

In January, 2023, a team of officers and head teachers took part in the Supported Self Evaluation visit over a two-day period. Forthview is a priority school in receipt of intensive support.

Strengths

- All staff have a strong understanding of the social economic and cultural context of the school. They are caring, compassionate and nurturing, which is reflected in the warm relationships which exist.
- The school constantly reflects on their supports for the children in their care. They are solution focussed and work very well with partners to meet the needs of learners, and their families. Staff work hard to minimise potential barriers to learning.
- Learners say they feel safe and respected. They have daily opportunities to reflect on their wellbeing. Consequently, staff have a good understanding of the wellbeing needs of their learners. The school has a planned progressive Health and Wellbeing curriculum.
- Improving attainment in literacy and numeracy is a clear focus of the school.
- In the nursery, learners were engaged in meaningful play experiences and the environment supported children's independence.

Areas for Improvement

- The school should continue to develop their new vision, values and aims collaboratively with all stakeholders. These should underpin a new curriculum rationale which should reflect the school's unique context and ambition for improving outcomes for all learners. High expectations should be promoted consistently across the school.
- Rigorous approaches to tracking and monitoring, including wider achievement, should be implemented.
- Increase pace, differentiation and challenge in learning.
- Increase opportunities for pupil voice and leadership of learning and improvement.
- The Head Teacher should ensure there are systems in place to track and plan for mandatory staff training.
- As a priority, the school should develop its Equalities work in line with CEC policy.
- The school should reflect on timetabling to ensure the balance of planned learning experiences maximises learning time and pupils' engagement.
- There is an over reliance on 1-1 support for pupils from staff and the schools should continue to reflection the impact of this and work towards creating a balance between 1-1 supports and group interventions.

- Senior leaders and teachers should engage in the Leadership for Equity programme.
- Explore opportunities for learners in the Nursery to develop independence.
- Continue to develop responsive, planning approaches and high quality observations in the Nursery. Use the child centred teaching cycle from Realising the Ambition to support this.

Ferryhill Primary School

In January, 2023 a team of officers and head teachers took part in a Supported Self Evaluation visit over a two-day period.

Strengths

- The new Headteacher and Senior Leadership Team have quickly established their commitment to leadership of improvement, with a clear focus on meeting the needs of all learners.
- A robust analysis of both qualitative and quantitative data has been gathered and collated by the senior leadership team, to identify strengths and improvements.
- Relationships within the staff team are very positive and staff are caring and supportive of learners across the school.
- There are some examples of good teaching where teachers had planned imaginative lessons which engaged learners.
- In a few of the classes, the use of digital technologies was innovative and motivating for learners. In
- A review of GIRFEC approaches to wellbeing has been a significant focus. Although progress has been slow, the impact of this is evident in how supported staff, children and parents feel.
- Implementing a tracking and monitoring system has been a priority. This is now in place and beginning to be used by the school leadership team to inform decision making around appropriate interventions.
- Staff interactions with children in the Nursery were skilful, particularly when de-escalating distressed and dysregulated behaviour. This demonstrated that children's emotional wellbeing is being supported and nurtured. Staff also interacted well with children, to sustain engagement and extend learning[1] In areas of the Nursery.

Areas for Improvement

- As a priority, the school should begin to look at processes to collegiately develop a shared vision, values and aims relevant to the school community.
- Staff need to ensure more consistency in approaches to the planning and delivery of quality learning and teaching. This should focus on pace, differentiation and challenge.
- As a priority, the school should begin to collegiately develop its Health and Wellbeing strategy, including developing learners' understanding of the wellbeing indicators.
- Currently, learners' understanding of equality and diversity is not well enough developed. This should be developed as a priority.

- The leadership team should work with staff on their collation and analysis of attainment data, alongside the standards, to support confident, professional judgments about children's learning.
- Effective tracking of learners' wider achievement.
- All Senior leaders should attend Leadership for Equity professional learning.
- In the nursery, approaches to responsive planning and quality observations should be revisited and extended.
- Staff should work collaboratively to identify and develop ways to capture children's progress and support learning conversations and the setting of next steps.

Edinburgh Secure Services (Howdenhall & St Katherine's)

In September 2022, Education Scotland inspectors visited Edinburgh Secure Services undertaking a short model inspection. Here are Education Scotland's evaluations:-

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 during week commencing 15th May, 2023. The provision (education and care setting) remains under review to ensure that the needs of the young people attending are fully met. A detailed action plan has been co- constructed with the school, with progress and impact being monitored closely. The QICS continues to work closely with the school to support preparations for the planned further inspection.

5. Next Steps

5.1 QICS to continue to undertake the planned calendar of activity related to follow-through visits 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 provide proportionate levels of support and to plan future review activity.

5.4 QICS to ensure that all actions for improvement are implemented by schools within agreed timescales.

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 Quality Improvement Education Officers 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 review processes. Emergent themes focused on areas for improvement will be provided to schools through internal support and challenge activity:- intensive, targeted or universal approaches.

8. Background reading/external references

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

8.2 The Royal High School Summarised Inspection Findings (SIF) is to be available on the Education Scotland website at: https://education.gov.scot/education-scotland/inspection-reports/reports-page//?id=4955

8.3 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- The Royal High School Inspection Report

9.2 Appendix 2 - Dalry Primary School and Nursery Follow-through Report

9.4 Appendix 3 – Ratho Primary School and Nursery Follow-through Report

28 February 2023

Dear Parent/Carer

In December 2022, a team of inspectors from Education Scotland visited The Royal High 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.

- The outstanding leadership of the headteacher. Together with the senior leadership team, she has successfully established a school community where young people and staff feel valued and motivated to contribute. As a result, they are making continuous and successful improvements confidently across the school.

- The exceptional contribution of young people to bringing about positive changes to the school. They demonstrate strong leadership in many aspects of school life. This supports young people to be successful, to achieve highly and have a strong sense of empowerment and ownership of their school.

- The respectful climate for learning is highly inclusive and staff support young people very well to achieve their best. Teachers and young people use digital technology very creatively. This significantly enhances learning experiences and helps to meet the needs of all young people.

- Young people have a very strong understanding of diversity and equality. 'We all belong here' is lived and promoted very successfully in every aspect of school life. Young people value and celebrate difference. Equity sits at the heart of the school experience. Young people demonstrate respect, confidence and resilience and they thrive and flourish in Royal High School.

- The very high standard of attainment for all young people. By S6, attainment is very strong. From S1, young people are being very well prepared for future life and work. Attainment for specific groups of learners is also very high and this includes those living in challenging circumstances.

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

- Continue to raise expectations and challenge in learning for S1 to S3 young people.

- Continue to support young people's understanding of the skills they achieve across all areas of the curriculum.

We gathered evidence to enable us to evaluate the school's work using four 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 The Royal High School

Quality indicators	Evaluation
Leadership of change	**excellent**
Learning, teaching and assessment	**very good**
Ensuring wellbeing, equality and inclusion	**excellent**
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	

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?

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.

Ann Floyd
HM Inspector

Appendix 2 The City of Edinburgh Council

Follow Through Report

Dalry Primary School and Nursery Class

February 2023

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.

Dalry Primary School was inspected in May 2018. In February 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Dalry 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 2018, Education Scotland evaluated the school and nursery class as follows:

School

Quality Indicator	Evaluation
1.1 Self-evaluation for self-improvement	Good
3.2 Raising Attainment and Achievement	Good

Nursery Class

Quality Indicator	Evaluation
1.1 Self-evaluation for self-improvement	Satisfactory
3.2 Securing Children's Progress	Good

The three areas for improvement identified during the Education Scotland inspection report, published in August 2018, are as follows, and this report covers progress relating to each one in turn.

- Across the school, continue to develop opportunities to involve children more in decisions about their learning, and support them to have a better understanding of what they need to do to improve further.
- Engage further in opportunities for staff to work together with other colleagues within and beyond the school, sharing best practice. Continue to review the effectiveness of the wide range of interventions in place to further raise attainment and achievement for all children.
- Practitioners in the nursery class should develop further their early work to ensure all activities are challenging and build on children's prior learning across the early level.

Follow Through Report

Overview of the learning experience

During the local authority follow-through visit in February 2023, the visiting team witnessed positive and nurturing relationships between staff and pupils in all lessons visited (including intervention groups). Learners were motivated and engaged throughout, and were actively involved in their learning.

A range of formative assessment for learning strategies were used in all classes visited, in order to check for understanding. Success criteria (steps to success) was evident in almost all lessons, almost all of which were relevant to the learning and included clear 'I can' statements. The next step in this area will be to develop consistency across all classes in how and when to include pupils in the co-creation of this, either fully or in part. Examples of differentiation by product/outcome and through questioning were evident in almost all classes.

Where support staff were working with classes, they worked effectively with learners and provided high-quality support to groups and individuals.

Area for improvement 1: Across the school, continue to develop opportunities to involve children more in decisions about their learning, and support them to have a better understanding of what they need to do to improve further.

Children are able to be independent and extend their learning through a wide range of experiences within the ELC/nursery play areas and routines.

Rich and meaningful opportunities both inside and outdoors ensure that children are motivated and engaged in their learning within ELC/Nursery.

Within Interdisciplinary Learning, learners and staff highlighted opportunities for learners to choose what they learn (examples included World War II under the theme of 'conflict', Jungles vs Polar Bears, Romans and Victorians, Natural Disasters). Pupils valued the opportunity to do this.

Weekly Masterclasses for pupils from P4-P7 are highly valued by learners, and provide clear decision making opportunities for learners in 3-week blocks. This enables all learners to engage with Wider Achievement within the school, and to cover a varied range of skills-based activities throughout the year.

Pupils in the Equalities group are involved in leading learning across the school through specific inputs designed and created by them that are relevant to the age and stage of the participating classes.

Pupils have been involved in ensuring that Equalities are embedded in the school curriculum, including feeding their views into the texts available in the school library and in classrooms as a stimulus for learning, with a particular focus on decolonisation, so that all pupils felt they could see themselves in what they were learning.

Pupils could speak confidently about their next steps in learning, and the steps for success in their learning. Written and verbal feedback from staff across the school supported pupils in knowing what to work on next.

Now that learners are fully engaging in decisions about *what* they learn, the school can consider how to further their opportunities in terms of deciding *how* they go about learning and how they demonstrate their skills and understanding for assessment purposes.

2

Area for improvement 2: Engage further in opportunities for staff to work together with other colleagues within and beyond the school, sharing best practice. Continue to review the effectiveness of the wide range of interventions in place to further raise attainment and achievement for all children.

ELC/Nursery staff have clear roles, remits and leadership opportunities to take forward improvements. Staff are involved in professional dialogue linked to evidence-based practice leading to continuous improvement. They have taken the opportunity to visit other settings encouraging staff to look outwards to support self-evaluation and improvements within the ELC/Nursery. Group times/'chatty time' within the ELC/Nursery is focused on communication and literacy. The groups are differentiated to meet children's needs. Staff regularly review and track children's progress within this time therefore groups are fluid and flexible. Up, Up and Away is used to support targeted interventions.

All staff spoken to felt valued, well led and supported, and part of a team. They have opportunities to collaborate within the school in order to learn from one another, and staff strengths are recognised and utilised in order to build capacity across the wider staff team.

Partnerships between school staff and specialist provision such as EAL Service are valued and utilised effectively by the school, and school staff highlighted opportunities to visit other schools as part of their 'looking outwards' approach to improvement.

Shared classroom experience across peers is a feature of practice, allowing staff to collaborate and share ideas. Attainment and progress meetings 3 times per year were valued by staff and the data discussed informs next steps and planning of universal and targeted supports and interventions to meet the needs of all learners.

The interventions delivered by teachers and support staff are of high quality and are meeting the needs of learners currently. A flexible and responsive approach is adopted, which means that learners can move in and out of interventions based on progress.

Area for improvement 3: Practitioners in the nursery class should develop further their early work to ensure all activities are challenging and build on children's prior learning across the early level.

Transition home visits and shared skills focus with parents and carers are supporting staff to build on children's existing strengths.

The key worker system that is adopted in the nursery is supporting staff to know the children well as learners.

Observations in learning journals are clear and focused on significant learning supporting children to be challenged and building on prior learning. Staff share the wide range of experiences in learning journals with parents and carers. Continuity across early level is developing, ensuring that P1 is building on children's prior learning from ELC/Nursery.

Summary

The Quality Improvement Education team found that Dalry Primary School and Nursery Class had made appropriate progress in all three areas highlighted by Education Scotland in 2020. 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 and carers through the Standards and Quality reports at the end of each session.

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Appendix 3
Ratho Primary School
Post-inspection Visit by City of Edinburgh Council 12th December 2022

In May 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Ratho Primary School and Nursery Class. Following the inspection, in August 2018, Education Scotland published a letter outlining the following areas of improvement that were identified:

- Both in the school and the nursery, senior leaders should continue to develop opportunities for leadership across all staff, parents, and children.

- In the school and nursery, make sure that learning is built from prior experiences. Increase the pace and challenge of learning at all stages, to further meet the needs of all children.

- Continue to develop and build partnerships with parents and professionals to ensure all children's needs are fully understood and supported.

- Develop a shared understanding with parents, children and staff, of what learning and progression should look like for every child. This curriculum plan should reflect the unique community and context of Ratho Primary School

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

Education Scotland and the Care Inspectorate Evaluation - May 2018

Quality indicators primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
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 nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Securing children's progress	good
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 Post-inspection Visit

In order to report on progress, a team of council officers visited the school and nursery on 12th December 2022. The team consisted of the Early Years Quality Improvement Manager and two Quality Improvement Education Officers. The team carried out joint shared classroom experiences with members of the Senior Leadership Team to the nursery and eleven classes.

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, pupil support staff, nursery practitioners and a group of parents.

Findings of the Visit: progress with areas of improvement

Both in the school and the nursery, senior leaders should continue to develop opportunities for leadership across all staff, parents and children.

Strengths/Progress made

A positive ethos across the whole school community is supporting strong teamwork and partnership working. Leadership opportunities have been increased and are being undertaken in many areas by staff at all levels across the school and nursery, e.g., Literacy, Numeracy, Forest, Loose Parts, Rights Respecting Schools, Technologies, Learning for Sustainability, Equalities etc. Clear roles and responsibilities for the Senior Leadership Team, teaching staff and Pupil Support Officer are outlined in the school's shared leadership overview. Staff feel trusted to lead improvements and feel supported to undertake their roles well. They work closely together and value the opportunities provided to lead and share professional learning for one another. The Early Years Officer leads the staff team well working closely with the Senior Leadership Team within the school.

The school's collegiate activity and quality assurance calendars evidence regular opportunities for staff to capture, discuss and moderate pupil work and progress. Staff have valued the opportunity to participate in recent Writing moderation activities with colleagues in the Balerno learning community to support professional judgements and to network with others at the same stage. Recent shared classroom experience visits have also supported the professional development of staff and provided opportunities to consider consistency in learning, teaching and assessment approaches across the school. A Monitoring and Self-Evaluation calendar has been developed and is used by the nursery staff team to support engagement with the Improvement Plan. All practitioners have been involved in many improvements across the nursery and are using national guidance to review practice and self-evaluate.

Learners are involved within a range of leadership groups and leadership opportunities within the school including Knights Rights, Ratho Action Group, Digital Leaders and Eco Warriors and have planned opportunities to share their work with other pupils in assemblies.

Parents and carers in nursery and school have reported that since Covid there has been an increase in well planned opportunities to be part of the life of the school. They have been welcomed and have appreciated opportunities to participate in community events such as P1 transition evening, Meet the Teacher, Harvest festival, Christmas Fair, nativities, and class assemblies. Practitioners in nursery engage with parents and carers throughout the year, meeting with their key group parents for consultations and sharing summative reports to support parents to engage in their children's learning. Parents and carers have welcomed the recent opportunity to share their views regarding

homework which has led to the creation of a new policy and has led to improved consistency in procedures across the school.

Next steps/continue to

- Evaluate the new self-evaluation systems and processes which are in place to determine and understand the impact on continuous improvement.
- Ensure that self-evaluation activities are captured and that the impact of improvements is gathered and evidenced showing the improvement journey in both the nursery and school.
- Involve learners more in planning and leading learning in the classroom as well as increasing decision-making opportunities within pupil voice groups to enable them to talk confidently about the impact of the work they are undertaking.

In the school and nursery, make sure that learning is built from prior experiences. Increase the pace and challenge of learning at all stages, to further meet the needs of all children.

Strengths/Progress made

Strong practice and pedagogy are evident within Early and First Levels across the nursery, P1 and into P2. Floor books evidence children's experiences and interests and there is good scaffolding in place through adult support and differentiation to meet the needs of learners.

The continuous provision within the playroom supports creativity, curiosity, and inquiry through using open-ended resources. It is well organised and is inviting for the children who are comfortable and engaged within the nursery. Children have access to free flow play both indoors and outside, as well as regular mini forest experiences. Intentional and responsive planning is well established and is communicated with parents via e-learning journals. The curriculum is planned well with a balance of child led and adult initiated experiences linked to the school curriculum plan. The Early Years Officer keeps a clear overview of planning for learning experiences linked to CfE whilst also supporting individual practitioners in planning for their individual groups. Skilled staff in P1 and P2 recognise the importance of observations for planning and assessment of learning and ensure that time is available for observation throughout the day. Some skilled questioning and commentary were evident in supporting and extending learning. Children are gathered for short periods of time for adult led input which is nurturing, encouraging, and sensitively planned to avoid interrupting play. The Early Years Practitioner is well utilised to support learning through play both indoors and outdoors.

Across the school, children are eager, engaged, and active participants who demonstrate that they are successful, confident, and responsible in their learning. It was evident in all classes that staff know and respond very well to the individual needs of children, promoting and supporting their wellbeing. Staff provide clear explanations and instructions to model, guide, and support learners. In most classes, learners' experiences were appropriately challenging and enjoyable with learners demonstrating good levels of independence and responsibility. Most staff are planning appropriately to meet the needs of all learners through using a range of learning environments and creative teaching approaches. Learning is enriched and supported through effective use of digital technologies in most classes with a wide variety of assessment approaches being used to capture learner progress.

Tasks, activities, and resources are effectively differentiated in the majority of classes to ensure appropriate pace and challenge with learners receiving high quality feedback. A majority of learning

was observed closely to inform appropriate and well-timed interventions and future learning experiences.

Next steps/continue to

- Consider the frequency of individual focused observations in the nursery on children's significant learning and how these can now be developed to ensure that all children's needs are fully understood and supported. This practice should be developed further to ensure that there is robust tracking and monitoring of individual children's progress over time.
- Use a consistent language when constructing success criteria and provide opportunities for learners to co-construct these in lessons.
- Ensure appropriate pace and challenge for all learners, but particularly for the more able.

Continue to develop and build partnerships with parents and professionals to ensure all children's needs are fully understood and supported.

Strengths/Progress made

Good relationships between parents/carers and the school are evident. Parents feel well supported and staff welcome parental involvement within the classroom. Staff are very approachable and are responsive in addressing any concerns which arise. Parents value that staff are visible in the playground to provide support where required and that a range of supports are available to parents as well as to the children.

Staff know children and families very well and understand the importance of building strong relationships to support positive outcomes. They have a good understanding of the social, cultural and economic context of the school and work collaboratively together to support families wherever possible.

All staff are warm and nurturing which supports a very inclusive ethos. They actively promote the wellbeing of children, and the wellbeing indicators are evident within the nursery and across the school. Children indicate that they are happy and safe in school.

The staff in nursery are now engaging with the UNCRC and value the importance of this to support an equitable and inclusive environment. They aim to meet the needs of all children and provide appropriate support to those children with ASN. Restorative practice is used across the nursery aligning with the school, supporting positive outcomes for children and families.

Termly 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.
Good systems are in place in school to track and monitor children's progress and achievements, in partnership with other professionals and parents. The Support for Learning teacher provides strong support for colleagues in supporting learners. The introduction of a new Support for Learning model and Additional Support Needs policy has also led to improvements being made. A Child Planning Meeting tracker has recently been introduced to record and track meetings being held and the Pupil Support Officer supports families by talking them through the process beforehand which is proving to be beneficial. School staff work collaboratively with a variety of professionals and partners to

ensure that children's needs are well met through having a range of universal, co-ordinated, and targeted supports in place.

There are strong transition arrangements in place to support children at all stages in transitioning from one stage to another. The inclusion of pupil voice and enhanced transition arrangements further support this being a smooth and seamless transition. Staff work in partnership with colleagues and partners to ensure that information is shared and that any adaptations, interventions and resources are put in place to support the transition process effectively.

Next steps/continue to

- Align processes in the nursery with school to capture and monitor children's progress.
- Explore ways to support children in knowing and understanding themselves as learners.

Develop a shared understanding with parents, children and staff, of what learning and progression should look like for every child. This curriculum plan should reflect the unique community and context of Ratho Primary School.

Strengths/Progress made

A clear vision and strong values underpin the new curriculum plan which demonstrates the unique community and context of Ratho Primary School. It is evident that there is a clear vision and values in the nursery which align with the school. The values are made very real and relevant within the playroom. The WOW wall linked to the star of the week is a lovely example of ensuring that the values are meaningful for the children. The school's House system has recently been introduced into nursery to make this part of the seamless transition to school.

The recent introduction of Vision Time to support the curious and creative community element of the school's vision is providing meaningful and beneficial opportunities for staff and learners to work together in progressing aspects of the school improvement plan, as well as allowing learners to build relationships with other children and staff across the school and providing a varied range of activities for learners to participate in both indoors and outdoors. Staff work hard to ensure that the vision and the values are at the heart of the work that they do within the school and the community, making it meaningful for all.

There has been meaningful progress made in developing a shared understanding of what learning and progression looks like across the school. The pupil journey planner clearly outlines experiences and areas of study in all curricular areas from nursery to P7. A comprehensive forward planning toolkit is in place which supports all staff in ensuring that there is continuity and progression at all stages. A community learning planner incorporates the curriculum with areas which are relevant and specific to the Ratho community and surrounding areas. This links to the 3-18 Skills for Careers Framework and makes meaningful links to developing the young workforce. An Interdisciplinary planner has also been developed which provides possible contexts to be studied in three-year cycles, promoting progression and depth in learning. The school recently marked the 200th anniversary of the Union Canal by celebrating in a Flotilla 200 community event. This included each class studying a different aspect linked to the Union Canal such as features, transportation, life on the canal as well as the geography and history of the canal. Links were made to the local area and promoted developing the young workforce as part of this work.

The school shares a variety of information with parents to communicate information and progress, and to share and celebrate achievements and improvements made. Work has been undertaken to

develop the school website in line with the school handbook to ensure that it provides up-to-date and relevant information for parents. The school twitter page and the fortnightly newsletter from the Head Teacher also support in providing information about the learners' experiences in Ratho Primary School. Parents are well informed about learner progress through a termly curriculum leaflet, three learning journal entries per term, two parent consultations as well as opportunities to come into school for curricular events.

Next steps/continue to

- Review and evaluate the impact that the curriculum plan has on children's learning experiences.
- Review the frequency of learning journals shared with parents in the nursery to evidence learning and progress over time.
- Review the place of learning journals in school as part of the process in capturing learning and progress.

Conclusions

During the follow-through visit with the local authority, the school and nursery have demonstrated progress with all of the HMIE identified areas for improvement. Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience. The school has evaluated this progress in the Standards and Quality Report (June 2022) as:

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

Education, Children and Families Committee

10am, Thursday, 27 April 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.

1.1.2 Note the information on the ongoing work with Kibble and Aberlour Children's Charity.

Amanda Hatton

Executive Director of Children, Education and Justice 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   This report sets out the continuous improvements from the last report that went to the Education, Children and Families Committee in January 2023.

2.2   Members at committee requested information on the ongoing work with Kibble and Aberlour Children's Charity, which is detailed in the main report.

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; The visit to Braid House (part of the Howdenhall complex) for Elected Members took place on the 8 March.

3.1.3   Continue to deliver on the Improvement Plan; This was shared with members during the visit.

3.1.4   Identify further steps and actions to be taken once engagement was complete: It is an open-door policy for members and colleagues, so further visits are welcomed.

3.1.5   Continue to report at each cycle the ongoing improvement work.

4.   Main report

4.1   The Edinburgh Secure Services (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 Table 1.1 RAG – Milestones provides an update of the current progress of milestones against the themes within the improvement plan. It's important to noted that milestones are independent, this can affect the overall progress of the plan.

Table: 1.1 RAG - Milestones

Theme	Red	Amber	Green	Migrated	Complete	Total
Allegations of abuse against staff	3	0	16	12	2	33
Culture and Practice	0	4	9	5	0	18
Locum Bureau	0	3	2	0	1	6
Quality Assurance	1	3	5	3	1	13
Recruitment	1	0	3	1	7	12
Restraint/single separation/physical intervention	2	9	8	4	8	31
Staff and management oversight	0	0	2	6	2	10
Total	7	12	45	31	21	123

4.5 Improvements made to date have been encouraging and contribute to reducing the risk of harm to the young people in our care, some of these are:

4.5.1 Residential staff are now recruited through the Council's recruitment system and in line with recruitment and selection policy. This replaces the residential recruitment centre.

4.5.2 Reduced numbers on the locum bureau and recruitment to the locum bureau has now ceased.

4.5.3 There are significantly more staff who have been trained in Crisis and Aggression Limitation Management (CALM) theory and physical intervention training.

4.5.4 80% of staff have completed the Council's e-learning module on Managing Allegations of Abuse Against Members of Staff.

4.5.5 Quality Assurance service has undertaken the first of quarterly audits of complaints, findings have been shared and processes updated.

4.5.6 Trauma informed training has started within Edinburgh Secure Services with a view to wider delivery to residential and respite staff in Seaview.

4.5.7 The Essential Learning Framework for all staff has been developed for all residential, secure and Seaview respite care staff.

4.5.8 There has been concerted effort to reduce the number of young people in secure care since December 2021.

4.5.9 The process of identifying and managing allegations of abuse made against members of staff has improved with earlier identification and the application of the procedure.

4.5.10 The Multi-Agency Quality Assurance group meeting is now set up to have a quality assurance overview of all residential, secure and Seaview respite care.

Kibble and Aberlour

4.6 In response to the Independent Care Review, the Promise, the Scottish Government produced a policy document to reform the Scottish care system and improve the lives of some of Scotland's most vulnerable children, young people and their families. One of the key fundamentals of the Promise is for Scotland to become a nation that does not restrain its children and young people.

4.7 Central to the Promise is the development of caring, nurturing relationships for children and young people who need to be in care, whether it be fostering, kinship, adoption, or residential childcare. Children and young people in residential childcare shared that restraint is over-used and needs to reduce. The Promise acknowledges that the workforce in the care sector needs to be upskilled and supported to better enable them to develop caring relationships rooted in connection and nurturing care.

4.8 Aberlour and Kibble have evidenced a reduction in the use of restraint for children and young people in residential childcare – together they have received funding to facilitate and support a pilot of service redesign in collaboration with three Local Authorities and one private sector organisation providing residential childcare: Glasgow City Council, City of Edinburgh Council, North Lanarkshire Council and St Philip's School.

4.9 Aberlour recommended the consultancy service - Social Value Lab undertake an evaluation of both service redesign processes to assess and measure outcomes/impact of redesigned services by completing evaluation alongside children, young people and staff. The first phase began in January 2023 and a second phase will be planned in the near future.

4.10 The overall aim of the evaluation is to better understand the process of service-redesign in the four pilot services and evidence the impact on children, young people and care home staff.

4.11 The objectives of the study are to -

4.11.1 explore in depth the service re-design process undertaken by Aberlour and Kibble.

4.11.2 assess the efficacy of the service re-design process with the four pilot services and capture the lessons learned from it.

4.11.3 capture the changes in staff wellbeing from the service re-design.

4.11.4 evidence of the (potential) impact of strongly reduced use of restraint on children and young people in residential care.

4.11.5 inform the development of a 'service re-design model' that can be rolled out across Scotland.

4.12   It will be reported to the board, each organisation and fed back through work plans/streams that include young people's participation.

4.13   A project board has been created led by Aberlour and Kibble and the following partner agencies, with an information sharing agreement in place:

- North Lanarkshire Council
- Glasgow City Council
- St Philip's Residential Care and Educational Service
- Edinburgh City Council

4.14   CALM intervention has been completed by 80% of the residential workforce.

4.15   We capped occupancy at 50% so 3 young people at any given time and only increased this to 4 on a short term basis to ensure young people requiring secure care on an emergency basis in Edinburgh could be accommodated. For example it has been used as a preventative measure to avoid a young person being held in police custody. This highlights our alignment with the fundamentals of the Promise.

4.15   Whocares? visits to Edinburgh Secure Services (ESS) remain consistent, with the only barrier to providing regular general visits being the activity of the young people during summer months, which we consider to be a positive advance from 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.

4.16   Feedback from some of the Participation Officers for Care Experienced People includes: *"We have been to visit ESS twice now. It was nice to hear that there are going to be changes made with the input of the young people, I think getting to pick their own paint, furnishing etc will be a real nice touch to ESS. I would be keen to see what it looks like when everything has been completed. Hearing all the things that will be happening was nice to hear".*

"They found the staff welcoming and that the upgrading of the decoration within the house has begun to provide a more homely atmosphere".

"I had been out to visit secure some time ago pre pandemic I left felling distressed and uncomfortable after my visit which included a walk around and conversations with both young people and staff. Upon my return in most recent times I was pleased to see the changes being made within Howdenhall. I look forward to hearing the feedback from young people around this change once implemented"

"There has been some real change within braid house. I visited last week the staff could not be any more welcoming and the change within is really starting to show with decoration it is starting look more homely"

5. Next Steps

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

6. Financial impact

6.1 There is no financial impact.

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.

7.4 Members of the Education, Children and Families Committee who visited Howden Hall on the 8 March 2023.

8. Background reading/external references

8.1 N/A

9. Appendices

9.1 N/A

Education, Children and Families Committee

10:00, Thursday, 27 April 2023

Future Queensferry and Kirkliston Secondary School Provision Engagement Outcomes

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1   That the Education, Children and Families Committee:-

1.1.1   Note the key message arising from engagement with the Queensferry and Kirkliston communities regarding the future of secondary school provision is that there should be a new secondary school built in Kirkliston;

1.1.2   Note that options to deliver a Kirkliston High School on the Kirkliston Leisure Centre site or to the east of Kirkliston will continue to be developed and outcomes reported to Committee on 5 September 2023;

1.1.3   Note that a fully costed educational operating model for a new secondary school in Kirkliston will be produced to inform future consultation and allow an assessment of the educational benefits and disbenefits of a new Kirkliston High School;

1.1.4   Approve that engagement with the communities of Ratho, Newbridge and Ratho Station be undertaken during May and June to seek views on the realignment of Ratho Primary School and Hillwood Primary School with a new secondary school in Kirkliston;

1.1.5   Note that Council officers and school management continue to plan a temporary expansion strategy for Queensferry High School should that requirement arise in future years.

Paul Lawrence

Executive Director - Place

Contact: Robbie Crcokatt, Strategic Asset Planning Manager

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

Report

Future Queensferry and Kirkliston Secondary School Provision Engagement Outcomes

2. Executive Summary

2.1 An informal engagement process with the Queensferry and Kirkliston communities has concluded. Over 800 people responded to the engagement with overwhelming support expressed for a new secondary school in Kirkliston. This report summarises the responses and sets out next steps.

3. Background

3.1 The Education, Children and Families Committee in March 2022 approved that an engagement process be undertaken in Kirkliston and Queensferry areas to seek people's views on the future of secondary education in these communities.

3.2 Queensferry High School will exceed its capacity as pupils from new developments in Queensferry are generated and a solution is required.

3.3 A Stakeholder Reference Group consisting of parent council representatives, head teachers, local elected members and Community Council representatives was formed to help shape a wider public engagement.

3.4 In November 2022 the engagement information in the Background section of this report was published. These documents set out the issues and invited people to comment on the potential solutions identified by the Council and submit their own ideas.

3.5 An online survey closed on 16 January 2023 with 738 responses received. A further 80 responses were received by email. An estimated 120 people attended four public information events. 13 pupils from Queensferry High School attended focus group discussions on 1 February 2023.

3.6 The feedback received via the online survey is attached to this report as Appendix 1 while a summary of the pupil focus groups is attached as Appendix 2. Responses from organisations BDW Trading and Taylor Wimpey, Kirkliston Community Council and from Kirkliston Primary School Association (KPSA) are attached as Appendices 3(a), 3(b) and 3(c) respectively. The KPSA response includes the results of a separate survey that they undertook independently. The Appendix to the KPSA

survey is "Full text of parent survey comments on three tabled options" and, due to its size and respect for anonymity of individuals, is available to elected members on request.

4.   Main report

Key Messages

4.1   The summary of the feedback received from the two communities in Appendix 1, sets out what Council officers view to be the key messages received during this process:

Build A New High School in Kirkliston

There should be a new secondary school in Kirkliston because the village is big enough, needs the facilities and it is a greener, healthier and longer-term solution.

Do not Extend Queensferry High School

Queensferry High School should not be extended because it will make the school too big, it will be a short-term solution and will make traffic and parking issues in Queensferry much worse.

West Edinburgh is not an option for Kirkliston

Kirkliston children should not go to a school in West Edinburgh because it is too far away and unsafe for active travel, would add to congestion and would take too long to reach at peak times.

4.2   Overwhelmingly, 84% of responses included comments that indicated they were supportive of a new high school in Kirkliston. Also significant in the feedback was the rejection of the idea that Queensferry High School could be extended with 50% of respondents dismissing this as a desirable solution.

Council Response to Feedback

4.3   Based on the clear outcomes of the engagement process, further work on the development of a new secondary school in Kirkliston is being progressed. Strategically, a new school in Kirkliston does make more sense than the alternatives and it is also consistent with the Council's 20 minute neighbourhood aspirations and the promotion of Active Travel.   A new secondary school in Kirkliston also provides an opportunity to develop a valuable community hub.

4.4   Focusing available resources and officer time on the development of a single option will help expedite the process. A report to the Education, Children and Families Committee in September 2023 will set out the conclusions of feasibility and other work in the development of a new Kirkliston High School proposal. If this work finds that a new Kirkliston High School is feasible and viable, the report will recommend that a statutory consultation process be undertaken to allow the establishment of a new school in Kirkliston and set catchment boundaries.

4.5   However, should a new secondary school in Kirkliston ultimately prove not to be feasible or viable, the report will recommend that work to develop a permanent

extension of Queensferry High School progress. This would include engagement with the local community as part of the design development process.

4.6   The following sections provide comment on the key themes and comments made in the feedback received.

Build a New High School in Kirkliston

4.7   The responses in favour of a new secondary school in Kirkliston were principally focused on:

- Reducing travel time and increasing active travel.

- Improving facilities in Kirkliston.

- Long-term strategic planning.

Active travel and community benefit

4.8   A new school located directly within the community it serves would allow pupils greater opportunities to walk or cycle to school, remove the need for school buses and as a result reduce the amount of traffic on the road between Kirkliston and Queensferry. A new secondary school in Kirkliston would make it easier for pupils to attend after school activities and would provide the community with a significant community asset which could function as a hub for a range of Council and partner services.

4.9   A small number of responses raised concerns about the impact a new secondary school might have on traffic within Kirkliston. The location of a new school would be a key consideration in this respect and a traffic impact assessment would be necessary as part of any proposal brought forward.

The size of Kirkliston and the inevitability of growth

4.10   The need to future-proof secondary school capacity in the area was a key argument put forward for a new school in Kirkliston and also against extending Queensferry High School. Many people viewed extension of Queensferry High School as a short-term solution. Extending Queensferry High School to 1,800 pupils would not provide capacity for unplanned future growth.

4.11   The current Local Development Plan and the emerging CityPlan 2030 do not support further housing in or around Queensferry and Kirkliston. This will make it difficult, within the life of these plans for housing developers to secure Planning approval for new housing in these areas. However, CityPlan 2030 has not yet been adopted and is now under consideration by Scottish Government reporters who could decide that land around Queensferry and Kirkliston should be released for housing.

4.12   Regardless of the status of CityPlan 2030, the feedback received through this engagement process has been that new housing around Kirkliston is inevitable at some point in the future. If that were to be the case, then at some point in the future additional primary and secondary school capacity will be required in Kirkliston.

Accordingly, extending Queensferry High School may only delay an inevitable requirement and introduce capacity that may, in the long-term, not be required.

Projecting demand for a new Kirkliston High School

4.13 There are a considerable number of factors that may influence the roll of a new Kirkliston High School such as perception and performance of the new school, demand for Roman Catholic provision, placing requests to Queensferry High School or Winchburgh Academy, rises and falls in the birth rate and attendance at independent schools. Capturing these factors in any long-term projection is challenging. However, based on the data currently available it seems reasonable to assume that, if a new secondary school were to open in Kirkliston, it would eventually draw a roll of 330 to 515 pupils based solely on Kirkliston Primary School's catchment area.

Small Secondary Schools

4.14 The average roll in a public secondary school in Scotland in 2021 was 860 pupils. Accordingly, a projected roll of 330-515 pupils would make Kirkliston High School a small secondary school.

4.15 Only a small number of responses (14 out of 519) to the engagement suggested specific educational advantages of a new school in Kirkliston. In the main these were related to the perceived benefits of pupils attending a small secondary school. These benefits included more focused support, better transition and familiarity with other pupils and staff. However, a small school was also the principal reason cited by those rejecting a new secondary school in Kirkliston. The majority of these comments were concerned about a lack of investment, choice and opportunity for pupils and a limited social mix.

4.16 In 2021 85 secondary schools in Scotland (24% of all public secondary schools) had a roll of less than 600 pupils. Accordingly, small secondary schools are relatively common and City of Edinburgh Council has experience of operating schools with low rolls. However, while City of Edinburgh Council believe that the size of a school will not necessarily determine its success, it does think that larger schools provide more potential for learners to thrive. The Q&A document provides more detail on why this is the case.

4.17 As a small school, a new Kirkliston High School would need to develop strong partnerships with neighbouring schools to offer greater breadth of choice and opportunity. These partnerships may also be necessary in the growth of the school which, some feedback suggested may benefit from beginning as an annexe of an existing secondary school. Whether this could work in practise and the impact it could have on the operation of existing schools will require considerable analysis.

4.18 Accordingly, before consulting further on the establishment of a new school in Kirkliston an educational operating model for a new Kirkliston High School will be required to help inform people's views. This model will also help the Council to demonstrate the educational benefits and disbenefits of such a proposal and say how the school would be populated. The Council's Educational Benefits statement

is a requirement of the Schools (Consultation) (Scotland) Act 2010 and it will be assessed by Education Scotland who will provide their views on the proposal.

Extending a new Kirkliston High School's catchment area

4.19 A new Kirkliston High School would be the only school in Edinburgh fed by a single primary school. This would mean that a pupil entering P1 at Kirkliston Primary School would be with the same cohort through primary and secondary. This limitation on social mixing and interaction has been raised as a concern about a Kirkliston High School in the feedback received during the engagement.

4.20 The best way to resolve this and grow Kirkliston High School's catchment population would be for additional primary schools to feed to the new school. Suggestions in the feedback received included aligning the areas of Ratho, Ratho Station and Newbridge with a new Kirkliston High School. This would affect Ratho Primary School and Hillwood Primary School.

4.21 It is proposed that limited informal engagement with the communities of Ratho, Newbridge and Ratho Station be undertaken during May 2023 and June 2023 to seek views from these communities. The outcome of this engagement would be reported to the Education, Children and Families Committee in September 2023.

Site Options for a new Kirkliston High School

4.22 While high numbers of people expressed support for a new school in Kirkliston, less than 20 commented on its potential site. Their responses can be summarised as follows:

- people generally dismissed sites around Newbridge.

- people generally supported or suggested either:

    o One of the school sites in the north-east of the village around Burnshott Road (identified as sites G-J in the information pack);

    o the redevelopment of the Leisure Centre site on the west of the village;

4.23 Sites G-J are privately owned and the Council would need to negotiate to purchase the land or seek a Compulsory Purchase Order (CPO). Legal advice will be sought on the likely success or otherwise of a bid to CPO any of these sites. This advice will be made available as part of the report to Education, Children and Families in September 2023.

4.24 The preferred option would be to reach agreement with the landowners and developers to allow the Council to purchase one of these sites. However, the current position of the landowners and their agents, as we understand it, is that they will not sell the Council land for a secondary school unless they are permitted to building housing as part of this release. A response to the engagement from BDW Trading and Taylor Wimpey who control site 'H' is attached as Appendix 3(a).

4.25 Sites G-J are designated as Greenbelt land in the current Local Development Plan and also in the emerging CityPlan 2030. This would make the development of any of these sites challenging for both housebuilders and the Council. While the proposals in CityPlan 2030 could be changed through the inquiry process, it is likely

to be the end of 2023 before Scottish Government Reporters make recommendations based on the feedback received to the CityPlan 2030 consultation. The release of land for housing to provide land for a new school was a concern raised in numerous responses – whether they supported a new school in Kirkliston or not.

4.26 The redevelopment of the Kirkliston Leisure Centre site had not been previously considered as an option because it is considerably smaller than legislative requirements for a school site. It also accommodates one of the few community facilities in Kirkliston.

4.27 Feedback received through the engagement process suggests that Kirkliston Leisure Centre is underused and the development of better facilities as part of a new secondary school would be welcomed by the community. The site, while not big enough to contain significant grounds or sports pitches, may be sufficient to support the necessary accommodation for the required 600 pupil capacity building. Due to the size of the site dispensation for its use as a school site would be required from the Scottish Government.

4.28 Several responses highlighted the close links a secondary school on the Kirkliston Leisure Centre site would offer with the primary school and the opportunity to create a true community Hub with a secondary school, primary stages and early years sharing a single site.

4.29 Acquiring the fields immediately on the other side of the underpass from the Leisure Centre to allow the development of pitches or other sports provision was suggested in several responses and this is something that will be investigated with landowners. These areas of land are not covered by Greenbelt policy and Planning may look more favourably on the development of these sites for pitch provision than the ones on the east of Kirkliston. Further discussions with Planning will be required to establish if this is the case.

4.30 A full feasibility study – including traffic impact assessment – has been commissioned to explore the development of the Kirkliston Leisure Centre site as a secondary school in Kirkliston and the conclusions of this study will be reported to Committee in September 2023.

Do not Extend Queensferry High School

4.31 Half (50%) of all responses received rejected the idea that Queensferry High School should be extended. This rose to 65% in the Queensferry area. The principal reasons for rejecting this as a solution were:

- Traffic on Station Road;

- Loss of Parking at Queensferry High School;

- The resulting school would be too big;

- It could only be a short-term solution.

Traffic and Parking

4.32 The Council's Transport, Active Travel and Road Safety teams have established a working group to discuss with local residents and members of the community proposed improvements to Station Road and surrounding streets. This follows several traffic surveys of the area. The comments collected via this engagement process have been passed to Transport officers to help inform their discussions and the work of the group.

4.33 Officers from the Council's Learning Estate Planning Team will continue to liaise with Transport officers as plans for the temporary expansion of Queensferry High School develop. Following the feedback received this will be focused on developing temporary accommodation at the rear of the school, avoiding loss of parking spaces at the front of the school.

4.34 Should a new secondary school in Kirkliston not be feasible, a transport impact assessment will be undertaken in the development of any permanent extension proposals.

Big School

4.35 The Council's views on the right size for a school are set out in the [Q&A document](#) released as part of the engagement documentation. In summary, the Council believe that, irrespective of its size, any school can provide a high-quality learning and teaching experience for all its pupils so long as the right elements are in place.

4.36 While the Council believe that league tables are far from the only indicator of the success of a school, it is worth highlighting that the top two schools in The Times 2023 "performance" tables were Jordanhill School in Glasgow which has a secondary roll of 590 pupils and St Ninian's High School in Giffnock that had a roll of 1,837 in 2021. "School of the Year 2023" was Williamwood in East Renfrewshire which had a roll of 1,654 pupils in 2021.

West Edinburgh is not an option for Kirkliston

4.37 The suggestion that pupils from Kirkliston could attend a school in West Edinburgh drew comparatively little comment; however, the comments received were generally in favour of such a proposal. Further analysis suggests that support for the West Edinburgh option came mostly from residents in Queensferry, 29% of whom expressed support for multiple solutions including a West Edinburgh High School to avoid the need to extend Queensferry High School. Only 3% of responses from Kirkliston supported multiple solutions and only 4% of responses from Queensferry supported only the West Edinburgh High School as a solution.

4.38 The principal reasons for rejecting a West Edinburgh High School option were related to the distance of the proposed school site from Kirkliston and the existing transport infrastructure between Kirkliston and Newbridge and along the A8 between Newbridge and the indicative West Edinburgh High School site. Several responses pointed out that pupils from Kirkliston attending a school in West Edinburgh would be contrary to the Council's 20 minute neighbourhood and net-zero ambitions. This was also an argument *against* extending Queenferry High School and *for* a new Kirkliston High School.

4.39   A similar solution proposing that pupils from Kirkliston attend a new West Edinburgh High School on the International Business Gateway site was the subject of a consultation with the Kirkliston community in 2017 and was widely rejected at that time for the same reasons. While the CityPlan 2030 proposes some upgrade of active travel routes along the A8 there are no timescales or commitments to deliver this and no details of what these upgrades may include.

4.40   Strategically, a West Edinburgh High School may make sense in the short-medium term. Pupils from Kirkliston would help more quickly establish a school population in West Edinburgh and would likely remain the main source of pupils in a new West Edinburgh High School for a number of years. However, in the long term, continuing growth in West Edinburgh could put pressure on a new West Edinburgh high school and potentially take it well beyond a roll of 2,000 pupils. Additionally, if growth around Kirkliston is inevitable, then at some point in the future additional primary and secondary school capacity will be required in Kirkliston.

Criticism of the Council

4.41   Some responses received were focused on criticism of the Council. The most significant criticism of the Council related to planning for housing growth and a failure to provide infrastructure while continuing to approve new housing.

4.42   The response to this is that planning for the new Queensferry High School did take account of all the new developments in Queensferry. However, its design did not include for pupils from Kirkliston. When the funding for the replacement school was approved by Council in November 2016, it was on the basis that a catchment change would be required so that pupils from Kirkliston would go to a different secondary school.

4.43   A new school in West Edinburgh was originally due to open in August 2023 on the IBG site between Edinburgh airport and the Royal Bank of Scotland headquarters at Gogarburn. However, the new school was dependent on the landowner's development of the IBG site which did not take place.

4.44   In late 2017 the Council consulted with the Kirkliston community on three alternative secondary school options for Kirkliston. However, no clear preference was established.

4.45   In 2018 a new school in Kirkliston was proposed. The problem has been finding a site for a new secondary school in or around Kirkliston as most of the land is privately owned. The other issue has been that the release of 'greenfield' sites around Kirkliston has not been supported by Planning policy. During the preparation of the Council's CityPlan 2030 an option to expand Kirkliston was considered. However, CityPlan 2030 was delayed due to the COVID pandemic and, when the draft plan was publsihed, the option for the growth of Kirkliston was not included.

4.46   Unless the CityPlan 2030 is changed through the Scottish Reporters Inquiry process, the options for a new school site in Kirkliston are limited. The only site the Council has control of and that may be capable of supporting a significant building is the Kirkliston Leisure Centre.

5.   Next Steps

5.1   A report will be returned to the Education, Children and Families Committee on 5 September 2023. This report will include a detailed assessment of the viability of a new secondary school in Kirkliston based on:

- progress securing a site in the east of Kirkliston;

- the outcome of detailed feasibility work on the Kirkliston Leisure Centre site;

- the development of a model for the operation of a new Kirkliston High School;

- the outcome of engagement with the Ratho, Ratho Station and Newbridge communities; and

- a review of the financial viability of a new secondary school in Kirkliston.

5.2   If the report concludes that a new secondary school in Kirkliston is viable and deliverable, the report will also include a draft statutory consultation paper and propose that a statutory consultation progress prior to Christmas 2023 based on the option or options identified through the above workstreams.

6.   Financial impact

6.1   There are no financial implications arising directly as a result of this report. The recommendations and actions being progressed do not commit the Council to any one solution or any investment.

6.2   It should be noted, however, that a solution to the accommodation pressures at Queensferry High School is currently unfunded. Whichever solution is finally identified will require to be funded from the Council's own capital budgets.

6.3   Feasibility work currently being progressed is funded from existing Rising Rolls budgets.

7.   Stakeholder/Community Impact

7.1   The engagement process undertaken between November 2022 and January 2023 was informal and the recommendations arising from it do not confirm the delivery of one solution or another. The establishment of a new school or a change of catchment areas would require Committee approval following a formal consultation undertaken according to the requirements of the Schools (Consultation) (Scotland) 2010 Act ("the Act") as amended. While not governed by requirements of "the Act", a significant extension of Queensferry High School would necessitate detailed consultation with the Queensferry community and the development of detailed plans before progressing.

7.2   This informal engagement process has been undertaken to understand the issues important to the affected communities when considering how best to resolve capacity issues at Queensferry High School. The feedback received will focus options development and inform the delivery of future consultation in the area.

8. Background reading/external references

8.1 Engagement Information:

- Webpage: https://www.edinburgh.gov.uk/kirkliston-queensferry

- Document: Information Pack - Future Secondary School Provision for Kirkliston and Queensferry Areas (PDF)

- Document: Questions & Answers – Future Secondary School Provision for Kirkliston and Queensferry Areas (PDF)

8.2 Education, Children and Families Committee report, 1 March 2022: "Learning Estate Update: School Roll Projections and West Edinburgh Engagement"

8.3 Education, Children and Families Committee report, 7 December 2021: "Learning Estate Update"

9. Appendices

- Appendix 1: Responses Summary
- Appendix 2: Pupil Focus Group Summary
- Appendix 3(a): Response from BDW Trading and Taylor Wimpey
- Appendix 3(b): Response from Kirkliston Community Council
- Appendix 3(c): Response from Kirkliston Primary School Association

Future Secondary School Provision for Kirkliston and Queensferry Areas

RESPONSES SUMMARY

Purpose of this paper

Queensferry High School does not have capacity to accommodate new housing developments in Queensferry. We asked people in Kirkliston and Queensferry to give us their views on what the best solution would be. We suggested two possible solutions:

- extend Queensferry High School to accommodate up to 1,800 pupils; or
- build a new secondary school in Kirkliston or West Edinburgh for pupils from Kirkliston.

We also asked people if there are community services or facilities they think could be provided by a new building.

This paper summarises the responses we received.

The Council's response to the feedback we received and our next steps are set out in a separate report which you can find here:

www.edinburgh.gov.uk/kirkliston-queensferry

Contents

1. Summary

1.1 Key Messages

These are the key messages that we took from the responses we received:

a) Build A New High School in Kirkliston

There should be a new secondary school in Kirkliston because the village is big enough, needs the facilities and it is a greener, healthier and longer-term solution.

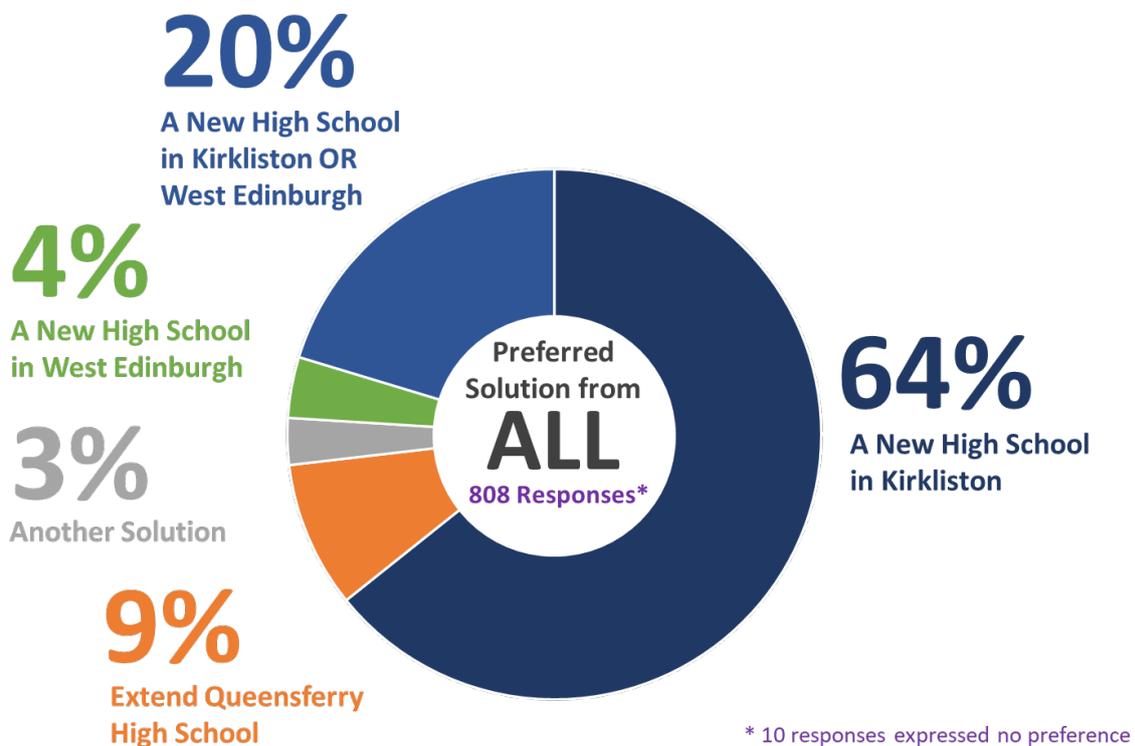*b) Do not Extend Queensferry High School*

Queensferry High School should not be extended because it will make the school too big, it will be a short-term solution and will make traffic and parking issues in Queensferry much worse.

c) West Edinburgh is not an option for Kirkliston

Kirkliston children should not go to a school in West Edinburgh because it is too far and unsafe for active travel, would add to congestion and would take too long to reach at peak times.

1.2 Response Summary

We received 738 responses to our online survey. We also received 80 emails. This chart shows what people told us the best solution would be

20%
A New High School in Kirkliston OR West Edinburgh

4%
A New High School in West Edinburgh

3%
Another Solution

9%
Extend Queensferry High School

Preferred Solution from **ALL** 808 Responses*

64%
A New High School in Kirkliston

* 10 responses expressed no preference

We used people's postcodes[1] to see if where they lived made a difference to their preference. The most notable difference in people's preferences was between the Queensferry and Kirkliston areas[2]. However, the charts on the next page show that regardless of where people lived, a new High School in Kirkliston was still a clear preference.

3%
A New High School in West Edinburgh

3%
A New High School in Kirkliston OR West Edinburgh

2%
Another Solution

22%
Extend Queensferry High School

Preferred Solution from
Kirkliston
240 Responses

70%
A New High School in Kirkliston

29%
A New High School in Kirkliston OR West Edinburgh

4%
A New High School in West Edinburgh

3%
Another Solution

2%
Extend Queensferry High School

Preferred Solution from
Queensferry
473 Responses

62%
A New High School in Kirkliston

[1] 89 of the 818 responses did not indicate where they lived. 6 responses came from areas outside the Queensferry or Kirkliston areas.
[2] For the purposes of this analysis, the Queensferry area is defined as the catchment areas of Dalmeny, Echline and Queensferry Primary Schools. The Kirkliston area is defined as the catchment area of Kirkliston Primary School.

2. Build A New High School in Kirkliston

2.1 Majority support for a new high school in Kirkliston

519 (63%) of all responses stated or indicated that a new Kirkliston High School would be their preferred solution. 238 of these responses provided a reason or justification for this preference. The main reasons why people supported a new high school in Kirkliston were:

1) **Reduce travel time and increase active travel.**
   People said that having a local school would reduce the number of bus and car journeys being made. This would reduce congestion on the roads and be better for the environment. They also highlighted the health and wellbeing benefits this could have.

2) **Improve facilities in Kirkliston.**
   People said that a new school could provide the community with better facilities. Access to better sports facilities, community spaces and services and easier access for pupils to after school activities were all considered benefits.

3) **Long-term planning.**
   People said that Kirkliston is now big enough to merit its own secondary school. People also felt that it is inevitable that in the future Kirkliston will grow again.

Other reasons for supporting a new high school in Kirkliston included:
- The educational and social benefits a small school may offer;
- A stronger sense of community identity and cohesion;
- Jobs and investment in the local economy;
- Easier transition from primary to secondary.

"There is currently a significant lack of amenities for the size of the village [Kirkliston]. A school with sports centre and space that could be used by groups would be a massive boost to the village.
Transport and traffic within the village is a significant problem and bussing large numbers of children to school outside of the village adds to this. It is also difficult for children from the village to partake in extra curicular (sic) activities, attend clubs and to meet up with friends outside of school hours due to these problems."

People supporting a new Kirkliston High School

"I am of the firm belief Kirkliston already needed better (any!) facilities before the school question is even considered… Community facilities are desperately needed for kids and adults - spaces for breakfast clubs, after-school and study clubs, youth clubs, beavers, sports facilities, community classes (languages, crafts etc), meeting room spaces - the village lacks for all of these things… the leisure centre is not fit for purpose, the village desperately needs a large community hub with variety facilities... it would need this regardless of the need for a high school and so combining both essential needs is actually an efficient investment."

"A secondary school in Kirkliston seems the best solution for our local children. Somewhere they are safe to walk to and where they can engage in extra curricular activities near home. This will help their overall well-being, creating better outcomes for young people in our area."

"...while there is currently no new housing planned for Kirkliston, most residents believe that at some point in the not-to-distant future, there likely will be more housing which increases the need for a High School in the area."

"Transport and traffic within the village is a significant problem and bussing large numbers of children to school outside of the village adds to this."

"A high school in Kirkliston could provide access to a community gym, classes for extracurricular, an opportunity for those without transport to have the benefits of after school clubs that they currently can't attend. It would open up jobs from cleaning to catering, office to teaching. Local shops within Kirkliston would have the footfall at lunch and after school boosting local businesses and generating more economy for all."

2.2 Identifying a site for a new Kirkliston High School

While high numbers of people expressed support for a new school in Kirkliston, less than 20 commented on its potential site. Their responses can be summarised as follows:

- People generally dismissed sites around Newbridge.
- People generally supported or suggested either:
  - one of the school sites in the north-east of the village around Burnshott Road (identified as sites **G-J** in the information pack);
  - the redevelopment of the Leisure Centre site on the west of the village;
- Those who supported a site in the south of the village (sites **E or F** in the information pack) did so to encourage links with Newbridge and Ratho and expand the catchment area of the new school.

"…discount a new school site in the Ratho options A-E… it would actually hinder after school activites, as children would have limited ways of getting back to kirkliston. Hardly any buses, and current pavements etc very dark."

People said about the site for a new Kirkliston High

"My favoured location are north of village crossroads G& H… close to village. Easy access for most of village & the areas currently under development. Going by previous planning consultations/applications made they are closest to the areas near village most likely to be developed on in future. Thus getting easier support from housing developers/ builders & land owners?! It is the safest option for pupils walking to school. Ground there reasonably flat & outwith main flood risk areas.

"…consideration should be given to repurposing of the currently underutilised Kirkliston Sports Centre. This area could be levelled and rebuilt as a school for Kirkliston secondary students. Whilst this may not offer sufficient space for both a school and services such as playing fields and parking, consideration should be given to purchasing part of the field on the other side of the motorway and using this for such services. As there is already a tunnel underneath this could be used as access."

"The council has the ability to build where the existing Kirkliston recreation centre is, if a new plot of land with Kirkliston cannot be purchased with a compulsory purchase order in the required time."

2.3 Concerns about a new Kirkliston High School

28 (3%) of responses rejected the idea of a new school in Kirkliston. 23 of these responses were from people living in Kirkliston. The main reasons people gave for this view were:

1) **Concerns about a small secondary school**
   People said that a small secondary school would limit choices and opportunities for pupils. Subject choices would be reduced and there would be limited after school activities and social opportunities.
2) **A lack of infrastructure to support a new school**
   People said that Kirkliston lacks the transport infrastructure to deal with the traffic a new school would generate.

People concerned about a new Kirkliston High School

"My main concern is that I don't believe having a high school of 600 pupils would offer the breadth of subjects required and pupils would have little choice over their studies. I also believe that a school only taking children from Kirkliston will have a detrimental effect on pupils psychologically who will not have the opportunity to form new friendships with pupils from other schools or as many teachers as role models."

"I would have concerns about the educational opportunities provided, particularly in its early years after opening. I think subject choice at the senior end of the school (particularly Advanced Highers in S6 or more vocational subjects), maybe limited in a school with such a small roll. This could possibly be mitigated if strong links and careful timetabling were to allow Seniors to access subjects at QHS, but this would still be unlikely to offer the full range of choices that a bigger school could offer as there would be limits to how this could be timetabled."

"Several of the proposed locations lie on the outskirts of Kirkliston and so parents will be tempted to drive children to school. Kirkliston is already on the limits of tolerance of congestion at peak times and any additional pressure will become intolerable. Potential sites located on the east side of Kirkliston will lead to traffic crossing from the housing estates that are mostly located on the west side leading to chaos at the main crossroads. Burnshot Road already gets nearly 3000 vehicles a day mostly concentrated around the start and end of the school / working day. Adding a school at locations H or G will probably mean we'll regularly see traffic tailing back in front of Almondhill making access to west for residents there very difficult."

3. Do not extend Queensferry High School

3.1 Significant rejection of Queensferry High School extension

50% Of ALL Responses

65% Of Responses from Queensferry Area

Do not Extend Queensferry HS

411 (50%) of all responses stated or indicated that extending Queensferry High School should be ruled out. Nearly all of these responses gave a reason or justification for this view. The main reasons were:

1) **Traffic on Station Road**
   35% of all responses raised concerns about the impact extending Queensferry High School would have on traffic around the school. People said that Station Road is dangerous for pedestrians, that the condition of the road is poor and highlighted the congestion at peak times. People felt that more pupils and staff at the school would make this worse.

2) **Loss of Parking**
   People said that the congestion on Station Road is partly caused by people parking in the street because the school carpark is too small. They felt that removing parking places in the school carpark would compound this problem.

3) **School too Big**
   People said that a capacity of 1,800 pupils was too big. They pointed out that the existing building was designed specifically for 1,200 pupils. They were concerned by a lack of space, pressure on facilities and a lack of support for individual children, particularly those with Additional Support Needs. They felt that a school of 1,800 pupils would mean larger class sizes and would not be attractive for new staff.

4) **Short-term Solution**
   People said that extending Queensferry High School was a short-term solution because it is inevitable that in the future Kirkliston and Queensferry will grow again. The original plan had been for pupils from Kirkliston to go to another school and the Council should stick to that plan.

Other reasons for ruling out extending Queensferry High School included:
- Disruption caused to the education of children by noise, pollution and changes during construction of the extension;
- Disruption caused to residents and the local area caused during construction;
- Additional traffic on the route between Kirkliston and Queensferry;
- The visual impact of an extension in the conservation area and the impact of a new building on neighbour privacy;

- An increase in anti-social behaviour around the school;
- Loss of outdoor space.

"The traffic pressure, parking, congestion and pollution issues on Station Road as a major road artery through Queensferry has always been substantial, and has grown in recent years from the expansion of Queensferry High School, Queensferry Primary School and St Margarets Primary, the reduction in access along the High Street diverting traffic along Station Road, the closure of the Ferrymuir Junction for private vehicles to the A90, and growth in commuter numbers accessing Dalmeny Station. The roads around the school are already gridlocked at either end of the school day and parking spread to adjacent streets causing access issues to roads and private driveways alike. Expansion of the school will exacerbate this issue significantly.

The construction of a new building in the north car park area will reduce the parking available on site and more parking will be displaced to adjacent streets causing even more congestion and negative impact on the residential amenity of the area."

"The current High School was planned around the expansion of Queensferry not the expansion of Kirkliston, any temporary solution like extending the current school does not seem to have any future proofing relating to any expansion of Kirkliston and so a bigger school may still fail to provide for the future."

"The diminishing footprint of the High School as is, would be detrimental not only to the pupils and staff but to the residents of Queensferry and Kirkliston. It would also be detrimental from a sustainability and carbon perspective. Socially and environmentally, an extension to the existing school would be damaging."

People ruling out extending Queensferry High School said…

"I would be very unhappy if the school was extended to accommodate 1800 pupils. This is too big. I would worry that the community feel would be lost, teachers can't possibly know 1800 pupils. Pupils with additional needs would be overwhelmed with so many people, the opportunities to take part in sports and clubs would be reduced and local infrastructure can't support that many people."

"I can't help feeling that having this 'option' on the table is a result of miss planning and poor decision making. It appears a desperate measure, putting the convenience of site ownership ahead of the impact on the local community, the health and safety of residents and user, and most importantly, the quality of the education to current and future pupils."

3.2 Why some people supported extending Queensferry High School.

72 (9%) of all responses stated or indicated that Queensferry High School should be extended. 52 of these responses came from people living in Kirkliston. The main reasons given were:

1) **Quickest option**
   People said that extending Queensferry High School seemed like the quickest solution.

2) **Bigger schools provide more opportunities**
   People said that a bigger school would provide greater choice and opportunity for pupils and for staff.

3) **Maintain community links**
   People said that they valued the links between Queensferry and Kirkliston and that any solution other than extension would weaken those links.

4) **Queensferry High School's performance and facilities**
   People said that Queensferry High School is a good and well established school with excellent facilities and they were concerned about any alternative.

People supporting extending Queensferry High School said…

"Extend Queensferry High School. The high school already offers excellent facilities for the school and community, extension seems like the most achievable option in the time frame before capacity is exceeded."

"I feel extending Queensferry High would be the best option - maintaining strong bonds between Kirkliston and SQ. This also increases the diversity of children feeding into the high school and opens up a chance for new friendships and experiences. SQ much easier to get to than new school at Maybury - an already traffic jammed A8 would be flooded with more cars. I am not against a High School in Kirkliston but feel new opportunities increased with blending communities."

4. West Edinburgh not an option for Kirkliston

4.1 Kirkliston rejects West Edinburgh option

194 responses supported a West Edinburgh High School solution. However, 85% of those also expressed support for a school in Kirkliston. Only 15 responses expressing support for Kirkliston pupils attending a school in West Edinburgh came from people living in Kirkliston.

58 of the 74 responses rejecting West Edinburgh High School as an option for pupils from Kirkliston, came from people living in Kirkliston.

1) **Poor transport and active travel links.**
   People said that the route from Kirkliston to a new West Edinburgh High School was too long and would require a bus service. No safe active travel routes exist. The route would take a long time due to traffic congestion at peak times and would add to environmental concerns.

2) **No community link with West Edinburgh.**
   People said that Kirkliston has a distinct identity and no connections to the West Edinburgh area. The poor transport links would make it difficult for pupils to attend after school activities.

"The west Edinburgh high school is not a viable option. There is no community there as there is with Kirkliston/ Queensferry, it would be a considerable commute for students and through some of Edinburgh's heaviest traffic areas."

People ruling out West Edinburgh as an Option for Kirkliston said…

"West Edinburgh option seems completely at odds with any sustainability agenda, significant transport infrastructure will be required and walking/cycling to school will not be an option."

"Whilst a new West Edinburgh school may have great facilities, it feels too far away and again would exacerbate traffic problems in an already busy area. Public transport out of Kirkliston is poor/very unreliable so school buses would need to be provided but after school clubs etc could be difficult to get back from."

"…children, building relationshsips (sic) with kids who could feasibly live at the gyle/maybury, they'd need lifts/public transport to see their friends, similarly parent who don't drive trying to access the school will be an issue… add to that trying to access school during the highland show and other events would be problematic."

5. Alternative Solutions

23 of the responses we received suggested alternatives or variations on the solutions we suggested. These were:

- Build a new school in Kirkliston on the Leisure Centre site.
- Accommodate Kirkliston pupils in the new Winchburgh Academy;
- Deliver all three suggested solutions.

5.1 Build a new school in Kirkliston on the Leisure Centre site

This was covered in Section 2.2, "Identifying a site for a new Kirkliston High School".

5.2 Accommodate Kirkliston pupils in the new Winchburgh Academy

Some people supporting a new school in Kirkliston compared Kirkliston's growth to that of Winchburgh. They pointed to the new Winchburgh Academy and its community facilities and commented that Kirkliston now deserved similar.

13 people suggested that Kirkliston pupils should be accommodated in the new Winchburgh Academy. The significant majority of people suggesting this were Queensferry residents.

5.3 Deliver all three suggested solutions

A small number of people suggested that all three of the Council's suggested solutions – a new secondary school in Kirkliston, an extension of Queensferry High School and a new West Edinburgh High School – would be required. The reason given for this was the demand that would arise from future development in Kirkliston, Queensferry and West Edinburgh.

6. Opportunities

As part of the online survey, we asked people:

"What opportunities might your preferred solution offer to improve other local services or facilities?"

This is a summary of the themes that people brought up in their responses:

A New High School in Kirkliston

a) Traffic Congestion/ Active Travel

People said that distributing pupils across both towns could ease the traffic congestion around Queensferry High School. They suggested it could reduce the number of buses, cars, and the need for parking, which has been raised as a significant health and safety concern by local resident's and parents. However, people also said that further assessment of traffic congestion in Kirkliston, particularly through the Main Street, will need to be taken into consideration.

People said that building a school in the local community will improve active travel options for pupils and parents, which will improve health and wellbeing, reduce Co2 emissions by avoiding the reliance on cars/buses or public transport, noise pollution and reduce transport costs.

People suggested further enhancement of wider active travel networks around Kirkliston: cycleways, pathways and crossings improving links into Queensferry and Edinburgh.

b) Improved Transport Infrastructure

People suggested improving the local bus services between Queensferry, Dalmeny and Kirkliston and into Edinburgh. They also suggested expansion of other public transport networks such as the Tram line, Park & Ride facilities and creating a new train station in Kirkliston.

c) 20 Minute Neighbourhood Facilities & Services

People suggested that a new Kirkliston High School could be designed as a community hub with local access to sports/leisure and community facilities during the day and out with school hours, similar to Winchburgh and Strathbrock. Suggested facilities included: a swimming pool, fitness gym, indoor courts, 3G pitches, athletics track, skate park, breakfast/after School clubs, extra-curricular activities, adult evening classes, expanded library, performance space, cinema, community café and meeting spaces.

People also suggested improving local provision of other key services such as GP, Dentistry, Police, Pharmacy, Wrap around Child Care, in line with 20-minute neighbourhood aspirations.

People said that expansion of services and facilities in Kirkliston could release pressure on the limited Queensferry resources and facilities and improve community access for the local community, reducing the need to travel.

People also suggested improvements to public realm, access to open green spaces and the creation of a village square.

d) Rationalisation/Redevelopment

People suggested that once the new primary and early years annexe is completed adjacent to the existing Kirkliston leisure centre, the vacated nursery and community centre   could be developed into a new community hub.

People said that the existing Leisure Centre is rarely open and is no longer fit for purpose. Redevelopment of this site for a new high school could create an opportunity for a new learning and community campus including the new primary and early years facility. Alternatively, the leisure centre could be repurposed or knocked down to provide commercial premises, if the sports and leisure facilities were relocated on another Kirkliston site.

e) Sense of Community

People said that a new high school in Kirkliston would improve the sense of community, belonging and involvement in the area.

f) Economic Growth

People said that a new high school would bring growth and investment opportunities for local businesses and that this would improve employment opportunities within the school and wider community.

g) Additional capacity/ flexibility and curriculum choice

People said that the new school design could include an expansion strategy for beyond 600 pupils, providing a future proofed solution, as further housing growth is anticipated in future years.

Develop strong links and transition between primary and secondary if part of the same community.

People suggested that the new school capacity could include pupils from Dalmeny/ Craigiehall and Ratho, widening the mix from feeder schools and releasing pressure on Queensferry and Craigmount High Schools.

People suggested that cross authority collaboration could provide interim capacity in Winchburgh High School for some Kirkliston pupils rather than temporary accommodation at Queensferry, as well as a longer-term option.

People suggested that maintaining strong links between Queensferry High School and a new Kirkliston High School population provides an opportunity to deliver a wider choice of subjects and activities across both facilities, for all pupils and both communities.

People suggested that a new Kirkliston High School was an opportunity to create another Additional Support for Learning support base and facility in the local area.

A New West Edinburgh High School:

a) Transport Network

People said that a New West Edinburgh High School would provide an opportunity to improve transport links in and around Newbridge.

b) Sport & Leisure Facilities

People said that a New West Edinburgh High School could provide additional leisure and sports facilities in the local area for the new housing developments.

c) Future capacity

People said that a New West Edinburgh High School would create additional capacity and a future proofed solution for further growth.

7. Criticism of the Council

The Council drew criticism in some of the responses. This was for a variety of reasons:

- 8% (69) of responses criticised the Council for poor planning, saying that the housing that lead to the growth was predictable.
- 5% (43) of responses criticised the Council for continuing to approve new housing and for a lack of infrastructure to support it.
- 3% (23) of responses felt that Kirkliston was overlooked in terms of investment in infrastructure such as education and transport.
- 2% (20) of responses commented that these problems have arisen due to inaction by the Council.
- 2% (14) criticised the Council for not making Queensferry High School bigger when it was first designed.

Other critical comments received were:

- A lack of confidence that the Council would listen.
- A lack of detail in the documents provided by the Council.
- Poor advertisement of the consultation.
- The documents provided by the Council are misleading.

"We are deeply concerned that so much time has already been lost and have no confidence that City of Edinburgh Council have properly considered the secondary education needs arising from the expansion of Queensferry and Kirkliston. We feel that the community needs an explanation as to how the lack of planning that has resulted in the shambles we now find ourselves has happened."

"The council needs to think carefully about approving new housing developments without the necessary infrastructure in place to support it. The fact that we have a brand new High School that will exceed its capacity so soon after being built is a failure on the Council's part."

APPENDIX 2: Pupil Focus Group Summary

Queensferry High School pupil focus groups 1 February 2023

Focus Group 1: Eight S1-S3s from 8.40 – 9.30am

Focus Group 2: Five S4-S6s from 9.30 to 10.20am

Focus Group 1

Proposal to extend Queensferry High School:

Might be harder to get in and out, the school already feels busy. The cafeteria is busy just now and might be worse – that would need to be looked at/moved/extended.

Might be issues with the teachers' car park – it's busy just now and it would struggle to cope with more.

Traffic is already busy outside the school at the beginning and end of the day.

Might create more opportunities for the community – there is already access to the gym and swimming pool but an extension could allow the gym to be extended/improved.

New secondary school in Kirkliston:

Takes about half an hour to get to and from Queensferry for pupils who live in Kirkliston (there were two in the group). Can limit taking part in after school clubs, societies and activities – need to make special arrangements to get picked up etc.

New West Edinburgh Secondary:

Even further away, so will involve more travelling time and impact on after school activities.

- Seven pupils had heard about the issue, most heard about it through a letter to parents and one had discussed in a business class.
- All agreed that it was good to involve pupils in the discussion, maybe through an online survey. Good to ask the wider community too.

Focus Group 2

Proposal to extend Queensferry High School:

Good to extend the school rather than build a new one in Kirkliston as it allows people from both areas to form friendships etc.

It does feel quite full at the school already – especially at the start of the day and getting around in the corridors (often 'shoulder to shoulder'). Extending it could make it even busier.

Cafeteria can seem busy, but this is often to do with the way seating is set out.

There would have to be an extension to the car park too.

Traffic isn't that much of an issue.

New secondary school in Kirkliston:

Travelling to Queensferry at present is time-consuming. Can be difficult to get back as bus service finishes early – difficult for pupils staying on for after school activities (example of pupil who is doing Higher Art and having difficulties getting back when staying later).

Would be good to have a small school there and might help pressures on capacity at the other two schools.

New West Edinburgh Secondary:

You might face the same problem with rising school numbers here – might just be moving it from one place to another.

Will still take a long time to get to from Kirkliston.

Possible alternative suggestion: Winchburgh

Might be worth looking at as it's nearby but potential difficulties with different holidays between Edinburgh and West Lothian.

- General feeling that there's not a lot to do for teenagers in Kirkliston and Queensferry so anything that increases activities/facilities for young people would be welcome.
- Most of the group had heard about the issue, one pupil's dad had attended a public meeting, others had seen comments on the Kirkliston Facebook page
- All agreed that it's good to involve pupils in the discussion, maybe with bigger groups in the school or online surveys

APPENDIX 3(a): Response from BDW Trading and Taylor Wimpey

Tell us what you think the best solution would be.

A new Primary and Secondary School should be built in Kirkliston as part of the proposals for the site at Almondhill, as proposed in the designs prepared by Barratt Homes (A trading name of BDW Trading) and Taylor Wimpey.

These proposals have been prepared in consultation with planning and education officers and provided as part of formal submissions to the Cityplan2030 'Choices' Main Issues Report consultation in 2020 and Proposed Plan consultation in 2021 as well as having been provided directly to Education and Estates Officers following a meeting in November 2022.

The Almondhill site was identified as a development option for a Secondary School and residential development in Cityplan2030 'Choices' Main Issues Report consultation. Site H in the map of sites provided at page 3 of this consultation forms part of the Almondhill site.

Why locate the new school in Kirkliston?

A new Secondary School should be built in Kirkliston as this will support the aims of Cityplan2030 and NPF4 in terms of sustainability and 20 minute neighbourhoods. A Secondary School located within Kirkliston would mean that pupils could walk or cycle to school. Currently pupils from Kirkliston must travel at least 2.1 miles and up to 3.2 miles to reach Queensferry High School. It is a maximum of 1.1 miles from any Kirkliston home to the Almondhill site.

The alternative of locating the catchment High school on the potential West Edinburgh site identified (IBG) would double the current distance from Kirkliston homes to Queensferry High and the route would be significantly busier and more dangerous. The provision of a new school at IBG would also be reliant on the agreement of the landowner and delivery of the wider site and associated infrastructure, both of which could cause significant delay. The proposals for Almondhill already include a school within the site and the land could be provided when development commences. The landowner and two proven national developers are already committed to delivering the proposals at Almondhill.

Alternative site options in Kirkliston

Initially it should be noted that the developer and landowner at Almondhill have been committed to delivering a new Primary and Secondary School as part of their proposals for over 3 years. Site H on the map included in this consultation forms part of the Almondhill site.

We would note that in terms of the other sites identified on the map:

-        Walking distances from residential areas of Kirkliston to sites A, B, C, D and E are further than to Almondhill and the walking routes to these sites are alongside main B800 road. Safer separate pedestrian routes are available to the Almondhill site, through pathways through open spaces, residential areas and via the off road cycle route and core path CEC10 that runs parallel to Burnshot Road.

-        SEPA Flood maps indicate that there are major flood risk areas covering parts of sites C, B and F. Site A is covered by the Airport safety and exclusion zone. These are major restrictions to development.

- Sites A, B, C, D and E are separated from Kirkliston by the M9 motorway and are more connected to the industrial area of Newbridge. These sites would not therefore logically form part of the community area in Kirkliston, this limits the effectiveness for the school as a community facility for uses other than education, such as sport clubs and group meeting spaces.

- With regard to site J- this site is separated from Kirkliston by the railway line and M90 motorway. Site J is owned by the landowner of Almondhill who advocates for the proposals at Almondhill.

These sites are therefore all either unfeasible options for locating a school and/or less favourable than the site at Almondhill.

What opportunities might your preferred solution offer to improve other local services or facilities?

The proposals for the site at Almondhill include Primary and Secondary School campuses incorporating space for community facilities, public open space including play and exercise spaces, public realm, village square and community woodland along with new housing.

Locating a Secondary School in Kirkliston would reduce the need for car journeys to school for pupils travelling to South Queensferry or elsewhere in West Edinburgh, promoting active travel and reducing traffic through the village. Incorporating the school campus as part of the wider development proposal at Almondhill will also allow for the provision of the surrounding additional facilities outlined above.

Technical studies have already been carried out to prove the suitability and deliverability of the site at Almondhill and to inform the design proposals. These include studies on flood risk, ground conditions, access, landscape impact and design. Scope to incorporate other facilities and urban realm around the school areas have been incorporated into the designs through his process. The proposals were also prepared with input from Education Officers as to the land area required and the best location for a school within the site.

Importantly, the site was identified as an option for development in Cityplan 2030 Choices report in 2020. As noted, there is a willing landowner and two national developers committed to delivering the proposals at Almondhill.

APPENDIX 3(b): Response from Kirkliston Community Council

Tell us what you think the best solution would be.

I enclose for your attention the submission on the above on behalf of Kirkliston Community Council

The Community Council have discussed at length the subject of Secondary School provision as it affects Children from Kirkliston

Over the years there is no doubt that the Children from Kirkliston attending the High have been disadvantaged due to the travel arrangements involved with the Bus Transport Companies

I would say without fear of contradiction our children were denied access to after school activities because of the School Transport issues

This issue can be addressed if Kirkliston had its own High School

With a new High School in Kirkliston the Secondary School Curriculum could also be offered to Secondary pupils from Newbridge and Ratho station which would include the new Taylor Wimpey Development

This would ease the pressure on Craigmount High

It's inevitable that within future years in Kirkliston pressure will be brought to bear on future housing developments within the Parish of Kirkliston

As it is well known there have been possible sites for a new High in Kirkliston identified where the cost of a site would be required to be met by the Local Authority.

It has been suggested from a number of quarters that a new High School in Kirkliston could be classified in the first instance as an Annex of the Queensferry High until numbers grew

Having a Secondary School in Kirkliston does open up the opportunities for the Community of Kirkliston and other Communities neighbouring Kirkliston to take advantage of the facilities associated with the new School

What opportunities might your preferred solution offer to improve other local services or facilities?

[No response provided]

APPENDIX 3(c): Response from Kirkliston Primary School Association

16th January 2023

To whom it may concern:

On behalf of the parent body please find below the Kirkliston Primary School Association's response to the consultation on the future of high school provision for our community.

<u>Background</u>

As a parent council, the KPSA always looks to be fair, 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, and our children, have been 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 KPS pupils had no certainty over their high school education and feel that minimal progress has been made to date.

Instead of using the delays in house building from the Covid-19 pandemic, and subsequent breathing space over capacity at QHS to enable a more strategic and timely solution to be reached it simply meant all progress was paused and now we are in 'emergency' situation again. **There is no solution which can be offered in time to avoid overcrowding in the interim period.**

<u>The consultation process</u>

The Information Pack and Q&A provided as part of the consultation do not provide any real insight into the practicalities of options which would allow anyone to make a fully informed decision or balanced choice and we therefore question how much use can be gained out of the results of this process and there is a danger that further time is just being squandered. All options are being presented with a caveat that additional work is required to determine if they are possible should community option 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.

At a meeting with Council officials in June 2022 we specifically asked that the QHS extension option be properly evaluated as quickly as possible to determine if this was even an available option as, given it is the catchment status quo we anticipated this would be the preferred option for a number of people. If this option was not available 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 big enough to house the required extension to QHS it is not yet backed up by indicative approval from pre-planning advice or the roads department. We have asked for clarity on this matter.

Similarly, 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 CEC Education, Children and Families committee 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 and likely to receive approval. This is very disappointing to us.

We therefore request that further investigation is undertaken on both these issues alongside the progression of the public consultation to avoid yet more delay and allow a more expedient and confident move to the next step.

Commentary on options

Notwithstanding our comments above, as representatives of the Kirkliston Primary School parent body we have canvassed opinion from as many parents and carers as possible on the options as currently presented in the consultation. 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 behaviour, 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

Outcome of KPSA parent survey

We have 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 have received 172 responses as of the time of this submission 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
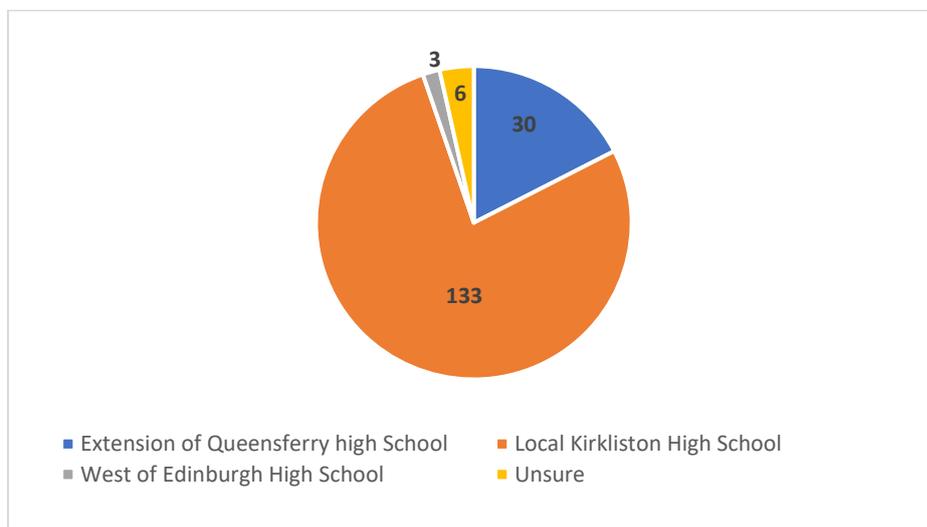
2) When asked to rank the three options in order of preference:

	QHS extension	New KHS	West Edinburgh
1st choice	33	135	4
2nd choice	112	31	29
3rd choice	27	6	139

Other options:

We note 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 issue 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.

Conclusion:

The balance of opinion from local parents who responded appears strongly in favour (77%) of a local Kirkliston High school with the primary drivers being the impact of travel / transport on wellbeing and extracurricular activities, a lack of belief that there will be no further development in and around the area and that an 1,800 'super school' is unpalatable.

We note there is no ideal solution which can deliver in a guaranteed and expedient time frame and the number of unanswered questions / variables make it difficult to have a definite opinion between Queensferry and Kirkliston options. Short term solutions will be required in all cases so this is our chance to get it right for the medium to long term.

To conclude we ask the council to please hear our plea to expedite the processing and prioritising of actual options, years have been wasted and quality of children's education is at stake.

With regards

Kirkliston Primary School Association

Enc – full commentary from parents on presented options

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Education, Children and Families Committee

10:00, Thursday, 27 April 2023

Learning Estate Update: 2022 based School Roll Projections and Secondary Capacity Review

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

    1.1.1   The latest school roll projections attached as Appendices 1(a) and 1(b);

    1.1.2   The actions proposed for individual schools and those already underway in Appendix 1(c);

    1.1.3   That a review of the Council's secondary school capacity methodology is underway and the intention to return a report to Education, Children and Families Committee in June 2023 detailing the review's outcomes;

    1.1.4   Pupil Generation Rates from new housing will be monitored and updated annually with school roll projections.

Paul Lawrence

Executive Director of Place

Contact: Robbie Crockatt, Strategic Asset Planning Manager

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

Report

Learning Estate Update: 2022 based School Roll Projections and Secondary Capacity Review

2. Executive Summary

2.1 This report presents the latest School Roll Projections and identifies actions that require to be taken or in progress for individual schools. The report provides details of an ongoing review of our secondary school capacities to address some of the issues identified by the school roll projections and bring capacity assessments in line with the strategic principles we now apply to our school estate.

3. Background

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

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

4. Main report

School Roll Projections

4.1 The latest school roll projections for primary and secondary, based on 2022 data, are provided in Appendices 1(a) and 1(b) respectively.

Overview

Citywide Trend

Primary Sector

4.2   The overall P1 intake has dropped from 4,234 P1 pupils in 2021 to 3,993 pupils this year (-5.7%). This is the first time the P1 figure has been below 4,000 pupils since 2010. The total primary roll has fallen for a 6th consecutive year. This pattern is consistent with that observed in the birth rate for the city which fell every year between 2012 and 2021 and would suggest that primary school rolls will continue to fall.

4.3   However, 2022 has seen an increase in births by 2.59% compared to the previous year. This is the first citywide increase since 2012.

4.4   The School Roll Projections suggest a gradual citywide decline in primary sector rolls until around 2029 when the roll will begin to experience a gradual increase again. This is attributable to growth forecast from housing development. In particular, significant housing sites on the outer edges of the city identified through the Local Development Plan such as Cammo, Maybury, New Brunstane and Builyeon Road (Queensferry) are all projected to be major catalysts for this localised growth. It is anticipated that CityPlan 2030 will add to this growth as we reach 2030 and beyond.

Secondary Sector

4.5   In the secondary sector, reflecting the growth experienced in the primary sector from 2009 to 2018, the overall roll continues to increase. The overall secondary roll in 2021 was 22,322 pupils, the highest since 1985. This marks a considerable turnaround, with the secondary sector having experienced a 22-year low of 18,145 pupils in 2016. This represents growth in the secondary roll of 23% in only a 6-year period.

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

Analysis of Selected School Roll Projections

4.7   Appendix 1(c) provides further information on some of the pressures identified at individual schools in the school roll projections and updates on projects already under way. However, when viewing individual school roll projections, it is important to understand their limitations.

4.8   School roll projections are important because they can help the Council and school management teams plan for the future. They can help the Council assess the performance of its estate and consider the impact of current patterns of demand on its services and finances.

4.9   However, school roll projections illustrate how demand for school places may look in future years based on current trends. They are a calculation based on a set of assumptions from a particular point in time. They roll forward very small population

cohorts and are dependent on a multitude of variables. This means that while they are based on the best data available, the further out they extend, the less reliable they become.

4.10 Accordingly, while they may suggest potential accommodation pressures in future years or the availability of excess space, school roll projections cannot provide an accurate forecast of additional accommodation requirements. As is the case with any population or financial market projection, the Council's school roll projections can only provide a guide to future school pressures.

Secondary School Capacity Review

4.11 The quick and significant growth in the secondary sector and the need to consider how best the Council provide places for pupils from housing proposed through the CityPlan 2030 has brought into focus the methodology used by the Council in its assessment of secondary school capacity. A review of secondary school capacity across the city is currently being undertaken. This review will:

1. ensure that the Council is securing best value from its existing buildings;

2. bring capacity assessments in line with the strategic principles we now apply to our school estate;

3. confirm a consistent and defendable approach to capacity assessment.

4.12 The Council's current notional capacity methodology has been used since the early 1990's. It is based on assigning a capacity figure according to the number of general and practical teaching spaces within a school. There is no legislation or guidance that sets out how secondary school capacity should be calculated. A review of methodologies used by other Scottish local authorities suggests that every authority uses a different approach albeit some are very similar to the notional capacity methodology adopted by City of Edinburgh Council.

4.13 It is estimated that applying the methodologies used by some other local authorities to Edinburgh's secondary schools could result in an additional 10%-15% capacity across the city. In recent years several of Edinburgh's secondary schools operating well beyond their notional capacity have demonstrated that this 10%-15% can be achieved. A review of our secondary school capacities will allow us to ensure that we are getting best value from our existing school buildings.

4.14 We also need to consider how approaches to learning and teaching and the role of our schools within their communities have changed since the notional capacity methodology was first applied. The high-level strategic principles that our secondary school estate should aspire to achieve are set out in Appendix 2. These principles include making more effective use of space through flexible timetabling and an end to the traditional 'one classroom, one teacher' approach. Better use of outdoor learning spaces and facilities in the local community will have benefits beyond simply taking pressure off internal spaces.

4.15 Any proposal to change school capacity needs to provide sufficient flexibility for differences in provision between schools with similar accommodation and variation in the age and style of different school buildings. However, the approach taken also

needs to be consistent and transparent. This will ensure a fair assessment of each school's capacity that will stand up to scrutiny in placing appeals, requests for developer contributions and funding applications where infrastructure changes are deemed necessary.

4.16 A paper outlining the findings of this capacity review will be made available to Committee in September 2023.

Pupil Generation Rates from Developments

4.17 A key component in assessing the impact of new housing developments on future school rolls and infrastructure requirements is Pupil Generation Rates. These rates state the number of school pupils we would expect a house or a flat to generate.

4.18 We produce Pupil Generation Rates by monitoring the number of pupils generated by new developments over time. Our most recent study includes analysis of 11,711 dwellings over a period of up to 18 years. The number of pupils generated by a new development each year will grow over time until it reaches a peak. The rates reflect the number of pupils a development is likely to generate at this peak.

4.19 We last reported to Education, Children and Families Committee on Pupil Generation Rates in May 2019. However, Pupil Generation rates are subject to change. We believe that they are influenced by demographic changes including migration into an area, changing birth rates, house prices and other economic factors. In recent years, we have noticed that the number of pupils generated by new homes has increased. Accordingly, we propose that the Pupil Generation Rates used in the production of school roll projections be reviewed annually as part of that process and reported to Committee each year with the publication of projections.

4.20 Appendix 3 provides further details of the new rates and the methodology by which they are produced.

5.   Next Steps

5.1 Appendix 1 (c) provides further information on actions being taken forward and projects already under way.

5.2 A paper outlining the findings of a review of the Council's secondary school capacity methodology will be made available to Education, Children and Families Committee in June 2023.

6.   Financial impact

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

6.2 Any proposals for additional capacity that would require the extension of a school building will be the subject of a business case.

6.3   A review of secondary school capacity may identify ways of providing additional capacity without undertaking extension of school buildings. A 10% increase in school capacity across the city would be the equivalent of an additional 2,300 places. To create this many places through expansion of existing buildings could cost in excess of £100m. Further details of this review will be provided to Education, Children and Families Committee in June 2023.

7.   Stakeholder/Community Impact

7.1   Appendix 1(c) outlines the actions being taken at individual schools to address the pressures that school roll projections may suggest. This includes engagement with school communities and the development of consultation work.

7.2   Where necessary Working Groups consisting of Learning Estate Planning Officers, School Management and Parent Representatives will be formed to consider the right solution for the accommodation pressures the projections may suggest.

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

8.   Background reading/external references

8.1   "School Roll Projections and Rising School Rolls" – Education, Children and Families Committee, 1 March 2022

8.2   "School Roll Projections and Rising School Rolls" – Education, Children and Families Committee, 2 March 2021

9.   Appendices

9.1   Appendix 1(a) – Primary School Roll Projections 2022-2032

9.2   Appendix 1(b) – Secondary School Roll Projections 2022-2032

9.3   Appendix 1 (c) – Analysis of Selected School Roll Projections

9.4   Appendix 2 – The Secondary Strategic Brief and Five Core Themes of Edinburgh's Learning Estate Strategy

9.5   Appendix 3 - Pupil Generation Rates from New Housing Developments

APPENDIX 1(a): Primary School Roll Projections 2022-2032

School	Capacity	Classes	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Action Required
Abbeyhill PS	231	9	176	169	163	155	161	162	152	157	160	163	168	No Action
Balgreen PS	420	14	367	368	367	349	344	327	317	305	298	297	299	No Action
Blackhall PS	504	18	397	352	327	299	291	284	281	278	284	290	288	No Action
Bonaly PS	462	16	412	414	391	371	355	347	325	323	306	306	304	No Action
Broomhouse PS	259	10	192	195	185	170	159	164	158	159	156	156	162	No Action
Broughton PS	462	16	336	349	366	369	363	363	353	355	355	356	350	No Action
Brunstane PS	420	14	249	247	248	248	240	244	240	239	249	245	255	No Action
Bruntsfield PS	630	21	604	602	592	574	540	518	496	487	477	476	493	No Action - Canaan Lane Catchment Change
Buckstone PS	462	16	425	420	410	376	360	343	326	311	306	301	315	No Action - Manual Adjustment Applied
Bun-sgoil Taobh na Pairce	462	16	403	419	412	418	408	419	426	423	425	426	426	No Action
Canaan Lane PS	420	14	40	76	114	147	183	212	241	237	238	235	237	No Action
Canal View PS	420	14	331	344	336	340	311	301	293	299	291	291	288	No Action
Carrick Knowe PS	504	18	329	329	327	315	303	309	296	295	302	299	304	No Action
Castleview PS	630	21	432	462	527	592	623	626	674	741	826	841	821	Live Project - LDP (New Greendykes PS)
Clermiston PS	504	18	432	406	408	382	372	366	362	356	356	348	353	No Action
Clovenstone PS	434	15	216	208	203	193	178	175	170	163	166	168	164	No Action
Colinton PS	315	12	156	148	140	133	129	121	120	117	117	115	115	No Action
Corstorphine PS	630	21	570	604	674	729	814	857	903	938	961	957	958	Live Project - LDP (Maybury PS)
Craigentinny PS	420	14	314	316	297	303	306	297	280	280	276	285	285	No Action
Craiglockhart PS	476	17	327	320	318	315	319	319	320	322	323	329	329	No Action
Craigour Park PS	560	20	457	438	399	402	376	379	408	417	440	470	486	No Action
Craigroyston PS	434	15	315	314	327	334	347	354	352	347	338	330	325	No Action
Cramond PS	476	17	429	458	457	453	448	437	410	408	403	400	403	Live Project - LDP (Maybury PS)
Currie PS	546	19	514	501	500	466	452	432	426	433	433	428	438	No Action
Dalmeny PS	112	5	78	80	84	70	70	69	67	67	68	68	69	No Action
Dalry PS	420	14	259	249	236	220	208	201	194	180	184	187	188	No Action
Davidson's Mains PS	630	21	505	500	474	448	410	389	373	354	344	344	344	No Action
Dean Park PS	546	19	494	502	499	507	526	526	537	535	535	541	551	Live Project - Rising Rolls/LDP (Extension)
Duddingston PS	434	15	386	369	358	351	350	350	347	348	358	358	360	No Action
East Craigs PS	476	17	397	391	393	390	374	372	368	370	364	364	367	No Action
Echline PS	420	14	303	289	293	316	332	350	360	377	402	392	399	Live Project - LDP (Builyeon Road PS)
Ferryhill PS	420	14	339	324	295	278	252	234	219	206	195	196	196	No Action
Flora Stevenson PS	630	21	572	557	511	485	455	438	407	399	393	404	404	No Action
Forthview PS	434	15	396	392	384	365	362	338	326	321	315	310	315	No Action
Fox Covert ND PS	329	13	297	281	271	270	278	282	282	287	306	307	310	No Action
Fox Covert RC PS	217	8	156	170	186	199	216	222	234	238	242	243	242	Monitor (Shared capacity with Fox Covert PS)
Frogston PS	434	15	292	320	351	373	431	454	461	457	469	480	487	Live Project – LDP (Gilmerton Station Road PS)
Gilmerton PS	546	19	480	576	612	622	632	630	615	587	613	633	612	Live Project – LDP (Gilmerton Station Road PS)
Gracemount PS	560	20	455	437	401	396	375	374	353	342	341	341	341	No Action
Granton PS	560	20	474	444	414	409	440	475	499	488	487	499	498	Live Project - LDP (Waterfront PS)
Gylemuir PS	546	19	459	473	490	505	529	536	548	571	577	580	579	Monitor (East of Milburn Tower PS)

School														Action
Hermitage Park PS	420	14	289	272	258	247	235	224	218	220	224	221	227	No Action
Hillwood PS	84	4	68	67	69	85	102	102	103	104	102	102	105	Live Project - LDP (Maybury PS)
Holy Cross RC PS	315	12	256	235	222	210	221	228	230	228	234	239	241	No Action
James Gillespie's PS	630	21	560	536	500	459	417	382	373	373	363	363	363	No Action
Juniper Green PS	434	15	395	396	390	381	368	358	353	351	349	347	354	No Action
Kirkliston PS	693	23	638	632	632	624	596	583	591	583	568	555	568	Live Project – Rising Rolls Ext. (replace TU)
Leith PS	476	17	280	299	290	292	286	288	288	299	309	330	348	No Action
Leith Walk PS	420	14	228	217	190	183	178	171	151	144	144	144	144	No Action
Liberton PS	476	17	407	394	399	402	394	395	396	396	394	393	391	No Action
Longstone PS	315	12	267	247	258	268	258	261	266	266	276	272	270	No Action
Lorne PS	259	10	162	149	142	127	117	118	120	120	118	116	117	No Action
Murrayburn PS	420	14	348	309	286	262	232	212	202	180	180	180	180	No Action
Nether Currie PS	210	7	174	181	194	204	227	248	261	275	284	285	289	Monitor
Newcraighall PS	210	7	170	207	250	338	404	468	524	584	618	643	647	Live Project - LDP (Replacement Newcraighall)
Niddrie Mill PS	434	15	318	332	344	343	326	321	311	302	301	301	301	No Action
Oxgangs PS	434	15	315	308	284	268	263	246	232	230	221	226	231	No Action
Parsons Green PS	420	14	289	274	252	255	247	251	253	249	250	259	256	No Action
Pentland PS	504	18	474	477	459	447	446	426	403	402	400	409	407	No Action
Pirniehall PS	329	13	297	285	271	269	264	282	307	320	346	375	378	Live Project – Granton Waterfront PS
Preston Street PS	315	12	281	292	281	279	274	273	270	269	263	270	268	No Action
Prestonfield PS	294	11	187	184	177	167	166	163	163	160	158	159	165	No Action
Queensferry PS	504	18	528	590	647	715	802	846	866	893	895	906	918	Live Project - LDP (Builyeon Road PS)
Ratho PS	294	11	256	257	256	259	257	270	279	281	282	283	276	Monitor
Roseburn PS	294	11	241	241	228	214	214	208	190	180	176	176	175	No Action
Royal Mile PS	210	7	153	159	151	148	151	145	134	133	126	129	129	No Action
Sciennes PS	630	21	613	590	563	543	521	495	478	463	467	473	473	No Action
Sighthill PS	294	11	242	235	238	230	241	241	250	262	273	279	293	No Action
South Morningside PS	630	21	600	570	533	484	425	394	350	344	339	337	336	No Action
St Catherine's RC PS	210	7	208	216	218	216	226	228	227	229	230	234	237	Live Project - Replacement St Catherine's
St Cuthbert's RC PS	210	7	192	193	200	199	193	192	188	186	185	184	181	No Action
St David's RC PS	329	13	340	337	319	305	288	267	260	267	266	269	274	Monitor
St Francis' RC PS	294	11	281	294	296	297	309	321	326	324	334	334	332	Live Project - LDP (New Greendykes PS)
St John Vianney RC PS	259	10	222	234	249	237	218	215	220	226	235	243	241	No Action
St John's RC PS	434	15	369	371	369	366	368	369	376	368	376	379	384	No Action
St Joseph's RC PS	329	13	307	288	259	242	233	224	220	227	227	230	233	No Action
St Margaret's RC PS	210	7	99	98	106	116	123	128	130	136	140	139	141	No Action
St Mark's RC PS	210	7	144	139	130	123	113	103	97	96	93	93	93	No Action
St Mary's RC PS (Edin.)	434	15	315	309	282	281	282	273	262	258	257	257	255	No Action
St Mary's RC PS (Leith)	420	14	308	305	303	301	292	302	297	291	291	294	297	No Action
St Ninian's RC PS	315	12	191	169	162	144	136	130	122	120	121	123	124	No Action
St Peter's RC PS	434	15	336	322	301	287	269	258	255	257	255	254	255	No Action
Stenhouse PS	420	14	318	306	292	281	280	277	276	279	278	281	281	No Action
Stockbridge PS	294	11	243	234	222	213	195	187	173	167	167	167	167	No Action
The Royal High PS	420	14	314	344	351	354	352	350	346	351	351	352	353	No Action
Tollcross PS	315	12	247	230	221	212	201	197	189	193	193	190	194	No Action

Towerbank PS	630	21	532	493	464	418	388	373	353	339	339	339	339	No Action
Trinity PS	630	21	579	560	550	544	514	489	477	462	468	474	464	No Action
Victoria PS	434	15	278	310	334	349	370	400	431	452	478	491	510	**Monitor**
Wardie PS	560	20	458	432	402	384	360	353	349	333	326	326	326	No Action
Totals	**37534**	**1313**	**30082**	**29931**	**29533**	**29209**	**28963**	**28833**	**28655**	**28689**	**28949**	**29186**	**29362**	

APPENDIX 1(b): Secondary School Roll Projections 2022-2032

School	Notional Capacity	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Action Required
Balerno Community HS	850	844	873	889	890	892	898	912	912	912	912	912	Monitor
Boroughmuir HS	1560	1492	1539	1542	1554	1594	1587	1578	1555	1506	1432	1307	Live Project - Rising Rolls/LDP (Extension) - Investigate Long Term
Broughton HS	1200	1247	1268	1299	1286	1294	1302	1336	1331	1316	1303	1282	Monitor
Castlebrae Community HS	700	426	501	572	644	733	812	906	943	976	1059	1159	Live Project - Replacement Castlebrae - Investigate Long Term
Craigmount HS	1400	1315	1358	1364	1382	1389	1431	1514	1533	1553	1552	1545	Live Project - LDP (New West Ed HS or Extension)
Craigroyston Community HS	600	725	760	769	787	790	819	864	884	899	905	916	Live Project - Rising Rolls
Currie Community HS	900	833	846	870	896	925	941	953	947	964	974	943	New school due to open November 2024
Drummond Community HS	600	503	528	550	545	563	567	589	617	619	625	617	No Action
Firrhill HS	1150	1304	1303	1295	1269	1261	1281	1301	1292	1292	1265	1238	Monitor
Forrester HS	900	819	813	827	832	840	827	830	820	803	791	769	No Action
Gracemount HS	650	600	628	637	644	639	643	689	729	769	789	823	Live Project - LDP (Gilmerton Station Road PS)
Holy Rood RC HS	1200	1147	1164	1173	1199	1217	1202	1207	1209	1194	1171	1163	Monitor
James Gillespie's HS	1950	1594	1678	1794	1882	1946	1958	1976	1953	1877	1810	1723	Live Project - LDP/GME (Darroch)
Leith Academy	950	905	929	944	936	944	956	981	975	966	940	913	Monitor
Liberton HS	1000	846	893	915	969	1017	1086	1163	1218	1220	1180	1178	Live Project - WAVE4
Portobello HS	1400	1437	1433	1439	1436	1438	1435	1440	1425	1384	1364	1334	Monitor
Queensferry Community HS	1200	1025	1102	1180	1267	1362	1456	1557	1588	1638	1654	1648	Live Project - LDP (New West Ed HS)
St Augustine's RC HS	900	950	982	1010	1034	1081	1151	1197	1190	1184	1158	1118	Monitor
St Thomas of Aquin's RC HS	750	782	786	794	792	775	770	755	727	702	674	661	Monitor
The Royal HS	1200	1387	1443	1471	1500	1496	1494	1479	1437	1394	1339	1285	Live Project - Rising Rolls (Extension) & LDP (New West Ed HS)
Trinity Academy	950	968	994	1008	1013	1014	1019	1024	1024	1024	1024	1024	Live Project - WAVE4
Tynecastle HS	900	762	790	782	806	807	837	836	833	836	814	809	No Action
Wester Hailes HS	750	411	421	423	421	412	398	398	390	388	382	375	No Action
Total Roll	**23060**	**22322**	**23032**	**23547**	**23984**	**24429**	**24870**	**25485**	**25532**	**25416**	**25117**	**24742**	

APPENDIX 1(c): Analysis of Selected School Roll Projections

School	Action Proposed	Status
Castleview Primary School	Live Project - LDP (Greendykes PS)	The long-term projections for Castleview PS have seen a large increase compared to the 2021 Projections in large part due to two developments not included in the previous years: LDP HSG 18: New Greendykes Areas A/B & LDP HSG 28: Ellens Glen Road accounting for an additional 405 new homes. The school has experienced considerable growth in its roll and modular classrooms have been provided to ensure sufficient classrooms space is available until a new school in the Greendykes area is built. Engagement with communities in the Craigmillar area is underway to identify the preferred location for a new primary school. A statutory consultation proposing the school site and catchment area is planned after the summer break.
Corstorphine Primary School	Live Project - LDP (Maybury PS)	Corstorphine PS has shown a large increase in its projected roll compared to 2021. The current catchment area still includes what will become Maybury PS's catchment area. The significant change this year is due to one development increasing the number of units it will deliver from 899 to 1400 (LDP HSG 19: Maybury Central).
Dean Park Primary School	Live Project - Rising Rolls/LDP (Extension)	The roll at Dean Park Primary School has been increasing as a result of a catchment change with Currie Primary School. A new Passivhaus extension that will provide four additional classrooms and replace two classrooms in an old temporary unit is due for completion at the end of 2024. Further action may be required to convert a former NHS building on the school site into two additional classrooms. This requirement will be kept under review.
Frogston Primary School and Gilmerton Primary School	Live Project – LDP (Gilmerton Station Road PS)	Since it opened in 2022 the growth at the new Frogston Primary School has been significant. The school's P1 intake this year is estimated to be X pupils. Opening up later stages has resulted in significant numbers of transfers to the Frogston from other schools. While Frogston was design with an expansion strategy, the development of a new school at Gilmerton Station Road may provide an opportunity to address growth in Frogston's roll via catchment change. The new Gilmerton Station Road school will also address growing pressure at Gilmerton Primary School.

Engagement with communities in the Gilmerton area to establish the catchment area for a new primary school will begin in May. A statutory consultation establishing |

		the new school and its catchment area is planned for the end of this year.
Gylemuir Primary School	Monitor (East of Milburn Tower PS)	The roll at Gylemuir Primary School will continue to be monitored. The projections suggest clear growth to a peak which is not far beyond the school's existing capacity. Whether the extent of the growth projected is overly reflective of past growth remains to be seen. However, the development of a new school as part of the East of Milburn Tower development on the far side of the City bypass may present an opportunity to consider catchment change.
Hillwood Primary School	Live Project - LDP (Maybury PS)	Hillwood PS's catchment area includes the East of Milburn Tower development which will require its own school. However, more minor developments in Hillwood's catchment area and a need to develop greater flexibility in this area of the city mean that plans to extend Hillwood PS to a full single stream school from its existing 4 classes will be developed. Engagement with the school and wider community will begin in May along with discussions about their future secondary provision.
Kirkliston Primary School	Monitor	Kirkliston PS has shown a large decrease compared to 2021. There has been a substantial drop in births this year which has had a significant effect on predicted births going forward. This should be monitored into next year to assess whether this is the new normal or an anomaly. The Early Stages extension of the school being built at the Leisure Centre site and due to complete in November 2023 will allow the removal of temporary units from the school site.
Pirniehall Primary School	Live Project – Granton Waterfront PS	Pirniehall PS is displaying a reasonable increase compared to 2021. This change is largely due to an increase in the average three-year births figure as well as an increase in the average birth-to-P1 ratio within the catchment area. These changes will be monitored and considered as part of the development of plans for the new Granton Waterfront Primary School. Engagement with communities in the Granton and Pilton areas to establish the catchment area for a new primary school will begin after the summer. A statutory consultation establishing the new school and its catchment area is planned for early 2024.
Queensferry Primary School	Live Project - LDP (New Builyeon Road PS)	Queensferry Primary School's catchment area includes significant areas of new housing development. This has lead to accommodation pressures at the school. A new school at Builyeon Road provides the opportunity to relieve this pressure through catchment change. However, the new school will not be open until August 2026. Accordingly, temporary provision will be required at Queensferry Primary School. Initially, this will be

		focused on making the most efficient use of existing spaces – including adapting spaces within the Early Learning and Childcare Centre. In the long-term permanent extension of Queensferry Primary School to take it from 18 to 21 classes will be required and a proposal for this will be developed between now and the autumn.
St Catherine's RC Primary School	Live Project - Replacement St Catherine's	The St Catherine's RC Primary School building is due to be replaced. Engagement with the local community is due to commence in May to consider how and where a new school building should be located. The new school will also be expanded to meet demand for Roman Catholic places arising from new developments in the area.
St Francis RC Primary School	Live Project - LDP (New Greendykes PS)	Engagement with communities in the Craigmillar area is underway to identify the preferred location for a new primary school. A statutory consultation proposing the school site and catchment area is planned after the summer break. It is anticipated that the new school will relieve pressure on St Francis RC Primary School. Prioritisation of Roman Catholic pupils into the school may be applied if necessary.
Broughton High School	Monitor	Broughton High School already exceeds its notional capacity and it is anticipated that its roll will grow in the short-medium term. Catchment change involving Broughton High School and Craigroyston High School may be necessary as the catchment area for a new Granton Waterfront Primary School is established and this may provide opportunity to consider future pressures on Broughton High School in more detail. If pressure becomes unmanageable then consideration may also need to be given to the impact reserving places for pupils attending specialist music, dance and football provision at Broughton High School has on it's ability to continue to support demand from its own catchment population. Developments at other schools may provide an opportunity for specialist provision to be relocated.
Castlebrae Community High School	Monitor	As noted above, Castleview Primary's projections have seen a large increase, which in turn has influenced this year's long term Castlebrae figures. Also, the popularity of the new school is pulling in larger proportions of pupils from the area which is in turn increasing ratios going forward. The anticipated S1 intake in August 2023 is 130 pupils. As new housing in the surrounding area completes and rolls in the primary sector grow, the projected pressure on Castlebrae is likely to increase. Castlebrae was built with an expansion strategy and it would now be prudent to develop this plan in detail and prepare for its delivery within the next 5 years.

Craigmount High School	Live Project - LDP (New West Ed HS or Extension)	Craigmount's catchment area includes the new Maybury Primary School. Maybury PS's inclusion within Craigmount's catchment will mean that Craigmount needs to be extended from 1,200 pupil capacity to 1,800 pupils. The timescales for the development of a new high school in West Edinburgh remains uncertain and would not avoid the need to extend Craigmount on a temporary basis. Accordingly, to provide certainty for families moving into the new developments at Cammo and Maybury, the Council will develop detailed proposals for the extension of Craigmount High School. Engagement with the local community will focus on the opportunities that expansion of the school may provide to enhance community facilities and services in the area.
Craigroyston High School	Rising Rolls/LDP	The development of Granton Waterfront will require a new primary school in the area and will place additional demand on Craigroyston High School. Rolls at Craigroyston HS have already been increasing due to higher numbers of primary school pupils. The relocation of the Early Years Centre from Craigroyston High School to the new Macmillan Hub will provide additional capacity from January 2024. Further feasibility work will be undertaken to identify other opportunities to adapt the existing building. In the long-term, options to develop a collaborative approach to accommodation use with Edinburgh College and other local facilities and/or the feasibility of permanent extension of the school building will be explored.
Gracemount High School	LDP	While under no immediate pressure, significant housing development in the Gilmerton and Gracemount areas are likely to result in higher levels of demand and a requirement to consider extension of Gracemount High School. The establishment of a catchment area for a new Gilmerton Station Road PS will necessitate consideration of secondary school catchment areas. Accordingly, engagement with the local community on addressing rising rolls at Gracemount High School and potential solutions will be captured as part of a wider engagement about the new Gilmerton Station Road PS.
Queensferry High School	LDP	The future of secondary school provision in the Queensferry and Kirkliston areas has been the subject of an engagement process. The outcomes of this process and details of the issues at Queensferry High School can be found in the "Future Queensferry and Kirkliston Secondary School Provision Engagement Outcomes" paper also on the agenda at this Committee (Education, Children and Families, 27 April 2023).
The Royal High School	Live Project - Rising Rolls (Extension)	The Royal High School has a notional capacity of 1,200 pupils. However, additional classrooms in temporary units and some minor internal reconfiguration has

	& LDP (New West Ed HS)	increased this capacity and the school accommodated a roll of 1,387 pupils in 2022. A permanent building that will replace the requirement for the temporary units was scheduled to be available from August 2023. However, a requirement for archaeological work as part of the planning condition has delayed this and the new building will now not be ready until into the new school year. Officers will work with the school management team to identify what measures need to be put in place to support the schools operation until the new building is completed.

APPENDIX 2: THE SECONDARY STRATEGIC BRIEF AND THE 5 CORE THEMES OF EDINBURGH'S LEARNING ESTATE STRATEGY

This document should be read in conjunction with "[Edinburgh's Learning Estate Strategy 2021: Investing in New Buildings: Guiding Principles](#)", which sets out the vision and ambition for the Learning Estate in relation to its five core themes of Teaching and Learning, Community Access, Inclusion, Sustainability and Digital Learning.

The following high-level principles for the CEC Secondary School estate set out a vision for the design of new buildings and any refurbishment of existing schools. These principles form the basis from which more detailed design (as set out in the CEC Generic Strategic Brief for Secondary Schools) is developed with communities.

Community

All learning estate investment is based on the place-based approach to create community lifelong learning and sports hubs, delivering a range of integrated public services.

Consultation and engagement activity will be fully aligned with any planned by other CEC services and strategic partners, embracing the CEC vision for 20 Minute Neighbourhoods. Where appropriate, local community facilities will be integrated within the learning estate and available during the school day. Strategic planning with partners for all projects is essential.

The Community Hub should enhance collegiality and promote positive interactions between all building users, creating a welcoming and safe space that provides a strong sense of shared ownership and responsibility.

Teaching and Learning

Learning and teaching space adjacencies will be created based on a shared approach to faculty and interdisciplinary working. A range of flexible and inclusive learning spaces will be provided to encourage a variety of educational activities and experiences, while providing personalisation and choice for learners.

A flexible approach to Timetabling is required to ensure the curriculum can be delivered through efficient use of space, benefitting from the variety of learning environments that are available.

The traditional 'one classroom one teacher' approach is not sustainable and a range of environments for learning should be featured to enable collaboration within and across disciplines, with settings that also enable smaller group work and discussion. Teaching and Learning in this context will be shared, open, visible and connected for the whole community.

Sustainability

Through the place-based approach to learning and community infrastructure investment, lifelong learning and community hubs require to be delivered to provide the social focal point of their neighbourhood and encourage local economic growth opportunities.

All investment in the learning estate should be an integral part towards the achievement of Edinburgh's Net-Zero Carbon ambitions.

Investment projects require to assess opportunity for improvements of links to strategic transport corridors, active travel routes and green infrastructure.

New buildings require to be designed and constructed to minimise energy use as much as possible once operational.

The provision of Outdoor Learning spaces is a fundamental delivery requirement for investment projects and these spaces should be used for timetabled activities.

A range of catering options should be considered as part of any investment and there should be a focus on sustainable food production, closely aligned to the Health and Wellbeing and Enterprise aspects of the curriculum.

Inclusion

Every learner has the right to be educated in their community and, where possible, in their local school. The learning estate will be designed to ensure that wherever possible, children and young people can be educated in their local community.

Effective planning to meet increasingly complex and diverse learning needs will be achieved through strategic development and collaboration across our learning estate.

Extra area, if necessary, can be provided to create a more inclusive environment for all catchment pupils.

Creating a variety of contexts and environments for learning is crucial in supporting the design of inclusive schools.

Digital

Technology should be fully enabled and ubiquitous, embedded in learning, encouraging and developing shared collaborative resources to empower the whole community.

The learning estate should provide digitally enabled environments for users, to ensure equity of opportunity. The embedding of new technology in a strategically managed approach enhances teaching and learning, supports collaboration, reduces workload, minimizes risk and increases creativity.

Technology can support and facilitate the way in which we want teaching and learning to take place; being flexible, adaptable and inclusive, to inspire visionary, innovative and inspirational learning experiences.

Learning spaces should be designed to support the type of flexible, adaptable and learner-led activity that digital mobile technology can provide.

APPENDIX 3: Pupil Generation Rates from New Housing Developments

Purpose

The purpose of this update is to establish robust and up-to-date pupil generation rates, for the benefit of school roll projections, Local Development Plan Educational Appraisals, as well as to inform future developer contributions.

Pupil Generation Rates

Pupil Generation Rates are the number of school pupils we would expect a new house or a flat to generate. We produce Pupil Generation Rates by monitoring the number of pupils generated by a selection of new developments over time. These selected sites form our Pupil Generation Rates study.

We choose sites for the study in consultation with the Council's Planning Department to ensure a mix of small-to-large developments across the city are included.

We monitor the number of pupils generated by new developments in the study over time. Our most recent study includes analysis of 11,711 dwellings over a period of up to 18 years (2005 to 2022). The number of pupils generated by a new development each year will grow over time until it reaches a peak. The rates reflect the number of pupils a development is likely to generate at this peak.

Background

This is an update to a study undertaken in January 2019 and reported to the Education, Children and Families Committee in [May 2019](#).

Since 2019, five additional housing sites and two additional flatted sites have been added to the study. In total, there are now 41 housing and 55 flatted sites, covering 11,711 dwellings.

More sites have been added this year as it is important to have as many recent developments in the study as possible. Newer developments are more likely to reflect current and future building styles and thus give a more representative indication of potential pupil yields going forward.

Methodology Overview

To keep pupil generation rates as fair and mathematically valid as possible, a simple model has been adopted. The maximum number of school pupils generated in any one year from each development in the study has been recorded. The pupil numbers are added together, and this total is divided by the total number of dwellings in all those developments. This gives us the total pupil generation rate.

Separate rates are calculated for primary pupils living in houses, primary pupils living in flats (of 2-or-more bedrooms), secondary pupils living in houses and secondary pupils living in flats (of 2-or-more bedrooms).

Pupil Generation Rates for 2023

The rates for both houses and flats have increased since 2019. Some of the younger developments continue to produce a greater number of pupils per year, as well as six of the seven new sites exceeding the current rates.

A summary of the new rates are as follows:

Table 1: Proposed Pupil Generation Rates

Dwelling type	Number of dwellings in primary study	No. of primary pupils	Primary pupil generation rate	Number of dwellings in secondary study	No. of secondary pupils	Secondary pupil generation rate
House	4456	1909	**0.428**	3273	828	**0.253**
Flat (2 Bed+)	7271	1131	**0.156**	7271	522	**0.072**

Variance from the Mean

The range of rates generated by individual developments has been analysed to look at their statistical validity. Standard deviations and coefficients of variation have been calculated for each dataset and it is valid to use a single average for each sector, as has been applied previously.

Pupil Growth Timeline by Development

The data has also been examined to determine the average number of years taken to reach peak pupil generation for developments. For housing developments, it takes approximately 8 years for primary and 11 years for secondary. For flatted developments, it takes around 10 years for primary and 8.5 years for secondary. Note: this is measured from when homes first become available in a development, not after the entire development has been completed.

Pupil Drop-Off after Peak

It is important to acknowledge that in many developments once a peak has been achieved the pupil numbers will decline to a lower level. Primary pupil analysis of 21 housing developments has indicated that the average drop-off of pupil numbers is 79.5% after approximately five years.

Denominational Split

The citywide Roman Catholic/non-denominational school occupancy split is approximate 13%/87% at both primary and secondary levels, so this value has been applied to the ND/RC pupil generation ratios for developments:

Table 2: Proposed Pupil Generation Rates by Sector

Sector	House Rate Total	House ND	House RC	Flat Rate Total	Flat ND	Flat RC
Primary	**0.428**	0.372	0.056	**0.156**	0.136	0.020
Secondary	**0.253**	0.220	0.033	**0.072**	0.063	0.009

Summary of key findings and recommendations:

- The primary pupil generation rates should increase to 0.428 for housing and 0.156 for flats. The secondary ratios should increase to 0.253 for housing and 0.072 for flats.

- A Roman Catholic/non-denominational average split of 13%/87% has been applied.

- From the ongoing study of the pupil/dwelling data and from lessons learnt from the Gilmerton Station Road appeal (POA-230-2006) a drop-off should continue to be applied to developments after they have reached their pupil production peak. In line with data analysed from this and previous studies the value should steadily reduce to 80% five years after the peak has occurred. As of 2021 a drop-off rate has been adopted within the school roll projections.

- This pupil generation rate study should be updated regularly to assess any major changes. New developments should be added to the mix with emphasis on reflecting the most common styles of development going forward.

Education, Children and Families Committee

10am, Thursday, 27 April 2023

Protected Characteristics– Care Experienced

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

    1.1.1   Note the motion raised at Full Council on the 24 November by Councillor Kumar - Care Experienced Protected (see background for the motion).

    1.1.2   Note the work required to strengthen the awareness of this protected characteristic within the City of Edinburgh Council.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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

Report

Protected Characteristics – Care Experienced

2.   Executive Summary

2.1   Note the work required to strengthen the awareness of this protected characteristic within the City of Edinburgh Council.

2.2   The Council should promote the interests of care experienced young people and help to ensure that Care Experienced people are not directly or indirectly negatively impacted by CEC's practices or policies.

3.   Background

3.1   At Full Council on the 24 November 2022 Councillor Kumar brought the following motion; Care Experienced Protected Characteristic:

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 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 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.

4.   Main report

4.1   At the meeting of Full Council on the 24 November 2022, a deputation was heard from Terry Galloway who spoke about his experience as a Care Experienced Child.

4.2   The Protected Characteristics as defined by the Equality Act (Scotland) cannot be changed however there is scope to prompt colleagues to consider the potential impact on individuals that are Care Experienced when completing the Integrated Impact Assessment (IIA).

4.3   The Council uses an Integrated Impact Assessment (IIA) to meet the requirements of the Equality Act 2010, human and children's rights conventions, Fairer Scotland Duty 2018 and the Climate Change (Scotland) Act 2009.

4.4   The IIA is an integral part of the Council's decision-making process, enabling it to identify and address any unintended consequences of its decisions. The scope of potential impacts includes equalities and diversity, human rights, the environment and the economy.

4.5   The IIA process already includes a prompt for colleagues to consider the potential impact of a proposal on cared experienced individuals but this area could be strengthened to include more detailed information.

Edinburgh Guarantee

4.6   It should be noted that The Edinburgh Guarantee supports those from all Protected Characteristic groups including care-experienced people aged 16+. This includes supporting people to access internal and external employability programmes (funded by The City of Edinburgh Council) to explore their future aspirations and gain access to education, training, and employment. This support includes ongoing aftercare and holistic wrap-around support like welfare and well-being advice. Work is currently underway to ensure that all staff delivering these programmes undertake Trauma Informed Training, to continuously improve the support on offer.

5.   Next Steps

5.1   Strengthen the wording in the Integrated Impact Assessment.

5.2   Corporate Parenting hosts a workshop to consider how the implications of policy/decisions for Care Experienced might best be assessed. This could be delivered to members of the Education, Children and Families Committee, and colleagues who undertake IIA's.

5.3   Add a link to the Orb page about Edinburgh's Corporate Parenting Page for colleagues, which has information and links to training and further reading regarding Care Experience and Corporate Parenting duties.

5.4   Corporate Parenting E-learning Module will soon be launched which will be mandatory for all staff, providing a basic working knowledge of what it means to be Care Experienced, and how to be a good Corporate Parent.

5.5   Work is also ongoing to look at the Guaranteed Interview Scheme for Care Experienced Individuals. Part of this project will be looking at training of CEC managers to help them consider how to support Care Experienced CEC employees. This training could be combined with awareness raising in general about how their services may directly or indirectly impact on the Care Experienced Community.

5.6   Whilst all offers in the Edinburgh Guarantee are inclusive to care-experienced young people, The City of Edinburgh Council has committed to continue the delivery of Promising Young People in 2023-24. The project offers fully funded and bespoke 6-month paid work placements for care-experienced people living in Edinburgh with 1:1 support for each young person and aftercare to ensure they can progress into further employment, training or education.

6.   Financial impact

6.1   There is no financial impact.

7.   Stakeholder/Community Impact

7.1   Engagement with Terry Galloway.

7.2   Engagement with Policy and Insight, and Legal colleagues.

7.3   Met with Councillor Kumar to discuss options.

8.   Background reading/external references

8.1   Internal Integrated Impact Assessment Guidance (to be shared with members).

8.2   Completed Integrated Impact Assessments are published online.

9.   Appendices

9.1   n/a

Education, Children and Families Committee

10am, Thursday, 27 April 2023

Safeguarding of Children Young People and Adults at Risk

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the motion at Full Council on the 24 November 2023 item 10.17 by Councillor Lezley Marion Cameron - Safeguarding of Children Young People and Adults at Risk (link to the full motion in the background).

1.1.2 Note the work underway detailing what steps are being taken in the City of Edinburgh Council settings to firstly reduce incidences of restraint and physical intervention and secondly to improve recording of these incidents.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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

Report

Safeguarding of Children Young People and Adults at Risk

2.   Executive Summary

2.1   This report sets out the steps being taken in the City of Edinburgh Council settings to firstly reduce incidences of restraint and physical intervention and secondly to improve recording of these incidents.

3.   Background

3.1   A motion was tabled at Full Council on the 24 November 2023 item 10.17 by Councillor Lezley Marion Cameron – Safeguarding of Children Young People and Adults at Risk: https://democracy.edinburgh.gov.uk/documents/b22295/Motions%20and%20Amendments%2024th-Nov-2022%2010.00%20City%20of%20Edinburgh%20Council.pdf?T=9

3.2   Additionally there was a SNP Group amendment adjusted and approved and a Liberal Democrat Group addendum approved; 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 and physical intervention and secondly to improve recording of these incidents.

Council requests that the Integrated Joint Board consider commissioning a similar report into adult settings.

3.2   The Council has statutory responsibilities as a public body in respect of the safeguarding of children, young people and adults at risk.

3.3   The Children's and Young People's Commissioner Scotland Annual Report to the Scottish Parliament, Page 15, "Child Protection and Safeguarding" CYPCS-AR-2022.pdf.

3.4   The Scottish Government published draft schools' guidance "Included, engaged and involved part 3" which takes a relationship and rights based approach to physical intervention in Scottish schools for consultation. Physical intervention in schools: draft guidance - gov.scot (www.gov.scot)

3.5   The guidance is based on the 22 recommendations the Children's commissioner made in No Safe Place: Restraint and Seclusion in Scotland's Schools | Restraint and Seclusion in Scotland's schools - The Children and Young People's Commissioner Scotland (cypcs.org.uk) Dec 2018

4.   Main report

Safeguarding in Secure and Residential Services

4.1   In response to the Independent Care Review, the Promise, the Scottish Government produced a policy document to reform the Scottish care system and improve the lives of some of Scotland's most vulnerable children, young people and their families. One of the key fundamentals of the Promise is for Scotland to become a nation that does not restrain its children and young people.

4.2   Central to the Promise is the development of caring, nurturing relationships for children and young people who need to be in care, whether it be fostering, kinship, adoption, or residential childcare. Children and young people in residential childcare shared that restraint is over-used and needs to reduce. The Promise acknowledges that the workforce in the care sector needs to be upskilled, and supported to better enable them to develop caring relationships rooted in connection and nurturing care.

4.3   Aberlour and Kibble have evidenced a reduction in the use of restraint for children and young people in residential childcare – together they have received funding to facilitate and support a pilot of service redesign in collaboration with three Local Authorities and one private sector organisation providing residential childcare: Glasgow City Council, City of Edinburgh Council, North Lanarkshire Council and St Philip's School.

4.4   Aberlour recommended the consultancy service - Social Value Lab undertake an evaluation of both service redesign processes to assess and measure outcomes/impact of redesigned services by completing evaluation alongside children, young people and staff. The first phase began in January 2023 and a second phase will be planned in the near future.

4.5   The overall aim of the evaluation is to better understand the process of service-redesign in the four pilot services and evidence the impact on children, young people and care home staff.

4.6   The objectives of the study are to -

    4.6.1 explore in depth the service re-design process undertaken by Aberlour and Kibble.

4.6.2 assess the efficacy of the service re-design process with the four pilot services and capture the lessons learned from it.

4.6.3 capture the changes in staff wellbeing from the service re-design.

4.6.4 evidence of the (potential) impact of strongly reduced use of restraint on children and young people in residential care.

4.6.5 inform the development of a 'service re-design model' that can be rolled out across Scotland.

4.7 It will be reported to the board, each organisation and fed back through work plans/streams that include young peoples participation.

4.8 A project board has been created led by Aberlour and Kibble and the following partner agencies, with an information sharing agreement in place:

- North Lanarkshire Council
- Glasgow City Council
- St Philip's Residential Care and Educational Service
- Edinburgh City Council

Safeguarding in Education

4.9 In the City of Edinburgh, we have 11 Special Schools, 8 Primary and 7 Secondary Enhanced Support Bases (ESB).

4.10 Some learners may present with distressed or dysregulated behaviour and in some instances, require support and intervention from staff to manage in these situations. Our approach is outlined in our Relationships, Learning and Behaviour Procedure 2019. Appendix 1.

4.11 Our Current procedures are aligned with Scottish Government Guidance which ensures restraint is only used as a last resort, to prevent harm, with the minimum necessary force, and for the minimum necessary time.

4.12 Our Procedure clearly states that physical intervention is only used in special schools when all other strategies have been deployed. This will only take place when a child or young person is at risk of inflicting serious physical harm on themselves or another individual.

4.13 As part of our approach, we train staff in specialist provisions in CALM (physical intervention) techniques. This ensures that any physical intervention is carried out correctly and safely.

4.14 In order to minimise incidences of dysregulated behaviour, each child in specialist provision has an individualised plan which includes an overview of needs, an outline of behaviours that may present, along with strategies to support and minimise distress. We ensure that plans are shared as part of Team Around the Child meetings.

4.15 We have a centralised recording system for recording the use of physical intervention which includes

- recording of factual information e.g. name, date, those involved
- recording of the incident; antecedent, behaviour displayed and consequences
- debrief between members of staff
- where appropriate and necessary, restorative conversations between those involved including staff, children, families and partners
- support for individuals; emotional or physical
- updating risk assessments as part of the child's plan.

4.16 Head Teachers track and monitor incidents at a school level. We have developed a robust process for monitoring incidents across our special school estate. The Quality Improvement Manager for Special Schools oversees the City Wide data and the Senior Education Manager for Inclusion, provides support and guidance for incidents which are defined as 'significant occurrences'.

4.17 In order to ensure the procedures in Education are in line with National Guidance we have and continue to engage in dialogue with ASLO (Association for Support for Learning Officers) and colleagues in neighbouring authorises through the Inclusion strand of the SEIC (South East Collaborative Improvement) group.

4.18 In Education, the risk control environment is secure. Training, policies, monitoring and debriefs all contribute a mature risk approach.

5.   Next Steps

5.1 Once published, Edinburgh Learns Inclusion Board to review our Relationships, Learning and Behaviour Procedures is aligned with the Scottish Government Guidance, Included, Engaged and Involved Review.

6.   Stakeholder/Community Impact

7.1 Kibble and Aberlour

7.   Background reading/external references

8.1 The Children's and Young People's Commissioner Scotland Annual Report to the Scottish Parliament, Page 15, "Child Protection and Safeguarding" CYPCS-AR-2022.pdf

8.   Appendices

9.1 Appendix 1   Relationships, Learning, and Behaviour Procedure

DRAFT

Procedure Title -   Relationships, Learning and Behaviour

Procedure Number -

Management Information		
Lead Officer	**Name:**	Lorna Sweeney
	Designation:	Schools and Lifelong Learning Senior Manager
	Tel:	
Lead Service Area	Communities and Families	
Date Agreed	May 2019	
Last Review Date		
Next Review Date	May 2022	
Agreed by		
Has Screening for Equality Impact been undertaken for this procedure	Yes/No: No, Integrated Impact Assessment not required Date	
Has Implementation and Monitoring been considered for this procedure	Yes/No: Yes Date 3rd July 2019	
If appropriate has Health and Safety section had oversight of this procedure	Yes/No: Yes Date: February 2019	
Name of Health and Safety contact	Martyn Philips	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

This document may be out of date if printed, the latest version is available on the Council Intranet.

DRAFT

Procedure Title -	**Relationships, Learning and Behaviour**
Procedure Number -	

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Lead Officer: []   Current Version: []

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Procedure Title -   Relationships, Learning and Behaviour

Procedure Number -

1. Purpose

1.1 The purpose of the procedure for Relationships, Learning and Behaviour is to promote a positive ethos and culture as the foundation for developing good relationships, positive behaviour and successful learners in their learning communities and their wider community.

1.2 The procedure supports learning communities and services to protect and promote children's rights and the implementation of the Council's Policy Included, Engaged and Involved in Edinburgh. It also aims to address the recommendations made by Scottish Government in Included, Engaged, Involved 2 (2017) and Developing a Positive Whole-school Ethos and Culture – relationships, learning and behaviour (2018). In writing the procedure the recommendations of the Children and Young People's Commissioners report 'No Safe Place' have also been taken into consideration.

1.3 The procedures will:
- help to establish and maintain mutual respect and positive relationships
- support all children to have a positive learning experience and receive their statutory right to education
- promote a positive and safe environment for all staff and learners
- support children's emotional and social development, recognising that positive relationships enable positive behaviour, effective learning and promote children's development, skills and wellbeing
- enable learning communities to manage competing needs and support restorative practice and nurture a shared understanding that when difficulties do arise we work collaboratively to find solutions

2. Scope

2.1 The scope for application of this procedure is all City of Edinburgh Council staff and learning communities.

2.2 This procedure and guidance sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. The ethos, values and practice outlined in the policy underpin all our work, all staff should be familiar with the policy.

2.3 This procedure should be referred to within the context of Getting It Right for Every Child (GIRFEC) child planning processes and strong collaborative working within the learning community and with partner services such as Psychological Services, Additional Support for Learning Service (ASL), Health and Social Work. It should be used as a reference document alongside wider training and development opportunities focussed on positive relationships.

2.4 The commitment of CEC Communities and Families Department to the principles of GIRFEC underlines this guidance; taking a child centred approach means consistently putting the needs of children first.

2.5 This procedure does not cover all strategies and supports but provides a broad overview of effective practice. Further advice can be sought from core partners such as Educational Psychologists and the ASL service.

3. Definitions

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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Authoritative Leadership: places an emphasis on professional learning, both by themselves and others, and acts in various ways to foster the development of learning communities geared to improvement in educational outcomes (Dinham 2007[1]).

Child / children: Describes any person under the age of 18.

Corporate parents: Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all looked after children.

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Harm: to cause physical or emotional injury.

In loco parentis: The term used to describe the role adults take on for children left in their care for example in a school or early years setting. We are acting 'in place of parents'.

Logical Consequence: This is a consequence which is directly linked to the behaviour or choice, for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Parent: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Physical Contact: An active process which involves no greater activity than the action of touch to:
- guide, sooth, comfort, encourage or protect a child
- provide intimate care for a young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- restore relationships between staff and children after a distressing incident or event where physical intervention was used
- support learning for example in hand over hand approaches.

Physical Intervention: Describes a range of approaches, which include restraint and also strategies where restrictive holding is not used, such as physically guiding an individual away from a harmful situation.

Restorative practice: Describes a council wide way of working based on shared values including working with families collaboratively, listening to what matters to children and families and building on strengths. This way of working together has a clear focus on shared and meaningful outcomes. A restorative approach that many schools use is the facilitation of restorative conversations between those involved in incidents that undermine positive relationships.

Restrictive Physical intervention: Is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual. In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM this is not the case in mainstream schools or early years settings.

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[1] https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=research_conference_2007

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Seclusion: The act of isolating a child from their peers to prevent harm. This is distinguishable from agreed use of 'safe space' or 'cool down' strategies with children. It is carried out without the child or parent's consent (compliance is not considered to be consent), it is for not a negligible amount of time (eg. 5 mins thinking time is not considered to be seclusion) and it is carried out at the direction of staff. It is a form of physical intervention and should only be used as a last resort.

The rights of the child: The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. The UK ratified the UNCRC in 1991. The Scottish Government and the Council use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

4. A Positive Culture for Relationships, Learning and Behaviour

4.1 The long-term aim of an establishment's relationships, learning and behaviour policy and procedure is to support resilience, understanding of rights and responsibilities and the ability to deal with difficulties positively and restoratively. This should be done through the implementation of clear and consistent community approaches and the development of effective practitioner skills and adult role modelling.

4.2 A positive culture and restorative ethos is essential to developing good relationships and positive behaviour in learning environments, playground and wider community. Staff perceptions of school ethos is also the strongest predictor of their experience of negative behaviour.[2]

4.3 Positive approaches to support behaviour focus on relationships, skills building and when appropriate developmentally appropriate logical or natural consequences rather than the implementation of punishments.

4.4 All learning communities must have a clear Relationships, Learning and Behaviour policy and procedure written in straightforward, accessible language. This must be known and implemented by all staff. It should be regularly reviewed and discussed. Guidance on recommended content for the policy and procedure can be found in appendix 1.

4.5 A positive ethos and culture which promotes positive relationships and behaviour cannot be delivered without strong school leadership which is authoritative and distributive in nature (Dinham 2007)

4.6 This guidance presumes that all staff take an anticipatory, positive and preventative approach to issues within the learning community, adopting early, least intrusive and collaborative approaches to meeting needs and managing safe and productive environments for learning.

4.7 There should be a focus on strategies and supports that facilitate and teach individual skills and responsibility to promote learners' independence over time.

4.8 Developing skills in self-regulation and in being able to cope with challenge have been identified as key contributors to resilience.[3]

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[2] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

[3] **Strengthening the Foundations of Resilience 3,** WWW.DEVELOPINGCHILD.HARVARD.EDU

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4.9 We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.[4]

4.10 All schools and early years settings should summarise their procedure and policy in a short one-page reference document for staff, parents and learners.

5. Whole Establishment Approaches

5.1 In order to create an environment for effective learning and teaching there should be a shared understanding of wellbeing based on the wellbeing indicators and underpinned by children's rights (as defined in the UNCRC) and a focus on positive relationships across the whole school community. [5]

5.2 Every child or young person should feel secure; nurtured, valued and supported within their learning community.

5.3 It is the role of leadership teams to provide support and challenge to all staff to ensure the ongoing development of core teaching skills and values and ethos in relation to relationships, learning and behaviour.

5.4 Establishments should engage directly with parents and families to foster a positive and inclusive environment where they are encouraged to work with the school to develop consistent messages. [6]

5.5 There are a number of establishment approaches which support a positive ethos and culture for relationships, learning and behaviour. This is particularly true of models which recognise the importance of relationships and encourage the adoption of a shared set of values across the learning community.

5.6 Every member of staff should recognise that they have the potential to be a key adult for the children they work with. Research on resilience has shown the presence of one or more supportive key adults is a common protective feature in the lives of those who strive despite having had a history of adverse childhood experiences.

5.7 Work done in Edinburgh identified four pillars for our practice and approaches; relationships, resilience building, rights respecting and restorative approaches.

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[4] Education Scotland – Parentzone Restorative Approaches
[5] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)
[6] Developing a positive whole school ethos and culture – Relationships, Learning and Behaviour (2018)

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- o The Edinburgh Learns Health and Wellbeing Framework outlines recommended local authority training and resources.
- o Cluster partners such as the ASL Service and school Educational Psychologist can offer training and consultation to support professional learning.
- o Online learning available through CECiL include Relationships for Positive Behaviour and the CIRCLE Inclusive Classroom Resources.

6. Behaviour and Communication

6.1 The key to supporting children with (di)stressed behaviour is to recognise that all behaviour is communication.

6.2 (Di)stressed behaviour can also often indicate an area of skill deficit requiring support.

6.3 It is crucial to understand how a child's needs might impact on behaviour and to identify any known triggers or warning signs. It is important that whenever possible we work together to intervene early and act preventively.

6.4 Positive behaviour is promoted when we work together to effectively identify and support underlying needs and provide learning experiences that are individualised and appropriately differentiated.

7 Early Intervention and Support

7.1 Role Models
All adults are role models for the behaviour they expect to see from children. A key element of this is the way in which we demonstrate respectful relationships and value everyone within the learning community. When there are difficulties all staff should model a willingness to positively engage with restorative approaches and seek to repair relationships.

7.2 Learning Environment and Teaching and Learning
An Inclusive learning environment is the starting point for positive relationships and behaviour. The CIRCLE Inclusive Practice resource, Classroom Environment tool and Up, Up and Away tools can be used to review, reflect on and develop positive learning environments.

Ensuring appropriate and accessible learning opportunities and experiences is a key aspect of an inclusive learning environment. Adults should consider;
- Adapting activities and success criteria to include all learners
- Pace and challenge for all learners collectively and individuals
- Reasonable adjustments for identified learners
- Differentiation for identified needs

Discussion with Support for Learning, stage partners and wider colleagues can be helpful in sharing ideas and effective practice.

For children who require targeted supports and strategies the CIRCLE or Up, Up and Away documents are key resources for staff. Documents such as Child Plan's, Individualised Educational Programmes, the Circle

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Participation Scale, Up, Up and Away tools and action plans should keep a record of supports, aid monitoring over time and enable the continuation of supports at points of transition.

7.3 Clear Values and Routines

A small number of clear, positively worded and developmentally appropriate values should be in place in every learning setting. In most settings these will be supported by visual cues and prompts. It is helpful if these mirror wider value based establishment rules or expectations. For example there might be a value based rule 'We respect one another' which forms the basis of conversations regarding acceptable and unacceptable behaviour to others.

Values should take a form of words or visual images (as is developmentally appropriate) that are agreed by and discussed with learners. These should be regularly spoken about, revisited and reviewed over time. They should be the basis for supporting learners to understand expectations and resolve issues.

Staff should actively plan and establish clear expectations for their regular routines for example; entry and exit to learning spaces, seeking help, the use of resources, requesting water or toilet breaks. Staff should actively teach expectations in relation to routines. Some children will need extra support to understand and follow routines and understand expectations.

Some routines will be specific to the learning environment whilst others may be applicable across the whole community. It is important that each area has a brief summary of the routines and values that can be easily accessed in the event of supply staff cover. It is important that values and routines are regularly and consistently supported and referred to.

7.4 Communication

There must be a shared understanding across the learning community that children may communicate and understand communication in different ways. Staff must be given good information and where necessary training and resources to support children's preferred and most effective communication.

There is a strong link between communication difficulties and behavioural difficulties. Group instructions should be short, simple, clear and positively worded. Children with communication difficulties will often need instructions repeated to them individually, demonstration, non-verbal or signing support and or visual supports to aid their understanding and co-operation.

Often children need more time than they are given to process communication. This may or may not be associated with a specific diagnosis. The time required to process information or instructions will ordinarily increase when individuals are upset, stressed, overwhelmed or overstimulated.

Many children may have undiagnosed communication difficulties, so it is important to carefully consider communication in relation to children who are experiencing difficulties. When communication is used well it can reduce the likelihood of confrontation, support participation and be a key element in fostering positive relationships. Adults working with children should remember to give them Take Up Time (TUT) e.g. longer time to process communication. If in doubt keep verbal communication short, precise and simple!

7.5 Clear Expectations

Having considered individual communication needs as outlined in section 7.4, for most children who are not following an instruction, it can be useful to implement the following steps;

- Observe – Notice what they are doing: *'X you are out of your seat'*
- Explain – Explain what you are asking them to do: *'We are all listening. You need to sit down and listen. Thank you'*
- Partially agree – If they offer a reason for what they are doing partial agreement can be a useful way to avoid disagreement: *'You may need a pencil but you need to sit down just now and I will make sure you have one when we do our written task'*

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Children who have been identified as struggling more widely with expectations within the learning environment may require a tailored and more specific support strategy.

7.6 Encouragement

When we know what we have done well we are more likely to do it again in the future. Descriptive encouragement or praise should be a key tool to encourage positive behaviour in all learning environments. Specific descriptive detail will support the child to understand what they are doing well and therefore the development of their behavioural awareness e.g. "You told yourself the right thing to do and then you did it." "You stopped pushing. Thanks!"

7.7 Preparation for Change

Lots of children and adults find change difficult. This can be particularly true for children with specific additional support needs. Preparing individual children and whole classes for changes, big or small, can be crucial in supporting children to feel safe and lower anxiety levels. Feeling unsafe or anxious can be key drivers for distress that can lead to behavioural issues. Many children will benefit from the regular use of visuals in supporting preparation for change.

7.8 Settings

If difficulties are beginning to emerge for individual children or groups, it can be useful to reflect on the settings where the difficulties occur. Who was there, where the child or children were, time of day and the activity that is taking place can all be triggers for behaviour. In particular, for children who are known to have sensory sensitivities, visual, auditory or tactile stimulation may make the environment more or less manageable. A behavioural analysis can be an effective way to better understand the triggers and purpose of repeated behaviours.

7.9 Behavioural Analysis

When a behaviour is frequent and durable, e.g. It does not respond to regular positive strategies in the learning environment, it is important to gain a better understanding of the underlying drivers for the behaviour e.g. 'what is the behaviour communicating'.

- o The Inclusive Practice CIRCLE Pupil Participation tool can be used to look at individual engagement and consider if there are any individual unmet needs or skills deficit's requiring targeted supports and strategies. The Up, Up and Away tools can also be used to identify underlying needs and appropriate supports.

- o Using a tool such as Antecedent, Behaviour, Consequence (ABC) or Setting, Trigger, Action, Result (STAR) charts can be helpful in identifying patterns or triggers. Examples of these can be found in the Inclusion Hub. How to use a STAR chart is also covered in module one of the CECiL e-learning Relationships, Learning and Behaviour.

- o Partner services such as Psychological Service can offer support and advice in the use of approaches to behavioural analysis and identification of additional support needs.

7.10 Supporting Motivation

Ideally children experience the activities they participate in intrinsically motivating e.g. they get pleasure or satisfaction from the activity itself. Adults who have positive relationships with their learners, consider their age and stage to differentiate and plan engaging and meaningful activities.

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Giving children clear recognition when they positively engage, interact with others and persevere with their learning and wider activities is a really effective way to promote motivation and develop positive relationships (see section 7.6). Noticing and recognising when children have made an extra effort or 'gone above and beyond' supports learners to value one another and see the importance and benefit of going beyond the minimum requirements. This also links with literature that identifies individual wellbeing benefits from carrying out acts of service / small acts of kindness for others.

However, despite good planning and preparation for learning and a positive culture of recognition a small number of children will struggle to sustain motivation for activities that they have not selected themselves or find challenging. In these situations the team around the child should in the first instance consider adapting learning opportunities to increase their desirability, with consideration of adaptions for recognised sensory needs. Following this it may be appropriate to adapt the pace and demand of the day. For example, alternating desirable and less desirable activities in an individual timetable which will often be supported by visuals.

Further advice on strategies for motivation are detailed in the Up, Up and Away and CIRCLE resources.

7.11 Target Setting

Sometimes whole group or individual targets will be used to work on clear expectations and skills development. It is important that targets are:

- Achievable (taking consideration of additional support needs, age and stage)
- Positively worded and easily understood eg. I / We listen when others are talking
- Few in number, no more than 2 to 3

Having clear shared targets can support adults to focus their encouragement and recognition. This supports the child or group to link their effort with the positive effect on relationships and achievements. If charts or incentives (for example extra time on a preferred activity) are felt necessary they must be used within the context of encouraging relationships and should be focussed on developing a new skill. This should be time limited with the aim of phasing out over time.

7.12 Collaboration and GIRFEC

Working with parents, children and partner services through the GIRFEC Child Planning Process can help identify and find solutions to difficulties before situations escalate. This is particularly important for children with additional support needs or vulnerabilities such as being Looked After or experiencing loss.

Good collaborative working and GIRFEC child planning processes should facilitate appropriate and proportionate sharing of information about a child's situation and new factors in their lives which have the potential to trigger behaviour change or escalation.

The GIRFEC child planning process (and where appropriate positive behavioural support plans or risk management planning - see Managing and Reducing Risk procedure) should result in a clear shared understanding of the current and most appropriate strategies and supports and provide a mechanism for reviewing and evaluating them over time.

By working together to address all of the factors that may be contributing to a child's needs we are more likely to bring about lasting progression.

8 Prevention and De-escalation

8.1 Self-Manage

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The easiest behaviour to change is always our own. When dealing with a situation that may escalate our first response should be to self-manage. This should focus on how to establish calm control, manage our own emotions and protect relationships in what can be a very stressful or distressing situation. Appendix 2 outlines some key considerations and techniques in relation to de-escalation.

8.2 Communication
Section 7.4 on communication is also particularly important in relation to prevention and de-escalation.

8.3 Proximal Praise
Using descriptive praise and encouragement for children who are successfully demonstrating target behaviours near others who are struggling is a useful way to reinforce and clarify the behaviour you would like to see.

8.4 Primary and Secondary Behaviour
Learners may follow an instruction in relation to a primary behaviour (for example the primary behaviour is walking around the classroom and they are asked to sit down). However, in doing so they may exhibit secondary behaviours (being noisy, making faces, tutting). The secondary behaviours, unless serious, should be ignored. If appropriate these should be addressed later and on an individual basis. Being overly responsive to secondary behaviours can result in a situation escalating.

It is also important to note that some learners may exhibit behaviours that serve a function for them in terms of their ability to cope with situations and / or self regulate. For example, learners who have a diagnosis of autism may use 'stimming' (self stimulatory behaviour, such as hand flapping, repeating words or phrases or other repetitive behaviours).

8.5 Physical Presence
This is the use by staff of their own physical body presence as a passive activity to reassure or remind a learner of expectations non-verbally. For learners who are over stimulated or finding self-regulation challenging a non verbal approach can be especially effective in helping de-escalate anxiety and disruptive behaviour.

Using physical presence may be a cue to remind or prompt expectations and lead to a preferred behaviour change or outcome. To achieve this, it may be supplemented by: appropriate movement, body language, symbols, sign language or verbal communication. For example, an adult might walk towards the child's table and look at how everyone is getting on with their work.

The use of physical presence to restrict a child's movement in any way should be used with extreme caution as in many circumstances it is likely to escalate the situation further. However, in some exceptional situations it may be a reasonable alternative to physical intervention to prevent likely serious harm (section 16).

8.6 Distraction
For some an activity or the use of humour to distract or remove them from a conflict or frustration may give them an opportunity to self regulate their emotions and responses or give them an opportunity for mutual regulation with adult support. Similarly offering children a restricted choice can offer a legitimate alternative to an activity that could potentially result in difficulties.

8.7 Safe Space and Time In
Planned use of a safe space can be an effective support strategy that gives a child the opportunity and time to calm down, reduce stimulation and allow them the opportunity to self-regulate.

Using a safe space is very different from the use of seclusion which is not supported by City of Edinburgh Council as an appropriate support strategy. If in exceptional circumstances seclusion is used to prevent risk to self or others it should be managed in the same way as physical intervention, as detailed in section 16.

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Time in is where the adult brings the child closer to them when they are beginning to struggle rather than distancing them. This can be particularly important for children who have not had strong experiences of nurture or often feel excluded. For example the adult might bring them to sit beside them whilst they read a group story or bring them to work alongside them by their desk.

8.8 **Avoid an Audience – Praise in Public, Reprimand in Private (PIP and RIP)**
Staff should try to preserve individual dignity and use positive relational approaches to resolve difficulties. Redirection or a quiet word will be more successful and appropriate than a conversation carried out in full view of a class or group. Staff may need to ask the class or group to work independently for a few minutes to allow this to happen.

In situations where this is not possible and a difficulty escalates in front of others it may become necessary to remove the group from the learning environment whilst the situation is dealt with. In these circumstances it is particularly important that all staff know their establishment procedures for seeking support from colleagues.

8.9 **Principle of Least Intrusive Measures**
Staff should always use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation; for example, planned ignoring or distancing may be more appropriate than physical presence for some children and distraction through humour may work well for one child but be likely to upset another.

8.10 **Collaboration to Reduce Risk**
If behaviours are resulting in risk to the child or others, schools should refer to the procedure 'Managing and Reducing Risk' to agree and implement a risk management plan.

Learning Communities should also have a procedure in place to respond to a child leaving the building. This should take into consideration the age, stage and skills of the individual child and should always include clear and timely communication with parents and if appropriate police.

9 Physical Contact and Physical Intervention

9.1 The following sections will look at legislation and best practice in relation to physical contact and physical intervention. Sections 10 to 15 will look at physical contact to support positive relationships and provide care, section 16 will discuss the justification for physical intervention to prevent likely serious harm.

9.2 In considering physical contact of any sort the welfare of the child is paramount. Every child has the right to be treated as an individual, with respect and dignity and have their views heard, recorded and acted on, where safe to do so. This applies to all children, even in circumstances where they display behaviour that is challenging or dangerous.

9.3 In day-to-day situations leadership teams should ensure staff deliver an appropriate balance between each child's preferences and needs, the needs of the group and protection of individuals and/or others from harm, whilst sustaining a culture of positive relationships.

10 Physical Contact for Care and Positive Relationships

10.1 The following sections offer guidance that need to be considered alongside individual professional judgement and reference to the Code of Professionalism and Conduct (CoPAC). Physical contact in the context of care and positive relationships is something that can and should be appropriately offered but

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never imposed on children. It should be offered in the context of positive and trusting relationships. Individual children and staff may be more or less comfortable with physical contact. Physical contact should never be used where it is not acceptable to the child unless it is to prevent greater immediate harm. It will be useful for individual settings to reflect on and discuss these sections for their unique context and the developmental stage of their children.

10.2   For the purpose of this procedure physical contact refers to:
        An active process which involves no greater activity than the action of touch to:

- Guide, sooth, comfort, encourage or protect a child
- Provide intimate care for a very young child or a child with complex additional support needs or a disability where this is provided for in the child's care plan
- Restore relationships between staff and children after a distressing incident or event where physical intervention was used (see section 9)
- Support learning for example in hand over hand approaches

Physical contact can therefore range from shaking a hand to congratulate someone to intimate care related to health needs or changing a nappy.

10.3   The sense of touch is a fundamental human need to connect with other people and appropriate touch is often a vital element for the building and sustaining of good relationships.

10.4   Touch may be integral to the day to day care of a child, especially in the care of very young children or a child with complex additional support needs or a disability, where this is provided for in the child's care plan.

10.5   A child's experience of physical contact with staff will contribute to the range of influences they will take forward into adult life. Therefore contact of any type by staff must be consistently positive, appropriate and focused on the individual child's need.

10.6   Staff acting as role models by their sensitive, consistent and suitable use of physical contact will help children to understand and learn what is appropriate in their own lives as they build their own relationships.

10.7   Forms of appropriate physical contact occur day to day in all of Edinburgh's learning communities.

10.8   Unless there is a need to conduct contact in private, e.g. for care needs, it is advisable that any physical contact is carried out publicly e.g. the offer of a cuddle for an upset child or a pat on the arm for a teenager. This provides protection to staff as it reduces any risk of misinterpretation.

11 Pupils Seeking Comfort

11.1   Staff should seek peer support and if appropriate liaise with parents to consider appropriate levels of physical contact for children regularly seeking comfort. This will change depending on the age, stage and capacity of the child concerned. Leadership teams should consider how they support staff more generally to reflect on and respond appropriately to children in distress or seeking physical contact.

11.2   If staff consider it is inappropriate in the circumstances to respond to a child seeking physical comfort, try to explain the reasons for denying this to the child in a way they understand and comfort the individual verbally if necessary. The adult concerned should advise the child's named person of the difficulties experienced.

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11.3   It is important to help children understand socially appropriate times, ways or places/situations to seek physical comfort;

- Staff may need to seek further advice/reference on managing such circumstances for children who have experienced emotional trauma or with attachment difficulties
- For children seeking unusually high levels of physical contact or comfort this should be discussed with the designated school manager for child protection

12 Individual Child Planning for Planned Physical Contact

12.1   Regular, close physical contact or any form of physical intervention deployed must be documented as an integral part of a child's plan and shared and agreed with parents, partners and where possible the child.

12.2   In a mainstream setting, planned physical contact will ordinarily be in relation to a physical care need, a proportionate response to a pupil regularly seeking physical contact or comfort, in relation to sensory needs or at the advice of allied health professionals e.g. Occupational Therapy.

12.3   If the team around the child are considering implementing planned physical contact to support a child the Child's Plan should include clear information on:
- Reasons why such contact or intervention is considered justified in specific circumstances and what those circumstances are
- Nature and parameters of such contact or intervention sufficiently prescribed, for example, who will be supporting the child and the context for intervention
- The views of the child
- The date the plan will be reviewed

13 Rights of the Child

13.1   At all times, the rights of children must be respected and effective communication, relevant to individual needs and developmental stage, must be used to convey important information to them. More information on children's rights is available on the Council Orb.

13.2   In situations where it is agreed appropriate for staff to have planned physical contact with learners, it is crucial that staff ensure contact is solely in response to the learner's needs at the time, is of limited duration and is appropriate to their:

- Additional support needs / disability
- Age and maturity
- Stage of development
- Ethnicity/cultural background

13.3   If at any time a child demonstrates verbally or otherwise that they are not comfortable with physical contact, staff should respect this unless to do so puts the child or others at risk (please refer to section 16).

13.4   Adults must always treat all children who require intimate care respectfully; their welfare, safety and dignity is of paramount importance.

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13.5 Where feasible, staff should seek the child's permission before initiating contact and should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the child for the minimum time necessary.

14 Staff Accountability

14.1 Staff should use their professional judgement at all times and act within the parameters of the working practices and protocols agreed within their own establishment.

14.2 Staff must ensure that physical contact with children is age and capacity appropriate, only occurs in ways appropriate to their professional role and is for as short a timescale as possible

14.3 Whilst any form of physical contact that a reasonable person would judge to be a conscious, self-aware, reasonable and justifiable act is acceptable, leadership teams must establish clear physical contact guidance related to their own setting to ensure all staff are aware of council practice and procedures.

14.4 If physical contact could be misinterpreted, the incident and circumstances should be recorded as soon as possible and be made readily available for future reference if required.

15 Principles for Best Practice

15.1 Contact should be for the minimum time necessary to complete the activity and take place wherever possible in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally.

15.2 Staff should support individuals to achieve the highest level of autonomy possible, given their age and abilities, by encouraging them to do as much for themselves as they can.

15.3 Staff must always be prepared to explain their actions and accept all physical contact must be open to scrutiny in order to ensure safety for all.

16 Physical Intervention to Prevent Harm

16.1 Physical Intervention is a term used to describe a range of approaches which are used with the intention of preventing a child or young person causing harm to themselves or others, by physically intervening to restrict their movement. This includes:

- The use of 'reasonable force' to prevent injury to self or others
- Guiding an individual away from a potentially harmful situation
- Mechanical restraints (e.g. wheelchair straps) except those used during the course of usual activities or transportation
- Crisis and Aggression Limitation and Management (CALM) restraint

Restrictive Physical intervention, is justifiable only when a child or young person is at risk of inflicting serious physical harm on themselves or another individual, for example;
  o Holding a child back to prevent them running into traffic or climbing out a high window
  o Preventing a child from eating a dangerous substance
  o Reasonable measures to prevent a child injuring another child or adult

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In some special schools, due to the frequency of incidents, staff are trained to used planned physical intervention in the form of CALM. This is not the case in mainstream schools or early years settings.

16.2   Physical intervention is never a legitimate first course of action to manage behaviour. All other agreed strategies must be employed prior to using physical intervention which should be used only as a last resort to prevent serious harm. Staff should anticipate and prevent difficulties by giving the child information, support and encouragement as described earlier in this document.

16.3   Despite appropriate strategies and supports being in place there will be rare occasions in which staff have to make decisions or take action in the child's best interests to prevent serious harm. Having established the positive relationships and learning environments described earlier in this procedure means that any necessary physical intervention is within the context of safety and trust. Staff can therefore maintain communication to clearly and quickly explain the reason for physical intervention to the child during and after any incident.

16.4   The law requires that physical intervention should always be a last resort and used only when every other approach to de-escalate a situation has been attempted. The rights of children must be a key consideration when restrictive physical intervention is being considered.

16.5   However, all staff also have a duty of care to prevent children, themselves and others from serious harm. All staff are expected to take reasonable action to prevent serious harm. It is therefore essential that all staff understand both the legal justification for physical intervention and their duty of care.

An example of when physical intervention would be legally justifiable is to prevent a child running in front of an oncoming car. An example of when it would not ordinary be legally justifiable would be to try and get them down from standing on a low and stable chair or table. Damage to property would only be considered a relevant justification for physical intervention when such damage presents a serious physical risk to the child, or another individual.

The legal justification for unplanned physical intervention is when;

There is evidence to indicate that the adult is acting to prevent serious harm

And

There is good reason to suggest they will be successful in preventing a greater harm

A key question that should be asked is;

Would a reasonable person judge this action to be a conscious, self-aware, reasonable and justifiable act in the circumstances?

16.6   Staff should ensure their actions are acceptable to the child, however, immediate instances may occur where there is not opportunity or time to seek agreement from a child or where a child lacks capacity to understand the risk of harm or danger. For example, when the behaviour presented is so extreme and/or the degree to which a child is putting him/herself or others at risk is judged likely to cause significant harm

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16.7   When physical intervention is an appropriate and justifiable course of action staff should ensure that they;

- use the minimal amount of physical intervention required to prevent significant harm and ensure safety eg. if leading by the hand is likely to be successful it would not be justifiable to hold the child
- use physical intervention for the shortest period of time possible

16.8   It is the responsibility of the Headteacher to ensure that staff have access to the required training and are following correct procedures with regard to de-escalation strategies and, in special schools and classes, CALM approaches.

16.9   All staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions; any incident with this potential must be reported and recorded.

17 Establishment Systems and Supports

17.1   Appendix 3 provides checklists for immediate actions in relation to incidents that have required either physical intervention or the child to be isolated from their peers for a period due to an escalating situation. This includes communication with parents at the earliest opportunity on the day the incident has occurred.

17.2   Staff must work and be seen to work in an open and transparent way and discuss and/or take advice promptly from an appropriate member of their leadership team over any situation which may give rise to concern. The establishment leadership team should clearly document and where appropriate investigate any situation that may give rise to concern.

17.3   Staff have a duty to take action to prevent harm but also to include the individual in developmentally appropriate post incident debriefing and where possible restorative approaches.

17.4   In situations where physical intervention has been used to prevent serious harm learning communities must refer to the procedure Managing and Reducing Risk to implement a plan to appropriately manage and reduce future risk.

17.5   Staff in mainstream City of Edinburgh schools and early years settings are not trained to implement planned physical intervention to support and manage challenging behaviour (for example CALM). Planned restrictive physical intervention is therefore not permitted and alternative approaches should be agreed between the family and the team around the child through the GIRFEC child planning process.

18 Duty of Care

18.1   There is a duty of care:
- For all staff to ensure the health and safety of children wherever practicable
- For leadership teams to protect the health, safety and welfare of staff and other people who might be affected; employers must do whatever is reasonably practicable to achieve this

18.2   Duty of care means that staff have a responsibility to intervene using the least intrusive practicable means as a reasonable and proportionate response to a child's actions or threats. This is in circumstances to prevent an unacceptable risk of serious harm to the individual or others

18.3   If staff need to use physical intervention, they must be guided by the principle of '**reasonable force'**; using an amount of force in proportion to the circumstances, with as little force as is necessary in order to maintain safety and for as short a period as necessary.

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18.4   Ordinarily this will be in specialist settings and involve the implementation of strategies and supports agreed through the child planning process. In exceptional circumstances staff in mainstream or specialist settings may need to take immediate action to prevent serious harm as described in section 16.

18.5   Even if the timescale is limited staff must endeavour to consider all other options available before physical intervention to achieve any of the above goals. In all cases, it will be remembered that physical intervention may escalate the difficulty.

18.6   Safety is always a paramount concern and staff are not advised to use physical intervention if it is likely to put them at risk

19 Recording and Reporting Physical Incidents and Near Misses

19.1 All incidents of restrictive physical intervention to prevent harm must be recorded on the SHE portal along with incidents that cause harm or weapons in school (see procedure Managing and Reducing Risk). This includes instances where seclusion has been used to prevent harm.

19.2   Incidents of restrictive physical intervention to prevent harm should be reviewed weekly as part of Senior Leadership Team meetings.

19.3 Where incidents occur requiring recording and reporting in order to meet Health and Safety Executive (HSE), other legislative or Council requirements, they must be recorded via the SHE online portal which links to the Council's Health and Safety system.
- Further guidance is provided in the SHE guidance
- *SEEMIS pastoral notes must also be used to record details that are relevant to the care and planning of individual pupils*

19.4   If physical intervention has been used by a member of staff trained in CALM, a full record of the incident including CALM holds used and the debrief undertaken should be completed and stored securely within the pupil's PPR.

20 Support to Staff and Debriefing

20.1   Situations resulting in physical incidents or requiring physical intervention can be upsetting to all concerned and, on occasion, may result in injuries to children and staff. After incidents have subsided, all those present must be given emotional support and basic first aid treatment for any injuries and access to medical help arranged if required.

20.2   When appropriate all establishments should also refer to the council policy and toolkit regarding violence at work.

20.3   An important element of the support offered is post-incident debriefing. The debriefing process is supportive and allows for review and analysis of planned strategies and interventions, along with the proactive development of further support strategies to minimise the risk of future incidents.

20.4   Debriefing enables Senior Leadership Teams to:

- Respond to physical incidents in a structured and supportive manner, allowing those involved to reflect on the impact of the incident.
- Engage in a supportive conversation to clarify the issues that led to the incident occurring.

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- Examine and reflect on the techniques used to de-escalate the situation.
- Collaboratively plan proactive strategies to minimise the risk of similar incidents occurring in future.
- Consider and address any necessary individual or establishment development or training needs
- Ensure appropriate supports for those directly effected
- Inform future risk management and reduction measures
- Agree appropriate restorative approaches

The debriefing meeting should be undertaken as soon as possible following an incident and should be offered to all involved.

20.5   The meeting should take place in a comfortable and confidential environment and should be conducted in a constructive and non-judgemental manner. It will usually be led by a member of the establishment's Senior Leadership Team. A written record of the meeting should be retained by the school and shared with the people involved.

20.6   The meeting should follow a format similar to that outlined below:

a. Establish the facts
   o What were the circumstances leading up to the incident?
   o What happened?
   o Who was involved?
   o Which planned strategies were effective? Which were not?

b. Allow the member of staff to discuss their feelings
   o How did they react?
   o How did they feel at the time?
   o How do they feel now?
   o On reflection, is there anything they would have done differently?
   o What further supports do they need?

c. Allow reflection on strategies and supports for the learner:
   o How might similar circumstances be avoided/prevented?
   o What additional strategies would have been helpful in supporting this learner?

20.6 The debriefing process offers an important opportunity for safe and supported reflection. It is important to ensure any learning from this process feeds into Child Planning, Risk Management planning and whole school strategic work on predictable needs.

20.7 In addition to the debriefing meeting, staff may also benefit from the following supports:

- Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required

- Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff

- Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support

- Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats

- Refer staff to the *Procedure for Protection against Infection with Blood-borne Viruses in all Children and Families Educational and Care Settings,* if required

20.8 Further advice and support regarding debriefing can be sought from Psychological Services.

20.9 In situations where the Headteacher has been directly involved they should notify and discuss this with their line manager. If they are unable to contact their line manager they can also access support from Psychological Services either through their link Psychologist or the service managers.

21. Investigations

The Headteacher or head of establishment should ensure investigation of the incident where appropriate to establish the facts and circumstances

This will help to assess the effect of particular measures, review requirements and need for new measures. Where a preventive strategy has been introduced in one area or aspect of a child's plan but not another, a comparison can be made to judge effectiveness.

Further assistance to aid the review process can be obtained from Communities and Families senior management / Psychological Services where necessary

22. Staff continuing professional development

- All staff should be offered the opportunity to review their professional development needs in relation to relationships, learning and behaviour through Communities and Families Induction and Performance, Review and Development (PRD)

Some recommended resources include;

- Up, Up and Away and CIRCLE Inclusive learning and collaborative working resources
- CIRCLE CECIL e-learning
- Getting it Right for Every Child (GIRFEC) CECIL e-learning
- Promoting Positive Relationships for Learning and Positive Behaviour CECIL e-learning / blended learning (this training includes guidance on physical intervention)
- Sharepoint Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx
- City of Edinburgh Council Pupil Support Guides
- Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales
- Hook, P. and Vass, A. (2011) *Behaviour Management Pocketbook 2nd Edition*, Teachers Pocketbooks, Hampshire
- Strathclyde Vulnerable Children Course https://www.futurelearn.com/courses/vulnerable-children/0/steps/5876

23. RESPONSIBILITIES

The senior managers for Schools and Lifelong Learning have responsibility for the maintenance and review of this procedure.

Establishment management teams are responsible for the implementation of this procedure within their learning community.

24. POLICY BASE

This policy has been developed to support the local authority to implement Scottish Government Guidance and best practice in relation to positive relationships:

- Included, Engaged, Involved 2 (2017) https://www.gov.scot/publications/included-engaged involved-part-2-positive-approach-preventing-managing-school/
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/
- Developing a Positive Whole School Ethos and Culture : relationships, learning and behaviour (2018)   https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/

25. ASSOCIATED DOCUMENTS

Appendix 1   Guidance to Schools and Template Policy and Procedure

Appendix 2   De-escalation Techniques

Appendix 3   Supporting Pupils and Staff Following Physical Harm, Physical Intervention or Pupil Isolation from Peers to Prevent Harm

Appendix 4   Local Authority Inclusion Statement 2019

Violence at Work - toolkit

8.   RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

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Appendix 1: Guidance to Schools and Policy and Procedure Template

City of Edinburgh Council, Communities and Families Department
Guidance to Schools on Developing and Reviewing Your Relationships, Learning and Behaviour Policy and Procedure

This guidance has been prepared to help schools in Edinburgh develop their own 'Relationships, Learning , and Behaviour Policy and Procedure. It is based on the Communities and Families Department 'Relationships, Learning and Behaviour Procedure.

A number of conventions have been used in the text.

Text in which is underlined and in Italics, *gives ideas on content* that you will likely wish to amend for your individual context.

Text which is not underlined or in italics, this is recommend text that must be included in your school policy and procedure with very minimal or no changes.

All establishments should also develop a one page summary of their policy and procedure as a day to day reference document for staff, ensure core consistencies and promote a common message and experience for all children.

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Example Relationships, Learning and Behaviour Policy and Procedure

1. Purpose

This policy and procedure is based on City of Edinburgh Council policy and procedure and the views of staff, parents and pupils within our learning community.

> In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel;
> We belong,
> We contribute,
> We learn,
> We are supported and we help others.[7]

Every child should feel secure; nurtured, valued, included and supported within our learning community. Our aim is that every child is present, participating, achieving and supported[8].

This policy and procedure should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos.

2. SCOPE

All staff in our learning community are covered by this policy and procedure. It encompasses:

- Whole school approaches
- Clear expectations
- Building skills
- Additional Support Needs
- Responding to (Di)stressed Behaviour
- Our Staged Approach to Positive Behaviour
- Professional Development

3. DEFINITIONS

Family: Describes those considered to be related to the child by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child.

Parent/s: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

Children's rights: are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

.[7] Included, Engaged, Involved in Edinburgh Policy and Edinburgh Learns Inclusion Framework
[8] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)

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Logical Consequence: This is a consequence which is directly linked to the behaviour or choice for example if a child has refused to complete work (appropriately set) they may have to work for part of break. A logical consequence is meaningful and links cause and effect, it is not a punishment.

Natural Consequence: This is a consequence that is a natural result of a behaviour or choice for example if a toy is broken it can't be played with.

Further definitions can be added if appropriate from the City of Edinburgh Relationships, Learning and Behaviour procedure.

4.   POLICY CONTENT

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values

- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour

- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

There may be other principles identified by parents, staff and pupils of the school that complement those above. These must be in keeping with the City of Edinburgh Relationships, Learning and Behaviour procedure.

5.   IMPLEMENTATION

Whole School Approach
Good organisation, lesson planning and preparation will help to create the right learning environment.[9] Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour.[10] Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

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[9] CEC CIRCLE / Up, Up and Away resources include tools for Inclusive Learning environments.
[10] Education Scotland – Parentzone Restorative Approaches

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To achieve this positive ethos all staff are committed to;

- Relationships -*Developing positive relationships and being positive role models*
- Rights Respecting - *Respecting and protecting the rights of all children*
- Resilience building - *Through identifying strengths and developing skills*
- Restorative - *Acting restoratively to prevent difficulties and repair relationships when difficulties do arise.*

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Clear Expectations[11]

We have a small number of easily remembered *rules / values* which everyone in our learning community knows. These are summarised in *three[12] words / short phrases*:

1. *Ready*
2. *Respectful*
3. *Safe*

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Our *values / rules* and ethos are summarised in a one page visual[11] that is displayed throughout our building, shared with parents and discussed regularly.

Building Skills for Relationships

The school uses lessons and activities that contribute to positive relationships and behaviour and support children to build the skills they need to develop positive relationships, resilience, be rights respecting and act restoratively. This includes:

- *Building Resilience Programme*
- *Cool, Calm and Connected*
- *Rights Respecting Schools*
- *Mentors in Violence Prevention (MVP)*
- *CIRCLE / Up, Up and Away resource*

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[11] It is important that whether the term rule or value is used there is a small number of positively worded expectations as opposed to a list of do's and do not's.
[12] Dix, P. (2017) *When the Adults Change Everything Changes*, Independent Thinking Press, Wales

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Additional Support Needs

We provide support that meets children's needs and identifies **additional support needs** as early as possible in order to prevent further difficulties developing later. The needs of most children can be met in class however for a small number of children an individual child's plan will outline additional supports that should be put in place. This is co-ordinated with parents through a child planning meeting and may involve partner services like our Educational Psychologist or Additional Support for Learning Service link. The school uses the following targeted supports*:*

- *A support base and / or behaviour support staff*
- *Key workers: a named person for specific children*
- *Link workers: e.g. home-school link workers, family support, pupil support officer*
- *Staff being available at critical times e.g. transitions, break times*
- *Nurture Groups*
- *Social Skills Groups*

Responding to (Di)stressed Behaviour

The school recognises that supporting children and young people with their behaviour requires:

- acknowledgement that all behaviour is communication
- understanding how a child's needs and setting might impact on behaviour
- identifying any known **'triggers' and early warning signs**
- considering the environment, body language and speech in this process
- intervening early if warning signs are detected to prevent a situation from escalating

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

Our Staged Approach to Positive Behaviour

Positive Relationships and Encouragement

All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring. This includes:

- *Positive communication home through postcards or calls*
- *Time to share success with a key adult*
- *Sharing achievements with peers*
- *Supporting peers with a skill mastered*

When a difficulty does occur we have a clear and consistent staged approach that all learners know and can predict:

- *Reminder of rule / value and clear short instruction re: expectation*
- *Reminder of rule / value and short break from class activity to regain focus. Adult briefly 'checks' in with child before they return to activity*
- *Final reminder, supervised time working out with classroom e.g. in another classroom, with supportive adult or base, communication to home and time set for restorative conversation*

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When a challenging situation develops our main objective is to reduce the level of arousal or distress. The school uses De-escalation Techniques found in Appendix 2 of the Council's Relationships, Learning and Behaviour procedures. All physical intervention to prevent harm is strictly in accordance with the city of Edinburgh Relationships, Learning and Behaviour Procedure. If a child has been supported through physical intervention from an adult to prevent harm, parents will always be informed and this will be recorded in pastoral notes.

Professional Development

We support all staff to develop their skills to support relationships learning and behaviour, this includes but is not limited to:

- *Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource (online training available)*
- *Understanding and implementing Edinburgh's Getting it Right for Every Child approach (online training available)*
- *Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour*
- *Promoting Positive Relationships for learning and behaviour (online training available)*
- *City of Edinburgh Council Nurture Training*
- *City of Edinburgh Council Autism Training*

6. ROLES AND RESPONSIBILITIES

You should refer to the comprehensive list of responsibilities in the Included, Engaged, Involved in Edinburgh policy and Relationships, Learning and Behaviour procedure and briefly describe how these responsibilities are applied in your school.

*The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour. To do this they have……….*

***All staff** are responsible for ensuring that the policy and procedures are followed. All staff encourage positive relationships and act as role models within our learning community.*

***Parents and families** are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and support restorative approaches and high expectations for positive behaviour. Parents are invited to raise with the school any issues arising from the operation of the policy.*

***Learners** participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values / rules. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.*

7. EQUALITIES AND RIGHTS

All staff implementing these procedures have responsibilities under **The Equality Act** 2010. Having due regard for advancing equality includes;

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- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people.
- Addressing and preventing discrimination arising from disability
- Making reasonable adjustments in relation to the implications of a learner's additional support needs or disability and the impact this may have on their relationships and behaviour.
- Paying due regard to cultural factors that are relevant in ensuring that the school's ethos is inclusive.
- Implementing the local authority framework for preventing and responding to bullying.

CONCERNS, COMPLAINTS AND COMPLIMENTS: You should include reference to relevant documents with information on how parents and others can provide feedback or raise a concern/compliment.

8. RECORD KEEPING

Reflection, evaluation and de-briefing strategies

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible factors of settings, triggers, reasonable adjustments in place, an evaluation of how the incident was managed and 'lessons learned' to help prevent or better deal with a similar incident arising again.

Incidents that have resulted in physical harm or physical intervention being used to prevent harm are recorded on the council health and safety database (SHE portal).

The Senior Management Team reviews these records of incidents on a regular basis. Please find below a list of all Records, including completed forms that may be generated or amended by this procedure.

9. SELF EVALUATION AND REVIEW

You should include information about how you plan to communicate this policy and procedure to all stakeholders including parents and pupils. You should also include the means by which you will evaluate and review this document, how you will include parents and children in this process, and the date when this policy will be due to be reviewed.

10. RELATED DOCUMENTS

Scottish Government
- Standards in Scotland's Schools etc Act (2000)
- Included, Enagaged, Involved 2 (2017)
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)
- Developing a Positive Whole School Ethos and Culture: relationships, learning and behaviour (2018)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

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- Edinburgh Learns Framework: Inclusion (2019)
- Included, Engaged, Involved in Edinburgh Policy (2018)
- Relationships, Learning, Behaviour Procedure (2019)
- Managing and Reducing Risk Procedure (2019)
- Preventing and Responding to Bullying in Children and Young People (2019)
- City of Edinburgh Council Equalities and Rights Framework www.edinburgh.gov.uk/downloads/file/9516/equality_diversity_and_rights_framework_2017-21)

School
List relevant school documents here.

Record Title	Location	Responsible Officer	Minimum Retention Period
Education Records	Education Establishments	Headteachers/Managers	As per records retention schedule
Examples: Behaviour Incident	Pastoral Notes of SEEMIS	Head Teacher	
Physical harm or physical intervention to prevent harm	SHE portal	Head Teacher	

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Appendix Two: De-escalation Techniques

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn you body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talks symbols, places of refuge and visual timetables as appropriate
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

Communication

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X I'll just be a moment or two'
- Ask 'What's happened'
- Give them a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the child has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'
- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"

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- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation
- Model and support problem-solving skills "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well done! You're doing really well to control yourself. Keep on taking deep breaths."
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring , model respectful interactions
- Know your limits **-** don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.
- 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person's survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.

What's not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to restrain them)
- Compromising your own safety

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Communication

Avoid

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change…"
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.
- Dealing with issues publicly where possible

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

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Appendix 3 – Supporting Pupils and Staff during and Following the Need for Physical Intervention, physical harm or Pupil Isolation from Peers to prevent harm

Immediate Support to Pupil	
Follow strategies and procedures specific to the child or general principles of the establishment about staying with them or allowing them space	
Move the pupil to a calm environment or remove the danger/hazard, where possible and safe to do so	
Help them to calm down using agreed strategies; calming words or, where considered appropriate, touch	
See, ask and check whether the child is hurt; needs first aid or any other practical help e.g. offering a drink; seek medical help immediately if required	
Reassure through actions and what is said that the child knows staff still care for them and want to continue to help	
Decide who should work with the child and the amount of discussion/reflection reasonable to undertake; be aware the child may need time to fully regulate (even after they appear calm)	
Decide whether the child needs time away from the rest of the group or if the group needs time away from them	
Ensure agreed, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
Following Immediate Supports	
Seek the view of the child at a developmentally appropriate level (consider the use of Emotion Talks, Talking Mats, Wellbeing Web, Solution Focussed Conversation)	
The head teacher should ensure investigation of the incident where appropriate to establish the <u>facts and circumstances</u>	
Investigate the <u>likely cause</u> of the incident e.g. was the child or young person: • Affected by the environment, routine, behaviour of others or other circumstances • Under stress • Frustrated by the inability to express feelings or to complete task • Angry with another child, staff or him/herself • Acting in self defence • Affected by family or personal circumstances • Missing support or adjustments • Bullied or provoked	
Communicate what has happened to the parents of the child at the earliest opportunity on the day it has occurred	
If appropriate review Child's Plan and / or Risk Management Plan	
Engage those involved in restorative approaches where appropriate	
Wider Pupil Supports	

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Be aware of others who were in the room or immediate areas and how they felt / what they heard or saw – they may need explanations and calming	
Look after the needs of the other children or young people and work to get the group back together; provide appropriate explanations and reassurance	
Where appropriate, get back to planned activities but be open to the possibility of change. Try to honour commitment to other children so that an individual child's needs do not continue to take priority over all others	
Stay in tune with the mood of the group listening closely to what is being said and be sensitive to how the incident may have affected them	
Ensure agreed, timely, local processes are followed by relevant staff to inform parents or carers of any incident that has involved their child; what happened and what the next steps will be.	
If appropriate review Child's Plan and / or Risk Management / Safety Plan for individuals who have been most affected	
Engage those involved in restorative approaches where appropriate	
Relevant staff should conduct an internal review of the incident itself to consider investigation findings and identify the need for revised strategies including measures to reinforce positive behaviour, prevent or reduce the risk and level of intervention required to manage unavoidable risk in the future	

Support to Staff	
Inform the head teacher about the nature of any physical intervention (including seclusion) used to keep child or others safe	
Make sure no staff are physically hurt/need medical attention; take appropriate steps to help them deal with the current situation; check how they are feeling	
Ensure the incident has been recorded and reported in line with council procedures (SHE portal, pastoral notes and where appropriate critical incident form)	
Arrange a debriefing meeting - the head teacher should ensure that emotional support and practical information/guidance is offered automatically without an individual having to ask; they should be assured they will receive sympathetic and sensitive treatment and can express anxiety without fear of criticism	
Reassure staff of appropriate risk management and safety planning. Take care to avoid immediate comment on measures that will be taken	
Consider the impact on the relationship between staff and the child and give them the time, space, support and contact they need; to restore good relationships over time	
Engage those involved in restorative approaches where appropriate	
Examples of further staff support may include:	

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• Arrange for staff to talk about the incident individually / in a group, with a member of staff who understands the likely impact; offer access to the Council's counselling service if required • Appropriate time to ensure that wellbeing issues were assessed and any actions put in place to support staff • Follow-up action after a period of time to ensure that staff affected have fully recovered and do not require any additional assistance or support • Offering staff at risk from physical harm protective clothing e.g. arm/shin guards/hats • Refer staff to the Procedure for *Protection against infection and Blood-borne Viruses in all Children and Families Educational and Child Care Settings*, if required	
Headteachers can seek support and advice from Psychological Services	

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Appendix 4 – Local Authority Inclusion Statement 2019

getting it right for every child

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

getting it right for every child

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential   it may not always be possible to arrive at a resolution all parties agree. However, we will to listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.

Alistair Gaw
Executive Director for Communities and Families

getting it right for every child

getting it right for every child

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Education, Children and Families Committee

10am, Thursday, 27 April 2023

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

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the findings of the survey or partner provider prices.

1.1.2   Agree the recommendation that there will be no change to the hourly rate the city of Edinburgh council currently pays to partner providers to deliver funded early learning and childcare and therefore rate remain as follows;

- £3.10 per meal

- + £6.03 per hour for children aged 3-5 years old, which equates to £6.55 per hour.

- + £6.48 per hour for children aged 2 years old, which equates to £7.00 per hour.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lynn Paterson, Senior Education Manager

E-mail: lynn.paterson@edinburgh.gov.uk | Tel: 0131 469 3131

Contact: Donna Murray, Senior Education Officer

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

Report

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

2.   Executive Summary

2.1   Parents in Edinburgh are currently able to access funded early learning and childcare through a variety of providers;
- 109 local authority settings
- 105 private, voluntary and independent sector settings
- 43 childminders

2.2   The Care Inspectorate expects that the following ratios will apply to all children's daycare settings, including out of school care.

Age range	Ratio
O to under 2 years	1 adult to 3 children
2 to under 3 years	1 adult to 5 children
3 to under 8 years	1 adult to 8 children

2.3   Under Funding Follows the Child, local authorities are required to set an hourly rate that is paid to funded providers in the private and voluntary sectors, including childminder, to deliver the funded entitlement. This rate should be sustainable and reflect national policy priorities, including funding to enable payment of the real Living Wage to all childcare workers delivering the funded entitlement. Currently this is £10.90 per hour.

2.4   In September 2022, the Education, Children and Families Committee agreed to increase the hourly rate paid to partner settings for children aged 3 – 5 years old from £5.42 to £6.03 and for children aged 2 years old, from £5.42 to £6.48. The Committee also agreed to increase the payments for meals from £3.00 to £3.10. In order to provide a meaningful comparison between the rates charged by Partner Providers it is useful to consider the combined hourly rate including meal provision. The £3.10 paid converts to an additional £0.52 per hour giving an effective overall hourly rate of **£6.55** for providers delivering 1,140 hours of early learning and childcare to children aged 3-5 years old and **£7.00** for children aged 2 years old. The new rate was backdated to 17 August 2022 to cover the full 2022-2023 session.

2

2.5　A review of the hourly rate paid to providers in partnership with the local authority to deliver funded hours was completed in March 2023. This report shares the finding of the review.

3.　Background

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

3.2　Section 48 of the 2014 Act provides the statutory entitlement as 1140 hours of funded early learning and childcare in line with the school year, starting in August. Children eligible from January and April receive a pro rata amount of funded hours for part of a year of which a child is eligible i.e. the term after their third birthday.

3.3　The Scottish Government and COSLA published national guidance Funding Follows the Child and the National Standard for Funded Early Learning and Childcare Providers in December 2018. https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-principles-practice/

4.　Main report

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

4.1　In February 2023 a survey of the prices charged by providers was carried out using the information available to the public from partner websites as well as the *"Edinburgh & Lothians Nursery Guide"* website. Information was available for 83 partner settings. (Appendix 1)

4.2　Partner providers were notified of our survey and advised to check details on the websites and to provide details of any necessary changes. Twenty partner settings provided feedback stating the rate charged to parents per day was higher than that advertised on the websites. The price difference in the feedback ranged from £0.37 to £10.95 for a full day.

4.3　Almost all partner providers include breakfast, lunch and snack in their daily rate which covers approximately 10 hours.

4.4　Survey Findings

	Average daily rate for 3-5 year olds	Average hourly rate for 3-5 year olds.	CEC hourly rate	Difference paid by CEC	Ratio
Partner Provider Survey of Prices February 2023	£60.87	**£6.09**	**£6.55**	**£0.46** per hour more	1 adult to 8 children

3

Partner Provider Survey of Prices February 2023 with feedback	£62.12	**£6.21**	**£6.55**	**£0.34** per hour more	1 adult to 8 children

4.5   Therefore, the current overall hourly rate of **£6.55** paid to partner providers for the delivery of 1140 hours of funded early learning and childcare for 3- 5year olds exceeds the average rate providers charge parents for non-funded provision.

Review of the Hourly Rate for Eligible two year olds placements.

4.6   The Education, Children and Families Committee agreed to increase the hourly rate paid to partner providers for two year olds receiving funded early learning and childcare. The rate was increased from £5.42 to £6.48 to reflect the adult to child ratio required for younger children.

4.7   Partners also receive the £3.10 meal payment for their two year olds providing an overall hourly rate of **£7.00.**

4.8   Website information on charges for non-funded early years provision tends to provide a price rage for charges for babies to pre school aged children. We were therefore unable to confirm partner charges for two year olds placements, but we were able to use the website information on charges for children under two years old, which tend to be higher due to the difference in the adult to child required ratios.

4.9   Our findings were as follows:

	Average daily rate for babies	Average hourly rate for babies	CEC hourly rate	Difference paid by CEC	Ratios
Partner Provider Survey of Prices February 2023	£66.32	**£6.63**			1 adult to 3 children
	Average daily rate for two year olds	Average hourly rate for two year olds based on the rate for babies			
Partner Provider Survey of Prices February 2023	Not available	**£6.63**	**£7.00**	**£0.37**	1 adult to 5 children

4.10 Therefore, the current overall rate of **£7.00** paid to partner providers for the delivery of 1140 hours of funded early learning and childcare for two year olds exceeds the average rate providers charge parents for non-funded provision for babies.

4

Meals

4.11 There is no change to the rate of £3.10 paid to partners for the provision of meals.

Cross Boundary funding

4.12 The Statutory Guidance for Early Learning and Childcare, published July 2021 state the following, *It is expected that for many education authorities their admissions policies will include cross-boundary arrangements. Under Funding Follows the Child the choice of setting available to families is not restricted to their own local authority boundary. Therefore, families should be able to access their child's early learning and childcare entitlement at any setting that meets the National Standard, has a space available and is willing to enter into contract with the education authority. Education authorities should, wherever possible, make arrangements that ensure families accessing cross-boundary placements are treated on the same basis, for example in the timeframe for providing a decision, as families accessing provision within their local authority area.*

4.13 The current City of Edinburgh Council Early Years Admissions Policy, includes criteria to enable Children who are not Edinburgh residents to attend funded provision in Edinburgh's local authority settings. *"Attention must be paid to the numbers of children on the waiting list from Edinburgh throughout the year who meet the above criteria and require places before the allocation of places for children out with Edinburgh will be considered."*

4.14 Providers in partnership to deliver funded early learning and childcare each have their own individual admissions policies and selection criteria. Although they can provide funded places to children from other local authorities, they do not need to prioritise places for children who are Edinburgh residents.

4.15 Edinburgh currently funds ninety two children from other local authorities. Eight children attend our local authority settings and eighty four children attend one of our partner provider settings.

4.16 There is sufficient capacity within our local authority provision to provide funded early learning and childcare places for all ninety two children who are not Edinburgh residents.

4.17 Appendices 3 and 4 set out additional information previously provided to some of the members of the Education, Children and Families Committee.

5

5. Next Steps

5.1 A review of the sustainable rate for session 2024-2025 will be carried out in January 2024 and findings will be shared with the Education, Children and Families Committee.

5.2 We will continue to monitor the uptake of cross boundary places to ensure priority is given to Edinburgh residents.

6. Financial impact

Revenue

6.1 The City of Edinburgh Council has been subject to significant funding cuts since 2021/22 as detailed in the table below;

Early Years Ring Fenced Funding

2021/22	£46,433,668
2022/23	£41,313,984
2023/24	£40,405,000

6.2 An increase in the hourly rate was able to be funded in 2022/23 using one off reserves of £1.5m, however this funding is no longer available.

6.3 While we are unable to comment on possible increases to rates in other authorities we are able to advise that increases are unlikely given the overall funding position across Scotland and we would anticipate that our rate will compare favourably with that offered in other authorities. (appendix 2).

6.4 The table below shows our current rate as the sixth highest in Scotland and significantly higher than other City authorities.

West Lothian   £6.40
Moray   £6.30
Scottish Borders   £6.21
Argyll & Bute   £6.11
East Lothian   £6.04
City of Edinburgh   £6.03
Midlothian   £6.02

Other cities for comparison
Glasgow   £5.79
Aberdeen   £5.55
Dundee   £5.45

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6.5   A revision of the funding of cross boundary savings as discussed in section 4.12 could realise a saving in the region of **£630,000 per annum**.

6.6   It is a requirement that expenditure is maintained within available budget and this can only be achieved through maintaining the Partner Provider rate at current levels along with a review of how internal provision is delivered and the funding of cross boundary placements.

7.   Stakeholder/Community Impact

Sustainable Rate for Partners

7.1   The hourly rate paid to partners should support delivery of a high quality ELC experience for all children and reflect the cost of delivery. The rate should also allow for investment in the setting – staff, resources and physical environment; and, enable payment of the real Living Wage for those staff employed to deliver the funded entitlement.

7.2   The rate must also be sustainable for the local authority in terms of the budgets available. The Scottish Government guidance on setting a sustainable rate states the rate paid to partners to delivery funded early learning and childcare *should not have a detrimental effect on the local authority's ability to continue to pay for the service in the long-term*. It also highlights the wider package of 'in-kind benefits', which are separate to the sustainable rates and are available to the funded provider as part of the contract with the local authority.

Cross Boundary

7.3   Restricting funded early learning and childcare places for children from other local authorities to CEC settings may impact private providers. Edinburgh currently has 105 providers in partnership to deliver funded Early Learning and Childcare. Currently the 84 children who are not Edinburgh residents attend one of 54 private settings.

8.   Background reading/external references

8.1   https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-guidance-setting-sustainable-rates-august-2020/pages/7/

8.2   https://www.nurseryandschoolguide.co.uk/nurseries

8.3   https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-interim-guidance-update-requirements-early-learning-childcare-settings-local-authorities-august-2022/

8.4   Summary of the Returns - Early learning and childcare providers - local authority funding and support: overview 2022 to 2023 - gov.scot (www.gov.scot)

8.5   Admissions policies and cross boundary arrangements - Early learning and childcare: statutory guidance - July 2021 - gov.scot (www.gov.scot)

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9. Appendices

8

Appendix 1 Survey of Prices March 2023

Setting	Included in fees	March 2023 Edinburgh and Lothians Guide		Nursery Notification of prices	
		3-5 places	babies	3-5 places	babies
Arbor Green Nursery	Nappies Wipes, Hot lunch and Snacks	£ 63.00		£67.00	
Bright Horizons Annandale	Nappies & Wipes, Breakfast, Hot Lunch, Light Tea and Snacks	£ 68.00	£ 72.00	£ 68.37	£ 68.37
Childsplay	Breakfast, hot lunch and tea	£ 61.00		£ 64.00	£ 66.00
Colinton Private	Nappies, wipes, breakfast, hot lunch and snacks	£ 64.00	£ 71.00	£ 71.00	£ 71.00
Currie Children's Nursery	Breakfast, hot lunch and tea	£ 57.00		£ 63.00	£ 63.00
Headstart	BYO lunch and snacks	£ 65.00	£ 69.00	£ 68.90	£ 68.50
Jigsaw Balerno	Nappies, wipes, snacks, BYO Hot lunch for 2's	£ 60.00		£ 65.67	£ 65.67
Jigsaw Childcare	Nappies, wipes, formula milk, breakfast, hot lunch and snacks	£ 60.00		£ 66.00	£ 66.00
Kidzcare Norwood House	Breakfast, hot lunch and snacks	£ 69.00	£ 77.00	£ 76.00	£ 85.00
Kidzcare Grange Loan	Hot lunch and snacks	£ 69.00	£ 77.00	£ 76.00	£ 85.00
Leaps & Bounds Nursery - Drum Brae	Nappies, wipes, hot lunch and snacks	£ 62.00		£ 63.00	£ 63.00
Leaps & Bounds Nursery - Kirkliston	Wipes, creams, hot lunch and snacks	£ 60.00		£ 63.00	£ 63.00
Little Flyers - Ingliston	Nappies, wipes, breakfast, hot lunch and snacks	£ 55.00	£ 58.00	£ 55.65	£ 58.80
Little Monkeys - Cramond	Nappies, wipes, breakfast, hot lunch and tea	£ 59.00	£ 62.00	£ 64.00	£ 66.00

Nursery	Provisions	£	£	£	£
Little Monkeys - Craiglockhart	Nappies, wipes, breakfast, hot lunch and dinner	57.00	59.00	61.00	63.00
Nippers Dalmeny	Breakfast, hot lunch and snacks	50.00		55.00	55.00
Nippers Kirkliston	Breakfast, hot lunch and snacks	50.00		55.00	55.00
ONE	Nappies,, wipes, breakfast, hot lunch and snacks	59.00		67.00	67.00
Pinocchio's - Gilmerton	Nappies, wipes,, breakfast, hot lunch and snacks	48.00		58.95	58.95
Trinity Tots	Nappies, wipes, formula milk, breakfast, hot lunch and snacks	60.00		65.00	65.00
Arcadia Nursery	Nappies & Formular Milk, Breakfast, Hot Lunch, Hot Dinner & Snacks	61.00		61.00	
Bees Knees Nursery	Nappies, wipes, breakfast, hot lunch and tea	45.00	55.00	45.00	55.00
Blossom Tree Children's Nursery	Hot lunch and snacks	65.00		65.00	
Bonnington House Nursery	Nappies, Breakfast, Hot Lunch and Snacks	69.00	72.00	69.00	72.00
Bright Horizons Cramond	Nappies & Wipes, Formular Milk, Breakfast, 2 Course Lunch and a 2 Course Tea with fruit available throughout the day	65.00	75.00	65.00	75.00
Bright Horizons Bruntsfield	Nappies, Formula Milk, Breakfast, Hot Lunch, Hot Dinner and Snacks	67.00	69.00	67.00	69.00
Bright Horizons Elsie Inglis	Breakfast, Lunch and Tea	73.00	77.00	73.02	76.90
Bright Horizons Morton Mains	Nappies, Wipes, Breakfast, Hot Lunch and Snacks	66.00	70.00	66.00	70.00
Bright Sparks Nursery Saughton	Hot lunch and snacks	63.00	67.00	63.00	67.00
Bright Sparks Nursery - Blackhall	Hot lunch and snacks	63.00	67.00	63.00	67.00
Bright Sparks Nursery - Murrayfield	Hot lunch and snacks	63.00	67.00	63.00	67.00

		£		£	
Brighton Nursery	Nappies, wipes, hot lunch and snacks	68.00		68.00	
Busy Bees Broughton	Breakfast, hot lunch, tea and snacks	£ 60.00	£ 65.00	£ 60.00	£ 65.00
Busy Bees Dean Terrace	Nappies, wipes, hot lunch, tea and snacks	£ 66.00		£ 66.00	
Busy Bees Edinburgh Park	Nappies, wipes, breakfast, hot lunch and tea	£ 61.00	£ 67.00	£ 61.00	£ 67.00
Busy Bees Forrest Street	Nappies, wipes, hot lunch, tea and snacks	£ 66.00		£ 66.00	
Busy Bees Heriot Hill	Nappies, wipes, hot lunch and snacks	£ 68.00		£ 68.00	
Busy Bees Newhaven	Nappies, wipes, breakfast, hot lunch , tea and snacks	£ 58.00	£ 63.00	£ 58.00	£ 63.00
Busy Bees Port Hamilton	Nappies, wipes, breakfast, hot lunch, tea and snacks	£ 65.00	£ 69.00	£ 65.00	£ 69.00
Carebears Children's Nursery	Nappies, breakfast, hot lunch, tea and snacks	£ 52.00		£ 52.00	
Casa Montessori	Hot lunch, tea and snacks, specialist activities	£ 68.00		£ 68.00	£ 70.00
Chapter One Childcare	Hot lunch and snacks	£ 59.00	£ 68.00	£ 59.00	£ 68.00
Cherrytrees	Nappies, wipes, hot lunch and snacks	£ 59.00		£ 63.50	£ 63.50
City	Hot lunch and snacks	£ 61.00	£ 68.00	£ 61.00	£ 68.00
Claylands Nursery	Nappies, wipes, breakfast, hot lunch snacks	£ 53.00	£ 55.00	£ 53.00	£ 55.00
Corstorphine	Hot lunch and snacks	£ 59.00		£ 59.00	
Corner House Gilsland	Hot lunch and snacks	£ 62.00	£ 73.00	£ 62.00	£ 73.00
Corner House Spylaw	Nappies, snacks, hot lunch and snacks	£ 66.00	£ 74.00	£ 66.00	£ 74.00

Name	Description				
Corner House The Grange	Nappies, wipes, breakfast, hot lunch, snacks, any additional classes	£ 64.00		£ 64.00	
Cosy Cottage	Hot lunch and snacks	£ 65.00		£ 65.00	£ 65.00
Cranley Buckstone	Nappies,, wipes, breakfast, hot lunch, snacks	£ 66.00	£ 71.00	£ 62.00	£ 66.00
Cranley Lanark Road	Nappies, wipes, snacks & hot lunch	£ 66.00	£ 70.00	£ 66.00	£ 70.00
Crewe Road Nursery	Hot lunch (extra) & Snacks	£ 60.00		£ 60.00	
Early Days Doune Terrace	Nappies, breakfast, hot lunch, snacks and tea	£ 62.00		£ 62.00	
Early Days Melville St	Nappies, breakfast, hot lunch, snacks and tea	£ 62.00		£ 62.00	
Early Days Walker St	Nappies, breakfast, hot lunch, snacks and tea	£ 62.00		£ 62.00	
Early Days Palmerston Place	Breakfast, hot lunch , snacks and tea	£ 62.00		£ 62.00	
Early Days Old Coats House	Breakfast, hot lunch , snacks and tea	£ 62.00		£ 62.00	
Fairmile House	Breakfast, hot lunch and snacks	£ 51.00	£ 54.00	£ 51.00	£ 54.00
Flying Colours - Barnton	Hot lunch and snacks	£ 69.00		£ 69.00	
Forbes Children's Nursery	Nappies, formular milk, hot lunch, snacks	£ 67.00	£ 71.00	£ 67.00	£ 71.00
Forbes Children's Nursery - Bruntsfield Place	Nappies, formular milk, hot lunch, snacks	£ 67.00	£ 71.00	£ 67.00	£ 71.00
Forbes Children's Nursery - Bruntsfield	Nappies, formular milk, hot lunch, snacks	£ 67.00	£ 71.00	£ 67.00	£ 71.00
Forbes Children's Nursery - Claremont	Nappies, formular milk, hot lunch, snacks	£ 60.00	£ 70.00	£ 67.00	£ 71.00
Highland Fling	Per hour price - Snacks, hot lunch (extra for u3's)	£ 63.00		£ 63.00	

		£	£	£	£
Kidzcare Portobello	Hot lunch and snacks	62.00	70.00	61.00	61.00
Lanark Road	Nappies, wipes, hot lunch and snacks	£ 62.00		£ 62.00	£ -
Little Learners	Nappies, Wipes, Breakfast, Hot Lunch and Snacks	£ 55.00		£ 55.00	
Little Monkeys - Kilmaurs	Nappies, wipes, breakfast, hot lunch and tea	£ 56.00	£ 57.00	£ 56.00	£ 57.00
Meadows Nursery	Nappies, wipes, breakfast, hot lunch, light tea and snacks	£ 50.00	£ 56.00	£ 50.00	£ 56.00
Murrayfield Nursery	Nappies, wipes, hot lunch and snacks	£ 62.00	£ 65.00	£ 62.00	£ 65.00
Morningside Children's Nursery	Hot lunch and tea	£ 60.00		£ 60.00	
Orchard Inverleith	Breakfast, hot lunch and snacks	£ 63.00		£ 63.00	
Orchard - Kirkliston	Nappies, wipes, hot lunch and snacks	£ 58.00		£ 58.00	
Peek-a-boo	Hot lunch and snacks	£ 50.00	£ 60.00	£ 50.00	£ 60.00
Pilrig Children's Nursery	Nappies, wipes, breakfast, hot lunch and snacks	£ 68.00		£ 68.00	
Rainbow Kindergarten	Nappies, breakfast, hot lunch and snacks	£ 46.00		£ 46.00	£ 47.00
Seabeach	Snacks & hot lunch	£ 68.00		£ 68.00	
Smilechildcare	Breakfast, hot lunch and Tea	£ 45.00		£ 45.00	£ 45.00
Start Bright	Nappies, wipes, breakfast, hot lunch and snacks	£ 49.00	£ 51.00	£ 49.00	£ 51.00
Summerside Kindergarten	Nappies, wipes, breakfast, hot lunch and tea	£ 66.00		£ 66.00	
Waterfront	Hot lunch and snacks	£ 47.00	£ 51.00	£ 47.00	£ 50.00

		£ 63.00	£ 65.00	£ 63.00	£ 65.00
Wee Gems Nursery	Nappies, wipes, breakfast, hot lunch and snacks				
	average hourly rate	**60.87**	**66.32**	**62.12**	**63.86**

Overview of local authority funding and support for early learning and childcare providers: 2022-23

December 2022

Scottish Government
Riaghaltas na h-Alba

Contents

1

Introduction

1. [Funding Follows the Child](#) provides the underpinning policy framework to support delivery of funded Early Learning and Childcare (ELC). A key aspect of Funding Follows the Child is the payment of sustainable rates to providers in the private, third and childminding sectors for the delivery of funded ELC.

2. In April 2019, [guidance](#) was published to support local authorities to set sustainable rates. The guidance was produced based on feedback gathered from across the sector, and sets out the principles that should underpin any approach to setting sustainable rates; and options for taking forward the process.

3. The guidance highlights that the rates paid to providers in the private, third and childminding sectors for the delivery of funded ELC by local authorities should be sustainable and should meet the following:

   - the rate will support delivery of a high quality ELC experience for all children

   - it will be a rate that reflects the cost of delivery, including the delivery of national policy objectives

   - the rate will allow for investment in the setting – staff, resources and physical environment

   - it will enable payment of the real Living Wage for those childcare workers delivering the funded entitlement.

4. The [Financial Sustainability Health Check](#), published in August 2021, set out a programme of actions for strengthening the process for setting sustainable rates ahead of August 2022. Significant work has been undertaken including:

   - COSLA and local authorities, through the Improvement Service, commissioned Ipsos Mori to undertake an independent cost collection exercise to improve the evidence on costs of delivery that local authorities could draw on. The Scottish Government provided the funding for this exercise.

   - The Scottish Government provided grant funding to the Improvement Service to enable them to provide local authorities with dedicated support. This has included a series of workshops for authorities on the rate setting process.

5. Updated joint Scottish Government and COSLA [guidance on setting sustainable rates](#) for 2022-23 was published on 26 May 2022.

6. The joint guidance is clear that local authorities need to reflect the most up-to-date cost information in setting rates, and that is particularly important for providers during the current costs crisis.

7. The guidance also emphasises the importance of ongoing consultation and dialogue between local authorities and their local ELC providers.

Data Collection

8. The Scottish Government is committed to collecting and publishing data on sustainable rates annually. The previous report was published on 31 August 2021. The report for 2022-23 is being published in December this year as decision making was later in the majority of local authorities due to local elections being held in May 2022 and the formation of new Councils and committees.

9. The Scottish Government wrote to local authorities on 29 September 2022 to request an update on the hourly rates that are currently paid to providers for the delivery of funded early learning and childcare and the rates local authorities have set for 2022-23.

10. As part of this exercise the following information was also requested:

    • local authorities' approach to setting sustainable rates, and how this meets the requirements of the sustainable rates guidance published in April 2019; and the updated sustainable rates guidance published in May 2022.

    • follow up questions, asking how the approach included engagement with funded providers, and how they had ensured rates met up-to-date costs of funded providers.

    • the payments to funded providers for delivery of the free meal commitment

    • details of the additional support package local authorities are offering to their funded providers.

11. This document is only intended to set out the information provided by local authorities in response to this request.

12. This information will be used to inform the Scottish Government and COSLA review of the overall process for setting sustainable rates in 2022-23. This is with the intention of learning lessons to identify where the process can be improved further to ensure that rates reflect the costs of delivering funded ELC and the payment of the real Living Wage to staff delivering funded ELC.

13. The Scottish Government and COSLA review of sustainable rates will reflect feedback from local authorities and from funded providers. To support this the survey offered local authorities the opportunity to provide general feedback on the rate-setting process. This information is not reported here, but will be reflected in the review. More information is provided in paragraphs 55 to 59.

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Ipsos-MORI Cost Survey

14. To further strengthen the evidence base and inform the process for setting sustainable rates, COSLA and local authorities commissioned, through the Improvement Service, Ipsos Mori to carry out an independent cost data collection exercise. There are a number of references to this exercise in the information provided by local authorities and which is presented in the annexes.

15. The exercise has helped ensure that local authorities had access to robust data on the costs of delivering funded ELC in private, third and childminding services. It is the first time since 2016, when the Scottish Government undertook a national survey on the costs of ELC delivery (also undertaken by Ipsos Mori), that data on costs has been collected nationally.

16. This information has informed rate-setting for August 2022, alongside analysis of local market conditions. As set out in the guidance the findings of the national cost collection exercise are only a part of the rate setting process. Local authorities should also consider the outputs alongside local ELC market conditions and ongoing consultation with their local ELC providers.

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Summary of the Returns

18. Annexes A-D set out the information provided by local authorities in the following formats:

    - Hourly rates for 3 - 5 year olds, and eligible 2 year olds, for the delivery of the funded ELC entitlement in 2021-22 and 2022-23 [Annex A];

    - Payments for delivery of free meals to providers [Annex B];

    - A summary of approaches adopted by local authorities to setting sustainable rates for 2022-23 [Annex C]; and

    - A summary of the additional support package offered to funded providers by local authorities [Annex D].

19. To allow for consistent comparisons of sustainable rates across local authorities – and in line with the guidance (i.e. meeting the costs of delivering an hour of ELC to one child) – the rates presented in Annex A do not include any top-ups to the sustainable rate for the delivery of the free meal commitment and/or for snacks (they are presented separately in Annex B).

20. Where local authorities provided additional explanations of the data, these are set out in the "comments" column of the respective tables. The "comments" column also sets out any additional information provided by local authorities on alternative rates offered to providers, including childminders.

21. Where a local authority has not yet confirmed a rate for 2022-23, this will also be highlighted in the comments section. For these local authorities, the rate currently being paid is reported.

Hourly Rates paid by local authorities for the delivery of funded Early Learning and Childcare

22. 30 local authorities have confirmed rates for 2022-23, whilst, at the time of publication, 2 local authorities reported that they were planning to agree their rate(s) in early 2023.

23. 23 of the 30 local authorities who have confirmed rates for 2022-23 pay a higher rate for 2 year old children than for children aged 3-5 years old. The other 7 local authorities pay the same hourly rate for 2 year old children as for children aged 3-5 years old.

24. In 3 local authorities, the rate can vary between providers for reasons other than the age of the child or additional support needs. Angus pays a different rate if the provider operates from Council premises, Shetland Islands pays a different rate if the provider is not in receipt of their Building Support Package; and Argyll

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and Bute pay an enhanced rate once the provider is paying the increased living wage of £10.90 per hour.

25. Due to the variation in approaches to funding children with additional support needs, enhanced rates for these children are not reported in Annex A, but are included within Annex D where they have been provided.

26. As Orkney only pay sustainable rates to childminders, for consistency, their rates are excluded from the minimum and maximum rates, and the calculation of averages highlighted in this summary. A summary of childminding rates is provided at paragraph 37.

27. At the time of the previous report in August 2021, the hourly rates paid to providers (excluding rates for childminders) to deliver funded Early Learning and Childcare entitlement for 3-5 year olds varied from £5.21 to £6.40 per hour, and the average reported rate across local authorities for 3-5 year olds was £5.44 per hour.

28. With regards to the 30 local authorities who have confirmed rates for 2022-23, 27 have increased their hourly rates for 3-5 year olds since the last report in August 2021. The other 3 have kept the same rates as in 2021-22.

29. Local authorities who have confirmed rates for 2022-23 report that rates for delivering an hour of funded ELC for 3-5 year olds (excluding childminders) will vary from £5.45 to £6.40 per hour.

30. The average rate for 3-5 year olds across those local authorities who have confirmed rates for 2022-23 is £5.77 per hour

31. The average rate paid to providers for 3-5 year olds has increased by 6.1% since the time of the previous report in 2021-22 (an increase in the average confirmed rate from £5.44 per hour to £5.77 per hour).

32. Average rates paid to providers for 3-5 year olds receiving funded ELC have increased by around 57% between 2017 and 2022, from £3.68 per hour in 2017-18[1] to £5.77 per hour in 2022-23.

33. At the time of the previous report in August 2021, the rates paid to providers (excluding rates for childminders) to deliver funded ELC for eligible 2 year olds varied from £5.31 to £8.50 per hour, and the average rate across local authorities for eligible 2 year olds was £6.08 per hour.

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[1] Based on figures presented in the 2019 report. The average rate was £3.70 per hour at the time of publication, which was subsequently corrected to £3.68 following updated information from Moray Council.

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34. With regards to the 30 local authorities who have confirmed rates for 2022-23, 23 have increased their hourly rates for eligible 2 year olds since the last report in August 2021. 4 have kept the same rates as in 2021-22, 1 has decreased their rate, and 2 did not set a separate rate for eligible 2 year olds in 2021-22.

35. Local authorities who have confirmed rates for 2022-23 report that rates for delivering an hour of funded ELC for eligible 2 year olds (excluding childminders) vary from £5.50 to £8.50 per hour.

36. The average rate for eligible 2 year olds across those local authorities who have confirmed rates for 2022-23 is £6.40 per hour.

37. In the majority of local authorities, childminders receive the same rate as private and third sector funded providers. However, 8 local authorities offer a separate hourly rate for childminders delivering funded ELC.

38. For the 8 local authorities paying a separate rate for Childminders in 2022-23, these rates vary from £4.76 to £6.03 per hour for both eligible 2 year olds and 3-5 year olds. The average rate for 3-5 year olds is £5.31 per hour, and the average rate for eligible 2 year olds is £5.53 per hour.

Payments for delivery of the free meal commitment

39. Every child attending a funded ELC session – which is any session that includes funded hours, regardless of whether they are mixed with 'paid for' hours – from August 2021 is provided with a free meal.

40. Local authorities provide settings with the funding to deliver the free meals, unless, in cases where a setting does not have onsite catering facilities, there may be an agreement that the local authority will provide meals to the setting.

41. Funding to deliver this commitment is additional to the sustainable rate and, as set out in the guidance, local authorities must ensure that they are transparent as to the funding being provided to private and third sector providers for the delivery of the free meal commitment.

42. The most common approach for 2022-23 is that local authorities will provide settings with a payment for each meal (with 22 local authorities following this approach). 10 local authorities provide payments for meals through a top-up to the sustainable rate.

43. The returns highlight some variations in the level of payment made to settings for delivery of free meals.

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44. Where a payment is made per meal/day this varies from £1.99 to £3.11 per meal. Where local authorities choose to provide an additional top-up to the sustainable rate for delivery of the meal commitment this 'top-up' to the sustainable rate varies from £0.30 to £0.50 per hour.

Summary of Approaches to setting Sustainable Rates

45. Local authorities were asked to provide details of how they had set sustainable rates in-line with the updated joint Scottish Government and COSLA guidance on setting sustainable rates which was published on 26 May 2022.

46. Local authorities were also asked follow up questions on engagement with funded providers during the rate-setting process, and how they had ensured that the rate reflected up-to-date costs. This reflected the emphasis in the updated guidance on the need for local authorities to reflect the most up-to-date cost information in setting rates, and that is particularly important for providers during the current costs crisis; and the importance of ongoing consultation and dialogue between local authorities and their local ELC providers.

47. Annex C sets out the information that local authorities provided in response. A small number of local authorities were still in the process of confirming their sustainable rates for 2022-23 when this survey was completed.

48. No direction was given to local authorities on the length of their response. Local authorities have therefore taken different approaches and provided differing levels of detail. For future exercises, the Scottish Government will consider providing suggested word limits, however it is ultimately for local authorities to determine the content of their survey response

49. Local authorities have reported a range of engagement activity with their funded providers as part of the rate setting process – for example, through existing provider engagement forums, communications with providers, and additional meetings or information sessions. Evidence on provider engagement will be considered as part of the joint COSLA and Scottish Government review of sustainable rates in 2023 (see the section on Next Steps).

Summary of Additional Support for Funded Providers

50. The Guidance For Setting Sustainable Rates, originally published in April 2019, highlights that 'along with the sustainable rate, local authorities provide a range of benefits to funded providers and that it is for local authorities to decide the best package to ensure high quality ELC provision is offered to children and families, based on their own local circumstances.' Further information is provided in Section 6 of the April 2019 Sustainable Rates Guidance.

51. It also notes that a local authority should outline the support package available, and its monetary value (where available), to funded providers at the time of application.

52. Local authorities were asked to detail their additional support package, and advised they could include financial and non-financial measures.

53. Annex D sets out the responses from each local authority regarding their additional support package.

54. No direction was given to local authorities on the length of their response. Local authorities have therefore taken different approaches and provided differing levels of detail. Central themes in the majority of responses are training, professional development and support with quality assurance and improvement.

Next steps

55. The Scottish Government and COSLA are undertaking a review of the overall process for setting sustainable rates in 2022-23. This is with the intention of learning lessons to identify where the process can be improved further to ensure that rates reflect the costs of delivering funded ELC and the payment of the real Living Wage to staff delivering funded ELC.

56. This review will inform what further action may need to be taken ahead of 2023-24 and the wider approach to rate setting over the rest of this Parliament, including any required updates to the supporting sustainable rates guidance.

57. Data collected during this survey will be used to inform the review. Local authorities were also given the opportunity to provide general feedback on the rates setting process in this survey. This feedback will inform the rates review.

58. There will be an opportunity for private, third and childminding sector providers to input into the review process, and we will ensure that the provider representative bodies are informed of the process for engaging.

59. The review is expected to be completed by Spring 2023. Concurrently, the Improvement Service is completing a 'lessons learned' review in relation to the Ipsos MORI cost collection exercise carried out in 2022.

60. The Scottish Government is also progressing an update of the [Financial Sustainability Health Check of the childcare sector](#). It is expected that the final report will be published at the end of March 2023.

61. The Scottish Government is committed to collecting and publishing data on the sustainable rates set by local authorities and we will write to local authorities, ahead of August 2023, to request information on the rates for 2023-24.

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Annex A

Summary of local authority data on rates paid to Funded Providers to deliver an hour of funded Early Learning and Childcare (ELC)

- Table A1 sets out the hourly rates paid by local authorities to providers delivering the funded ELC entitlement to 3, 4 and 5 year olds and eligible 2 year olds in 2021-22 and 2022-23.

- To provide consistency – and in line with the guidance (i.e. meeting the costs of delivering an hour of ELC to one child) – the rates presented in Table A1 do not include any top-ups for the delivery of the free meal commitment.

- The "Comments" column includes additional information provided by local authorities, including variations to the rate which might apply to some providers, temporary top-ups in the rates, and specific rates offered to childminders. Top-ups to the sustainable rate to cover meals and snacks are not included in the comments section, as provision for meals is covered separately at Annex B.

- Due to the variation in approaches to funding children with additional support needs, variations to the rate for this purpose are not included here, but are included within comments at Annex D where the information has been provided.

- Where, at time of reporting, local authorities were in the process of reviewing rates this is also highlighted in the comments section; the rate quoted will be the rate currently being paid.

- Where local authorities have increased their rate since the last report, we have included the month during which the new rate took effect. This may be a date prior to the date when the new rate was agreed upon and confirmed by a local authority (if the local authority chose to backdate any increase). The exact date in the month from which the increased rate applied is not included as it was not provided by a significant number of local authorities. This field will read "N/A" (not applicable) where there has been no change since the last report.

- "2 year olds" and "3-5 year olds" is sometimes abbreviated to "2yo" and "3-5yo" respectively.

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Table A1: Rate paid to funded providers for an hour of Early Learning and Childcare in 2021-22 and 2022-23

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Aberdeen City	2021-22	£6.05	£5.45	August 2022	Rates for childminders: £5.75 (2yo), £5.45 (3-5yo)
	2022-23	£6.15	£5.55		
Aberdeenshire	2021-22	£6.34	£5.59	April 2022	Currently reviews rates around April each year
	2022-23	£6.61	£5.83		
Angus	2021-22	£6.68	£5.21	April 2022	Currently reviews rates around April each year
	2022-23	£7.18	£5.61		Rates for nurseries operating from Council premises: £6.96 (2yo), £5.39 (3-5yo)
					Rates for childminders: £6.03 (2yo), £5.53 (3-5yo)
Argyle & Bute	2021-22	£6.54	£5.78	August 2022	Pay a higher rate of £7.18 (2yo) / £6.35 (3-5yo) upon funded provider paying their staff the increased real living wage of £10.90 per hour.
	2022-23	£6.90	£6.11		Childminders receiving this increased rate from November
Clackmannanshire	2021-22	£5.42	£5.42	August 2022	Rate for childminders: £5.42
	2022-23	£6.07	£5.57		
Dumfries and Galloway	2021-22	£6.20	£5.26	September 2022	Paid an interim rate of £5.53 for 3-5yo from January 2022 to September 2022
	2022-23	£6.73	£5.71		
Dundee City	2021-22	£5.60	£5.31	August 2022	
	2022-23	£5.75	£5.45		

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
East Ayrshire	2021-22	£5.50	£5.50	N/A	Rate for childminders: £4.76 (from August 2022)
	2022-23	£5.50	£5.50		
East Dunbartonshire	2021-22	£6.40	£5.31	August 2022	
	2022-23	£6.95	£5.77		
East Lothian	2021-22	£5.31	£5.31	August 2022	
	2022-23	£7.55	£6.04		
East Renfrewshire	2021-22	£8.50	£5.31	August 2022	Providers with eligible 2yo receiving the 21-22 rate will continue to be paid at this rate for that child until they turn 3
	2022-23	£5.69	£5.69		
Edinburgh	2021-22	£5.42	£5.42	August 2022	
	2022-23	£6.48	£6.03		
Falkirk	2021-22	£5.55	£5.55	August 2022	Rate for childminders: £5.20
	2022-23	£5.70	£5.70		
Fife	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.65	£5.65		
Glasgow City	2021-22	£6.40	£5.40	August 2022	
	2022-23	£6.86	£5.79		
Highland	2021-22	£6.13	£5.43	August 2022	The increase in rates for 22-23 is due to a temporary uplift which will be paid until April 2023; rates beyond April 2023 are subject to review.
	2022-23	£6.66	£5.75		
Inverclyde	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.69	£5.69		

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Midlothian	2021-22	£6.50	£5.31	August 2022	The 2022-23 rate is a temporary rate until the end of the financial year.
	2022-23	£6.50	£6.02		
Moray	2021-22	£7.57	£6.30	N/A	*Awaiting full council decision on 2 February 2023 about a potential 5% uplift. Existing rate reported.
	2022-23	£7.57*	£6.30*		
North Ayrshire	2021-22	£5.31	£5.31	N/A	*The sustainable rates payable are currently still under review for 2022-23. Existing rate reported.
	2022-23	£5.31*	£5.31*		
North Lanarkshire	2021-22	£5.80	£5.55	August 2022	
	2022-23	£6.03	£5.77		
Orkney Islands	2021-22	N/A	N/A	N/A	Orkney does not use private nurseries for funded provision - only childminders. For consistency with other authorities, these rates are stated below, not in the main table. Rate for childminders: £6 (2yo), £5 (3-5yo)
	2022-23	N/A	N/A		
Perth and Kinross	2021-22	£5.50	£5.31	August 2022	
	2022-23	£5.65	£5.45		
Renfrewshire	2021-22	£8.50	£5.31	August 2022	
	2022-23	£8.50	£5.71		
Scottish Borders	2021-22	£5.65	£5.31	August 2021	The rate for 22/23 is being backdated to August 2021
	2022-23	£6.55	£6.21		

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Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Shetland Islands	2021-22	£7.13	£5.48	August 2022	The quoted rates are for providers who are not in receipt of the local authority's Building Support Package.
	2022-23	£7.77	£5.97		
					Rates for nurseries eligible for Building Support Package: £7.30 (2yo), £5.62 (3-5yo)
South Ayrshire	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.76	£5.76		
South Lanarkshire	2021-22	£5.90	£5.31	August 2022	
	2022-23	£6.34	£5.71		
Stirling	2021-22	N/A	£5.55	August 2022 (2yo)	All eligible 2 year olds were with childminders in 2021-22.
	2022-23	£6.51	£5.70	April 2022(3-5yo)	Rate for childminders: £5.20 (including lunch)
West Dunbartonshire	2021-22	£5.31	£5.31	April 2022 (2 yo)	
	2022-23	£5.84	£5.67	August 2022 (3-5 yo)	
West Lothian	2021-22	£6.40	£6.40	N/A	Rate for childminders: £5.90
	2022-23	£6.40	£6.40		
Western Isles	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.75	£5.55		

Annex B

Summary of Funding Arrangements for Delivery of Free Meals

- Table B1 sets out information provided by local authorities on the payments made to funded providers in the private, third and childminding sectors to deliver the free meal commitment for those children receiving funded ELC in 2022-23.

- Funding to deliver this commitment is additional to the sustainable rate and local authorities must ensure that they are transparent as to the funding being provided to private, third and childminding sector providers for the delivery of the free meal commitment.

- Local authorities may fund the free meal commitment by providing funding as a separate payment per meal, or as a 'top-up' to the sustainable rate.

- Local authorities may alternatively meet the free meal commitment by providing appropriate meals directly from in-house catering.

Table B1: Overview of funding for settings delivering free meals to children receiving funded ELC

Local Authority	Funding to deliver the free meal commitment
Aberdeen City	• £2.75 per meal
Aberdeenshire	• £2.50 per meal • The rate is currently under review. • Provide meals directly to some funded providers.
Angus	• Rate of £3 per meal • A top-up to the sustainable rate of £0.10 per hour for snacks. • Angus pay for up to six meals per week if children are funded on a term time only basis and take three 10-hour funded days per week; or up to five meals per week for children spreading their funded entitlement over 39 weeks or more.
Argyll and Bute	• £3.11 per meal • The rate is currently under review. • Provide meals directly to some funded providers.
Clackmannanshire	• £3 per day • Available via partner nurseries and childminders.
Dumfries and Galloway	• £3.00 per meal • Provide meals directly to some funded providers.
Dundee City	• £2.10 per meal per session • Funding is paid irrespective of whether a child attends their funded session or takes up the offer of a funded meal.

Local Authority	Funding to deliver the free meal commitment
East Ayrshire	• £3.00 per meal • Provide meals directly to some funded providers. • A child accessing their 1140 hours over 3 full days receives the same amount of funded food provision as the child accessing hours across 5 half days (a long morning or a long afternoon)
East Dunbartonshire	• £0.50 top-up to the hourly rate • Provide meals directly to some funded providers.
East Lothian	• £0.35 top-up to the hourly rate
East Renfrewshire	• £0.50 top-up to the hourly rate (to a maximum of £3.00 per day)
Edinburgh	• £3.10 per meal
Falkirk	• £0.37 top-up to the hourly rate for partner nurseries • £1.90 per meal for childminders
Fife	• £0.40 top-up to the hourly rate

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Local Authority	Funding to deliver the free meal commitment
Glasgow City	£3.00 per meal - Funding of one meal per half day session, up to a maximum of 5 meals per week. - This means that the child accessing their 1140 hours over 3 full days receives the same amount of funded food provision as the child accessing over 5 half days.
Highland	£3.00 per meal - This figure includes a temporary uplift of £0.70 until April 2023, and is subject to review.
Inverclyde	£0.50 top-up to the hourly rate
Midlothian	£0.40 top-up to the hourly rate
Moray	£2.35 per meal - Provide meals directly to some funded providers.
North Ayrshire	£3.00 per meal for partner nurseries £2.50 per meal for childminders - Provide meals directly to some funded providers.
North Lanarkshire	£3.00 per meal. - Provide meals directly to some funded providers.
Orkney Islands	£2.40 per meal
Perth and Kinross	£2.80 per meal. £0.20 per day for a healthy snack
Renfrewshire	£3.00 per meal.

Local Authority	Funding to deliver the free meal commitment
Scottish Borders	• £2.40 per meal.
Shetland Islands	• £1.99 per meal currently • Provide meals directly to a majority of funded providers.
South Ayrshire	• £2.87 per meal. • The rate is currently under review.
South Lanarkshire	• £0.50 top-up to the hourly rate
Stirling	• £0.35 top-up to the hourly rate • Provide meals directly to some funded providers.
West Dunbartonshire	• £3.00 per meal.
West Lothian	• £0.30 top-up to the hourly rate for meals • £0.10 top-up to the hourly rate for snacks
Western Isles	• £2.00 per meal. • Provide meals directly to some funded providers.

Annex C

Summary of Approaches to Setting Sustainable Rates for 2022-23

- Local authorities were asked to provide details of how they had set sustainable rates in-line with the updated joint Scottish Government and COSLA guidance on setting sustainable rates which was published on 26 May 2022.

- Local authorities were also asked follow up questions on engagement with funded providers during the rate-setting process, and how they had ensured that the rate reflected up-to-date costs. This reflected the emphasis in the updated guidance on the need for local authorities to reflect the most up-to-date cost information in setting rates, which is particularly important for providers during the current costs crisis; and the importance of ongoing consultation and dialogue between local authorities and their local ELC providers.

- To further strengthen the evidence base and inform the process for setting sustainable rates, COSLA and local authorities commissioned Ipsos Mori to carry out an independent cost data collection exercise in 2022. This information has informed rate-setting for August 2022 alongside analysis of local market conditions.

- **Table C1** sets out the information provided by local authorities in response to these survey questions. There is overlap between the three questions asked, and responses should be read in the whole.

- As set out in paragraphs 55 to 59 in the summary report, this information will be used be used to inform the Scottish Government and COSLA review of the overall process for setting sustainable rates in 2022-23. This is with the intention of learning lessons to identify where the process can be improved further to ensure that rates reflect the costs of delivering funded ELC and the payment of the real Living Wage to staff delivering funded ELC.

Table C1: Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2022-23

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
Aberdeen City	• The Improvement service commissioned Ipsos MORI in Spring 2022 to undertake an ELC cost collection exercise. However, due to limited uptake from Aberdeen City based funded providers Ipsos MORI did not secure sufficient sample size to undertake a cost analysis (greater than 9 responses) for this Council area. • The Aberdeen City Early Years Team approached the Improvement Service to ask if the data that was submitted to Ipsos MORI could be anonymised and for the team to review a limited sample. However, only Ipsos MORI have access to this information. • A 10p uplift has been recommended for 2022-23, taking into consideration cost pressures / cost of living and national average increase. In conversation with Funded Providers, the Council will then conduct a further review in April 2023, which will be able to take account of the funding package from Scottish Government for 2023-24. **Provider Engagement** • As part of the rate setting process, the Council encouraged Aberdeen based providers to engage with the Ipsos MORI survey, commissioned by the Improvement Service. Despite promotion and communications to providers, regrettably a sufficient number of participants was not achieved to meet the sample requirements. Regional Improvement Collaborative (RIC) information was shared with the Council but against this context it has limited value as the other Northern Alliance authorities are rural or island authorities with different cost pressures. • Aberdeen City had individual meetings with a small number of Funded Providers. • It is Aberdeen City's intention to start a further review of the rate in April 2023, to consider a secondary uplift for 2023-24, but that will be dependent on funding received for the forthcoming year. The funding settlement from the Scottish Government for 2023-24 has not yet been confirmed. **Meeting Current Costs**

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• The Council will seek to engage with ELC providers including understanding any barriers to participating in evidence-based cost surveys (reflected in low participation levels with Ipsos MORI) and how to improve engagement around this process going forward. • The Council have taken into account the cost pressures of inflation/cost of living and the national average increase of 9 pence as well as Real Living Wage. • The Real Living Wage will come into effect from May 2023. The Council will engage with Providers about their costs with a view to doing a secondary uplift in April 2023 for 2023-24.
Aberdeenshire	• Ipsos Mori data for Aberdeenshire was used to set the rate for 2021-22. • Aberdeenshire have previously confirmed that when setting the rate in 2021, the process included the use of cost data from Ipsos Mori, and a working group which includes funded providers. • The real living wage increase was applied to set the increase for 2022-23. **Provider Engagement** • There was a meeting in September with Funded Providers (PVI) to brief on the Ipsos mori data. There was also a meeting with the childminders to go through the current rate and the Ipsos mori data. • A Microsoft Team space has been set up, which all funded providers have access to. The most recent Ipsos Mori data and technical guidance have been uploaded to the team space. There was a workshop which took place at the start of October to review the current rate in line with the Ipsos findings. Providers also had the opportunity to discuss any limitations to the Ipsos survey and how these may be overcome. • There has also been two meetings with funded providers. The first to update them on the Ipsos mori information and the second to have a more detailed discussion on the matter. Another meeting was scheduled for 3rd November. It is planned that there will be a regular cycle of meetings each year in order to review sustainable rate and other financial matters. **Meeting Current Costs**

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Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Ipsos Mori data for Aberdeenshire was used to set the rate for 2021-22. The real living wage increase was applied to set the increase for 2022-23. • Aberdeenshire Council is also taking into account the revised Ipsos Mori data. Part of the dialogue has been to encourage providers to identify where they believe that there are limitations with the Ipsos Mori data, so that these can be addressed. • Aberdeenshire Council has also budgeted for a further increase, based on the latest Real Living Wage increase. A proposal will go to the Education and Children's services Committee prior to April 2023, to increase the sustainable rate again, in line with the latest RLW increase. This is a 10.1% increase on the previous RLW – increase from £9.90 to £10.90.
Angus	• Angus developed an approach to setting sustainable rates in 2020 based on guidance published by Scotland Excel in 2019. This used the Ipsos Mori 2016 survey of ELC provider costs as a starting point and, line by line, inflated each cost element to arrive at a total base cost per hour of ELC delivered in a private; not-for-profit; and childminder setting. • Angus scheduled a review of the rate setting process in 2023 with a view to implementing changes for August 2023. However, a struggling economy and news that Ipsos Mori would repeat their survey in the early part of 2022 acted as a catalyst for bringing forward the review by 12 months. The rate setting process did not change significantly as a result of the review. **Provider Engagement** • For 2022-23 Angus invited all contracted providers to engage in the review of sustainable rate setting, advising that Ipsos Mori would repeat their survey of providers' costs in the early part of 2022. Angus encouraged providers to take part in the survey and achieved a 58% response rate. Four providers (one childminder) came forward to work with the Council. All had participated in the consultation on the rate setting process in 2019. • Angus met individually with private and not-for-profit settings in June 2022. Feedback was in favour of the proposed rates. The decision to back pay the increase to 11 April 2022 was welcomed.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Angus met with the childminder in July 2022. The Ipsos Mori 2022 survey of ELC costs in a childminder setting were not expected until the end of July 2022 which meant they could not be used in the review for 2022-23. Angus therefore continue to base childminder rates on the 2016 survey data, inflated for 2022 prices. Feedback was in favour of the proposed rates. • As part of embedding the plans for expansion to 1140, Angus Council created a post dedicated to building and maintaining the relationship and an open dialogue with funded ELC providers. This post gives providers a single point of contact for all things related to their contract. The post holder represents the voice of the provider in key meetings and will recommend improvements to policy and practice with a view to achieving greater equity between internal and external provision. **Meeting Current Costs** • When calculating rates for 2022-23, Angus worked on the assumption that the Ipsos Mori 2022 data were representative of costs in January 2022 and added 3.1% to each cost element (excl. 'staff costs' and 'utilities') anticipating that CPIH (12 months) would reach 8%. 57% was added to the 'utilities' and 9.88% added to average 'staff costs' per hour of ELC to accommodate the real Living Wage rate at the time (£9.90). • To ensure the rates paid are sustainable and reflect the cost of delivery, Angus has developed an innovative approach to setting rates that reflect the higher staff ratio required for eligible 2s, called the 'staff ratio adjustment'. • The staff ratio adjustment is a way of redistributing the 'staff costs' element of the sustainable rate to reflect the higher staff ratio for eligible 2s. • If Angus did not apply the 'staff ratio adjustment' and opted instead to pay a flat rate for all ages, the equivalent flat rate for Angus in 2022-23 would be £5.90. • In 2020, Angus committed to increasing sustainable rates annually each August, incorporating the latest real Living Wage (RLW) rate and the CPIH (12 months) rate for May. In 2022 this was varied - back paying the August 2022 increase to April and agreeing to pay future annual increases each April thereafter.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• This is to ensure that rates in Angus reflect up to date costs, and to enable providers to pass on the real Living Wage increase within six months of its announcement. • As part of a planned review of Fair Work Practices in 2023, fair pay and payment of the real Living Wage will be a priority for discussion with providers.
Argyll and Bute	• Data for the elements that make up the current costs paid were reviewed against the Ipsos MORI consultation report of May 2022, as a recent and thorough consultation exercise however, whilst Ipsos MORI data for Argyll & Bute Council gives a median cost of £4.71, the Council have taken the decision to use their original base figure of £5.35 per hour, given the current financial climate. • Inflation from December 2021 to August 2022 (published in September 2022) was then applied. • Staff costs were inflated by average weekly earnings in the first instance for rate to be applied from August 2022 (4.52%). For the future rate an adjustment for the real living wage increase (to £10.90 per hour) which has to be applied by May 2023 was also calculated (10.10%). Other costs were inflated in line with the Consumer Price Inflation index (6.19%), utilities were inflated in line with energy prices inflation (29.95%). • The staff ratio was then reviewed (1:5 ratio for eligible 2s and 1:8 for 3-4). An additional £0.73 per hour for eligible 2s was applied (calculated by indexing the £0.70 currently paid in line with staff costs), which increases to £0.77 for the future rate once real living wage applied. • A sustainable profit/surplus was then applied to the calculated cost per hour. Argyll & Bute have applied 8%, which in monetary terms equates to up to 53p for every hour of ELC delivered to eligible 2s and 47p for 3-4s. **Provider Engagement** • Argyll & Bute have used the Ipsos Mori rate setting consultation, which was carried out in recent months as the most recent consultation as they had a suitable number of respondents to enable them to deliver a rate.

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Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Argyll & Bute did not use this rate though, as they had conducted their own rate setting exercise in 2021-22 and this was higher. The Council decided to calculate this sessions rate based on the higher figure.
	Meeting Current Costs
	• Argyll & Bute included the new Real Living Wage figure of £10.90 per hour when calculating the rate this session.
	• Argyll & Bute included the most recent inflationary measures in relation to fuel costs and staffing costs.
Clackmannanshire	• Sustainable rates were set in conjunction with the Regional Improvement Collaborative (RIC).
	• The Council will further review rates to reflect the increase to the real living wage from April 2023
	• In 2021, Clackmannanshire utilised a prices survey, and benchmarked against neighbouring authorities.
	Provider Engagement
	• Rates were set in conjunction with the RIC. This was communicated to partner providers. The process was discussed at a partner meeting.
	• Agreement was had for a change to the review date from August to April with the next review April 2023 to take account of the increase to the real living wage.
	Meeting Current Costs
	• Rates are higher than partner settings charge parents.
	• The rates will be further reviewed April 23 to reflect the increase to the Real Living Wage.
Dumfries and Galloway	• The information received from Ipsos Mori survey was used as a starting point for considering the setting of a sustainable rate. Dumfries and Galloway Council used the Regional Improvement Collaborative mean data as this reflected a better spread across different types of provider, the highest costs for providers and also the lowest salary.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• The salary when broken down to an hourly rate based on 37.5 hours per week over 52.14 weeks equated to 87% of the current living wage. Therefore to ensure providers could afford to pay staff the real living wage the staff cost per hours from the data return was uplifted by 13%. • The total costs of delivery per hour was added to the staffing cost element and an 8% uplift - to reflect scope for reinvestment - was applied to this subtotal, providing the final rate for three to five year olds. The same overall percentage increase for three to five year olds (prior to the interim rate in January 2022) was applied to the two year old rate to determine the rate for August 2022. **Provider Engagement** • Due to the time constraints between publication of the Ipsos Mori data and Council Governance process timeline D&G were unable to consult with providers prior to the Committee process. However the process was shared with providers prior to Committee and as a result of this a representative group of funded providers are meeting with Council Officers in a collaborative forum to try to understand providers true costs locally with a view to agreeing a process for setting sustainable rates in the future. **Meeting Current Costs** • Going forward the staffing element of the rate will be uplifted in line with increases to the real living wage. • The delivery costs will be increased in line with Consumer Price Index in November. • The 8% reinvestment would then be applied to the sub total. • Any future increases will be applied in April at the beginning of the financial year however would need to be affordable within the future funding quantum.
Dundee City	• Dundee considered the results of the survey carried out by Ipsos MORI Scotland, an independent research company. It was sent to all private and third sector funded partner childcare providers in Dundee. • As a result of a low response rate and to protect confidentiality, Dundee data could not be provided. Therefore, having received data at a Regional Collaborative level, Dundee worked with Tayside

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23

	colleagues to review the data available as the best available proxy to help inform the local decision-making process.
	
	• Dundee sampled local funded providers current price schedule for a standard day and average rates charged over different sessions run throughout the day. This price information based on local market conditions provided benchmarking information regarding the average price charged
	
	• Dundee considered the following:
	
	The rate will be a rate that reflects the cost of delivery:
	  o The Tayside RIC data indicated 80% of Early Learning and Childcare (ELC) settings in that area had overall costs of less than the current rate for 3-5 year olds i.e. £5.31, leaving the majority of settings with a profit margin.
	It will enable payment of the real Living Wage for those childcare workers delivering the funded entitlement:
	  o A survey by Dundee City Council indicated that all funded providers in Dundee are paying the Living Wage.
	  o The median early years practitioner (EYP) salary for the Tayside RIC which equates to an hourly rate is above the current Living Wage.
	The rate will allow for investment in the setting – staff, resources and physical environment:
	  o An approach was adopted to maintain the existing profit margin to allow for investment in the setting to determine the sustainable rate for 3-5 year olds of £5.45. An identical set of calculations was carried out to determine the sustainable rate for 2 year olds of £5.75.
	The rate must be sustainable for the Authority in terms of the budgets available:
	  o The quantum for ELC funding by Scottish Government for 2023 onwards has not yet been determined.
	  o The projected increase in numbers of children deferring entry to primary one following policy changes in August 2023
	  o The implications of any pay settlements for staff

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	o Any rate changes needed to be both affordable and sustainable and would not have a detrimental effect on the council's ability to continue to pay for the service in the long term. o The wider package of 'in-kind benefits', which are separate to the sustainable rates and are available to the funded provider as part of the contract with the local authority (see appendix D). **Provider Engagement** • Dundee encouraged providers to complete the survey carried out by Ipsos MORI Scotland, an independent research company, on behalf of each local authority. It was sent to all private and third sector funded partner childcare providers in Dundee. Childminders were sampled too. The survey was an opportunity for providers to work in partnership with Dundee Council to support the local sustainable rate review process and to inform decisions based on as accurate and up to date information as possible. • Dundee held two briefing sessions for funded providers to discuss the process, emphasising the importance of completing the survey to ensure that as a local authority they had reliable and up to date understanding of the current costs to local private and third sector providers of delivering early learning and childcare. Dundee also sent regular reminders during the time the survey was live, encouraging anyone with questions to get in touch. • Dundee engaged with a Funded Providers Forum and during Quality Improvement visits to individual settings. • Informal feedback mainly indicated a level of confidence that the revised rate would support sustainability when considered along with the funding for healthy milk and snack, daily meal payments and on-going support from the Local Authority. **Meeting Current Costs** • Dundee analysed the most up to date cost of delivery information provided and considered inflation, staffing costs and the principal of re-investment. In determining costs, Dundee used the RIC's data which indicated the majority of settings were able to deliver for less than £5.31, and would have an existing profit margin.

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Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	- A survey by Dundee City Council indicated that all funded providers in Dundee are paying the Living Wage. - In addition to considering the most up to date costs, Dundee also took account of the current ELC context in order to ensure the revised rate is both affordable and sustainable i.e. - The benefits of the Scottish Healthy Milk and Snack payment paid at a flat rate of 58.2p - The benefits of meal payments paid in addition to the sustainable rate - The benefits of in-kind training and support provided by the Local Authority - The quantum for ELC funding by Scottish Government for 2023 onwards has not yet been determined - The costs associated with a projected increase in numbers of children attending ELC from August 2023
East Ayrshire	- The Ipsos Mori national cost collection exercise took place in 2022, however the participation threshold was not reached for availability of data for East Ayrshire so the data provided was at the South West Regional Improvement Collaborative (RIC) level. - East Ayrshire provided a copy of a paper to their cabinet detailing their rate review, which is conducted annually - This review encompasses a survey of cost data via the Ipsos Mori survey, and finances via providers' financial accounts - The full report is available online at: early learning and childcare - annual review of sustainable rate for providers and childminders.pdf **Provider Engagement** - East Ayrshire have engaged with their 7 funded providers and a sample group of the 42 childminders following receipt of their outputs from the Ipsos MORI survey, in order to help inform the rate setting process for August 2022. - In some cases this has included sharing the outputs of the cost collection exercise with individual providers and discussing the further contextual information feeding into rate-setting, while being

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23

	clear about the local political processes to be followed. East Ayrshire's Flexible Framework for funded ELC places sets out the commitment to an annual review of the sustainable rate and the relevant criteria of the National Standard rather than an inflationary uplift.
	
	Meeting Current Costs
	
	• An annual review of the hourly rate for this period of the contract demonstrates commitment from the Council and will support private and voluntary sector providers and childminders to have sustainable long term plans in place. Paying a sustainable rate protects jobs and enables staff working in the private and voluntary sector to be paid the Real Living Wage.
	
	• Questionnaire issued to ELC funded providers seeking information in relation
	    ○ Criteria 7 Business Sustainability
	    ○ Criteria 8 Fair Work practices including payment of the real Living Wage and
	    ○ Criteria 9 Payment Processes of the National Standard.
	
	• On the basis of the information available i.e. the current hourly rate of £5.50 plus the payment of £3.00 per meal per day or provision of a meal and the Scottish Milk and Healthy Snack Scheme (SMHSS) rate of 58.2p per child per day, indicates that this meets funded providers delivery costs and for the majority allows for some reinvestment.

East Dunbartonshire	• The Ipsos Mori national cost collection exercise took place in 2022, however the participation threshold was not reached for availability of data for East Dunbartonshire. • The East Dunbartonshire finance team then worked with other finance colleagues across the 8 local authorities in the West Partnership to look at similar methodologies based on the Regional Improvement Collaborative (RIC) rate. This would mean that while the RIC rate would be a starting point to inform the new sustainable rate, there would be autonomy in deciding local rates for East Dunbartonshire based on individual local circumstances. • In the first instance, four options were costed based on seasonality, inflation and margin for re-investment. Initially, an option of £5.69 an hour was considered the most feasible choice as it would

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	provide a sustainable rate but would also allow for seasonality, inflation as well as future investment. • Rates were shared and discussed with the Funded Providers and their views sought. • Council Officers then scoped additional funding options relating to the Real Living Wage increase, including an increase to the staffing uplift from 8% to 10%. • The uplift agreed in November was £5.77 – 5% seasonality – staffing only; 10% inflation – staffing only and 5% margin for reinvestment – staffing and non-staffing. **Provider Engagement** • East Dunbartonshire Council (EDC) have a strategic funded provider group within East Dunbartonshire which meet on a regular basis. The group is made up of representatives from private, voluntary and independent establishments. The agenda is set by the group – it is viewed as their meeting and an opportunity to discuss issues pertinent to them and the wider Funded Provider body. The sustainable rate was a regular agenda item with the strategic group sharing their views on this topic. • Once the work with finance officers across the West Partnership had been completed, the Early Years Service Manager and Early Years Quality Improvement Manager met with all funded providers to discuss four possible options regarding the sustainable rate. They also discussed how these different rates were calculated. In the absence of having a rate for East Dunbartonshire – it was decided to use the West Partnership rate as a starting point. • It was explained that the preferred option was Option 3 – £5.69 which was the second highest of the rates offered. Funded Providers had time following the meeting to discuss with each other to see if they agreed with the rate proposed. They indicated that they did not accept this rate as they believed it did not provide enough funding for them to be sustainable. • The paper was due to go to Education Committee on Thursday, 6th October. This was then withdrawn to allow officers to scope out further options. This work was carried out with a £5.77 proposed. The updated paper went to Council on Thursday, 3rd November 2022.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	Meeting Current Costs • In calculating options for the new rate, the starting point was the average salary paid by Funded Providers (across the West Partnership) when the information was gathered for the IPSOS Mori survey. • Proposed rates have taken into account aspects such as inflation, margin for reinvestment and seasonality. • In light of the recent uplift to the Real Living Wage EDC increased the percentage related to wage inflation from 8% to 10%.

East Lothian	• Proposed sustainable rate has been calculated taking account of
	    o Ipsos MORI data
	    o The average hourly rate charged by partner nursery providers
	    o Different ratios for 2 year olds and 3 – 5 year olds
	    o Bench marking against neighbouring authorities
	
	Provider Engagement
	
	• Staffing changes / vacancies within the central team impacted on availability to carry out in-depth consultation on individual cost collection.
	
	• Discussions took place at partnership meeting.
	
	Meeting Current Costs
	
	• The calculation took account of the differentiation of ratios for 2 year olds and 3-5 year olds and applied different rates where previously one hourly rate was paid.
	
	• This ensures 3-5 year olds hourly payments are not subsidising costs incurred to support 2 year olds.

East Renfrewshire	• East Renfrewshire Council has worked in partnership with colleagues across the West Partnership, with most authorities relying on the aggregated data provided from Ipsos-Mori in the absence of locally available returns.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	- From the outset, authorities sought to take a consistent methodology, enabling collaboration in the process whilst also providing a clear, transparent process for funded providers having to work with multiple different authorities. - Whilst East Renfrewshire took forward a similar methodology, they recognise that each authority has differing demographics and wider support packages which will understandably impact on the final rates across the region. - The rate-setting approach has been informed by the national guidance, namely around ensuring appropriately inflationary uplifts for both staff costs (and payment of the Living Wage) and non-staff costs. In addition, East Renfrewshire sought to reflect seasonality in provision given the staggered entitlement dates as well as ensuring an appropriate level of margin to enable reinvestment. Appropriate percentage increases for each factor have been added to the costs of delivery (as provided by Ipsos-Mori) to determine the final rate to be paid to providers. This was consistent with most authorities across the West Partnership. - In light of the financial outlook for local government, East Renfrewshire have sought to ensure throughout the process that the rate increase remains sustainable for the authority. - Given the continuing economic uncertainty and the Scottish Government commitment to the annual financial health check, it has been agreed that the new revised rate will initially be in place for 1 year. **Provider Engagement** - East Renfrewshire Council has well established positive working relationships with funded providers and engage with them on an ongoing basis across all areas concerning the delivery of the statutory entitlement. - The Council continued to meet with funded providers alongside local authority nurseries and family centres as part of their calendar of existing meetings. This provided an opportunity for any issues to be raised.

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Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• In addition, a funded provider specific session was held to engage on the rate setting process. This provided funded providers with the opportunity to raise any issues or concerns with the Education Department, enabling the Council to raise these on a national basis. • It should be noted that the Council worked with the Improvement Service to encourage participation in the cost collection exercise. Unfortunately, participation from local providers was low which impacted on locally available data. **Meeting Current Costs** • An inflationary uplift was added to both staff and non-staff costs. This was taken from the authority-wide figure shared by the Council Accountancy Service.
Edinburgh	• Edinburgh provided their report to the Education, Children and Families committee, which provides more detail relevant to this response. • The report shows the Council utilised both a survey of price data; and the Ipsos Mori survey of cost data **Provider Engagement** • A Partners National Standard Group (PNSG) is well-established with representatives from across the sector. These reps then report back to their membership organisations e.g. NDNA. The Early Years finance team attend PNSG meetings and minutes are then sent to all partners. All partners were advised of the survey of prices in January and asked to ensure their own information was up to date when the Council redid the survey in April 2022. • For the rate setting for session 2021-22, Edinburgh carried out a survey of prices, a survey of local authority rates and commissioned Scot Excel to carry out a survey of costs. There was a very low response to this and partners expressed concern about sharing their cost information. **Meeting Current Costs** • Edinburgh reviewed the existing hourly rate of £5.42 taking into account the increase in the real living wage (£9.90 per hour) and additional costs incurred by providers due to inflation at 7%.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
Falkirk	• Cognisance taken of the IPSOS/MORI survey results. • Discussions took place with RIC partners to assess commonality of approaches on how to set 22-23 rates. These meetings allowed alignment of some rates and appropriate percentage increases to be adopted. • Consideration taken of the current reduction in grant funding for 2022-23, which significantly impacted on what increase could be afforded. • Data gathered from private nurseries previously to internally assess sustainable rates also reviewed. • Local charges made by private providers examined **Provider Engagement** • Meeting held with partner nursery providers to provide overview on assessment of new rate. Regular meeting held with private nursery partners. • Engagement with SCMA re childminders. • Meetings held with RIC partners to discuss matters. **Meeting Current Costs** • The new rates are favourable when compared to the information gathered from the IPSOS/MORI survey. • Falkirk's rate was set before the real living wage increase was announced. • Falkirk's current financial position (large reduction in grant funding) for the ELC sector severely limits the Council's ability to offer a significant rise in rates given the 10% + increase in the Real Living Wage. All decisions made must be affordable and must be funded within the current revenue grant funding provided.
Fife	• Fife's original contract with funded providers operated from August 2020 – August 2022. • In April 2022 Fife wrote to funded providers asking if they wished to extend their contract to deliver funded ELC from August 2022.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23

	• The rate change has been calculated from taking the rate within SG guidance as a sustainable rate for the introduction of ELC 1140 (from the original introduction date of Aug 2020) and increasing this in line with the percentage increase in the living wage over a two year consolidate period.
	
	Provider Engagement
	
	• Fife used information gathered from the IPSOS Mori survey findings to ensure that the increase (using the real living wage) was relevant.
	
	• Moving forward with future increases, all Fife's partners were recently invited to attend an operational forum where rate setting was discussed. The guidance materials for setting rates was discussed and all four models of rate setting explained. Subsequently partners have been asked to rank in order of preference (using an MS Forms survey) which method of setting rate they would prefer:
	   o Survey of costs
	   o Cost Modelling
	   o Working Group
	   o Survey of prices
	
	• Results, indicate that survey of costs would be the first choice of partners who took part in the survey (62 responses from 49 private nurseries and playgroups and 83 childminders)
	
	Meeting Current Costs
	
	• The increase of rate was based on the increase in line with the percentage increase in the living wage for 2020-21 and 2021-22. This is 6.45% (as it increased from £9.30 to £9.90 over the last 2 years), and applying that percentage increase to the hourly rate.
	
	• Fife have looked at the percentage increase in living wage over the last 2 years is because no increase was given in the rate for year 2021-22.

Glasgow City	• The proposed rate was set using the available data from IPSOS MORI on unit costs for providers. Glasgow City Council (GCC) received both its own data and the aggregated data for the West

Partnership RIC. The West Partnership data was chosen as it was more advantageous for the funded providers.

- The calculated costs from the data gathered directly from providers, showed that the figure to pay the SLW at February 2022 was £4.90 per hour per child based on West Partnership data and £4.73 per hour based on the specific to Glasgow data. The difference in the figures lies in the fact that GCC has much higher volumes of children than the other West Partnership local authorities which reduces the unit cost and also has more accurate data coming from its own providers as the figures are not aggregated.

Meeting Current Costs

- GCC read the data across the table to identify the percentile which allows providers to pay the living wage. This was the 72nd percentile and was a cost only figure which did not take account of seasonality (an adjustment required due to the timing of the data collection), wage inflation (the living wage rises annually so they predicted the February 2022 figure would increase) and re-investment in quality (i.e. margin).

- Reflecting the particular issues in the energy market, GCC also obtained the unit cost for the energy element of total costs and applied an inflationary uplift. Apart from wages and energy, they did not apply any other inflationary element as Council services do not receive inflation in budgets for anything other than wages.

- Adjustments reflecting seasonality, wage inflation and energy inflation were applied to the cost only figure. A margin was then applied to this rate. This allowed the calculation of the final rate.

Provider Engagement

- A communication was sent to all funded providers on 15th July, sharing the Glasgow data outputs from Ipsos Mori along with the technical guidance and advising them of the delay that there would be in decisions being reached due to the timelines for Committees. A new Council had only been elected in May and Committee dates not yet set, therefore, GCC knew that it would not be possible to take anything to Committee prior to the summer recess.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Only one response was received to that communication, thanking us for the update. No questions on the data or rate calculations were raised with us by any providers. • Shortly after the start of term in August, GCC held two face to face engagement sessions with all funded providers to share the approach being taken to using the data to calculate the rate. Again, no questions were raised by the providers. • The paper which went to Committee on 29th September was published on 22nd September and sent directly to every funded provider on that day. Three of the 130 funded providers contacted the Council directly with questions regarding the paper. • At 29th September the paper on proposed rates was remitted to a special meeting of the Education, Skills and Early Years Committee for further discussion. This discussion took place on 25th October and was attended by invited senior representatives from the 3 membership organisations – Early Years Scotland, National Day Nurseries Association and Scottish Childminding Association. All Funded Providers in Glasgow are members of one or other organisation as the Council funds their membership fee to ensure that they have access to representation.

Highland	• A number of aspects to the approach in Highland is summarised below:-
	
	   ○ A working group including partner representatives and Council officers.
	   ○ Broader engagement with invites to meetings sent to all PVI partners.
	   ○ Direct input by Council Chief Executive in some engagement sessions.
	   ○ Review of Ipsos Mori data, and discussion with PVI partners.
	   ○ Review of PVI partner financial sustainability.
	   ○ Discussion of rate options with Partners.
	   ○ Analysis of Council ELC budget and funding, and response to PVI partner queries.
	   ○ Council financial context and briefing of PVI partners on that.
	   ○ Council affordability and impact assessment.
	
	Provider Engagement

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• As noted above, a working group operated from 2021 through to summer 2022 which included PVI partner representation.
	• In more recent times, and prior to final decisions being made by the Council, there have been meetings, led by the Council's Chief Executive, to which all PVI partners were invited. This was a hybrid of face to face plus virtual (teams) attendance.
	• The Council heard from partners their own perspective on the review of rates, and sustainability. The sessions were also used to share information on the Ipsos Mori survey data, the Council's financial position and ELC budget/funding, and respond to PVI partner questions.
	• Options on funding rates were discussed and developed via the engagement described above.
	Meeting Current Costs
	• Ipsos Mori data was analysed, and discussed with partners.
	• As was high level and anonymised partner financial account information as another data source.
	• Through engagement, partners also shared their perspective on costs of delivery and sustainable rate expectations. The rate options developed took on board feedback from the partner engagement sessions.
	• In line with the Funding Follows the Child Guidance, the Council's own financial position, and affordability and sustainability to the Council's budgets were also key matters to consider, and were factored into the final recommendations.

Inverclyde	• Using the data provided by Ipsos Mori for the West Partnership, Inverclyde have used the guidance to ensure to set a rates which take account of:
	   o Payment of the real living wage
	   o Reinvestment margin to ensure investment in the setting – staff, resources and physical environment
	   o Margins for Utilities
	   o Margins for seasonality
	Provider Engagement

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Inverclyde Council engaged with all partner providers throughout the rate setting process. • Officers provided information regarding the Ipsos Mori data collection exercise and were available to answer any questions throughout this process. • There were also a series of meetings, a bulletin and information sessions for providers to provide information on the methodology used to identify a sustainable rate. **Meeting Current Costs** • The information contained in the Ipsos Mori data identified in 72nd percentile a rate of £4.90 was the actual cost of an hour of ELC across the West Partnership this was used as the initial base working rate. • From this rate Inverclyde then applied and uplifts which for payment of the seasonality, RLW, inflation, reinvestment and payment of the RLW. • 2% Seasonality (staffing only), 10.1% RLW, 10p per hour increase for utilities inflation and reinvestment, 4.5% staffing margin and 5 % non-staffing margin. This provided a proposed rate for Inverclyde of £5.69 per hour. • The rate will be reviewed annually using information available from the annual Financial Sustainability Health Check.
Midlothian	• To set the rate Midlothian used the RIC level data from the IPSOS Mori survey. • Using the mean Midlothian applied inflation to the costs (including an adjustment for the real Living Wage), then added 8% for return on investment (ROI). This provided the rate for the 3-5 year olds. • After undertaking benchmarking analysis from neighbouring authorities, it was determined that the council was already providing a competitive rate for 2 year-olds, so this has been maintained. • Midlothian had discussions with funded providers about the methodology prior to the report going to Council. **Provider Engagement**

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• There are regular partnership meetings between the council and funded providers, including representation from SCMA, and additionally regular meetings with a smaller collaborative group of providers to facilitate more discussion and setting the agenda for the wider group. • Progress with the rate review, the potential rates and next steps in the decision making process have been discussed with providers at these meetings. • All providers were invited to participate in the Ipsos MORI survey, both by Ipsos MORI themselves and the council. It was highlighted that the more providers who participated, the more accurately the findings would reflect the position in Midlothian. • Unfortunately, however, while Ipsos MORI sent out 36 survey invitations in Midlothian, it only received 14 responses, and of these there were only five useable responses. This meant that the Ipsos MORI analysis was at RIC level. **Meeting Current Costs** • Midlothian applied inflationary adjustments to the costs established by the Ipsos-MORI survey and an allowance for ROI.
Moray	• Moray used the same method for calculating the rate as used in 2021 • The method takes account of the real living wage, and uses salary and total cost data from Ipsos Mori as a starting point. **Provider Engagement** • Moray have a financial sustainability work stream that meets, as a minimum, once a term. There is partner representation on this group along with ELC colleagues and Moray Council Head Financial Officer. • Through Committee processes Moray agreed an approach to ensure all funded providers were given the opportunity to feedback. Moray also offered a consultation for all providers to feedback on the rate agreed, based on the financial work stream developments. • On Tuesday 1st November there is a further drop in session arranged for all funded providers in relation to no further uplift in this financial year.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	Meeting Current Costs • The Real Living Wage was factored into rate setting for 2021-2022. • The decision for no further uplift was made prior to RLW being set in September 2022. • Awaiting full council decision on 2 February 2023 about a potential 5% uplift following recommendation of the Education Committee on 14 December 2022.
North Ayrshire	• North Ayrshire meets regularly with providers and co-produced the process with them for the current review of rates. • Three funded providers, as a representative group, volunteered to work with the local authority senior finance business partner to provide information relating to the costs of running their service. This work, based on an open book process, has recently concluded. • Scottish Government guidance has been followed throughout this process. **Provider Engagement** • North Ayrshire invited Adam Hall, SG to a meeting with funded provider partners in August to present on the process undertaken by IPSOS MORI for the national survey on funded provider costs. • A further meeting with all funded providers took place in September during which discussion took place around the challenges of rate setting in an environment of ever-increasing costs and reduction in funding from national government. **Meeting Current Costs** • Following a request for openness around funded provider costs to enable greater understanding of costs of delivery, three funded providers volunteered to share financial data with Finance Officers and Council Business Partners, relating to the costs of running their businesses. North Ayrshire have also considered inflation and propose a rise from the present rate. • North Ayrshire have now concluded the cost analysis exercise with Funded Providers and will be seeking approval from Cabinet for a new proposed hourly rate early in 2023.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
North Lanarkshire	• North Lanarkshire Council (NLC) used data gathered and reported by IPSOS MORI as the basis for the review and calculation of the sustainable rate. • The data identified that the average unit cost to provide 1140 hours provision is £4.94. Applying the same logic to the figures for North Lanarkshire Council, the average unit cost to provide 1140 hours provision is £4.88. • Working from this base average cost of £4.88 (£3.88 staff costs / £1.00 non staff costs) the rate was formulated in line with rationale and methodology utilised by Local Authorities across the Regional Improvement Collaborative and West Partnership. • The rate is based on Based on a 10% increase to support the implementation of the SLW aligned to staff costs, an 8% inflation uplift and 1.44% reinvestment uplift aligned to both staff and non- staff costs. • It is important to note the uplift aligned to reinvestment circa 1.5% takes into consideration that NLC previously applied an elevated level of uplift year on year (2019-2023) to support partners in supporting quality improvement to deliver 1140 hours. • The rate paid for eligible 2s was previously £5.80, 4.5% more than the rate for 3-5-year-olds (£5.55). The same logic has been applied to the 3–5-year-old rate to determine the rate for eligible 2s. The rate for eligible 2s from August 2022 is £6.03. **Provider Engagement** • There are regular partnership meetings between the council and funded providers, including representation from SCMA. During September additional smaller engagement sessions took place to review the IPSOS MORI survey report and the data relating to NLC to facilitate discussion regarding the methodology used to review the rate. **Meeting Current Costs** • The decision to review the rate (which was previously set by NLC up to August 2023) was made in response to the announcement of the increase to the SLW in September 2022 and increase in inflation.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• IPSOS Mori survey information was used as base line data. • Uplift all costs for an element of reinvestment.
Orkney Islands	• There are no private providers in Orkney so all of the funded providers are either local authority settings or 6 childminders offering split places. **Meeting Current Costs** • Orkney used the childminder information provided by the Scottish Government at the end of July 2022 for a guide to hourly costs nationally. • Orkney also asked childminders in partnership how much they charged per hour. The £5 rate is above the amount they currently charge. • Orkney's childminders they are reviewing their charges due to rises in fuel costs etc, at which point Orkney will review the rate. • As childminders are the only non-LA providers, Orkney have tried to set the rate to support childminders but to avoid parents buying baby and toddler places being costed out of the market. **Provider Engagement** • Orkney do not have any funded providers other than a small group of childminders, therefore the process has been different. • Orkney engaged with childminders in partnership by email and also through regular support and development meetings.
Perth and Kinross	• Survey costs method used - utilising most recent IPSOS Mori Survey • Rate sustainable as laid out in paragraph 3 of guidance **Provider Engagement** • Funded Providers were informed of the increase through focus groups, and through normal communication channels. **Meeting Current Costs**

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• IPSOS Mori survey Tayside Regional Improvement Collaborative (RIC) information was used as base line data.
	• Confirmed mean salary above predicted real Living Wage (RLW) and 38% paying all staff over RLW
	• Uplift all costs for further inflation
	• 8% Return on Investment (ROI) applied
Renfrewshire	• The data from the Ipsos MORI, national costs collection exercise which was commissioned by the Scottish Government and COSLA and carried out in early 2022, helped the Council to understand the actual cost to funded providers to deliver ELC.
	• To establish a revised hourly rate, officers from the Council worked collaboratively with the West Regional Improvement Collaborative to streamline the approach and agree a methodology which took cognisance of inflationary increases, payment of the real Living Wage, seasonality and reinvestment, whilst at the same time ensuring the rate is reflective of the cost to deliver ELC.
	• The Council agreed to using the Ipsos MORI data provided to the West Regional Improvement Collaborative, as the sample size was larger and the data in relation to cost to funded providers to deliver ELC was a higher starting point than the figures provided in the Renfrewshire Council data return. There were 113 usable responses across the West Regional Improvement Collaborative, which included 17 usable responses from Renfrewshire.
	• All 38 funded provider nurseries from Renfrewshire were invited to participate in the Ipsos MORI consultation and were actively encouraged to do so throughout the period of consultation. A representative group of childminders contributed to the national childminding consultation exercise.
	Provider Engagement
	• Renfrewshire Council has well established positive working relationships with funded providers. The Ipsos MORI data collection exercise was the process in which the Council consulted with its funded providers to understand the actual cost to funded providers to deliver ELC to help the rate setting process. Funded providers were actively encouraged to participate in the data collection exercise,

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	prior to the commencement of the exercise and throughout the consultation period. The subject of sustainability was on the agenda at each funded provider meeting, as requested by providers. The national rate setting guidance was shared and discussed with funded providers, including the expectation on Councils to take cognisance of inflationary increases, payment of the real Living Wage, seasonality and reinvestment, whilst at the same time ensuring the rate is reflective of the cost to deliver ELC.

- Funded providers were advised of the Council's intention to work collaboratively with the West Regional Improvement Collaborative to streamline the approach and agree a methodology and of the commitment to take cognisance of inflationary increases, payment of the real Living Wage, seasonality and reinvestment, whilst at the same time ensuring the rate is reflective of the cost to deliver ELC.

- Meetings were held with funded providers to share the recommended sustainable rate for session 2022-23 concurrently with the policy board report being published in the public domain.

Meeting Current Costs

- The Ipsos MORI data was used as the basis for the rate-setting process.

- Because the Renfrewshire Council sample represented a low sample (less than half of the providers within the Renfrewshire Council area submitted "usable responses"), the aggregated cost data for the West Regional Improvement Collaborative ("WRIC") was used (comprising Renfrewshire Council plus seven other neighbouring councils).

- Renfrewshire examined cost data at the percentile for which the salary rate paid matched the real Living Wage as at the time the data was surveyed (February / March 2022). Inflationary uplifts were then applied to staff costs to reflect the actual increase in real Living Wage between February / March 2022 and 22 September 2022. In addition, an inflationary uplift was applied to energy costs; to all costs for seasonality, and a further percentage increase to allow for reinvestment.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
Scottish Borders	• Scottish Borders Council is dependent on the private and voluntary sector and childminders to fulfil its statutory duty to deliver funded ELC for eligible children and endeavours to ensure that there is sufficient range of provision to meet the needs of families and ensure that funding follows the child. • During the phasing in of the expansion of hours, Scottish Borders Council increased the hourly rate paid to partners to £5.31 by August 2020 in line with previous IPSOS Mori findings. • Significant financial support was given to funded providers during the time of COVID restrictions to ensure they were able to continue to provide childcare for children of key workers and so that they survived as businesses/organisations, retaining their staff for when restrictions lifted. • As a result of this and of additional pressures on Council officers as a result of COVID, work was not undertaken to review the rate in time for August 2021. Work did take place to ascertain a sustainable rate and a paper was prepared for Council in January 2022 but providers asked that it was looked at again as they felt the methodology used didn't fully reflect their outgoings and wasn't fully representative of the sector. • Subsequently, Finance Officers worked with a representative group of funded providers to develop robust methodology which has informed the current rate. • From now on, the review of the rate will move from the academic year to the fiscal year and any increase will be recommended and considered as part of the Council's Fees and Charges process starting in February 2023 **Provider Engagement** • As noted above – the methodology for identifying a sustainable rate was developed and agreed with a representation of partner providers – meetings were held virtually. **Meeting Current Costs** • Providers were asked to share details of their accounts, outgoings, income, staffing models, rate charged to parents through other childcare arrangements and profit. It is only through having access to this information that the Council can make a fair assessment of what a sustainable rate is.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• Scottish Borders are aware that there has been an increase in the Real Living Wage. This will be taken into account when proposing an increase in the hourly rate in February 2023, to be implemented in April 2023 which will allow providers to increase the rate paid to staff before the deadline of 14th May 2023.
Shetland Islands	• Sustainable rates from August 2020 were developed using (1) survey costs method. The Terms and Conditions for the Council's Flexible Framework stated that an annual uplift would be applied in line with CPI increase. Sustainable rates have been increased using this method. • The Flexible Framework covers a 5 year period. Shetland would look at carrying out a detailed cost survey again, ahead of renewing the Flexible Framework, in August 2025. **Provider Engagement** • Shetland Islands are in regular contact with funded providers. • There has been no official consultation as part of the rate setting process for 2022-23. This is because there is an annual CPI linked increased rate. **Meeting Current Costs** • Shetland Islands set the sustainable rate based on CPI linked inflationary increase.
South Ayrshire	**Note:** South Ayrshire completed this part of the survey before 2022-23 rates had been confirmed at Council. • South Ayrshire are currently progressing the rate setting process with funded providers. This process is aiming to establish a fair, affordable and sustainable solution. • The rate is being reviewed in light of the increased costs taking account of the impact of inflation and the real living wage. • The funded providers in South Ayrshire (with two exceptions) did not engage with the IPSOS MORI cost collection process. • The current approach includes: 　○ a review of the funded provider charges based on local market prices and data. 　○ taking account of the impact of inflation and the real living wage

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	o a review of the IPSOS Mori data (Regional Collaborative level) **Provider Engagement** • A series of meeting have taken place of both a small working group and the wider funded provider group. • Following a meeting of all funded providers a small working group was formed. The group agreed a cost collection template. • The wider funded providers did not agree to progress with this template. • Subsequent meetings have looked at inflationary pressures and the real living wage. **Meeting Current Costs** • Rates still have to be confirmed • The Council are conscious of the impact of the increase of the real living wage and inflationary pressures. • In the absence of a cost collection data at local level, proposals currently being explored are looking at an uplift to take account of the a range of increasing pressures including Real Living Wage and inflationary increases as well as opportunities for reinvestment.
South Lanarkshire	• Following the publication of the Ipsos MORI data in May 2022, a baseline process was established across the West Partnership (WP) authorities to consider a consistent approach for setting the sustainable rate. Unfortunately, only 10 funded providers within South Lanarkshire shared information with Ipsos MORI and, therefore, localised data was not available. Data from across the West Partnership has been shared with the eight partner authorities and this informed the review of the sustainable rate. • This approach was taken due to lack of specific local data but also to ensure that providers working across a number of authorities have similar methodology, enabling understanding as to how each local rate has been reached. Whilst WP authorities have looked to take a consistent approach, each authority has its own geography, demographics and wider financial considerations which results in the potential for different rates being paid.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	- A number of key factors have been considered starting with the total hourly rate for those paying the real Living Wage (RLW) for an Early Years practitioner based on the Ipsos MORI dataset and using this as a starting point for costs, splitting for staffing and non-staffing and considering the variable elements for application in line with the guidance: - Support for payment of the Scottish Living Wage - Reflecting the cost pressures facing providers including utilities - Consideration of the seasonality of provision - Providing an appropriate margin to provide support for reinvestment - The overall impact on the sustainable rate based on the data from the funded providers exercise and allowing for the variable elements for consideration, produced a recommended rate that aligns to SLC localised conditions and allows affordability to be applied. The new rates will be implemented from August 2022 in line with the terms and conditions of the contract for ELC and will be paid in the next appropriate payment run for each funded provided. This will be backdated to August 2022 from the date of approval, agreement and payment. **Provider Engagement** - An internal working group was set up to consider the SLC sustainable rate from August 2022. This comprised both Finance Services staff and Early Years staff. Members of the group have participated in various national workshops facilitated by the Government and the Improvement Service and also across the West Partnership and ADES joint ELC and Resources networks. Work undertaken has resulted in an options appraisal of various factors influencing the sustainable rate. - Initial consultation took place with a small number of funded providers. The funded provider consultation group include representatives from a childminder, a voluntary sector provision, a rural provision, as well as a small and large urban located provider. - The main issues raised for consideration related to the payment of the real living wage for staff, the impact of the rate of inflation, general operational increased costs and also the timeline for implementation associated to this review. These meetings were scheduled in July.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• In addition an information Bulletin was issued to all funded providers to ensure an on-going update of information was provided. All partner providers were provided with a copy of the Ipsos MORI SLC specific data as well as the technical report. Agreement is being sought across the West Partnership to release the full dataset to funded providers following approval of all authorities. This is expected to be in the next few weeks.
	• In order to ensure full representation, 4 geographical area forums for all funded providers were held on 12 August 2022 with the main agenda highlighting the outcome of the Ipsos MORI cost collection survey, the subsequent methodology process currently being followed as well as presenting the opportunity for issues to be raised. Again the main issues raised related to payment of the real living wage for staff, the impact of the rate of inflation and general operational increased costs.
	• A funded provider meeting was held on 7 September 2022 providing an update on progress towards a sustainable hourly rate, confirming announcement of the RLW on 22 September 2022 and again providing the opportunity for issues to be raised. Funded providers continue to be updated via the regular scheduled six weekly meetings and a meeting is scheduled in the coming weeks when final rate to be considered.
	Meeting Current Costs
	• The revised sustainable rate for SLC takes account of the RLW, as announced on 22 September 2022, by applying a +10.1% increase to the staffing element of costs as provided within the specific total hourly rate.
	• The hourly rate increased from £9.90 to £10.90 and as such the SLC rate was increased by the same percentage to allow funded providers to support the payment of the RLW based on actual cost data provided as part of the Ipsos MORI data set.
Stirling	• In order to provide some financial assurance for partners, Stirling followed the previous guidance to allow them to increase the rate from the start of the financial year in April 2022, prior to the publication of the updated guidance.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• The timing of this also supported their procedure for making advance payments to ensure a smooth transition to the new rate and ensuring partners have sufficient cash flow.
	• Stirling offered all private nurseries the opportunity to amend their contract to offer places for entitled 2 year olds from August 2022 at a rate of £6.51 per hour. 11 out of 13 partners took up this offer.
	• The updated COSLA guidance was used in this process to ensure it was sustainable for both partners and the local authority.
	Provider Engagement
	• In order to ensure that the rate set for 2-3 years old covered the additional costs associated with provision for this age group, all funded partner nurseries were invited to join a working group to agree a sustainable rate. 3 partner providers joined this group, alongside the Early Years Workforce Development (WD) officer.
	• This group enabled partners to share their challenges and highlight what needed to be considered when rate setting.
	• As part of this work the WD officer worked with the service accountant to update and analyse previous cost collection information that had been gathered from partners. These costs were updated to allow for inflationary rises, the uplift to the real living wage and staff ratios for 2 year olds.
	• Information from the working groups analysis was then shared with all partners, who were offered the opportunity to sign an amendment to their contract to enable them to provide funded places for eligible 2s at the uplifted rate of £6.51 per hour.
	• Stirling Council analysis looked at the current funded rates for 2 year olds paid by local authorities across Scotland, the current charges across Stirling PVI for 2 year old places and the previous cost collection exercise carried out by the local authority when setting the funded rate for 3 and 4 year olds. The rate of £6.51 is based on projected costs for delivery, including the uplift to the real living

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	wage and inflationary rises, and is based on 75% occupancy to ensure sustainability when not operating at full capacity. **Meeting Current Costs** • In addition to actions detailed above, Stirling benchmarked its rate against other local suthorities • Partners were advised that, if required, Stirling would review the rate based on the findings from the Ipsos Mori Cost Collection Exercise. The results from this have subsequently suggested that the rate is fair and sustainable, as findings show that across Forth Valley and West Lothian Regional Improvement Collaborative (RIC) the median costs per hour for children age 0-5 is £4.45 and the mean is £5.23. For 2 year olds the average fee per hour across the RIC is £4.19 (median) and £4.49 (mean). • Stirling are confident that the rate of £6.51 plus lunch is in line with all current guidance and within the scope of budget available.
West Dunbartonshire	• West Partnership Finance Group met to discuss findings of National Cost Collection Exercise, Sustainable Rate Setting; agree next steps and report back to individual Councils. • To set an affordable rate within the quantum provided and to realign budgets, a sustainable hourly rate for Council to agree which represented an uplift of 6.78% was proposed. This new rate reflected the costs of ELC delivery (including inflationary increases), provided scope for reinvestment which reflected a measure of profit in a private sector setting and delivery of the Real Living Wage commitment for providers of ELC. • The increase from £5.31 to £5.67 for 3-5 year olds captured the increase in the Scottish Living Wage since 2021 as well as an element for any increase in 2022-23, in addition it contained an uplift of just over 2% for future investment and development at each setting. • The hourly rate for eligible 2 year olds was increased from £5.31 to £5.84. The 10% uplift in the hourly rate for this age group reflected the higher staff ratio required for this age group and subsequent increased costs of the numbers of funded eligible 2 year olds attending those services (approx. 50).

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	Provider Engagement • 2021-22 - discussion and engagement at a monthly Provider Forum to set and agree a sustainable rate for 2022-23. This resulted in agreement with providers that this should align with the principles of Funding Follows the Child Operating Guidance i.e. high quality ELC, cost of delivery, investment in service and payment of the Living Wage. • Provider Forum working group proposal for increased hourly rate to £5.84 for 2-5 year olds, identified the following factors influencing their proposed increase: gap in salaries in the private and public sector, increases in the RLW, increase in National Insurance, Fair Work Practices, cost of Covid, increased cost of energy, food, insurance and resources. • As a result of the proposal the hourly rate for eligible 2 year olds was increased from £5.31 to £5.84 in April 2022. • WDC encouraged all providers to return the National Cost Collection Exercise in May 2022. This resulted in 8 returns from 11 providers. In order to preserve confidentiality RIC level information was provided but not local authority level data. As a result the data could be not be used to help set the local sustainable rates for 2022-23. • An average rate for the West Partnership Regional Improvement Collaborative (RIC) was provided from May 2022, the West Partnership Finance Group met to discuss the findings of the National Cost Collection Exercise, Sustainable Rate Setting and next steps. Thereafter, a working party was established with finance representatives from each of the eight Local Authorities which comprise the West Partnership to study the data and to review rates. Although the West Partnership rate has informed the review, there will not be the same sustainable rate across the RIC, this was to ensure that local contexts are taken into account. • Engagement with a Provider Forum regarding the proposed increased rate. Note, scope to provide the data they did for the Cost collection exercise was not an option at this point in the process. • Proposal to Education Services Committee which was agreed based on increased costs ELC provision.

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23

	Meeting Current Costs
	
	• In setting the rate, WDC sought to establish a process which is data informed, consistent and fair. To support this process, WDC collaborated with colleagues across the West Partnership to streamline the approach. The aim was to ensure that those providers working across a number of authorities do not have to engage with significantly different methodologies in understanding how each local rate has been reached.
	
	• Colleagues in finance engaged with the West Partnership Finance Group to streamline the approach to rate setting. Although they looked at this collectively through the finance group, it was recognised that each local authority has its own geography, demographics and political oversight so whilst the methodology may be the same the eventual local rate for each area as expected had some differences.
	
	• The external factors influencing the sustainability of the hourly rates paid to contracted providers that WDC considered were:
	   o rising costs and wages including payment of the real Living Wage for those delivering the funded entitlement;
	   o rising cost pressures;
	   o delivery of a high quality ELC experience for all children;
	   o an increase that reflected the cost of delivery, including the delivery of national policy objectives;
	   o an increase that allowed for investment in the setting – staff, resources and physical environment.

West Lothian	• No rate change, as rate considered to be sustainable and fair. • When setting the current rate in 2021, West Lothian reported the process included meetings and consultation with private partner providers, a short term working group (consisting of partner providers, Finance and Education), a survey of current costs and charges, and cost modelling. **Provider Engagement**

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23
	• The rate set and paid from April 2020 was set following extensive consultation with partner providers. The process commenced with an in person meeting with partner providers in the Civic Centre. Livingston to outline and agree the process (following the Scottish Government guidance on setting sustainable rate). • Providers were then asked to complete a financial template to return to Education Services which outlined current costs/charges with an estimate of future costs/rates. Individual meetings were held with each provider to discuss their situation. In addition, a small working group was formed attended by 3 partner providers, officers from Education Services and Finance Services. • Please note that the hourly rate set includes sum for ELC meal and milk/snack, as set before the roll out of the separate payment for SHMSS effective from August 2021. • Regular meetings are scheduled with Partner Providers and Childminder throughout the year. Sustainable rates are benchmarked with other local authorities and the information is shared with partner providers. Rates are compared with Regional Improvement Collaborative (RIC) authorities (Forth Valley and West Lothian) and again these rates are shared with partner providers. **Meeting Current Costs** • The financial information used estimates for future costs, inflation and potential increases to the real living wage (Scottish Living Wage Rates).

Western Isles	• Western Isles carried out an extensive costing exercise with funded providers and from the information received calculated a proposed rate for funded 2's and funded 3- & 4-year-olds.
	
	• This was informed with the information gathered from each individual setting and incorporated taking into account the key aspects of Funding Follows the Child which included the following:
	    ◦ the rate will support delivery of a high quality ELC experience for all children
	    ◦ it will be a rate that reflects the cost of delivery, including the delivery of national policy objectives
	    ◦ the rate will allow for investment in the setting – staff, resources, and physical environment

Council	Summary of Approaches by Local Authorities to Setting Sustainable Rates for 2023-23

	o it will enable payment of the real Living Wage for those childcare workers delivering the funded entitlement.
	
	Provider Engagement
	
	• The Council emailed out to funded providers asking for the following information to ascertain the sustainable rate going forward:
	  o An overall cost of staffing (including admin, janitorial and maintenance), if the setting was full to capacity and staffed accordingly.
	  o Capacity for funded 2's and 3–5-year-olds
	  o Current attendance numbers for funded 2's and 3–5-year-olds
	  o Overheads for Building and utility costs
	  o Overheads for materials and equipment
	  o Allowance for 'investment and development'.
	
	Meeting Current Costs
	
	• Western Isles approach was to undertake an extensive costing exercise in collaboration with the partner provider. This was informed with the information gathered from each individual setting, as detailed in section 3 (b) and incorporated taking into account the key aspect of Funding Follows the Child which included the following:
	  o the rate will support delivery of a high quality ELC experience for all children
	  o it will be a rate that reflects the cost of delivery, including the delivery of national policy objectives
	  o the rate will allow for investment in the setting – staff, resources, and physical environment
	  o it will enable payment of the real Living Wage for those childcare workers delivering the funded entitlement.

Annex D

Summary of Additional Support for Funded Providers

- The Guidance For Setting Sustainable Rates, originally published in April 2019, highlights that a*long with the sustainable rate, local authorities provide a range of benefits to funded providers* and that *it is for local authorities to decide the best package to ensure high quality ELC provision is offered to children and families, based on their own local circumstances.* Further information is provided in Section 6 of the April 2019 Sustainable Rates Guidance.

- It also notes a local authority should outline the support package available, and its monetary value (where available), to funded providers at the time of application.

- Local authorities were asked to detail their additional support package, and advised they could include financial and non-financial measures.

- **Table D1** sets out the information provided by local authorities in response to this survey question.

Table D1: Summary of Additional Support Package provided by Local Authorities to support Funded Providers

Council	Summary of Additional Support Package for Funded Providers
Aberdeen City	• A team of Early Learning and Childcare Locality Lead Officers providing regular Quality Improvement support and training to Funded Providers. This includes termly Quality Improvement visits, local network events and access to training and equates to: £183,000 per annum. • An Additional Support Needs Advisory Project (ASNAP) is commissioned from a Third Sector organisation to support children with additional support needs to uptake their statutory ELC entitlement in a Funded Provider setting. The cost of this service is £65,000 per annum. • Funding for accredited qualifications is also awarded to staff working in Funded Provider ELC settings as part of a commitment to workforce expansion and development. • Aberdeen City Council also pays for First Aid training for all Funded Provider ELC staff.
Aberdeenshire	• Aberdeenshire Council views all funded providers as equal and funds the delivery of ELC the same in a childminder as in a playgroup and a day care setting. All settings have access to the same support. • Aberdeenshire Council provides funding for all training for funded providers. This includes core courses such as first aid, ones which improve quality and a range of qualifications at levels up to BA. • The Quality Improvement Team also develop and deliver bespoke training, which all providers can access or which is specifically targeted to meet need or on request. • All settings have access to a teacher and additional members of the EY team such as Development Workers who support with admissions and deliver packages such as Nurture, Bookbug Baby Massage and Parenting programmes. Support to place and ensure sufficiency for 2 year olds is also delivered by the Development Workers. • Support for all settings is provided by the EY team proportionate to need on a Universal, targeted, and Intensive level. There is a National Standards Improvement Programme which focuses on settings at risk of failing to meet National Standards or who have recently failed to meet National Standards. Newly implemented EY Service Officer has been created to focus on practical support

Council	Summary of Additional Support Package for Funded Providers
	and delivery of the improvement plan. Data is showing this has had a positive impact and will be expanded. • Aberdeenshire Council also has an hourly rate, to support funded providers to meet the needs of children with Additional Support Needs. There are two rates, which are £9.30 and £10.30, depending on the level of need. If a funded provider is supporting a child or children who meet the criteria, then they can also apply for a grant for resources. The EY team support the setting to make a plan for what is required, additional staffing, resources and training. • Aberdeenshire Council offers a sustainability grant, which allows for a funded provider who is struggling financially to apply for up to £10,000. This can cover overheads (not salaries) and can also cover improvements to the environment, as identified by either the Care Inspectorate or the Quality Improvement team. • Aberdeenshire Council has regular meetings with the funded providers to hear their issues and concerns and to provide updates and information on training/recent inspections and availability of resources and EY Team input. These are at least once a term and mainly happen during the day time. • Meetings are also organised in the evening so that childminders can attend without children.
Angus	• All contracted providers have access to an extensive annual ELC training programme which offers a wide range of training and support for new and experienced staff at all stages in their career to engage with current theory and practice to provide high quality ELC. • Each contracted provider also receives bespoke support from an ELC central team member which includes termly visits and an annual quality assurance visit and report from an Early Years manager to support improvement planning. Additional targeted support for settings at risk of falling below Care Inspectorate grades 4, involves additional bespoke training, support work and visits from the EY locality team member to facilitate improvements towards identified needs following action plans.

Council	Summary of Additional Support Package for Funded Providers
	• Additional support from Angus Additional Support team and Educational Psychology team is available as required to meet the needs of all children. • Funding assistance for relevant national qualifications is offered to staff from contracted providers, including childminders. • Subsidised First Aid training is offered to contracted providers' ELC staff, including childminders. • Funding of 'Protecting Vulnerable Groups' checks is also offered to contracted providers' staff. • Business support team offers support, guidance and training with NAMS and admissions process • ELC central team supports the application process to become a funded provider and provides on-going contract support. • All contracted providers can request access to GLOW.
Argyll and Bute	• CLPL annual programme • Pre, during and post inspection support • Workforce development • Qualification funding • Grant distribution • Resource allocation • Network support • Additional Support Needs (ASN) funding – Argyll & Bute pay an enhanced rate of £14.24 - £14.48 per hour for children with additional support needs. • SMHSS distribution • Free school meal provision • Learning and teaching support • Teacher allocation • Care Inspectorate (CI) support

Council	Summary of Additional Support Package for Funded Providers
	• Sharing practice fund
Clackmannanshire	• Access free of charge to training courses • Workforce development for required management qualifications • Access to ELC learning hub • Dedicated officer support • Quality Assurance • Inspection support • Access to physiological services
Dumfries and Galloway	• All providers have a link officer in the central Early Years Team to offer bespoke advice and support in a needs-based approach. Minimum of termly visits offered with intensive support in place as required. • Weekly bulletins have been introduced to ensure providers are kept abreast of all information, grants available, training opportunities etc. • Termly meetings are in place for providers to support quality of provision and share practice. • Regular evening meetings are in place for childminders to offer sector specific support. • A range of professional training opportunities continues to be offered including fully funding courses provided by external training providers. • All providers have been provided with a laptop to support use of NAMS and delivery of ELC. • Payments are made in advance and within 30 days of the start of term. • Additional payments are made in respect of children requiring support. Providers also have access to the Educational Visitor Service. • Support team provides support with NAMS including training as required, admissions, funded hours and meal and SMHSS payment processes. • Collaborative Forum has been established and biannual business meetings planned.

Council	Summary of Additional Support Package for Funded Providers
	• Dumfries and Galloway pay an additional rate of £10.07 per hour for children with additional support needs.
Dundee City	**Financial support** • Continued to fully fund all eligible children during unscheduled Jubilee holiday and Queens State Funeral. • Financial support for staff to undertake relevant qualifications (subject to available funding). **Additional support measures** • Access to a fully funded comprehensive Dundee City Council (DCC) Early Years CLPL programme -flexible delivery models available • Access to DCC e-learning modules • Regular information shared regarding a range of training that can be accessed from a range of sources (Ed Scot, CI). • Bespoke training for childminders and individual support from LA officer. • Participation in working groups. **Quality Improvement** • Early Years Team provide on-going, responsive and proportionate support and challenge including support for improvement planning and self-evaluation. • Minimum of 2 Quality Improvement visits with Early Years Officers. • Pre and post Care Inspectorate inspection guidance and support from Education Officers including attendance at CI inspection feedback. • Support for HMIe inspections including pre- inspection guidance and participation in the inspection process. • Proportionate support for providers to meet the National Standard including intensive support and additional visits for providers on Service Improvement Periods.

Council	Summary of Additional Support Package for Funded Providers
	• Regular liaison with Early Years Officers including a funded providers forum. **General support and guidance** • School Support team provide support with NAMS, applications and funding. • Training on NAMS as and when required. • Support and guidance from the Early Years team on admissions, funded hours, meal payment process and healthy milk and snack registration and payment. • Early Years Officers support application and assessment process to become a funded provider and provide on-going contract support. • School Support team/Early Years team support for applications for Deferred Entry to Primary and Early Years Panel. • Educational Psychology, Bilingual Service, SLT and Accessibility and Inclusion Service support. • Finance team support including support for the Sustainable Rate review and application and payment process for the Healthy Milk and Snack scheme. • Contracts team and legal team support including application and assessment process to become a funded provider and provide on- going contract support.
East Ayrshire	• Access to a teacher from the peripatetic early years teacher team for a block of time in each setting. The block of time allocated to each setting is assessed on the provider's need for support. • Access to support and challenge from an ELC Improvement Officer re ELC National Standards and following inspection, if required. • Access to training and continuous professional development at no cost to the provider. • Licence for Learning Journal at no cost to the provider • Access to GLOW at no cost to the provider • Access to professional networks e.g. Early Years Outdoor Learning Network and funded provider meetings

Council	Summary of Additional Support Package for Funded Providers
	• Access to Early Years Development Officer (Workforce Planning and Training Officer) re training needs analysis for each funded provider • Access to an Educational Psychologist and Speech and Language Therapy Service re support, assessment and professional advice for children with additional support needs. • Funded Provider meeting held once per term chaired by Early Years Service Manager • Support for childminders via offices in East Ayrshire's Community Childcare Service • Support and guidance from the Early Years team on admissions, funded hours, meal payment process and healthy milk and snack registration and payment • Contracts/legal team support including application and assessment process to become a funded provider, including childminders and provide on-going contract support.
East Dunbartonshire	• All centres receive a minimum of 3 annual visits from their link Quality Improvement Officer. The focus of these visits is to provide support for self-evaluation, using the quality indicators from How Good is Our Early Learning and Childcare. Additional visits are planned at the request from a centre, as a follow up from a focus visit or following inspection. • Quality Improvement Officers support centres before, during and following inspections by the Care Inspectorate or Education Scotland and if required work with the centre to create an Action Plan to continuously improve so that the establishment meets the National Standard. • All centres are supported by Early Level Support Teachers who support in a range of ways including modelling practice, providing bespoke professional learning, assisting with identifying improvements, advice / support with Support for All meetings and assisting in the creation of stimulating learning environments. • All centres have access to Psychological Services for their children as appropriate to provide support for children, their families and the centre. **Professional Learning** • A comprehensive professional learning programme is provided for all early years' staff. Last session this included training on:- curriculum, self-evaluation, literacy, numeracy, play pedagogy,

Council	Summary of Additional Support Package for Funded Providers
	nurture, supporting practitioner enquiry and tests of change, planning for children's learning through environments, high quality experiences and sensitive interactions – indoors and outdoors. • Regular Funded Provider Strategic Group Meetings take place on a regular basis throughout the year along with wider Funded Provider Business Meetings to provide ongoing support and advice. • Self-evaluation training was offered to all management teams - this training was highly evaluated. • Learning Partnership Groupings have been established in session 2021-22 with all funded provider groups invited to attend. This provides a valuable forum for sharing practice, ideas and for working on aspects such as self-evaluation, standards and quality reporting and centre improvement planning.

East Lothian	• Access and support from:
	   o Early Years Service Manager
	   o Education Support Officers
	   o Early Years Support Teachers
	   o Lead Officer – 1140hrs
	   o Equity and Excellence Officers
	   o Educational Psychologist
	   o Early Years Outreach Officer
	
	• Access to training provided by East Lothian Council at no charge to providers

East Renfrewshire	• Free access to East Renfrewshire Career Long Professional Learning (CLPL) Programme Subsidised external training – including BA, Froebel. • Commitment from an ELC Development Officer and Quality Improvement Officer. • Participation in a collaborative model of self-evaluation for self-improvement. • Dedicated ELC teacher, with a specific remit of supporting the children of ERC that attend funded providers and assisting staff by modelling, taking part in professional dialogue, and any other request within their remit.

Council	Summary of Additional Support Package for Funded Providers
	• Access to the Educational Psychology Team supporting you to support children in your care, by providing strategies, interventions that can enable inclusion and a strong sense of wellbeing as well as providing high quality CLPL to staff. • Regular Early Learning and Childcare Forums to share national and local information and provide a platform for sharing good practice.
Edinburgh	• An allocated Quality Improvement Education Officer (QIEO). The QIEO provides Support and Challenge, this is delivered through a proportionate model focusing on settings who have experienced a high level of change or are not meeting the National Standard. • The QIEO team led by the Quality Improvement Manager (QIM) provide both universal and targeted support to support the model of continuous improvement. **Universal support includes:** • Three conference events per year- Leading the Strategy. These provide the opportunity for the central Early Years Team to share key messages and provide strategic direction for Senior Leaders. They also support collaboration, opportunities to share and moderate practice across the sector and within localities. • Support for Self-Evaluation: QIEOs will review the settings Standards & Quality report and ensure an annual visit to discuss the Improvement Plan. QIEOs are available to settings throughout the year to support the annual Self-Evaluation cycle. • Support and Challenge visits linked to core Quality Indicators from national documentation: HGIOELC and The Quality framework from the Care Inspectorate. These will be proportionate and focused visits. • Access to Core local guidance linked to key areas to support high quality practice e.g. Planning with Children, Communication & Literacy, Numeracy and Maths etc. • A range of CLPL/training opportunities linked to practice. • ASL support for practitioners and individual support for children from the central ASL team.

Council	Summary of Additional Support Package for Funded Providers

	• Pre and Post inspection support for HMIE and the Care Inspectorate Inspections. This includes attending scoping and feedback meetings and any further training/CLPL support identified
	• Targeted support, for settings who are not meeting the National Standard includes:
	   ○ Individual support developed around the action plan for the Service Improvement Period, which could include bespoke training/CLPL specific to the focused areas.
	   ○ Regular support visits from the QIEO.
	   ○ Unannounced visits to monitor progress from QIEO and another EY officer.
	• Systems and operational support
	   ○ IT issues with NAMS
	   ○ entering children onto NAMS
	   ○ marking leavers
	   ○ finding children and moving from other authorities
	• Support in the calculation of funded entitlement for children aged 3-5 years and T2s. This is done through email, webpage updates, circulation of EY newsletter .
	• Support in meeting Criteria 9 of the National Standard through provision of advice and processes along with monitoring.
	• Intermediary between parents and nurseries when issues arise.
	Monetary value of this support
	• CEC officers working with both local authority and partner providers support 113 LA Settings and 153 Partners.
	• Partners provide just under 4 million hours of funded ELC per annum.
	• The indicative average cost attributable to supporting each hour in a Partner Provider is 14p.

Falkirk	• Free access to training courses • Free support from small team of peripatetic early years teachers • Free professional advice and support from Children's Services officers

Council	Summary of Additional Support Package for Funded Providers
	• Free support, supply and distribution of Co2 monitors. • Regular meetings with Senior Children's Services Staff (Private Nursery Providers) • Support from SCMA (Childminders)
Fife	• Access to courses and training opportunities • Access to a development officer to support with continuous improvement • Delivery of quality Improvement Sessions - 4 times per year • Attendance at Operational Forum Sessions – 4 times per year • Partner provider information published on Council website • Access to area ELC Principal teacher and Peripatetic Nursery Teacher • Support from Quality Improvement Officer (ELC) • All partner providers triaged for support with partners clearly informed about what different levels of support can be
Glasgow City	**Financial Sustainability Framework (c. £75,000 to date)** • No funded provider services in Glasgow have closed to date due to lack of financial sustainability. During Covid, the Council put in place a financial sustainability framework intended to support any coming forward who felt this may be a concern. Over the 2 years, 2020 and 2021, only 2 providers (both third sector) came forward. Both were funded and continue to thrive today. • Despite the fact that Covid restrictions have been removed, the financial sustainability framework remains in place and support has recently been offered to a provider who, through no fault of their own, found themselves in difficulties which might threaten their business. A short term solution was agreed – effectively payment in advance to be recouped over an extended time by adjustments to payments as the business stabilises once more - which enables them to continue to operate until such time as the crisis is past. **Workforce Support, Development & CLPL (estimated total costs c.£400,000)**

Council	Summary of Additional Support Package for Funded Providers
	• Glasgow part funds staff from funded provider settings who are undertaking certificated qualifications required by SSSC. GCC currently meet up to 70% of the cost of basic Support Practitioner and Practitioner level qualifications and 60% of higher, degree level GCC also part fund Masters level qualifications which go beyond SSSC requirements. • Glasgow provides a fully funded comprehensive training programme on a broad range of practice areas to support quality improvement in funded provider settings. Here is a link to the Early Years website which includes further information on the broad range of training available to staff within both funded provider and GCC settings. • Training is offered within a progressive framework which includes programmes at varying levels. • Funded providers also receive support in the form of compliance and business support from the Monitoring & Liaison Team, inspection support, training and support & challenge visits from peripatetic Leaders of Early Learning teacher team and senior Area ELC Managers. **Additional Support for Learning (c. £15,000)** • In early 2022, within the central ELC team, GCC appointed a part-time Senior Educational Psychologist for early years, who developed the new Early Years website for staff which in addition to general information on all training, provides comprehensive ASL information around approaches, Glasgow specific processes and links to wider training with detail of how to access it. A suite of core online training modules has been created by Glasgow Psychological Services and made available to funded providers as well as Council staff, with plans to create even more modules looking at Children's Mental Health & Wellbeing in development. • In common with Council nurseries, funded providers can access an Educational Psychology service for advice and support around the needs of specific children. GCC also shared with providers at the August 2022 meetings, plans to pilot a Staged Intervention & Inclusion Meeting (SIIM) structure specifically for funded providers. This mirrors the approach used to support Council nurseries when considering children with additional needs and information will be rolled out shortly.

Council	Summary of Additional Support Package for Funded Providers
	Funding for 3 Year Olds (c. £102,000) • Funded providers currently receive funding for 3 year olds up to a week earlier than Council nurseries do, meaning that places are funded between 1 and 5 days earlier than they would be in a Council setting. **Flexible Rental** • The Council currently has 7 buildings, including 2 multi-million pound new builds and 4 major refurbishments, which have been made available to funded providers via a bidding process to establish new, expanded nursery services at no capital cost to them. Other buildings are now being made available with no capital refurbishment but permission is in place for the nursery provider to carry out their own building works if they so wish. Social economy or 3rd sector providers currently pay rent of £11,000 per year whilst private sector providers pay £22,000 per year on 10 year leases, with review built in at mid-point. Given that some of these buildings have been registered to provide for more than 130 children at any one time, this provides an extremely good potential financial return for the successful bidders.
Highland	The Local Authority provides:- • CPL opportunities at no cost to partners, such as first aid, food hygiene, others delivered via providers outwith HC, and funded by HC. • Access to a 'teacher' by way of Early Years Education Support Officer support advice and guidance. • Access to the central ELC team for support and guidance. • Access via application to additional funding to support children with Additional Support for Learning. • Top up funding to support access to required qualifications.
Inverclyde	• In addition to the sustainable rate funded providers also have access to a range of support from the Local authority. • Termly visits to support planning for improvement.

Council	Summary of Additional Support Package for Funded Providers
	• Targeted support requests • Teacher access support • Access to LA internal and external training providers • Support from Central Quality improvement team • Support from Educational Psychology service and ASN Forum
Midlothian	The support delivered by the council in support of funded providers includes the following: • Qualification training • Mandatory training • CPD training • Quality Assurance improvement planning and process support from Principal Teachers and other officers • Quality Improvement visits • Intensive support during service improvement periods for those settings not meeting the National Standard.
Moray	• As part of the preparation for the expansion of funded hours from 600 to 1140 hours, Moray offered partner providers the opportunity to apply for infrastructure/resource and training grants. Additionally, outdoor materials grants were offered to partner providers at the start of the pandemic along with financial support related to COVID costs throughout the lockdown period. • Moray also offer standard in person training courses i.e. first aid as well as virtual training opportunities i.e. child protection. • Moray have a team of central ELC staff that support the nursery and childminder providers including Continuous Improvement Officers, Childminding Development Officer and Early Years Teachers.
North Ayrshire	• Funded provider staff are included in all professional learning that is delivered by North Ayrshire Council (NAC) staff to early years practitioners.

Council	Summary of Additional Support Package for Funded Providers
	• Funded provider (FP) managers and business owners are included in all ELC Head Teacher meetings and in all relevant professional learning opportunities. • Teacher access is provided by NAC and each FP establishment has an allocated teacher who provides learning and development and QI support for staff and managers.
North Lanarkshire	• Support from link Quality Officers in regard to; • The Quality Agenda – Meeting the National Standards (self-evaluation and quality assurance) • Quality Improvement Visits (inhouse support and challenge) • Pedagogical Leadership (including access to an accredited leadership programme). • Curriculum design and implementation • Child Development • Play-Based Learning • High Quality Physical Environments • Outdoor Learning (access to bespoke training). • Family Engagement • Professional Collaboration and Development (access to cluster networks and a training calendar of ELC development opportunities). • Quality Transitions • Inclusion – GIRFEC / Child Protection / Safeguarding • Loving Lunches / Healthy Snacks • 3 Equity and Excellence leads in partner nurseries • Access to a training calendar of ELC development opportunities • Membership for Early Years Scotland for all • SCMA membership for Childminders only • Support from the central team around admissions and payments

Council	Summary of Additional Support Package for Funded Providers
	• Participation in work groups to support improvement across the ELC service • Support from Psychological Services
Orkney Islands	• Orkney provide free training and development sessions at a time when childminders can attend, currently fortnightly on a Monday evening. This is open to partnership and non-partnership childminders. • Orkney also provide weekend sessions at times through the year, e.g. Forest School sessions with a visiting trainer. • Orkney have a loan library of books childminders and other early years professionals can borrow plus outdoor resources they can also borrow.
Perth and Kinross	• A wealth of CPD opportunities delivered both face to face and online. • A wealth of resources available on GLOW and continuously added to and updated to support high-quality practice, provision, and improvement. • Regular support from an Early Years Support Teacher. • Tailored support from members of the central team, including colleagues in Inclusion as appropriate to ensure continual improvement. • Termly development sessions and inset support provided to funded provider ELC leads in line with the offer to local authority ELC leads.
Renfrewshire	• Each provider and childminder is allocated a designated link Partnership Support Officer providing a minimum of a termly visit; • Professional advice and support on quality improvement; • Access to regular forums and manager sessions to advise and discuss national and local expectations and sharing of practice. • Access to an Early Years Graduate (in line with SIMD status) and to an Early Years Teacher; • Free access to high quality continued professional learning;

Council	Summary of Additional Support Package for Funded Providers
	• Financial support towards external workforce training costs to assist in the compliance with SSSC requirements, including the BA degree qualification, Froebel and initial qualifications for trainee staff; • Termly funded provider meetings with a focus on business and development matters. • Other support services such as Educational Psychology to support with children with additional support needs.

Scottish Borders	• Approx. 9,700 hours and an estimated cost of £316.5k of Early Years team time is dedicated to funded providers.
	
	• This includes access to 130 hours teacher support each week for support/portal/Inspire/MA's training.
	
	• Quarterly leadership meetings, network meetings.
	
	• Direct access to central support team for NAMs, payments, queries etc. Link Officer Support, Review days and Contract meetings. (This does not include any other services time i.e. Finance for sustainable rate or ad hoc work, associated with private providers).
	
	• In addition to this, funded providers received funding in 2021-22 for:-
	   o £194k – ASN Grants
	   o £5k – Additional 10p Healthy Snack (Funded by SBC)
	   o £46k - SMHSS - Government Funded
	   o £9.5k – Service Management Fee - £450 per setting
	   o £14k – Catering provided by SBC (for lunch - settings that are unable to provide)

Shetland Islands	• Access to LA training and development • Funding for qualifications to ensure they meet registration requirements • Access to dedicated education support officers • Providers who occupy an SIC premises can access a buildings support package • Access to ELC grant funding

Council	Summary of Additional Support Package for Funded Providers
South Ayrshire	• There are a range of supports currently provided for funded providers. These include: • Access to shared CLPL Programme • Access to a teacher to work with children • Additional ASN support (payment for staff) as agreed • Support visits from the central team • Access to advice and guidance from Psychological services • Management support meetings and network meetings • Curriculum and management guidance and support materials • Admin support from central admin e.g. NAMS
South Lanarkshire	• In August 2019, South Lanarkshire Council (SLC) introduced Early Access for 3 year olds where children receive funded provision from the week following their third birthday. This policy is funding by SLC beyond statutory provision at standard hourly rates at a cost of £0.855m per annum equivalent to approximately £1.90 per hour per 3 year old for an average of three months in funded providers. • South Lanarkshire Council provides a range of support, guidance, personal and professional qualifications and training opportunities to all funded providers free of charge. Some examples of such opportunities are fully funded BA Childhood Practice and the Froebel certificate. SLC also invest in producing supporting curricular guidance, quality improvement and self-evaluation materials. • Funded providers can also access and benefit from on-call support from the central early years team, admissions support for processing applications, regular virtual meetings for sharing practice and providing support and guidance. Support is in place for pre and post inspections or areas identified for development. Since the introduction of the National Standard which set standards for ELC providers, SLC have also established processes to support those establishments whose outcomes do not meet the requirements. SLC jointly work with and support funded providers in conjunction with the Improvement Unit to engage in and support their improvement action plan.

Council	Summary of Additional Support Package for Funded Providers
	SLC also invest in a range of opportunities for individual providers and provide a link to an area Lead Locality Officer and an ELC Quality Officer. In addition, a range of central support is available at all times for funded providers. • The Council has also supported funded providers through a personnel team to provide advice, guidance and support for recruitment processes where needed. • The total annual cost is approximately £1m. This would equate to approximately £0.40p per hour per child. All of the above is provided at a zero rate to funded providers. • Funding as part of the Milk and Healthy Snack Scheme Scotland Regulations 2021 for pre-school children spending 2 hours or more in the care of a regulated day care provider and/or childminder that has registered for the scheme is also provided. From 1 April 2022, a national interim combined rate of 58.2p is paid per eligible child per day.
Stirling	• Stirling Council offer quality assurance support to all funder providers through the allocation of a Link Officer from the Early Years Central team to each setting, this includes both nursery and childminder settings. Funded Providers also attend termly early years business meetings and safeguarding networks where relevant updates and practice is shared. All funded providers participate in early years improvement partnerships in quads and quintets, working with partners in local authority settings for self-evaluation and improvement. • All funded providers are given access to a wide range of Stirling Council CLPL opportunities at no cost, this includes evening bitesize training sessions which can better meet the needs of funded providers unable to attend daytime training sessions, termly practitioner forums, curricular 'champions' training (e.g. Play, Literacy, Numeracy, Digital), first aid and food hygiene and an annual early years conference. Funding can also be made to reduce cost of access to external training opportunities, e.g. the Adventures with Alice programmes. • In addition, Stirling Council have a workforce development fund which all funded providers can apply to in order to support qualifications. This can be support worker or practitioner level qualifications, or support for degree level study. Practitioners who require a qualification for their

Council	Summary of Additional Support Package for Funded Providers
	role receive 100% funding, practitioners wishing to access a qualification to enhance their development can access up to 50% of their funding. • Funded providers also have access to the Equity budget which provides additional funding to support children with ASN. All funded providers have access to support form the Stirling Council ASN Service, Educational Psychological Services and Speech and Language Therapy. • All funded providers are provided with logins / access to Glow (where they can access all relevant Stirling Council guidance, policies and support materials), access to CPD manager (to book education training), and a google license and login (that enables them / their staff to access use google apps (mail, drive, meets, forms, sheets etc). Each setting is also given access to an online training platform, MyLO, to access essential training. • 7k per annum is allocated to the SCMA to support training for childminders, and additional funding has been made available from Stirling Council to support the recruitment drive and start-up costs for new childminders, particularly in rural areas. This allows local provision of services where it is needed.
West Dunbartonshire	Benefits include: • Free access to all professional learning • A designated link Partnership Education Support Officer; • Working groups • Annual mandatory training • Leaders' meetings • Partner provider meetings • Early stages teacher allocated resource 0.2/0.1 FTE • Access to Psychological Services support • Link named psychologist • Support from the central Early Years team

Council	Summary of Additional Support Package for Funded Providers
	• Preparation for inspection • Sharing of all guidance developed to support staff • Equitable access to workforce development budget.
West Lothian	Additional support to partner providers includes: • Support in relation to quality improvement provided by the Early Years Development team. • Access to all council provider ELC training events. • Targeted resources to support delivery of Froebelian pedagogy. • Access to Froebel Certificate (University of Edinburgh). • Support visits by EY Development team • Access to EY team for advice and support • Access to all WLC Council ELC training events including partnership events with West Lothian College. • Termly partnership liaison meetings with WLC senior managers, • Pre and post Care inspection support.
Western Isles	• Responsible for providing the cost of training, grants, and teacher time for support and transition within the limitations of the budgets allocated.

Appendix 3

Response to Supplementary Questions

a.   The total number of funded hours provided in Edinburgh.
b.   The number of funded hours broken down by Council, Partner Providers, and by childminders.

The request is for 12 months to 31 May 2022 and 12 months to 31 May 2021:

We hold data from session 21-22 onwards. The information is gathered on a termly basis. The period requested stretches from May 20 which is during the pandemic and almost all settings were closed for a significant time during this period.

This is the information we provided to the Scottish Government:

May 2021 – Bubbles were still in place so not all children were able to access their full entitlement.

Banded Uptake	2-Year-Olds				3- and 4-Year-Olds			5-Year-Olds (Deferrals)		
	Local Authority Settings	PVI Settings	Childminders	Alternative Arrangements	Local Authority Settings	PVI Settings	Childminders	Local Authority Settings	PVI Settings	Childminders
600 hours or fewer	55.0				2,119.0	806.0	38.0		52.0	6.0
>600 hours, <900 hours										
≥900 hours, <1140 hours										
1140 hours	370.0	52.0	4.0		3,177.0	3,605.0	36.0		152.0	3.0

September 2021 (Note deferrals in partner settings were included in the 3-4 year old data).

Banded Uptake	2-Year-Olds				3- and 4-Year-Olds			5-Year-Olds (Deferrals)		
	Local Authority Settings	PVI Settings	Childminders	Alternative Arrangements	Local Authority Settings	PVI Settings	Childminders	Local Authority Settings	PVI Settings	Childminders
600 hours or fewer										
>600 hours, <900 hours										
≥900 hours, <1140 hours										
1140 hours	233.0	30.0	6.0		3,698.0	3,150.0	49.0	502.0		

February 2022 (Note deferrals were included in the 3-4 year old data).

Banded Uptake	2-Year-Olds				3- and 4-Year-Olds			5-Year-Olds (Deferrals)		
	Local Authority Settings	PVI Settings	Childminders	Alternative Arrangements	Local Authority Settings	PVI Settings	Childminders	Local Authority Settings	PVI Settings	Childminders
600 hours or fewer										
>600 hours, <900 hours										
≥900 hours,										

	2-Year-Olds				3- and 4-Year-Olds			5-Year-Olds (Deferrals)		
<1140 hours										
1140 hours	379.0	44.0			5,303.0	3,742.0	30.0			

May 2022 – (Note deferrals were included in the 3-4 year old data).

Banded Uptake	2-Year-Olds				3- and 4-Year-Olds			5-Year-Olds (Deferrals)		
	Local Authority Settings	PVI Settings	Childminders	Alternative Arrangements	Local Authority Settings	PVI Settings	Childminders	Local Authority Settings	PVI Settings	Childminders
600 hours or fewer										
>600 hours, <900 hours										
≥900 hours, <1140 hours										
1140 hours	502.0	92.0			6,125.0	3,967.0	61.0			

Appendix 4

Education, Children and Families (E,C&F) Elected Member Briefing

At the E,C&F Committee in September 2022, members requested the following information following on from the Early Years Partner Provider Hourly Rate for Funded Early Learning and Childcare Report:

1.1.5   Agree to provide full detailed reports on the Gross Early Learning Annual Budgets for 2020/2021 and 2021/2022 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.

Early Years Expansion Update

The Children and Young People (Scotland) Act 2014 extended provision to 600 hours for all three and four year olds and for two year olds who were looked after (including those in kinship care) and those whose parents were in receipt of out of work benefits.

There was also an original target to increase provision to 1140 hours by August 2020, however this was paused due to Covid and has been introduced from August 2022

The main aims of the expansion in ELC are to:

• improve children's outcomes and help close the poverty-related attainment gap
• increase family resilience through improved health and wellbeing of children and parents
• support parents into work, study or training

As well as the main aims stated above the expansion has other stated priorities with regard to providers

financial sustainability

partnership working

workforce recruitment and training

communications with parents and carers

Financial Sustainability

The **Financial review of early learning and childcare in Scotland: the current landscape** published on 27 September 2016 noted that, at the time, across Scotland there was a difference between the average cost of providing an hour in Local Authority setting of £5.45 and procuring a place from a Private Provider of £3.70, a difference of 47%.

The report goes on to note that the large difference between costs in partner provider and local authority settings can be explained by the gap in staff costs noting that on average, for an early years practitioner, the public sector spends 80 per cent more than the private sector on staff-related costs (wages, pensions etc).

It is acknowledged that while this gap has closed due to funding provided to Local Government to support partner providers to pay the Living Wage, it does largely still exist due to the continued increased staff costs in the public sector. Some providers do pay their staff at rates above the living wage and commensurate with that paid in the public sector. However, Local Government is not funded to address the pay differential in this sector or indeed other sectors where similar differences also exist such as Adult Social Care and Older People Care Homes.

https://www.gov.scot/publications/financial-review-early-learning-childcare-scotland-current-landscape/

Comparison of Rates from 2016/17 to 2022/23

Academic Year	Hourly rate paid to providers	Hourly Rate % Increase	Living Wage	Living Wage % Increase	CPI 12 month rate
2016/17	£3.60		£7.20		2.3%
2017/18	£3.70	2.8%	£7.50	4.2%	2.5%
2018/19	£3.80	2.7%	£7.83	4.4%	1.9%
2019/20	£5.31	39.7%	£8.21	4.9%	1.5%
2020/21	£5.31	0.0%	£8.72	6.2%	0.7%
2021/22	£5.42	2.1%	£8.91	2.2%	7.0%
2022/23	£6.03	11.3%	£9.50	6.6%	

The table above demonstrates the progress in paying a sustainable rate to providers since 2016/17. Hourly rates paid to providers have increased from £3.60 per hour to £6.03 an increase of 67.5% compared with an increase in the Living wage over the same period of 32%. The cumulative rate of CPI over the same period is 25.4%

It should be noted that the draft ELC sustainable rates report due to be published in coming weeks ranks Edinburgh as paying the sixth highest hourly rate in Scotland and the second highest with regard to meal payments. **See appendix**

Allocation of Early Years Funding

CEC Early Years Funding

Year	CEC £000	Partners £000	Support £000	Apprntshps £000	Reserves £000	Total £000
2021/22	42,275	22,141	3,260	1,681	11,100	**80,457**
2022/23	47,033	26,110	4,216	1,336	(1,500)	**77,195**

CEC Funding

Provided for 6,125 places as at May 2022, also provided for 388 non funded places. The funding is inclusive of £269,833 of meal costs in 2021/22 and £449,702 in 2022/23.

Partners Funding

Provided for 3,967 places as at May 2022. The funding is inclusive of £1,798,517 of meal costs in 2021/22 and £2,037,000 in 2022/23.

Support

Edinburgh currently (October 2022) has 109 PVI providers 43 Childminders in partnership to deliver funded early learning and childcare. They receive support from the CEC Early Years Team through:

- An allocated Quality Improvement Education Officer (QIEO). The QIEO provides Support and Challenge, this is delivered through a proportionate model focusing on settings who have experienced a high level of change or are not meeting the National Standard.
- The QIEO team led by the Quality Improvement Manager (QIM) provide both universal and targeted support to support the model of continuous improvement.
- Universal support includes:
  - Three conference events per year- Leading the Strategy. These provide the opportunity for the central Early Years Team to share key messages and provide strategic direction for Senior Leaders. They also support collaboration, opportunities to share and moderate practice across the sector and within localities.
  - Support for Self-Evaluation: QIEOs will review the settings Standards & Quality report and ensure an annual visit to discuss the Improvement Plan. QIEOs are available to settings throughout the year to support the annual Self-Evaluation cycle.
  - Support and Challenge visits linked to core Quality Indicators from national documentation: HGIOELC and The Quality framework from the Care Inspectorate. These will be proportionate and focused visits.
  - Access to Core local guidance linked to key areas to support high quality practice e.g., Planning with Children, Communication & Literacy, Numeracy and Maths etc.
  - A range of CLPL/training opportunities linked to practice.
  - ASL support for practitioners and individual support for children from the central ASL team.
  - Pre and Post inspection support for HMIE and the Care Inspectorate Inspections. This includes attending scoping and feedback meetings and any further training/CLPL support identified
- Targeted support, for settings who are not meeting the National Standard includes:
  - Individual support developed around the action plan for the Service Improvement Period, which could include bespoke training/CLPL specific to the focused areas.
  - Regular support visits from the QIEO.
  - Unannounced visits to monitor progress from QIEO and another EY officer.

Systems and operational support

- IT issues with NAMS
- entering children onto NAMS
- marking leavers
- finding children and moving from other authorities
- Support in the calculation of funded entitlement for children aged 3-5 years and T2s. This is done through email, webpage updates, circulation of EY newsletter

- Support in meeting Criteria 9 of the National Standard through provision of advice and processes along with monitoring.
- Intermediary between parents and nurseries when issues arise.

Monetary value of this support

1. CEC officers working with both local authority and partner providers support 113 LA Settings and 153 Partners.
2. Partners provide just under 4 million hours of funded ELC per annum

The indicative average cost attributable to supporting each hour in a Partner Provider is 14p – this would give an equivalent hourly rate when added to the current rate of £6.17 per hour for 3 to 5 year old payments and £6.62 per hour for 2 year olds.

City of Edinburgh support also facilitated the distribution of Scottish Government Covid funding over the last two years.

Apprenticeships

This budget Provides for training costs of Early Years apprentices/trainees. There have been 7 cohorts of trainees either completed or still undergoing training. Of the most recent groups cohort 5 has recently completed with 40 of 60 recruited successfully finishing their training. Cohort 6 has 9 of 15 still undergoing training and cohort 7 has 26 of 30 still undergoing training.

Reserves

£11.1m of funding was transferred at the end of financial year 2021/22. £9.6m was transferred to the Early Years Capital Expansion programme as agreed with the Scottish Government to offset the increased building costs being incurred due to the delay in programme as a result of Covid. The remaining £1.5m was transferred to the current financial year and has been used to achieve a balanced position for Early Years in 2022/23

Future Funding

The funding received by City of Edinburgh to fund Early Years provision was significantly less in 2022/23 than in previous years, there having been a reduction of £3.263m over the last year a further £900,000 reduction will be applied to funding in 2023/24. It has only been possible to balance the current year budget through the allocation of prior year reserves, but this is a one off measure that will not be available in future years. In common with the rest of the authority and the wider public sector there will be a requirement to examine all areas of expenditure to ensure that we can continue to present a balanced budget.

Appendix

Summary of local authority data on rates paid to Funded Providers to deliver an hour of funded Early Learning and Childcare (ELC)

- Table A1 sets out the hourly rates paid by local authorities to providers delivering the funded ELC entitlement to 3, 4 and 5 year olds and eligible 2 year olds in 2021-22 and 2022-23.
- To provide consistency – and in line with the guidance (i.e. meeting the costs of delivering an hour of ELC to one child) – the rates presented in Table A1 do not include any top-ups for the delivery of the free meal commitment.
- The "Comments" column includes additional information provided by local authorities, including variations to the rate which might apply to some providers, temporary top-ups in the rates, and specific rates offered to childminders. Top-ups to the sustainable rate to cover meals and snacks are not included in the comments section, provision for meals is covered separately at Annex B.
- Due to the variation in approaches to funding children with additional support needs, variations to the rate for this purpose are not included here, but are included within comments at Annex D where the information has been provided.
- Where local authorities are currently in the process of reviewing rates to be paid to funded providers for the delivery of funded ELC in 2022-23 this is also highlighted in the comments section; the rate quoted will be the rate currently being paid.
- Where local authorities have increased their rate since the last report, we have included the month during which the new rate took effect. This may be a date prior to the date the rate was agreed upon and confirmed by a local authority if the local authority chose to backdate any increase. The exact date during the month from which the increased rate applied is not included as it was not provided by a significant number of local authorities. This field will read "N/A" (not applicable) where there has been no change since the last report.
- "2 year olds" and "3-5 year olds" is sometimes abbreviated to "2yo" and "3-5yo" respectively.

Table A1: Rate paid to funded providers for an hour of Early Learning and Childcare in 2021-22 and 2022-23

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Aberdeen City	2021-22	£6.05	£5.45	August 2022	Rates for childminders: £5.75 (2yo), £5.45 (3-5yo)
	2022-23	£6.15	£5.55		
Aberdeenshire	2021-22	£6.34	£5.59	April 2022	Currently reviews rates around April each year
	2022-23	£6.61	£5.83		
Angus	2021-22	£6.68	£5.21	April 2022	Currently reviews rates around April each year
	2022-23				Rates for nurseries operating from Council premises: £6.96 (2yo), £5.39 (3-5yo)
		£7.18	£5.61		Rates for childminders: £6.03 (2yo), £5.53 (3-5yo)
Argyle & Bute	2021-22	£6.54	£5.78	August 2022	Pay a higher rate of £7.18 (2yo) / £6.35 (3-5yo) upon funded provider paying their staff the increased real living wage of £10.90
	2022-23				Childminders receiving this increased rate from November
		£6.90	£6.11		
Clackmannanshire	2021-22	£5.42	£5.42	August 2022	Rate for childminders: £5.42
	2022-23	£6.07	£5.57		
Dumfries and Galloway	2021-22	£6.20	£5.26	September 2022	

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
	2022-23	£6.73	£5.71		Paid an interim rate of £5.53 for 3-5yo from January 2022 to September 2022
Dundee City	2021-22	£5.60	£5.31	August 2022	
	2022-23	£5.75	£5.45		
East Ayrshire	2021-22	£5.50	£5.50	N/A	Rate for childminders: £4.76 (from August 2022)
	2022-23	£5.50	£5.50		
East Dunbartonshire	2021-22	£6.40	£5.31	August 2022	
	2022-23	£6.95	£5.77		
East Lothian	2021-22	£5.31	£5.31	August 2022	
	2022-23	£7.55	£6.04		
East Renfrewshire	2021-22	£8.50	£5.31	August 2022	Providers with eligible 2yo receiving the 21-22 rate will continue to be paid at this rate for that child until they turn 3
	2022-23	£5.69	£5.69		
Edinburgh	2021-22	£5.42	£5.42	August 2022	
	2022-23	£6.48	£6.03		
Falkirk	2021-22	£5.55	£5.55	August 2022	Rate for childminders: £5.20
	2022-23	£5.70	£5.70		

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Fife	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.65	£5.65		
Glasgow City	2021-22	£6.40	£5.40	August 2022	
	2022-23	£6.86	£5.79		
Highland	2021-22	£6.13	£5.43	August 2022	The increase in rates for 22-23 is due to a temporary uplift which will be paid until April 2023; rates beyond April 2023 are subject to review.
	2022-23	£6.66	£5.75		
Inverclyde	2021-22	£5.31	£5.31	August 2022	
	2022-23	£5.69	£5.69		
Midlothian	2021-22	£6.50	£5.31	August 2022	
	2022-23	£6.50	£6.02		
Moray	2021-22	£7.57	£6.30	N/A	
	2022-23	£7.57	£6.30		
North Ayrshire	2021-22	£5.31	£5.31	N/A	*The sustainable rates payable are currently still under review for 2022-23. Existing rate reported.
	2022-23	£5.31*	£5.31*		
North Lanarkshire	2021-22	£5.80	£5.55	N/A	Rate previously set for a three year period which ends next year; new rate expected for 2023/24
	2022-23	£5.80	£5.55		

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
Orkney Islands	2021-22	N/A	N/A		Orkney does not use private nurseries for funded provision - only childminders. For consistency with other authorities, these rates are stated below, not in the main table .
	2022-23	N/A	N/A		Rate for childminders: £6 (2yo), £5 (3-5yo)
Perth and Kinross	2021-22	£5.50	£5.31	August 2022	
	2022-23	£5.65	£5.45		
Renfrewshire	2021-22	£8.50	£5.31	August 2022	
	2022-23	£8.50	£5.71		
Scottish Borders	2021-22	£5.65	£5.31	August 2021	The rate for 22/23 is being backdated to August 2021
	2022-23	£6.55	£6.21		
Shetland Islands	2021-22	£7.13	£5.48	August 2022	The quoted rates are for providers in receipt of the LA's Building Support Package.
	2022-23	£7.77	£5.97		Rates for nurseries not eligible for Building Support Package: £7.30 (2yo), £5.62 (3-5yo)
South Ayrshire	2021-22	£5.31	£5.31	N/A	*The sustainable rates payable are currently still under review for 2022-23. Existing rate reported.
	2022-23	£5.31*	£5.31*		

Council	Year	Rate paid to funded providers for one hour of ELC		Month during which increase is applied from	Comments
		2 year olds	3 - 5 year olds		
South Lanarkshire	2021-22	£5.90	£5.31	August 2022	
	2022-23	£6.34	£5.71		
Stirling	2021-22	N/A	£5.55	August 2022 (2yo)	All eligible 2 year olds were with childminders in 2021-22.
	2022-23	£6.51	£5.70	April 2022(3-5yo)	Rate for childminders: £5.20 (including lunch)
West Dunbartonshire	2021-22	£5.31	£5.31	April 2022 (2 yo)	
	2022-23	£5.84	£5.67	August 2022 (3-5 yo)	
West Lothian	2021-22	£6.40	£6.40	N/A	Rate for childminders: £5.90
	2022-23	£6.40	£6.40		
Western Isles	2021-22	£5.31	£5.31	N/A	
	2022-23	£5.75	£5.75		

Summary of Funding Arrangements for Delivery of Free Meals

- Table B1 sets out information provided by local authorities on the payments made to funded providers in the private, third and childminding sectors to deliver the free meal commitment for those children receiving funded ELC in 2022-23.
- Funding to deliver this commitment is additional to the sustainable rate and local authorities must ensure that they are transparent as to the funding being provided to private, third and childminding sector providers for the delivery of the free meal commitment.
- Local authorities may fund the free meal commitment by providing funding as a separate payment per meal, or as a 'top-up' to the sustainable rate.
- Local authorities may alternatively meet the free meal commitment by providing appropriate meals directly from in-house catering.

Table B1: Overview of funding for settings delivering free meals to children receiving funded ELC

Local Authority	Funding to deliver the free meal commitment
Aberdeen City	- £2.75 per meal
Aberdeenshire	- £2.50 per meal - The rate is currently under review. - Provide meals directly to some funded providers.
Angus	- Rate of £3 per meal - A top-up to the sustainable rate of £0.10 per hour for snacks. - Angus pay for up to six meals per week if children are funded on a term time only basis and take three 10-hour funded days per week; or up to five meals per week for children spreading their funded entitlement over 39 weeks or more.

Local Authority	Funding to deliver the free meal commitment
Argyll and Bute	• £3.11 per meal • The rate is currently under review. • Provide meals directly to some funded providers.
Clackmannanshire	• £3 per day • Available via partner nurseries and childminders.
Dumfries and Galloway	• £3.00 per meal • Provide meals directly to some funded providers.
Dundee City	• £2.10 per meal per session • Funding is paid irrespective of whether a child attends their funded session or takes up the offer of a funded meal.
East Ayrshire	• £3.00 per meal • Provide meals directly to some funded providers.
East Dunbartonshire	• £0.50 top-up to the hourly rate • Provide meals directly to some funded providers.
East Lothian	• £0.35 top-up to the hourly rate
East Renfrewshire	• £0.50 top-up to the hourly rate (to a maximum of £3.00 per day)

Local Authority	Funding to deliver the free meal commitment
Edinburgh	• £3.10 per meal
Falkirk	• £0.37 top-up to the hourly rate for partner nurseries • £1.90 per meal for childminders
Fife	• £0.40 top-up to the hourly rate
Glasgow City	• £3.00 per meal • Funding of one meal per half day session, up to a maximum of 5 meals per week. • This means that the child accessing their 1140 hours over 3 full days receives the same amount of funded food provision as the child accessing over 5 half days.
Highland	• £3.00 per meal • This figure includes a temporary uplift of £0.70 until April 2023, and is subject to review.
Inverclyde	• £0.40 top-up to the hourly rate
Midlothian	• £0.40 top-up to the hourly rate
Moray	• £2.35 per meal • Provide meals directly to some funded providers.
North Ayrshire	• £3.00 per meal for partner nurseries • £2.50 per meal for childminders • Provide meals directly to some funded providers.

Local Authority	Funding to deliver the free meal commitment
North Lanarkshire	• £3.00 per meal. • Provide meals directly to some funded providers.
Orkney Islands	• £2.40 per meal
Perth and Kinross	• £2.80 per meal. • £0.20 per day for a healthy snack
Renfrewshire	• £3.00 per meal.
Scottish Borders	• £2.40 per meal.
Shetland Islands	• £1.99 per meal currently • Provide meals directly to a majority of funded providers.
South Ayrshire	• £2.87 per meal. • The rate is currently under review.
South Lanarkshire	• £0.50 top-up to the hourly rate
Stirling	• £0.35 top-up to the hourly rate • Provide meals directly to some funded providers.
West Dunbartonshire	• £3.00 per meal.
West Lothian	• £0.30 top-up to the hourly rate for meals • £0.10 top-up to the hourly rate for snacks
Western Isles	• £2.00 per meal. • Provide meals directly to some funded providers.

Education, Children and Families Committee

10:00am, Thursday, 27 April 2023

Policy for the Transition from Children to Adult Support

Routine
Wards: All
Council Commitments

1.   Recommendations

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

1.1.1   Approves the updated policy for the transition between Children's and Adults services for young people with a disability that went to the Policy and Sustainability Committee in March 2023 which has been referred to the Education, Children and Families Committee.

1.1.2   Notes the request from the Policy and Sustainability Committee asking for a further report in 2 cycles providing an update on the policy and addressing the issues raised by members including why the policy had not been updated before now, the impact not having an updated policy had had on young people affected and consultation with young people making the transition.

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Judith Proctor

Chief Officer, Edinburgh's Health Social Care Partnership

Contact: Mark Grierson, Disability Support and Strategy Manager

E-mail: mark.grierson@edinburgh.gov.uk

Policy for the Transition from Children to Adult Support

2. Executive Summary

2.1 This policy replaces the previous version that expired in 2015. This policy determines how both children's and adult services deliver the transition for young people between their services.

3. Background

3.1 As part of the Edinburgh's Health and Social Care Partnership's (the Partnership) Transformation programme, a project was identified to focus on 'Transitions'. This programme identified four key areas, one of which was developing a revised policy on transitions.

4. Main report

4.1 Transition between children's and adult services has remained a key area of work that has raised challenges for both departments, young people and their carers. It remains crucial that both departments have a very clear understanding of what is required to make a successful transition.

4.2 As part of the transformation project, four recommendations were agreed:

- Children's Services and the Partnership need to develop and implement clear transition processes and pathways.
- Children's Services and the Partnership need to work together to develop packages of support that both partners understand and can commit to.
- Self-directed support (SDS) options need to be shared with young people and their families at the onset of their secondary education.
- To provide clear information to young people and families on life choices and the process of moving from children to adult support.

4.3 The first recommendation has produced a new policy that covers both children's and adult services. This policy has been developed and co-produced through close partnership with both departments.

4.4 The policy needs to be presented to the Policy and Sustainability committee in relation to adult services; it also needs to be presented to Education, Children and Families committee.

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5. Next Steps

5.1 Once agreed by both Education, Children Families Committee and Policy and Sustainability Committee, this policy will be implemented in full and used by both departments.

6. Financial impact

6.1 There are no direct financial implications related to these recommendations.

7. Consultation

7.1 A wide range of staff involved from children and adult services were involved in developing the policy and recommendations.

7.2 There was also direct input from carers who presented their views in written form.

8. Background reading/external references

None

9. Appendices

9.1 Appendix 1 – Policy for Young People with a Disability transitioning from School to Adult Life to promote positive outcomes.

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Policy Title	Young People with a Disability transitioning from School to Adult Life to promote positive outcomes

Management Information		
Lead Officer	Name:	Mark Grierson /Jennifer Grundy
	Designation:	Disability Strategy and Support Manager/CPTM
	Email / Telephone:	Mark.grierson@edinburgh.gov.uk Jen.grundy@edinburgh.gov.uk
Service Area	Adult Social Care/Children's Social Work	
Last Review Date		
Implementation Date		
Review Date	One year after implementation	
Agreed by		
Date Agreed		

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1. Policy Statement & Purpose

This is a joint policy between the Edinburgh Health and Social Care Partnership and City of Edinburgh Council Children's Services. The policy sets out our shared vision and commitment to improving and enabling young people with additional support needs, who are making the transition to young adult life.

Life beyond school can be a daunting prospect for any young person and their family. For those with additional support needs, this transitional change and the options for consideration can feel particularly overwhelming. Young people with additional support needs have the same hopes as other young people; to have a voice, a social life, to be involved and to participate as active, included and valued citizens.

We recognise that when transitions are supported well at an appropriate age (14 years), this leads to positive outcomes and increases the young persons' ability to reach their full potential.

Young people with a disability often require additional support in different areas of their lives, for example, moving from school to further education or employment, benefit, welfare and/or housing support.

This policy promotes early intervention and the development of life skills, alongside clear pathways to support people to meet their identified needs and outcomes are central to achieving a positive destination and a fulfilling life.

2. Scope

2.1. Who Does This Policy Apply To?

- Young people with additional support needs from age 14 years to their 26th birthday (including people with additional support needs who are care experienced, looked after and accommodated).
- Carers of Young people (including Adult Carers, Young Adult Carers and Young Carers).

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- Young people transitioning to adult health provisions is out with the scope of this policy however, Children's and Adult Services will work collaboratively with health professionals to support this.

2.2. What Will This Policy Aim to Achieve?

- Ensure a range of pathways and opportunities are available to young people, to achieve a positive destination with a fair and consistent approach.
- Provide a definition of a positive destination, which is clear and equitable for young people and allows them to access a range of supports which meet their personal outcomes and enables them to reach their full potential.
- Empower young people through an outcome focussed approach, increasing flexibility and choice across an increasingly diverse population.
- Children's and Adult Services will work collaboratively to achieve these aims.

2.3. Principles and Approaches Embedded in this Policy

- Good Transition Principles.
- A human rights-based approach, as broken down within the PANEL Principles (Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality).
- Principles of self-directed support.
- Three Conversations Approach/ Children's assessments.

3. Terms and Definitions

Term	Definition
Additional Support Needs	A child or young person is said to have additional support needs if they need more - or different support - to what is generally provided to children or young people of the same age.
	Factors which may individually or jointly impact on a child or young person's capabilities include:
	(1) Learning environment
	(2) Family circumstances
	(3) Disability or health: learning disability/intellectual disability/physical disability, autism – with or without a learning disability, sensory impairment, Profound and Multiple Learning Disability, complex needs, acquired brain injury
	(4) Social or emotional factors: mental health needs.
	The list is not exhaustive, and a person may have one or multiple diagnoses.
Adult Carer (of a Young Person)	A person over the age of 18 years (who has left school), who provides, or intends to provide, help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age-appropriate adult supports.

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Advocate	An advocate offers independent support to ensure the young person's own voice is heard and their rights are respected.
Agency	Partner organisations who support the delivery of social care.
Assessment of Need and Risk/Section 23 report	This is the assessment carried out by Children's Services Social Work teams for a child with Additional Support Needs.
Autism	A life-long developmental disability which affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways.
Capacity	The ability of a person to use and understand information to make an informed decision which may impact on their life and be able to communicate any decisions made.
Care Experienced People	Any young person who is care experienced at any stage in their life, including adopted children who were previously looked after.
Child	Legal definitions vary in different legal contexts. A child is someone up to the age of 16 years, or 18 years if placed on a Compulsory Supervision Order. As soon as a young person becomes 18 years of age they are no longer be considered a child.
Complex Needs	The term complex needs is used to refer to people with intellectual/learning disabilities who also have one or more of the following; behaviours which impact adversely on the young person or others (it is noted that this may include behaviour which is not severe in itself, but becomes severe due to its high frequency), forensic support needs, mental health needs, autism.

	Young people can also have complex health care needs or profound and multiple disabilities.
Continuing Care - Health	A funded package of care that young people and adults may receive due to their disability.
Continuing Care-Social Work	Continuing Care refers to a **local authority's** duty (s17 Children (Scotland) Act 1995), subject to a welfare assessment, to provide young people on or after their 16th birthday, and whose final looked after placement was in foster, kinship (if they were looked after under section (17(6) or section 25 of the 1995 Act) or residential care with the same accommodation and other assistance as was being provided by the local authority, immediately before the young person ceased to be looked after. It enables a young person to remain in the same placement (or equivalent level of care and support if that placement is not available) they were in when they were looked after, the aim being provide to young people with a more graduated transition out of care, reducing the risk of multiple disruptions while maintaining supportive relationships and supporting positive outcomes
	It also places a duty to assess the need for aftercare support until their 26th birthday
Corporate Parent role	The Children and Young People (Scotland) Act 2014 defines corporate parenting as the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers.
Development Officer for Post School Transitions	In post until January 2024, the Development Officer (ASN Post School Transitions) works with schools, social care professionals, health care professionals and third sector service providers to develop, encourage and support joined up procedures and practice.

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Disability	A lifelong physical or mental condition that limits a young person's movement, senses and ability to manage day to day living.
Eligibility	The eligibility criteria policy describes levels of need that fall into 4 categories: critical, substantial, moderate and low. It also sets out the level of need, the partnership and children's services supports through the provision of services using the 4 self-directed support options. Levels of need are determined through engagement in a 3 conversations approach to support planning and/or an assessment from children's services.
Intellectual Disability	A term used internationally for a learning disability, increasingly being used across the United Kingdom.
Learning Difficulty	An additional support need, which affect areas of learning such as reading, writing, spelling and mathematics. There are many different types of learning difficulty, some widely known may include dyslexia, dyspraxia and attention deficit-hyperactivity disorder. A learning difficulty should not be confused with a learning disability.
Learning Disability	A learning disability is a significant, lifelong condition that starts before adulthood and affects a person's development. This means that the person may need help to understand information, learn skills and live independently. People with certain specific conditions can have a learning disability, e.g., people with Down's Syndrome. Other young people with other diagnoses may have a Learning Disability. There are different categories of Learning Disability; mild, moderate, severe and profound.
Leavers Passport	These will be developed for each young person by their school, giving information on the young person which can

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	then be shared with any providers looking at support options.
Outcome focussed	Support planning which seeks to increase the independence, health and wellbeing of young people offering more choice and control over the support they receive.
Personalised and Individual supports including care and support	Individualised support applies to outcomes which cannot be met or provided by universal or targeted support. The purpose of individualised support is to provide an appropriate level of care and support which meets the physical, social, and wellbeing needs of the young person. This is arranged through self-directed support where a support budget will be agreed.
Positive Destination	A range of outcomes which are individual to the person wishes for their future. A positive destination may include, college, volunteering opportunities, supported employment/employment, support services, community networks, university.
Preventative and Universal Supports	Supports which are open to everyone, some provided and guided by local partner organisations and generally already available to support young people to make the best use of the strengths, capabilities and supports already available to them. These types of supports will always be considered first and remain accessible if more targeted or individual supports are required, (see conversation 1 under 'Three Conversations').
Protected Characteristics	A group of characteristics defined by the Equality Act 2010, in which it is against the law to discriminate against someone because of: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation.

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Self-Directed Support (SDS)	A way of providing social care support that empowers people to have an informed choice about how support is arranged, with a focus on working together to achieve individual outcomes.
Social Care Direct	First point of contact for people who want to access social care support in Edinburgh.
socioeconomic factors	Social and economic factors such as income, education, employment, community safety, social supports and family circumstances which may affect a person's quality of life.
Targeted and specialised supports	Where a young person's outcomes cannot be fully met through preventative or universal support, more targeted supports are available. These are typically more specialised which focus on a particular issue and may require access to services which are already funded by Edinburgh Health and Social Care Partnership.
Three Conversations	**Conversation 1: Listen and connect** Conversation 1 is about listening hard to people and their families to understand what's important and working with them to make connections and build relationships to help them get on with their life independently. Conversation 1 is not about whether the person is 'eligible'. **Conversation 2: Work intensively with people in crisis** When we meet people who need something to happen urgently to help them regain stability and control in their life, we use Conversation 2 to understand what's causing the crisis, put together an 'emergency plan' and stick with the person to make sure that the changes happen quickly, and that the plan works for them. **Conversation 3: Build a good life** We always exhaust Conversations 1 and/or 2 before moving on to Conversation 3 – and often we find that we

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	don't get this far. But for some people, longer-term support in building a good life will be necessary, so Conversation 3 is about understanding what this good life looks like to them and their family and helping them to get the support organised so they can live the best life possible.
Transition	The period when young people develop from children to young adults. This is not a single event, such as leaving school, but a growing-up process that unfolds over several years and involves significant emotional, physical, intellectual and physiological changes. During this period young people progressively assume greater autonomy in many different areas of their lives and are required to adjust to different experiences, expectations, processes, places and routines. Transitions also impact on the family or on those who care for the child or young person.
Transition Coordinator	The person identified to be the lead professional in transition planning meetings.
Young Adult Carer (of a Young Person)	Young adult carers are aged 18-25 years, who provide, or intend to provide, unpaid help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Young Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age-appropriate adult supports
Young Carer (of a young person)	A young carer is a carer who is under 18 years old or is 18 years old and is still at school, who provides, or intends to provide, unpaid help and support to a person who is a relative, friend or neighbour who cannot manage to live independently without the Young Adult Carer's help due to disability, and who have needs around the transition into adulthood and accessing age- appropriate adult supports.

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Young Person	A person between the age of 14 years to 26 years of age

4.1. Introductory Principles of Supporting Young People in Transition

We recognise young people as rights-holders by placing them at the centre of transitions and fully taking their views into account as equal partners in planning for a positive destination. We recognise the rights of Parents and Carers as equal partners and will consider their views in a way that takes account of the young person's maturity and understanding; recognising with increasing age and experience, a young person can progressively assume greater autonomy and capacity.

4.1.1. Ensuring Effective Transitions

The intention is to ensure transitions for young people are as effective as they can be, not prescriptive, restrictive or service led. Young People's needs and outcomes are individual and diverse therefore, planning for the future should be creative, flexible and co-produced alongside key people, with the young person at the centre.

4.1.2 Understanding Personal Outcomes and Needs

In order to identify personal outcomes and needs of young people the following points must be considered:

- any impact of having one or more protected characteristics.
- any socio-economic factors which may affect equalities of outcome.
- any additional needs including family circumstances (e.g., one or multiple siblings with or without additional support needs and other caring responsibilities of unpaid carers).

4.2.3. Implementing Support

Achieving a positive destination should be as straightforward as possible, help to support the Young Person's health and wellbeing, be planned around what is

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important in their life and improve their personal outcomes. This can be across different areas of their lives which may include help with:

- making connections
- linking in with community resources
- universal and/ or preventative supports
- targeted and specialised supports
- identifying and achieving employment, education or training
- welfare and housing changes
- healthcare needs
- information and advocacy
- assessing capacity
- guardianship and power of attorney
- managing risk
- personalised and individual supports including care and support
- social activities/friendships
- independence skills

4.2. Points to Consider

- Supports for the young person, and in meeting their personal outcomes, may benefit others (e.g., family members and carers) which can help to maintain and sustain relationships.
- Young people, parents and carers must have access to wide ranging and accessible information, taking into consideration any additional needs, e.g., large print or easy read format.
- Transitions can occur, not just from leaving school, but because of changing circumstances of either the young person or a person who provides unpaid care and support (e.g., age, illness, moving home, leaving or moving towards long term care, caring for people with terminal conditions). This can impact on the wellbeing of either party therefore transitions should be considered broadly and individually.

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4.3. Approach

4.3.1. The Principles of Good Transitions 3 Framework:

Developed by The Scottish Transition Forum this framework provides 7 principles of good transitions:

- Planning and decision making should be carried out in a person-centred way.
- Support should be coordinated across all services.
- Planning should start early and continue up to age 25 years (we will provide planning support up to the young person's 26th birthday in line with the Disabled Children and Young people - Transitions to Adulthood (Scotland) Bill.).
- All young people should get the support they need.
- Young people, parents and carers must have access to the information they need.
- Families and carers need support.
- A continued focus on transitions across Scotland.

4.3.2. Transition Pathways

Identified outcomes can be met flexibly across universal, preventative, targeted or individual supports based on the identified needs of the Young Person.

The level of need is determined through an assessment carried out by a professional or other approved person. Edinburgh Health and Social Care Partnership use the Three Conversations Approach for assessment and planning. Information from Children's services will be accessed where relevant to assist with the 3 conversations approach.

The young person's diagnosis, needs and outcomes, will determine the appropriate pathway and person to lead on supporting successful transition.

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Support for young people will be agreed based on their needs and individual outcomes. Where this is the case, young people will be empowered to access the full range of Self-Directed Support options.

4.3.3. Information for young people, parents and carers

Documentation will be made available, detailing appropriate pathways and support to ensure young people, parents and carers have clear information, understand the process and know what to expect throughout transition. These will include (and may be added to):

- Professionals Guide to Post School Transition Planning - Information, advice and support for young people with significant additional support needs.
- Parent and Carer Guide to Post School Enhanced Transition Planning - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

4.3.4. Practitioner and Professional Guidance and Procedure

A local procedure will be developed, providing clear information to support professionals and practitioners in applying this policy and ensure a consistent approach across the varying pathways. The 'Professional's guide to Post School Enhanced Transition Planning' is available as a user guide.

4.3.5. Preparing and introducing a Transitions Plan

(Subject to the Disabled Children and Young people - Transitions to Adulthood (Scotland) Bill being Ratified by the Scottish Government)

Every young person with a significant additional support need will have a Transition Plan introduced and developed from the age of 14 years. This will provide a statement of the young person's needs from before their 16th birthday until they reach their 26th birthday and details of the care and support which will be required to support their personal outcomes and needs. This may include plans to enhance opportunities including, but not limited to:

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- Education

- Employment

- Training

- Health and wellbeing

- Community connections

- Financial affairs

- Housing

- Leisure

- Active citizenship

- Independent living

- Advocacy support

Schools play a significant and lead role in the introduction of the Transitions Plan. The transitions co-ordinator will be identified as the lead facilitator and this plan will travel with the young person as a live document, minimising the need for repetition of circumstances and needs. In preparing the Transition Plan the views of the young person is paramount. Others, whose views may be captured include:

- Parents, carers and family members.

- An advocate or support agency, requested by the young person, parents or carers to act on the young persons' behalf.

- Professionals e.g., Teachers, Occupational Therapists, Physiotherapists, Social Work/Social Care staff.

- Any other individual the young person sees as key participants in the development of their plan.

The Transition Plan will be reviewed at least once a year while the young person is at school, and - once left school - will remain open for review and be revised when the needs of the young person change, resulting in a change of care and support needs or planned outcomes.

If the young person moves within the boundaries of a different Local Authority, their Transition Plan should be shared with the new Authority. If a young person is

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moving to Edinburgh from within Scotland, the Transition Plan should be shared by the previous Local Authority.

4.3.6. Transition Planning Meetings

These meetings can be one of the most important steps in a young persons transition journey, allowing for the start of conversations about post school destinations and consideration of the range and scope of opportunities as the young person moves towards adult life.

There will be a planning meeting held as part of the young person's annual review meeting when they are 14 years old (third year in secondary school). Schools will co-ordinate and schedule planning meetings. They will also ensure key people are invited to attend, including the young person, their parents or carers and relevant professionals who work both within and outside of the school. The frequencies of these meetings will vary depending on individual circumstances and not all involved people will attend all meetings.

4.3.7. Leavers Passports

The development of a leavers' passport will:
- help young people express their views on their transition.
- reduce the need for young people and their parents or carers to repeat information that has already been captured.
- provide an opportunity for consent to share vital and consistent information with any support agency about the young person's needs and outcomes.
- be worked on within class time alongside young people. Contributors may also include parents and carers as key partners, professionals or any other relevant person the young person wishes.

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4.4. Social Care Support Agencies

4.4.1. The Children Affected by Disability Practice Team

A specialist team of children's Social Workers working with Children and Young People who have a significant and lifelong disability who:-

- support children and young people up to and including their final year in school.(In some circumstances this team may be required for a longer period if the young person is care experienced).
- carry out an assessment of need, which may result in self-directed support funding.
- determine, alongside the young person, parents and/or carers, which is the most appropriate pathway and thereafter refer the person on appropriately to: Universal Supports, Local Area Co-ordination Team, Community Link Worker within GP Practice, Young Adult Disability Team, Locality Social Work Team, or Lothian Exceptional Needs Funding Team.
(Details of timing of these process and how they will applied will be outlined in the procedure).

4.4.2. The Local Area Coordination Team (LAC)

LAC support young people who have a mild or moderate learning disability or Autism (with or without a learning disability) to:

- develop skills of self-reliance and independence.
- access existing community resources.
- use transport independently.
- make plans.
- maintain friendships and meet new people.
- look into further education.
- find work on a paid or voluntary basis.
- health appointments.

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- offer advice and signposting to young people and carers.
- make referrals for additional support, where needed.

4.4.3. The Young Adult Disabilities Team (YAD)

A specialist team of Social Workers who support young people with a severe (diagnosed) learning disability, who may also have complex needs or profound and multiple learning disabilities (PMLD) to:

- determine areas of unmet need and personal outcomes through a Three Conversations Approach.
- link with community resources.
- identify if a support budget may be required to meet individual needs and outcomes, and make this request.
- explore all self-direct support options to maximise choice and control.
- source an appropriate social care provider (where this is required) in partnership with the young person and other key people.
- manage the planning and transitional arrangements for anyone who requires care and support.
- track young people who attend college .
- carry out a review once a positive destination has been sourced and thereafter refer the Young Person to the locality social work team for ongoing case management, including supporting the young person throughout the duration of their Transition Plan (until their 26th Birthday).
- to consider Guardianship options and carry out reviews where a Young Person lacks capacity.

4.4.4. Locality Social Work Teams

These teams operate across four localities. The responsible locality is determined based on the Young Persons home address and are the responsible Social Work team for:

- assessing and reviewing all young adults who are not supported directly by the Children affected by Disability Team or the Young Adult Disability Team, and have been referred for Social Work support #.
- leading on all adult support and protection issues, concerns or actions, for young people over 16 years, including those who are involved with the Disability Practice Team or Young Adult Disability Team.
- ongoing case management and review for all Young People with Social Work involvement or paid supports in place.

4.4.5. Voluntary and Independent Sectors

The voluntary and independent sectors are vital partners in the development of health and social care in Edinburgh. Engagement and collaborative planning are central in building trusting and lasting relationships, and ensuring sustainable social care supports. We will continue to work with both sectors co-producing, planning and shaping the local market based on demand, individual needs and personal outcomes.

We are committed to ensure ethical commissioning practices, wrap around and integrated care and support; building towards the future of a National Care Service and improving the continuity of approaches to deliver support and opportunities for Young People.

5.   Roles and Responsibilities

Employees should follow and apply this policy alongside all available guidance.

Generally, for most young people with a disability, up until a young person leaves school, responsibility, including funding responsibility lies with Children's Services and Families and thereafter Edinburgh Health and Social Care Partnership.

As highlighted within the policy there are some occasions when this is not the pathway. This will be clearly defined within the procedure and guidance for Young People, parents, carers, professionals and practitioners.

The procedure and guidance will include information on:-

- Day support for LAAC children out with Edinburgh.

- Ordinary Residence.

- Case transfer requests within the Council, including children who are accommodated.

- Budgets and funding of assessed support and when this moves to adult services.

- Children who are in final year of school but not known to children's services.

6.   Integrated Impact Assessment

An Integrated Impact Assessment has been completed

7.   Risk Assessment

Not supporting young people transitioning to a young adult life effectively risks the potential of deteriorating health and wellbeing outcomes for young people and other key people in their life, such as unpaid carers. This Policy has detailed the mitigations to address these risks and ensure young people have fulfilling lives, with access to appropriate support that is right for them.

8.   Review

This policy will be reviewed on an annual basis.

9.   Legislative Context

9.1. The Children & Young People (Scotland) Act 2014

This legislation provides a framework for local authorities' support, information and services to children in need and their families, including children with disability or affected by disability. The Scottish Government's Getting it right for every child (GIRFEC) has been built into this legislation and commits to provide all children, young people and their families with the right support at the right time, so that every child and young person in Scotland can reach their full potential.

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9.2. Disabled Children and Young people (Transitions to Adulthood) (Scotland) Bill

This bill aims to improve opportunities for disabled children and young people as they grow up. On agreement of this Bill, a statutory requirement will be placed on local authorities to develop transitions a plan for every young disabled person.

9.3. The Social Care (Self-Directed Support) (Scotland) Act 2013,

This legislation enables people who are eligible for social care support to have greater choice and control over how they receive this support, meaning support can be personalised to individual needs and wishes. Young People, parents and carers should be provided with information and advice about Self-Directed Support (SDS) options and staff must offer and explain a range of choices to them and the person they care for, about how support can be provided.

9.4. The United Nations Convention on the Rights of the Child (UNCRC) embodies the idea that every child should be recognised, respected and protected as a rights holder and as a unique and valuable human being

9.5. Social Work (Scotland) Act 1968 places a duty on local authorities to assess a person's community care needs and decide the appropriate support or services, taking account of the persons preferences.

9.6. Community Care and Health (Scotland) Act 2002 introduced new legislative measures that aim to make it easier for health and social acre organisations to deliver joined up care for people who rely on multiple different services.

9.7. Public Services Reform (Scotland) Act 2010 instigated the development of the Health and Social Care Standards; to make health and social care and social work services better for everyone, so that every person is treated with respect and dignity and has their human rights upheld. These standards are central to ensuring young people get the care and support that is right for them.

9.8. The Carers (Scotland) Act 2016 places a legislative requirement to provide support to Carers and offer an Adult Carer Support Plan, which includes

considering if a Short Break would help meet the Carer's outcomes. The Act also requires that a Statement is published which sets out information about Short Breaks, including what services are available for Carers and the people they support.

9.9. Continuing Care (Scotland) (Amendment) Order 2019

This order places a duty on Local Authorities to provide continuing care aftercare support   under S.26A of the 1995 Act from the age of 16 years to 26 years of age.

9.10. Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) places duties on local authorities to identify, meet and keep under review the needs of the young people for whom they are responsible.

10. Related Documents

10.1. City of Edinburgh Council Professionals guide to Post School Enhanced Transition Planning.

City of Edinburgh Council Professionals guide to Post School Enhanced Transition Planning.

10.2. City of Edinburgh Council Parent and Carer Guide to Post School Enhanced Transition Planning - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

City of Edinburgh Council Parent and Carer Guide to Post School Enhanced Transition Planning - Information, advice and support on what to expect for your young person with additional support needs in the lead up to leaving school.

10.3. Leavers Passport

These are developed by individual schools to meet the needs of each young person.

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10.4. The Keys to Life (2013) and The Keys to Life Framework and Priorities (2019-2021)

The Keys to Life (2013) and The Keys to Life Framework and Priorities (2019-2021) *is the Scottish Government* strategy for people with Learning Disabilities. It recognises that people who have a learning disability have the same aspirations and expectations as everyone else and is guided by a vision shaped by the Scottish Government's ambition for all citizens. It follows on from the Same as You (2000), a review of support for people with learning disabilities.

10.5. Staying Put Scotland

Staying Put Scotland provides guidance on making care planning decisions that prioritise relationship-based practice, as well as extended and graduated transitions.

10.6. Supporting Adult Carers and Caring Relationships Policy
- (Currently being developed)

10.7. City of Edinburgh Council Eligibility Criteria for Adult Social Care Policy

- Eligibility Criteria for Adult Social Care Policy

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Education, Children and Families Committee

10.00am, Thursday, 27 April 2023

Drake Music, National Youth choirs of Scotland and The Real David Cameron Grant Awards

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

   1.1.1   Note the contents of the report;

   1.1.2   Agree to officers continuing to work in partnership with Drake Music and the National Youth choirs of Scotland (NYCoS) to deliver the Youth Music Initiative (YMI) programme in Edinburgh Primary and Special Schools;

   1.1.3   Agree to awarding Drake Music a grant of up to £30,000 per year for the continued provision of the Council's YMI programme

   1.1.4   Agree to awarding NYCoS a grant of up to £60,000 per year for the continued provision of the Council's YMI programme

   1.1.5   Agree to officers continuing to work in partnership with The Real David Cameron to deliver Creative Conversations in Edinburgh;

   1.1.6   Agree to awarding The Real David Cameron a grant of up to £12,000 per year for the continued development and delivery of Creative Conversations and related Creative Learning Network activity;

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Linda Lees, Interim Wider Achievement Service manager

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

Report

Drake Music, NYCoS and The Real David Cameron Grant Awards

2. Executive Summary

2.1 The Wider Achievement and Lifelong Learning Service receives annual grants for the Youth Music Initiative (YMI) and Creative Learning Networks (CLN) from Creative Scotland and Education Scotland respectively. Due to the highly specialised nature of the work, the need for continuity and funders' requirements, open recruitment and/or obtaining three quotes is not realistic. To formalise payments, officers identified that a grant to each delivery partner would provide the stability and quality assurance required. Each grant would be for three years, awarded annually subject to further grant awards from Creative Scotland and Education Scotland. The YMI and CLN programmes are reviewed and evaluated annually. with detailed reports submitted to the funders. This report seeks committee approval to award grants to Drake Music, NYCoS (YMI in Primary and Special Schools), and The Real David Cameron (Creative Conversations) from the YMI and CLN grants awarded to City of Edinburgh Council.

3. Background

3.1 The Scottish Government via Creative Scotland, awards each local authority an annual grant to deliver its YMI programme. As a Managed Fund, the grant amount is known in advance, does not vary from year to year and is not a competitive application. A detailed and fully costed application and end of year evaluation is required. Local Authority YMI plans are required to meet and report on the outcomes and quality standards set out by Creative Scotland.

3.2 The Arts and Creative Learning Team within the Wider Achievement and Lifelong Learning Service has developed and delivered YMI for 20 years. Since 2010, YMI has delivered progressive learning opportunities from Early Years to P6 in all primary schools, and to pupils of all ages in Special schools. This is supplemented with extensive resources from Early to Second Level and CLPL (Career Long Professional Learning) for class teachers. The outcomes required by Creative Scotland are aligned with the Council's priorities for education, and over the years YMI has become a key feature of music education.

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3.3   Edinburgh delivers its agreed YMI programme within the Funding Agreement with Creative Scotland with quality assured delivery partners Drake Music and NYCoS.

3.4   Since 2010 Education Scotland has awarded a grant annually to City of Edinburgh Council to develop the Creative Learning Network (CLN). Since the outset, the Arts and Creative Learning Team has adopted a strategic approach, working collaboratively with regional local authority partners. One of the biggest successes of the CLN has been the Creative Conversations which have run for over 10 years. They have attracted thousands of practitioners locally and nationally and are described as sector leading.

3.5   The success of Creative Conversations is due to a partnership with The Real David Cameron, as agreed in the Funding Agreement with Education Scotland. The Real David Cameron curates and co-ordinates Creative Conversations on behalf of Edinburgh. This unique partnership achieves a very wide reach and gives practitioners, leaders and partners access to highly regarded and sought after educational thinkers and leaders, for a cost which could not be achieved without this relationship. In addition, the Real David Cameron facilitates the conversations bringing skills, experience and a strong reputation, attracting wide participation in the Creative Conversations.

3.6   Officers would like to formalise these partnerships by awarding an annual grant to Drake Music, NYCoS and The Real David Cameron using the funding received by Creative Scotland and Education Scotland.

4.   Main report

YMI in Edinburgh

4.1   A team of tutors deliver YMI in all schools using resources developed by the YMI team and drawing on the tutors' skills and experience. A consistent programme is timetabled for all P3 classes, which is delivered by NYCoS. The reason for engaging NYCoS is to consolidate earlier learning and to establish a solid foundation at P3 for further music education. NYCoS is a specialist music organisation with the skills and infrastructure to deliver on this scale and is quality assured by Creative Scotland.

4.2   NYCoS helps the Council ensure its YMI programme delivers the best experiences for children, at the same time meeting high artistic and musical expectations.

4.3   The YMI programme in Special Schools is delivered by a specialist tutor and Drake Music. Drake Music is a national organisation based in Edinburgh which specialises in music education for children with complex needs and learning disabilities. Drake has developed pedagogy and technologies specifically designed to meet the needs of learners in Special Schools. The work is of the highest quality and provides much needed musical opportunities for pupils who face significant barriers to traditional music learning.

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4.4 Both NYCoS and Drake Music are nationally recognised and have a strong track record for successful and effective musical education. Creative Scotland requires local authorities to work with artists and musicians whose professional and specialist experience is beyond that of class teachers. This guarantees that pupils are exposed to musical learning opportunities that would not otherwise be available to them. All YMI programmes carry no direct or indirect costs to schools or pupils.

CLN Creative Conversations

4.5 CLN funding is awarded annually by Education Scotland, and Edinburgh has received funding every year since 2010. The purpose of the funding is to develop creative learning and teaching. A key aspect of the Funding Agreement with Education Scotland is the continued delivery of Creative Conversations which have grown in momentum over the past 12 years, now with a national reputation.

4.6 Creative Conversations engage education leaders, practitioners and partners in conversation with some of the leading thinkers in education nationally and internationally. Attendance is free providing the time and environment for debate, for thinking to be challenged and ideas explored. The expectation is for participants to use the experience to forge fresh approaches and new partnerships.

4.7 The Real David Cameron is a small company led by David Cameron, an education leader and former Director of Education and Children's Services. David Cameron is well know nationally and in high demand as a keynote speaker, consultant and facilitator, working with schools and local authorities across the UK. He has an extensive network of contacts and is committed to developing creativity and innovation in education.

4.8 The Arts and Creative Learning Team has worked with David Cameron for 12 years, together building a strong partnership and delivering over 70 Creative Conversations. David curates, co-ordinates and facilitates the Creative Conversations and contributes to the Creative Learning Network for an agreed and very low annual fee. This partnership is highly effective and ensures Creative Conversations provide exceptional value for money, attracting speakers on the strength of David's networks and Creative Conversations' reputation.

4.9 Creative Conversations are always well attended. They are all recoded and uploaded to the Creative Conversations You Tube Channel with film clips and challenge questions for schools to use in CLPL and in-service days.

Awarding Grants using External Funding

4.10 To date, Drake, NYCoS and the Real David Cameron have been paid on submission of an invoice and approval of a Waiver. Due to the highly specialised nature of the work and the funding agreements with Creative Scotland and Education Scotland, open recruitment and/or three quotes is not realistic. Therefore, awarding a grant to these three organisations formalises arrangements, is open to scrutiny and is financially compliant.

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4.11   The grants would be entered on the Council's Grants Register and would be paid on production of an invoice for the agreed amount with a Grant Number attached. The grants would be agreed and reviewed annually and would only be awarded on the basis of external funding being secured. Should the Council no longer receive the external funding, the grants would not be awarded to the three organisations.

5.   Next Steps

5.1   Formalise a grant award of up to £30,000 per year to Drake Music and up to £60,000 per year to NYCoS for the continued partnership delivery of YMI.

5.2   Formalise a grant aware of up to £12,000 per year to The Real David Cameron for the continued delivery of Creative Conversations and the development of the Creative Learning Network.

6.   Financial impact

6.1   There are no financial implications arising from the recommendations in this report.

6.2   The amounts recommended as grants represent value for money and have been subject to comparison with other organisations, none of whom can deliver the required activity as per the Funding Agreements with the Council's external funders.

6.3   Making a three year grant award to Drake Music, NYCoS and the Real David Cameron will be:

   6.3.1   up to £30,000 to Drake Music annually

   6.3.2   up to £60,000 to NYCoS annually

   6.3.3   up to £12,000 to The Real David Cameron annually

   6.3.4   covered in full by the YMI grant and the CLN grant to City of Edinburgh Council

   6.3.5   subject to the Council receiving external funding

   6.3.6   reviewed annually every year for 3 years

   6.3.7   entered onto the Council's Grants Register

7.   Stakeholder/Community Impact

7.1   There are no adverse impacts arising from the recommendations in this report.

7.2   Learners and Teachers consistently provide positive feedback on the YMI programmes. This is used in case studies and submitted as part of Evaluation reports to Creative Scotland.

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7.3   Practitioners locally, regionally and nationally provide regular positive feedback on Creative Conversations which have been described as sector leading. Other local authorities and national organisations have adoped a similar approach. Leaders and Practitioners site Creative Conversations as the catalyst for strategic and operational actions.

7.4   Delivering a blended programme of in-person and online Creative Conversations helps reduce carbon emissions for participants outwith Edinburgh. The You Tube channel helps reach a wider audience and provides greater sustainability following in-person events

8.   Background reading/external references

N/A

9.   Appendices

N/A

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Education, Children and Families Committee

10am, Thursday, 27 April 2023

Attainment in the Senior Phase, 2021-22

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   Note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools, during session 2021-22.

1.1.2   Note the continued hard work of young people, staff, parents and carers to support the successful delivery of qualifications in session 2021-22.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director of Education

E-mail: lorna.french@edinburgh.gov.uk

Report

Attainment in the Senior Phase, 2021-22

2. Executive Summary

2.1 This report provides the members of the Education, Children and Families committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council secondary schools for the Senior Phase (S4 to S6) for the academic session 2021-22. The report focuses on the attainment of school leavers.

2.2 Our school leaver destination results are now at their highest level (96.1%), outperforming the virtual comparator and national summary. More leavers attain literacy skills than numeracy skills, particularly at higher SCQF levels. The highest-attaining 20% continue to outperform the VC and national but a small proportion of school leavers attained no passes at SCQF level 3 or better in 2021/22. The gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more at SCQF level 4 was 4.2 percentage points but this widens with progression in SCQF levels reflecting the national pattern of attainment versus deprivation. The outcomes of leavers identified as Looked After are improving.

2.3 As the attainment of this leaver cohort has been determined differently to pre-pandemic years we do need to take care when making comparisons.

3. Background

3.1 This report complements the report Attainment in the Broad General Education in Edinburgh Primary Schools, 2021-22, which was discussed at committee on 15 November 2022.

3.2 The national Senior Phase benchmarking tool for attainment and achievement, *Insight* (see Appendix 2), analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation. This report uses these measures to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendices to this report. Measures used by the Scottish

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Government's National Improvement Framework (NIF) are also used, as appropriate, to measure poverty-related "gaps" in attainment.

3.3 This report has been brought to committee in May of each year, as the data for school leavers is not updated until February, however we will now be reporting on attainment following the initial release of *Insight* in September.

3.4 The coronavirus (COVID-19) pandemic led to changes to the way in which National Qualification results at SCQF Levels 5 to 7 were determined. The attainment data in this report considers all of the attainment which a school leaver gains over their time at school. This means the attainment of school leavers in 2019/20, 2020/21 and 2021/22 may be based on a combination of different approaches to determining results.

3.5 For sessions 2019-20 and 2020-21 the absence of external assessment information, and the use of two separate models to deliver the qualifications each year, has led to different patterns of attainment across Scotland than was seen in previous years.

3.6 The attainment of school leavers in 2019/20, 2020/21 and 2021/22 has been determined differently to that for 2018/19 and before so we are advised that care should be taken when making comparisons over time. Similarly, care should also be taken when comparing attainment to the Virtual Comparator.

3.7 Within this report, therefore, we report on attainment for session 2021-22 and indicate possible patterns of improvement (or otherwise).

3.8 Irrespective of these caveats, we are confident that the actions proposed throughout the report are appropriate.

4.   Main report

4.1 Below we provide a breakdown of progress, as well as areas for development, in the attainment of leavers last session (3596 leavers in the cohort). Note that the graphs referred to are found in Appendix 1.

Appendix 2 gives the background to the key measures used for attainment (including an explanation of the use of the Virtual Comparator, or VC), whilst Appendix 3 explains the Scottish Credit and Qualifications Framework (SCQF) within which these measures sit.

4.2 **Improving attainment in literacy and numeracy** (see graphs 1 and 2).

Literacy and numeracy are key skills for any school leaver. Literacy is taken to be the ability to communicate by reading, writing and listening and talking. Numeracy is defined as the ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts.

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Improvements –the percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.

Areas of concern – more leavers attained literacy skills than numeracy skills, and this was more marked at higher SCQF levels, this reflects the national picture too. We are below the VC for SCQF level 5 Numeracy.

Next steps – we are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy.

4.3 **Improving leaver positive destinations** (see graph 3 and associated tables)
Improvements – Positive destination data dropped nationally in 2020, because of the Covid-19 pandemic's impact on employment opportunities in particular, with local authorities in the central belt affected more than others. Addressing this drop was a key focus for us and our partners during 2020-21, resulting in improvements to our positive destination data. The Edinburgh School Leaver Destination Results (SLDR) are now at their highest level and are above those of the VC and national average. For Leavers who live in our most deprived areas (Quintile 1) the SLDR is at its highest level of 94.7% and the gap in Edinburgh is 3.1pp compared to the national gap of 4.4pp.
Next steps – we need to sustain our school leaver destinations and continue to reduce the poverty-related gap in results.

4.4 **Improving attainment for all** (see graphs 4 to 7)
Improvements - There has been a drop in the average complementary tariff points for the lowest-attaining 20% and middle-attaining 60% in 2021/22 however this aligns with the national and VC pattern. Attainment is higher than that of the pre-pandemic data (2019 and earlier). The highest-attaining 20% continue to outperform the VC and national, demonstrating an improving trend over time.
Areas of concern – 1.4% of school leavers in Edinburgh attained no passes at SCQF Level 3 or better in 2021/22. Although this is lower than the national proportion (2.1%) we need to ensure that all young people are leaving with suitable awards.

4.5 **Closing the gap: attainment versus deprivation** (see graphs 8 to 11)
The National Improvement Framework monitors the poverty-related attainment gap based on a basket of key measures. Three of these measures are based on school leaver attainment by deprivation, namely:

• The proportion of leavers attaining one pass or more at SCQF Level 4 or better

• The proportion of leavers attaining one pass or more at SCQF Level 5 or better

• The proportion of leavers attaining one pass or more at SCQF Level 6 or better
Improvements – At SCQF Level 4 or better, the gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more was 4.2 percentage points, so the gap has narrowed and is at its lowest level. The gap at SCQF Level 5 increases to 17pp but this is lower than pre-pandemic years. At SCQF Level 6 or better, the gap is at 40.7pp. The widening of the gap

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with progression in the SCQF level reflects the national pattern of attainment versus deprivation.

Areas of concern – 44.9% of school leavers from the most deprived areas are attaining 1 pass or more at Level 6 compared to 85.5% of those from the least deprived areas.

Next steps - By developing better progression pathways and the range of available SCQF awards the gap should narrow and the attainment of all improve. We are adapting our model for the delivery of Foundation Apprenticeships to promote of esteem and improve uptake. The review of Scotland's curriculum will also support our pathways workstream.

4.6   **Improving attainment for Care-Experienced young people** (see graphs 12 to 14 – 46 Leavers classified as *Looked After at home and away from home*)
Improvements – the percentage of leavers classified as LAC who achieved one or more award at SCQF level 4 increased by 15 percentage points to 87%; for SCQF level 5 and level 6 there were also marginal gains to 47.8% and 28.3% respectively. These increases show the impact of appointing a QIEO for Care-Experienced Children and Young People, to ensure our work in this area is effectively coordinated.
Areas of concern – despite these increases there is still a clear gap (albeit narrowing) between the attainment of these young people, compared to those living in the areas of highest deprivation in Edinburgh.

4.7   **Attainment by pupil characteristics** (see table 15)

Summary of findings – the percentage of leavers classified as Minority ethnic who achieved one or more award at SCQF level 4 or above is higher than that of all leavers. The attainment of those identified as having an Additional Support Need (ASN) is not as high as all leavers and the gap broadens as the SCQF level increases. 91.2% of leavers entitled to Free School Meals (FSM) attain 1 or more at SCQF level 4 and this is 2pp below the VC.

Areas of concern – the attainment of leavers entitled to FSM at SCQF level 6 is 34.4% and is significantly below the VC 47.7% and it is also lower than those living in the most deprived areas (44.9%).

Next steps - our approach to the allocation of Scottish Equity funding from 2023 will be based on a needs-analysis of Learning Communities, to increase progress in closing the poverty related attainment gap. Senior leaders are engaging in high quality professional learning, such as Leadership for Equity and collaborative opportunities at Headteacher conferences, to ensure that targeted additional activities, approaches or resources known to be effective at raising attainment for children and young people impacted by poverty, are being implemented.

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5. Next Steps

5.1 We will report on progress with the priorities given above, when reporting on Senior Phase Attainment for session 2022-23. The Quality Improvement and Curriculum Service (QICS) continues to provide intensive support and challenge to those schools where attainment is of particular concern. This involves coaching in context for the Head Teacher and Senior Leadership Team, by the Quality Improvement and Education Officer (QIEO) assigned to the school, alongside support from the Edinburgh Learns Team to upskill teaching and support staff. An Action Plan and timeline for improvement is agreed and a Senior Education Manager meets regularly with the Head Teacher to review progress.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 All schools are required to consult regularly with school communities as part of the Empowered System.

7.2 The Teaching, Learning and Assessment Board is currently preparing the Integrated Impact Assessment as part of the Edinburgh Learns for Life strategy for education.

8. Background reading/external references

8.1 Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_73__update_on_attainment_in_city_of_edinburgh_schools_2015-16.pdf

8.2 Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/$full_meeting_papers__education_children_and_families_committee_-_29_march_2018pdf.xls.pdf

8.3 Senior Phase Attainment, 2017-18
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_78_-_senior_phase_attainment_2017-18.pdf

8.4 Attainment in the Senior Phase, 2019-20
mgConvert2PDF.aspx (edinburgh.gov.uk)

8.5 Attainment in the Senior Phase, 2020-21

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https://democracy.edinburgh.gov.uk/documents/s48784/7.10%20Attainment%20in%20the%20Senior%20Phase%202020-21.pdf

8.6   Attainment in the Broad General Education in Primary and Secondary schools, 2021-22

https://democracy.edinburgh.gov.uk/documents/s50902/7.1%20Attainment%20in%20the%20Broad%20General%20Education%20in%20Edinburgh%20Primary%20and%20Secondary%20Schools%202021-22.pdf.

9.   Appendices

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Appendix 1 – graphs and tables

Graph 1 – leaver attainment in literacy at SCQF levels 4 and 5

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy

Legend:
- Edinburgh, City of SCQF 4
- Virtual Comparator SCQF 4
- Edinburgh, City of SCQF 5
- Virtual Comparator SCQF 5
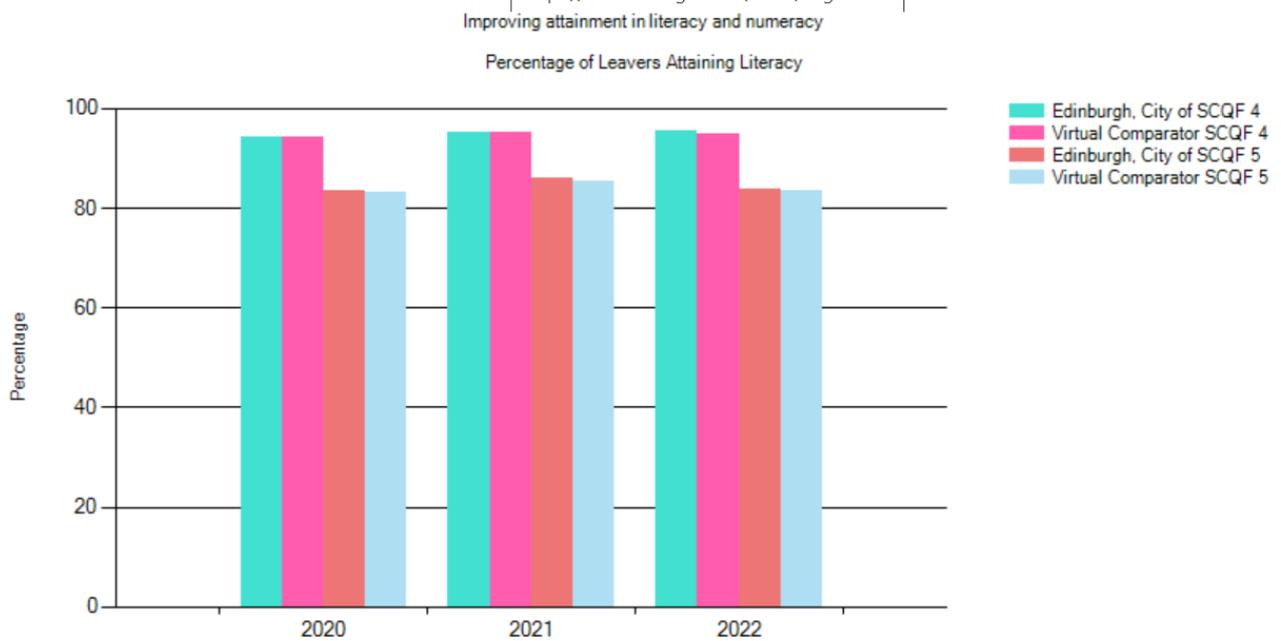
Graph 2 – leaver attainment in numeracy at SCQF levels 4 and 5

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy

Legend:
- Edinburgh, City of SCQF 4
- Virtual Comparator SCQF 4
- Edinburgh, City of SCQF 5
- Virtual Comparator SCQF 5
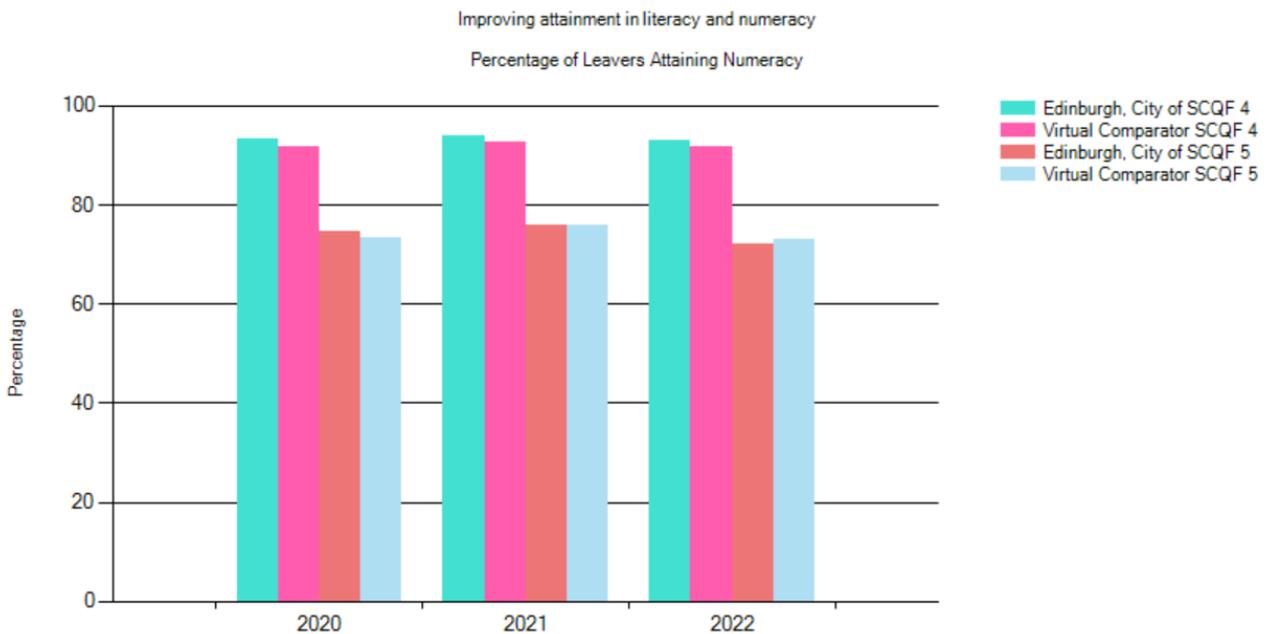
Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Edinburgh, City of	2022	95.52	93.05	83.95	72.25
Virtual Comparator	2022	94.79	91.73	83.44	73.11
Edinburgh, City of	2021	95.35	93.84	86.11	75.94
Virtual Comparator	2021	95.12	92.52	85.52	76.04
Edinburgh, City of	2020	94.14	93.36	83.65	74.57
Virtual Comparator	2020	94.27	91.83	83.24	73.48

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Graph 3 – initial positive destinations for leavers

Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Legend:
- Edinburgh, City of
- Virtual Comparator
- South East Collaborative
- The National Establishment
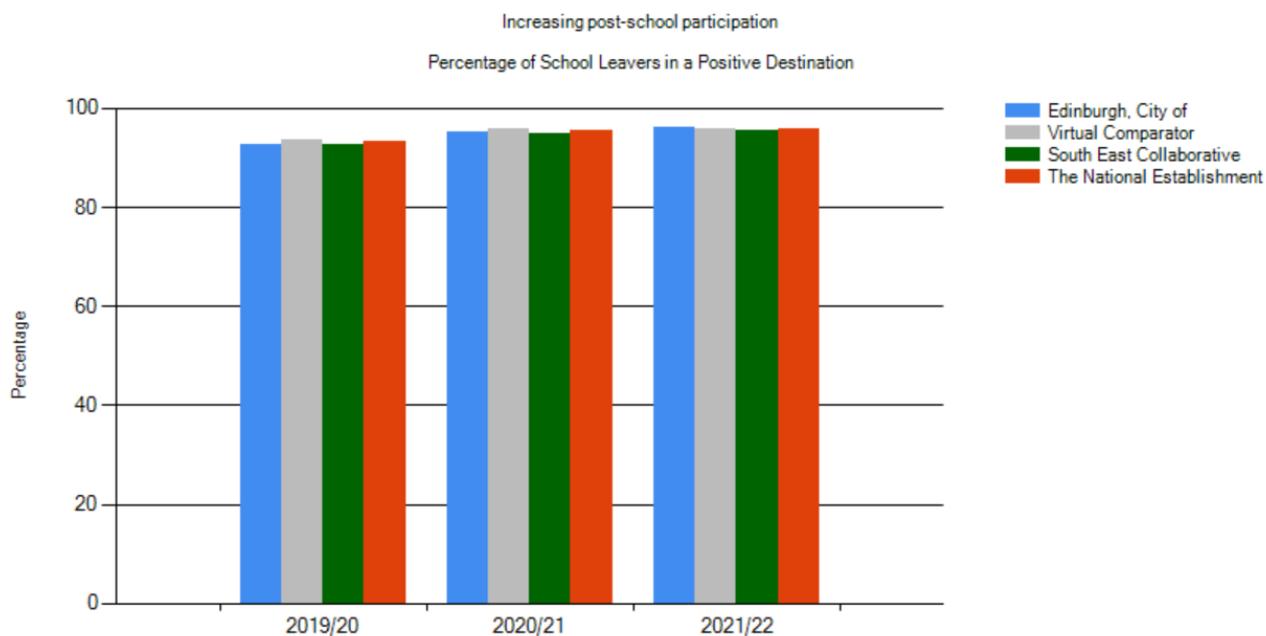
PD	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
CEC	92.52	94.28	95.11	92.53	95.13	96.13
VC	94.13	94.75	95.59	93.64	95.98	95.9
National	93.72	94.39	95.05	93.36	95.48	95.74

Category	2019	2020	2021	2022
Employment	23.39	15.49	20.67	25.44
Further Education	25.29	26.97	20.92	23.69
Higher Education	42.63	45.86	50.03	43.27
Voluntary Work	0.76	0.59	0.40	0.7
PSD	0.55	0.63	0.46	0.5
Training	2.48	2.99	2.65	2.53
Unemployed (Not Seeking)	1.77	2.89	1.69	1.33
Unemployed (Seeking)	3.00	4.08	2.87	2.25
Unknown	0.12	0.49	0.31	0.28
Total Positive Destinations	**95.10**	**92.53**	**95.13**	**96.13**

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Graph 4 – leaver attainment by cohort: lowest-attaining 20%

Improving attainment for all

Average Complementary Tariff Points Lowest 20%
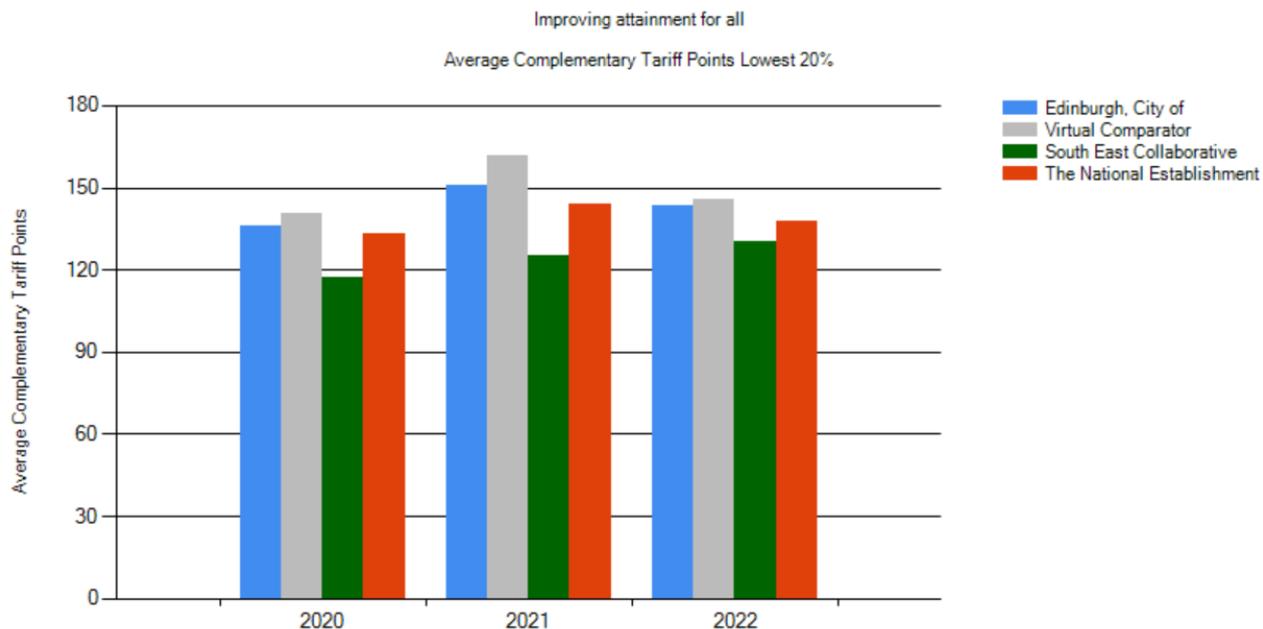
Lowest 20%	2017	2018	2019	2020	2021	2022
Edinburgh, City of	131	132	127	136	151	144
Virtual Comparator	157	151	145	142	162	146
South East Collaborative	131	128	124	117	125	130
The National Establishment	148	143	134	133	144	138

Graph 5 – leaver attainment by cohort: middle-attaining 60%

Improving attainment for all

Average Complementary Tariff Points Middle 60%
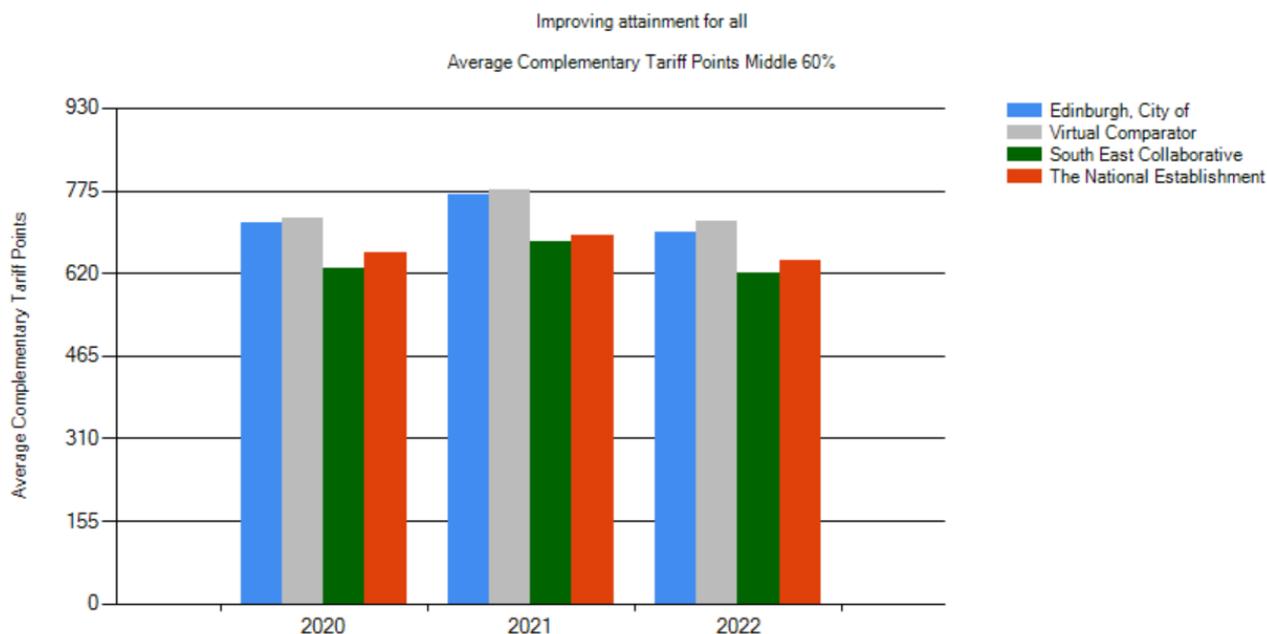
Middle 60%	2017	2018	2019	2020	2021	2022
Edinburgh, City of	658	671	677	715	767	697
Virtual Comparator	690	707	682	723	776	717
South East Collaborative	617	632	620	629	679	620
The National Establishment	634	646	623	657	692	644

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Graph 6 – leaver attainment by cohort: highest-attaining 20%

Improving attainment for all

Average Complementary Tariff Points Highest 20%
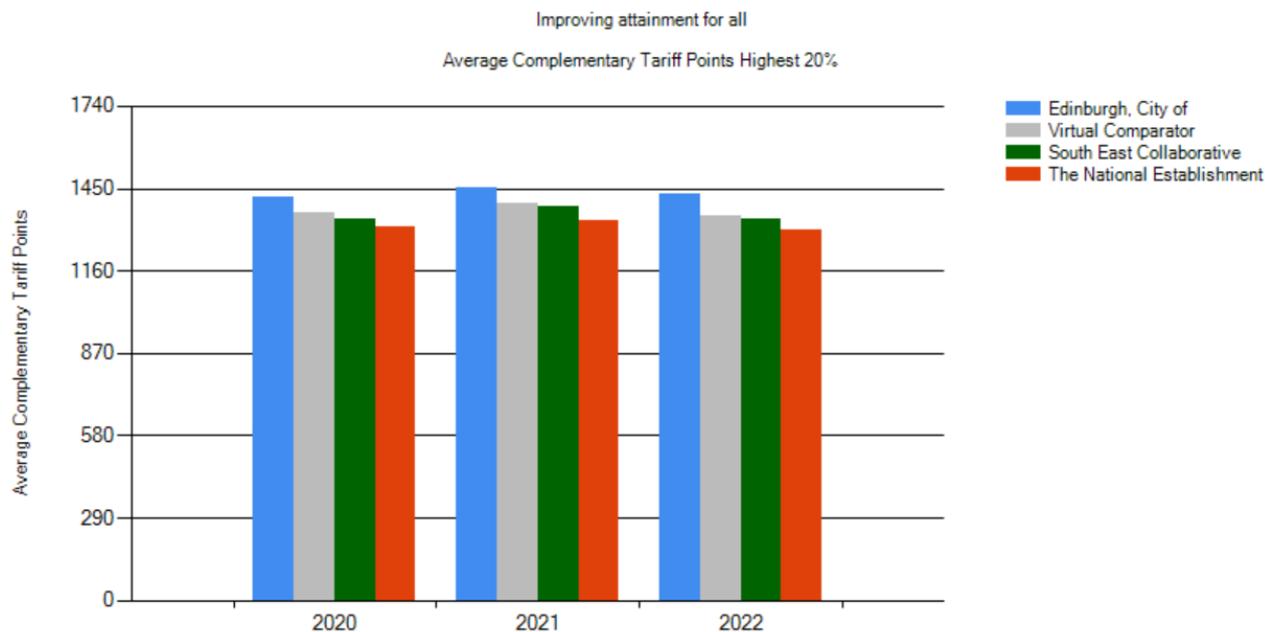
Highest 20%	2017	2018	2019	2020	2021	2022
Edinburgh, City of	1336	1366	1374	1419	1451	1428
Virtual Comparator	1326	1338	1317	1367	1398	1353
South East Collaborative	1286	1311	1316	1344	1388	1345
The National Establishment	1269	1281	1267	1313	1339	1303

Table 7 – national summary statistics (national qualifications only)

2.1% of school leavers attained **no passes at SCQF Level 3 or better** in 2021/22.

1.4% of school leavers in Edinburgh attained no passes at SCQF Level 3 or better in 2021/22

Table 8 – national summary statistics for Leavers (National Qualifications only)

The gap between the **most deprived** and **least deprived** areas in 2021/22 for leavers attaining 1 pass or more at:

- **SCQF Level 4 or better** is **5.8 pp**
- **SCQF Level 5 or better** is **19.1 pp**
- **SCQF Level 6 or better** is **37.0 pp**

(percentage point gaps are affected by rounding)

Graph 9 – leavers achieving 1 or more award at SCQF Level 4 or better (all SCQF Awards)
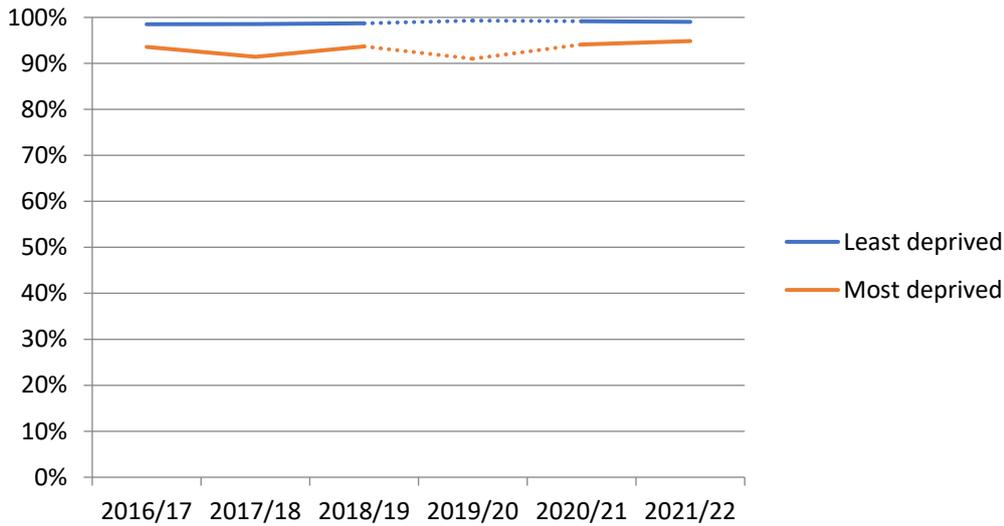
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Least deprived	98.5%	98.6%	98.7%	99.3%	99.2%	99.0%
Most deprived	93.6%	91.4%	93.7%	91.0%	94.1%	94.9%
Gap	4.9%	7.1%	5.0%	8.3%	5.1%	4.2%

Graph 10 – leavers achieving 1 or more award at SCQF Level 5 or better (all SCQF Awards)
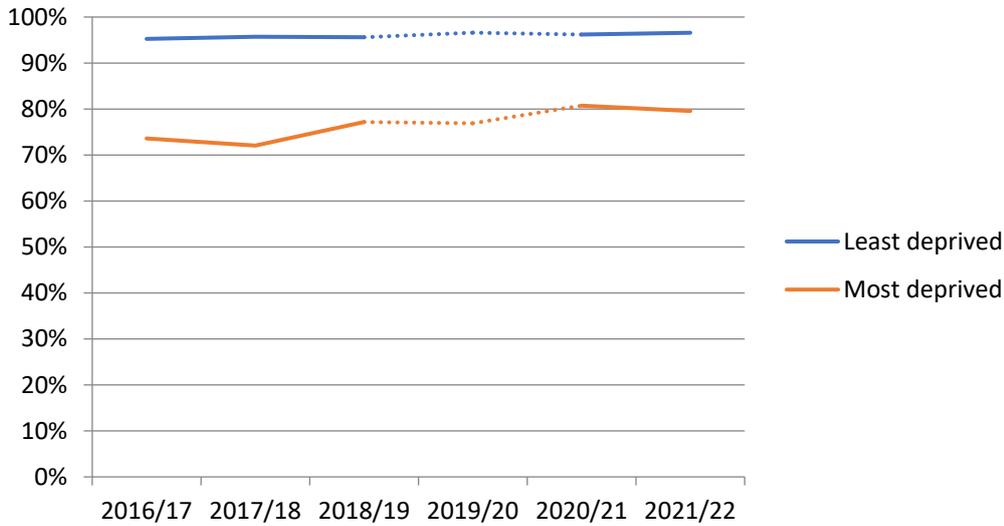
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Least deprived	95.3%	95.7%	95.6%	96.6%	96.2%	96.6%
Most deprived	73.6%	72.1%	77.2%	76.9%	80.7%	79.6%
Gap	21.6%	23.7%	18.4%	19.7%	15.5%	17.0%

Graph 11 – leavers achieving 1 or more award at SCQF Level 6 or better (all SCQF Awards)

12
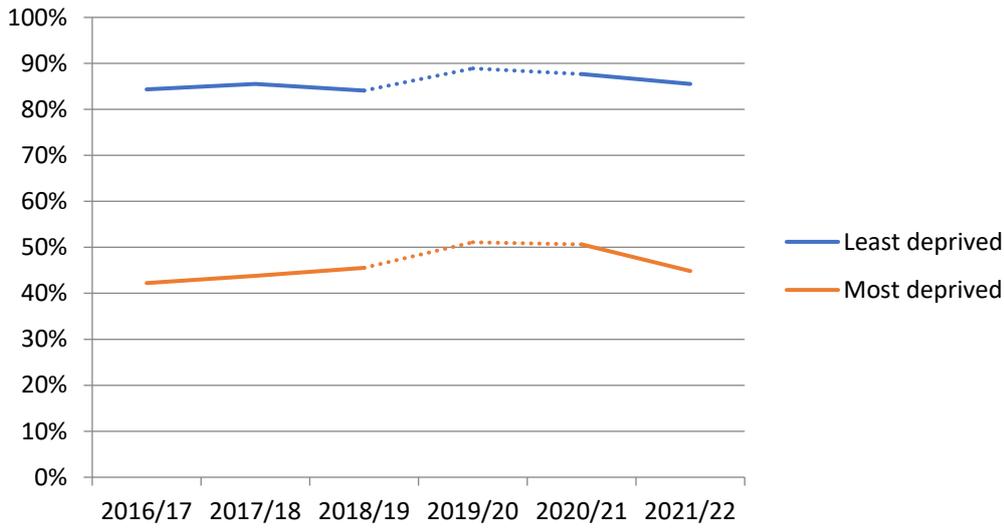
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Least deprived	84.4%	85.5%	84.1%	88.9%	87.7%	85.5%
Most deprived	42.2%	43.8%	45.6%	51.1%	50.6%	44.9%
Gap	42.1%	41.7%	38.5%	37.8%	37.0%	40.7%

Graph 12 – leavers classified as LAC achieving 1+ at SCQF Level 4 or better
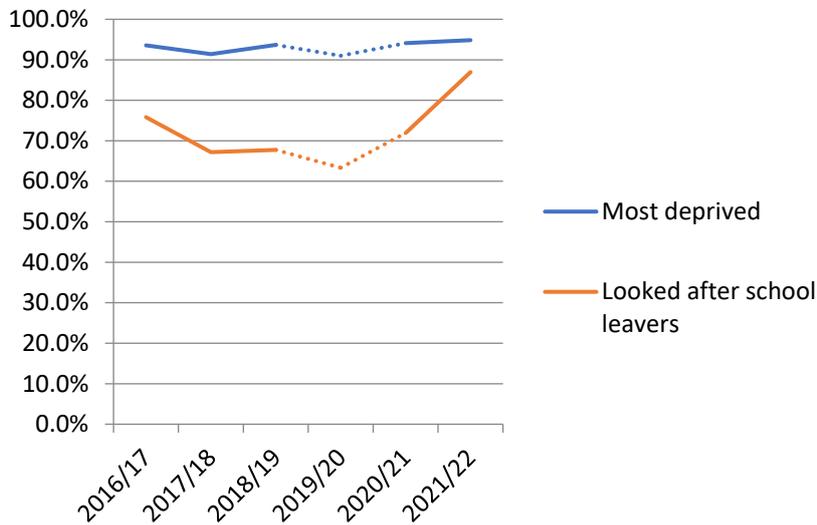
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Most deprived	93.6%	91.4%	93.7%	91.0%	94.1%	94.9%
Looked after school leavers	75.8%	67.2%	67.7%	63.3%	71.9%	87.0%

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Graph 13 – leavers classified as LAC achieving 1+ at SCQF Level 5 or better
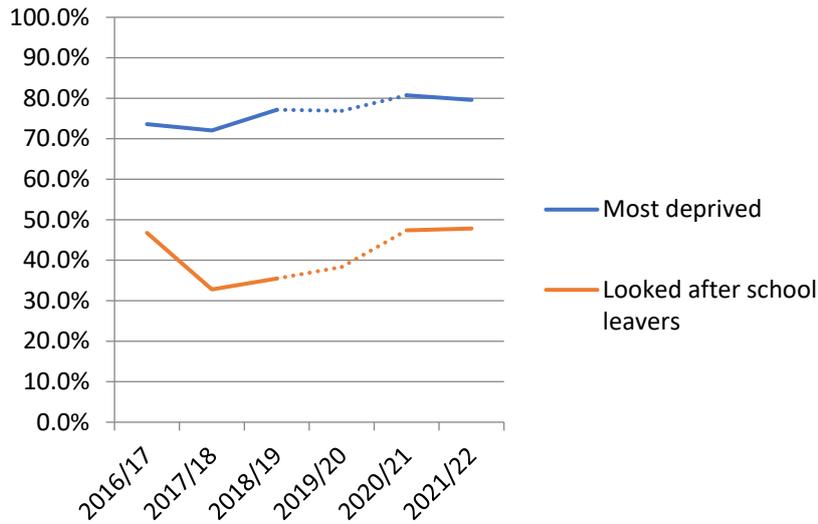
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Most deprived	73.6%	72.1%	77.2%	76.9%	80.7%	79.6%
Looked after school leavers	46.8%	32.8%	35.5%	38.3%	47.4%	47.8%

Graph 14 – leavers classified as LAC achieving 1+ at SCQF Level 6 or better
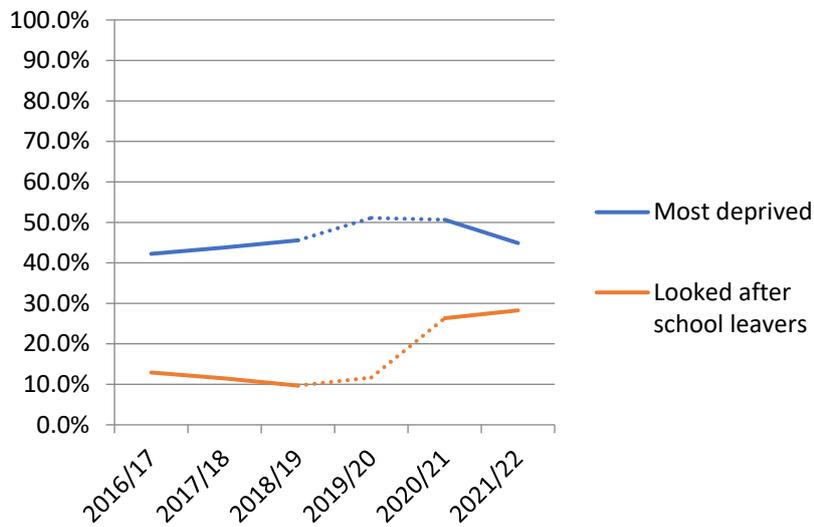
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Most deprived	42.2%	43.8%	45.6%	51.1%	50.6%	44.9%
Looked after school leavers	12.9%	11.5%	9.7%	11.7%	26.3%	28.3%

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Table 15 - Percentage of school leavers by attainment at SCQF Level 4 to 6 or better, by pupil characteristic 2022

	All SCQF Awards	Level 4	Level 5	Level 6	cohort
Edinburgh – Minority ethnic	1 or more	98.38%	92.42%	77.08%	554
VC – Minority ethnic	1 or more	98.56%	94.15%	78.07%	
Edinburgh – Additional Support Needs	1 or more	94.74%	79.39%	51.74%	1635
VC - ASN	1 or more	94.30%	81.28%	54.97%	
Edinburgh – Free School Meals	1 or more	91.25%	69.20%	34.41%	526
VC - FSM	1 or more	93.35%	77.95%	47.66%	
Edinburgh - All	1 or more	97.05%	88.57%	68.38%	3596

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Appendix 2 – key attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;

- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);

- **Improving Attainment for All**: the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

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The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

National Improvement Framework – measures for Senior Phase

In 2018 three measures were agreed for use in measuring progress in closing the poverty-related attainment gap. These measures involve comparing the performance of school leavers from the 20% most-deprived areas in Scotland (SIMD quintile 1) with those from the 20% least-deprived areas (SIMD quintile 5).

The measures focus on school leavers achieving one or more awards at SCQF levels 4, 5 and 6.

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Appendix 3 – SCQF levels

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level   Qualifications included

Level 3   National 3

Level 4   National 4

Level 5   National 5

Level 6   Higher

Level 7   Advanced Higher

Note that there are other (ungraded) qualifications which also accrue tariff points on *Insight*, for example National Progression Awards.

18

Education, Children and Families Committee

10am, Thursday, 27 April 2023

Attendance – Thematic Review

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 the continuing actions being taken to maximise attendance across schools.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lynn Paterson, Senior Education Manager

E-mail: lynn.paterson@edinburgh.gov.uk

Report

Attendance – Thematic Review

2.   Executive Summary

2.1   This report provides an update on the continuing actions being taken to maximise attendance across schools. It concludes that disruptions to school opening continue to impact attendance of particular cohorts of learners and makes suggestions for how to support children and young people who are returning to school after a period of absence.

3.   Background

3.1   Overall attendance in Edinburgh is good, however some children suffer from persistently poor attendance(below 85%) and the data shows that this has worsened since the pandemic. To better understand the issues, a thematic review took place session 2021-22. This report provides an overview and update on the actions taken with Learning Communities to date as a result of the review. This includes feedback from two different pilot projects testing integrated approaches to working collaboratively to tackle attendance.

4.   Main report

4.1   Levels of low attendance(below 85%) remain above pre Covid levels, particularly in primary schools, though there has been some improvement in the level for primary schools this session, compared to last session.

The attendance gap in primary schools has widened due to an improvement in attendance for children in quintile 5 whilst attendance for quintile 1 has remained constant. The stretch aim to increase overall attendance (93.2%) is on track at 92.7%, however, the stretch aim to narrow the difference between Q1 and Q5 (3.5%) is currently 5.8%.

In secondary schools, the gap has remained relatively stable, though the gap is currently at 7.2% with a stretch aim (6.2%). Overall attendance of 89.7% is slightly lower than the aim (90%).

Low attendance data for each sector, attendance gap data and pre and post covid data can be found in Appendix 1.

4.2   An Attendance Strategic Group was established to take forward the recommendations from the Attendance Thematic Review. This comprised senior

leaders from each sector, Education Welfare Service (EWS), Attendance PSOs, ASL Service Leader and Head of Inclusion Supports, CEC Data Analysts, QIEO Attendance lead, third sector representatives and a Senior Education Manager. The 4 key areas of the action plan focus on – 1. Clear, context specific policies and procedures 2. Rigorous management of absence and attendance 3. Meaningful family engagement and partnership working 4.Ethos and culture which promotes and supports attendance.

4.4   Key actions from this strategy group currently focus on 3 areas:

- the development of a remit, toolkit and training for Attendance PSOs
- Seemis functionality relating to the output of attendance data, highlighting any potential training requirements
- opportunities for knowledge sharing, communications and protocols to support attendance

Next session this will include improving the City's Attendance Procedure for all schools (Appendix 2) including best practice examples such as context specific documentation to support this (Appendix 3).

4.5   Attendance Conferences have taken place this session in November and March with almost 200 delegates attending each. They have provided opportunities for sharing practice, analysing data, sign posting to supports and networking. These events have been very positively evaluated with next steps and actions identified for schools to take forward.

4.6   An Attendance Pilot Project is taking place in the Craigroyston Learning Community. This collaborative approach to supporting attendance is beginning to show improvements in some areas of work. A clear evidence-based plan is providing focus and structure for this project. An end of year report will clarify successes and next steps.

4.7   A pilot project with Gracemount High School and Youth work Partners is taking place this year with a focus on engagement with young people. The aim is to use data to better support learner engagement and attendance through youth work and school partnerships. LAYC and Youth Link Scotland are key partners in this work. Results and recommendations will be shared with the school next term.

4.8   The majority of schools or learning communities are using PEF funding to employ a PSO whose sole or partial role is supporting attendance. These PSO post-holders can access high quality professional learning. This is an area that will be strengthened next session.

4.9   An Attendance Network has been established to provide support to schools and learning communities in tackling the issue of low attendance. This is supported centrally through our conferences and the use of a digital platform, or Team, to share good practice.

4.10   Quality Improvement Education Officers continue to focus on attendance through support and challenge meetings with schools. Recent data gathering exercise found that the majority of schools have developed local Attendance Polies aligned to the CEC procedure. Regular attendance meetings and use of centrally shared Seemis

data support approaches to reducing barriers to attendance. More schools are taking a learning community approach to tackling attendance.

4.11   Data has been gathered from schools on approaches taken to support children and young people to catch up on missed learning when they return to school. The data indicates that there are already many and varied actions taken across the learning estate to support learners close gaps in learning. At the universal level this includes a warm and welcoming ethos and culture where learners are supported back from absences and where teachers differentiate the curriculum to address gaps. Regular Tracking and Monitoring of progress in learning ensures that learning gaps are kept under review, Where appropriate, teachers and Support for learning teams may then offer targeted support with home learning and support groups available in some schools. Almost all Secondary Schools provide Easter Study opportunities for Senior Phase learners to support and consolidate learning as part of SQA revision and to provide an environment for studying with expertise on hand. Young People have reported the high value that they attach to this approach by their school. Discussions will take place with the Headteacher Executive to scope how this could be developed for learners in the Broad General Education.

In response to the additional gaps that some learners are experiencing, a small Easter holiday pilot took place in Castleview PS, in addition to the Active Schools and Discover programmes that are currently available. This tutoring approach is based on research and will be evaluated and reported on in a forthcoming Business Bulletin.

5.   Next Steps

5.1   Progress key areas from Attendance Strategic Group.

5.2   Employ a Senior Development Officer Attendance to lead this agenda.

5.3   Review school stretch aims and actions plans for attendance and continue to offer support and monitor progress.

5.4   Further develop collaboration and partnership working: learners, parents and partners.

5.5   Work with Early Years to develop partnerships with parents' preschool.

5.6   Look outwards to other authorities to learn from successes and share practice.

5.7   Short Life Working group to review current approaches to supporting low attendance and plan next steps.

5.8   Review future term dates to minimise split weeks.

6.   Financial impact

6.1   N/A

7. Stakeholder/Community Impact

7.1 Engagement with staff supporting attendance in schools – Senior and middle leaders, PSOs, administration staff, EWS, Quality Improvement Education Officers, Psychological Services and ASL services through conferences and post conference feedback opportunities.

7.2 Attendance Strategic Group meets termly. All sectors, and a representative from the third sector and relevant CEC departments are represented in the membership of this group to ensure effective collaboration in the continued development of the overall strategy, together with performing an effective governance function. Parental representation will be sought.

8. Background reading/external references

8.1 Attendance Thematic Review Committee Paper 2022.
https://democracy.edinburgh.gov.uk/documents/s43100/7.15%20Attendance%20Thematic%20Review.pdf

9. Appendices

9.1 Appendix 1 Attendance data

9.2 Appendix 2 CEC Attendance Procedure

9.3 Appendix 3 Every Day Counts examples

Appendix 1

Percentage of Primary and Secondary pupils with Low Attendance
Current session to end of February 2023

	Primary	**Secondary**
	13.2%	20.5%
	1 in 7	1 in 5
pre Covid →	1 in 15	1 in 7
pupils	4,100	3,400

Special   20.7%   pre Covid 15.9%

Progress this session

Primary & Secondary

Percentage of pupils with low attendance
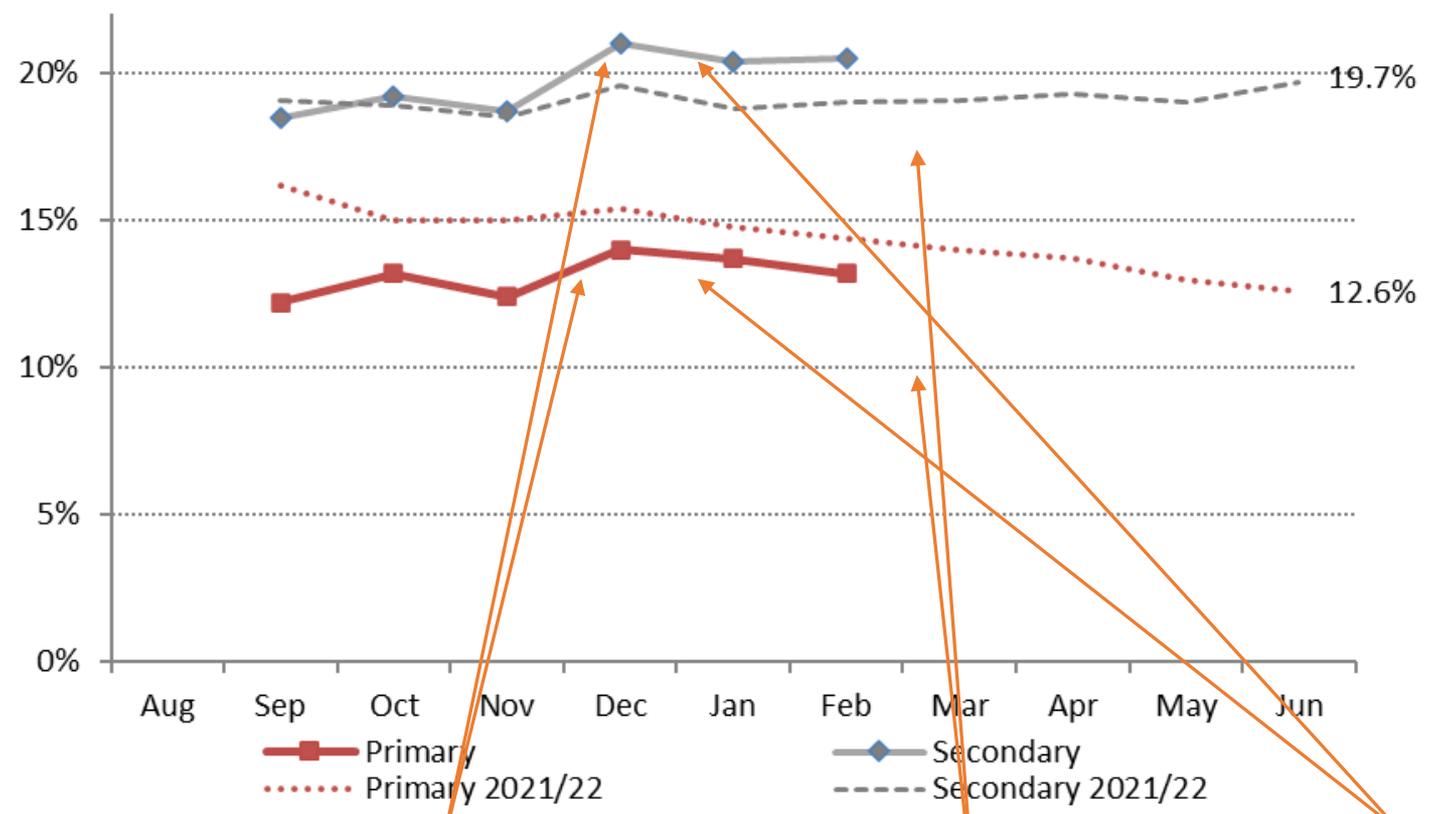
December increase larger than seen previously

Improvement in January

Primary level below last session.
Secondary level above last session.

Page 421

Progress this session

Special

Page 423
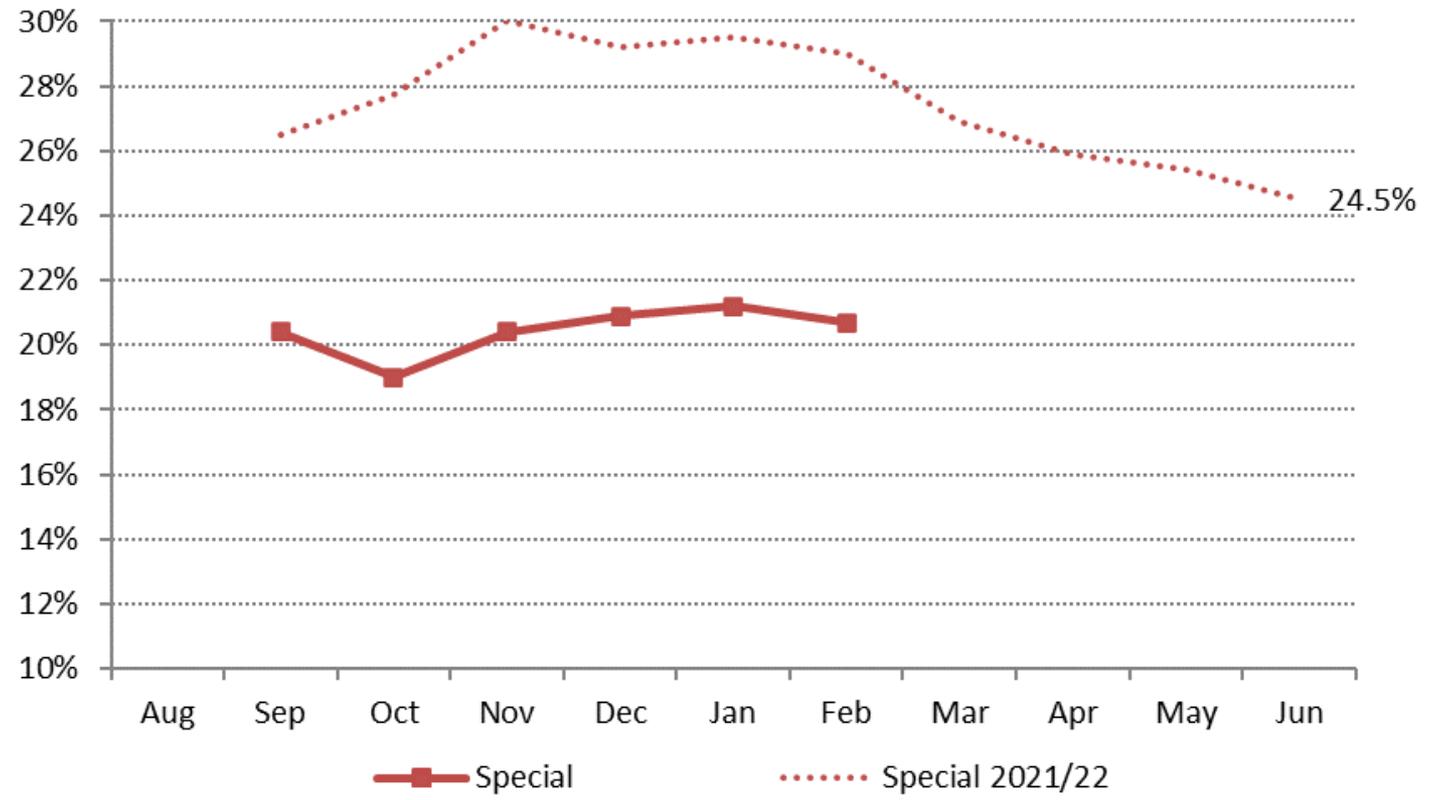
Comparison with pre-Covid

Primary

Percentage of pupils with low attendance

4,100 pupils

2,200 pupils

6.9%

Primary

Primary 2018/19
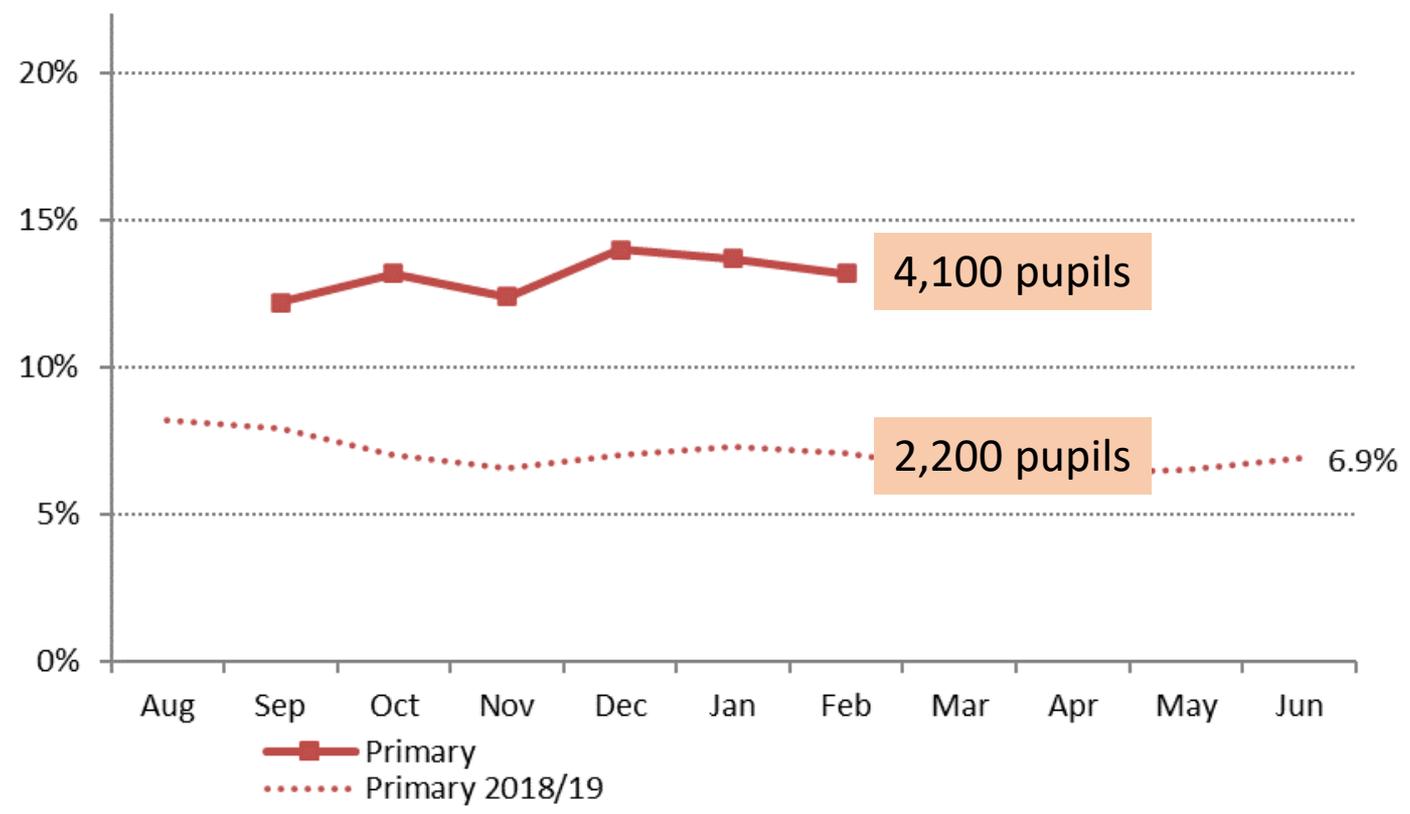
Comparison with pre-Covid

Secondary

Percentage of pupils with low attendance

3,400 pupils

2,000 pupils

14.2%

Secondary
Secondary 2018/19
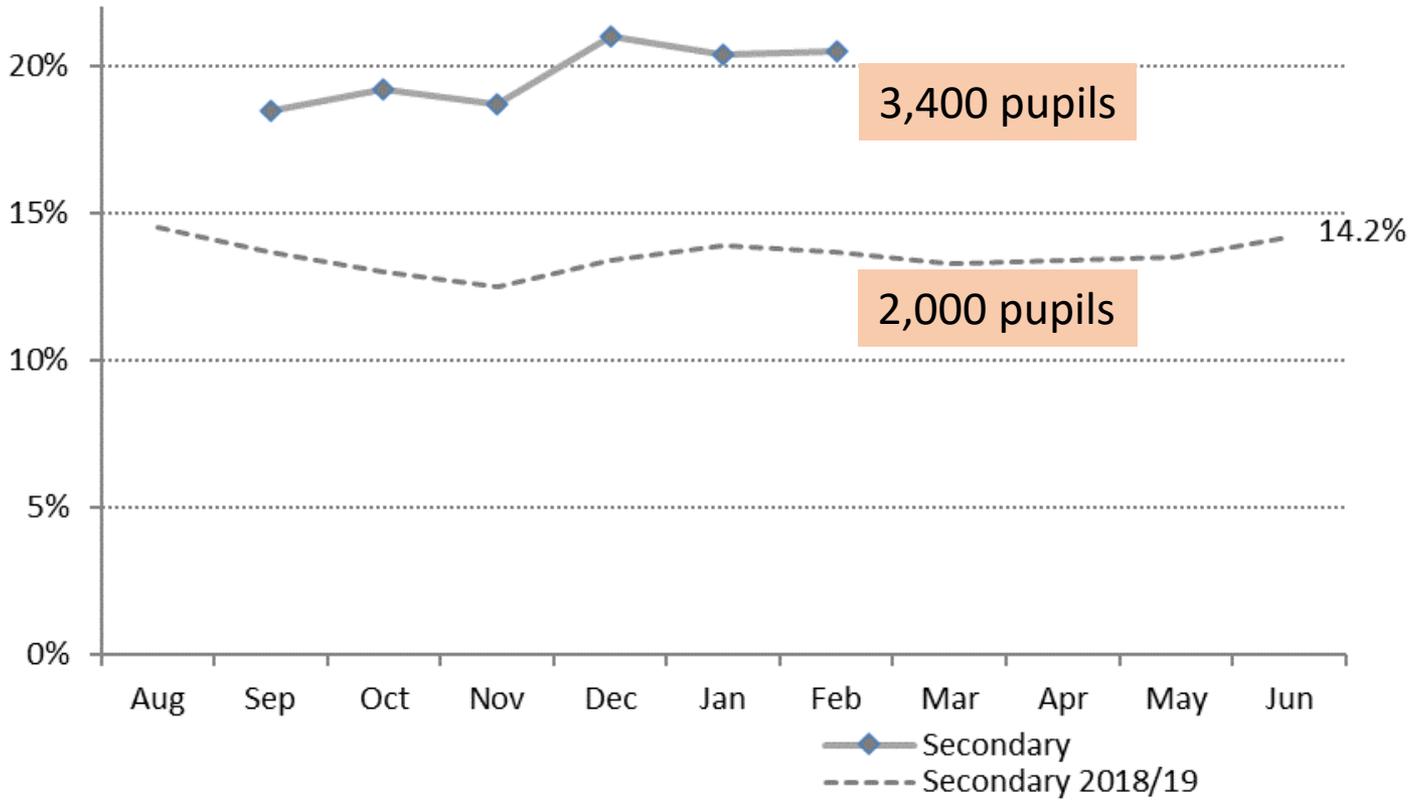
Comparison with pre-Covid

Special

Percentage of pupils with low attendance

120 pupils

90 pupils

15.2%

Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

Special ——— Special 2018/19 ·········

Page 425
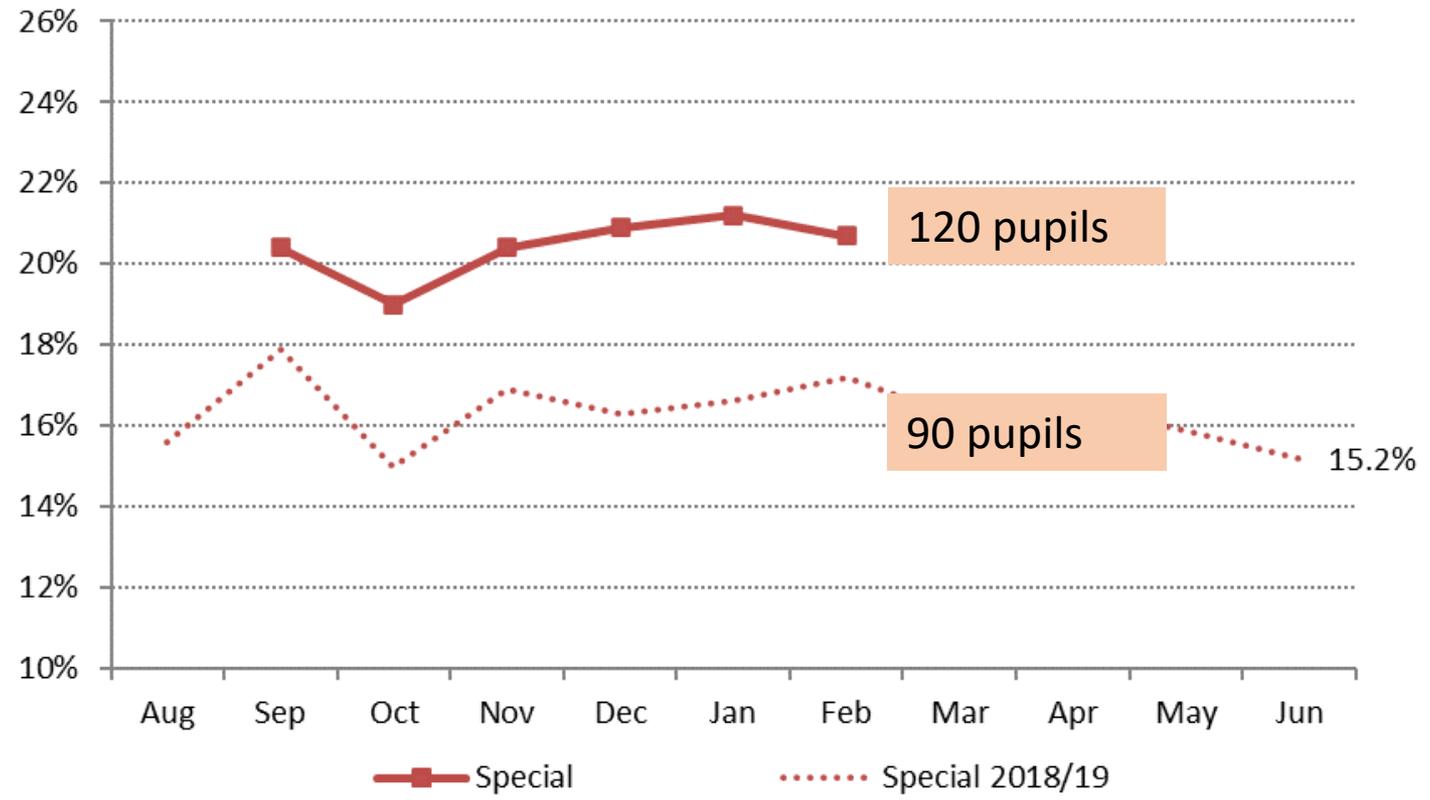
Monthly changes

Primary schools

	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23
improved	22	52	11	39	41
no change	19	13	18	32	35
declined	49	25	61	19	14

Secondary schools

	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23
improved	4	12	1	13	3
no change	8	6	2	8	13
declined	11	5	20	2	7

Special schools

	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23
improved	5	6	3	4	3
no change	2	0	4	2	6
declined	3	4	3	4	1

Fewest declining this session

Large numbers declining in December

Improvements in January and February

The gap

Page 427

Overall attendance percentage
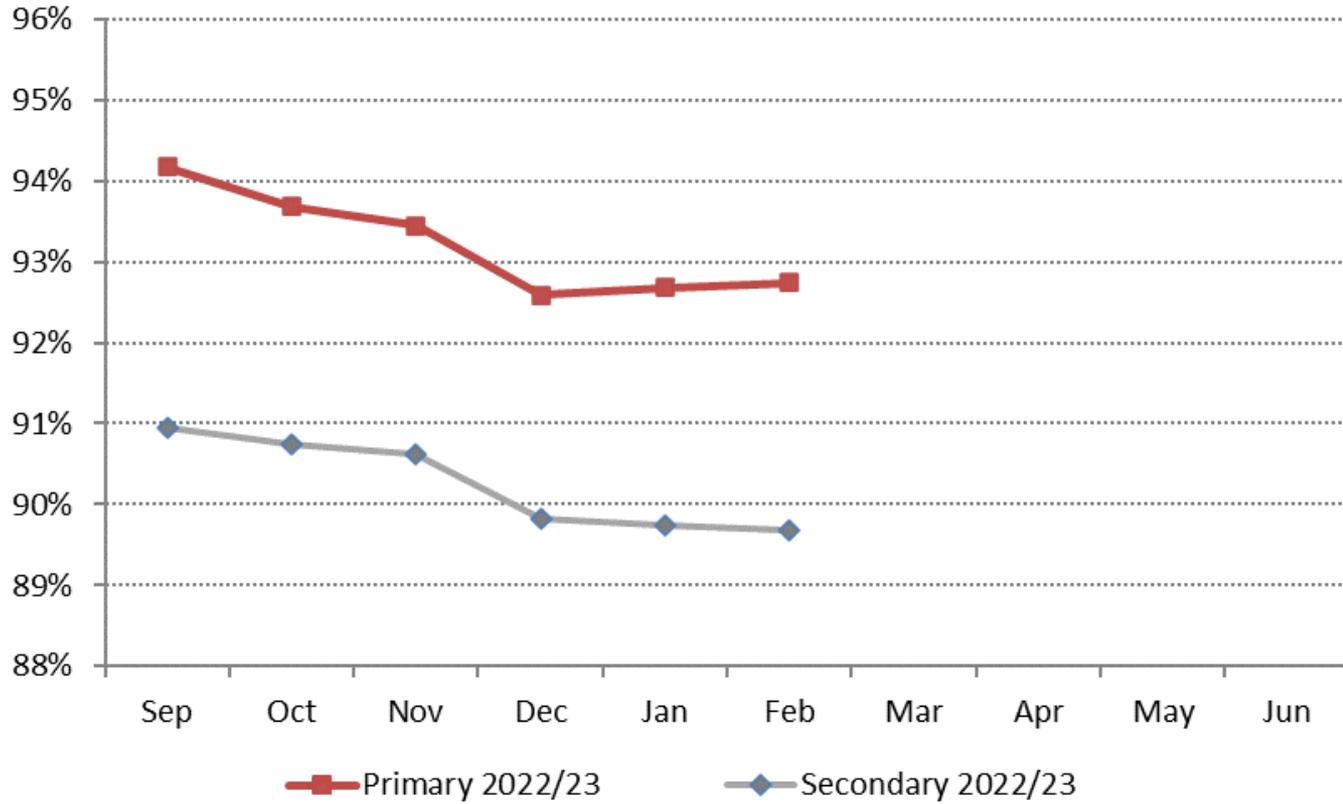
The gap

Primary

Percentage attendance for Q1 and Q5 pupils
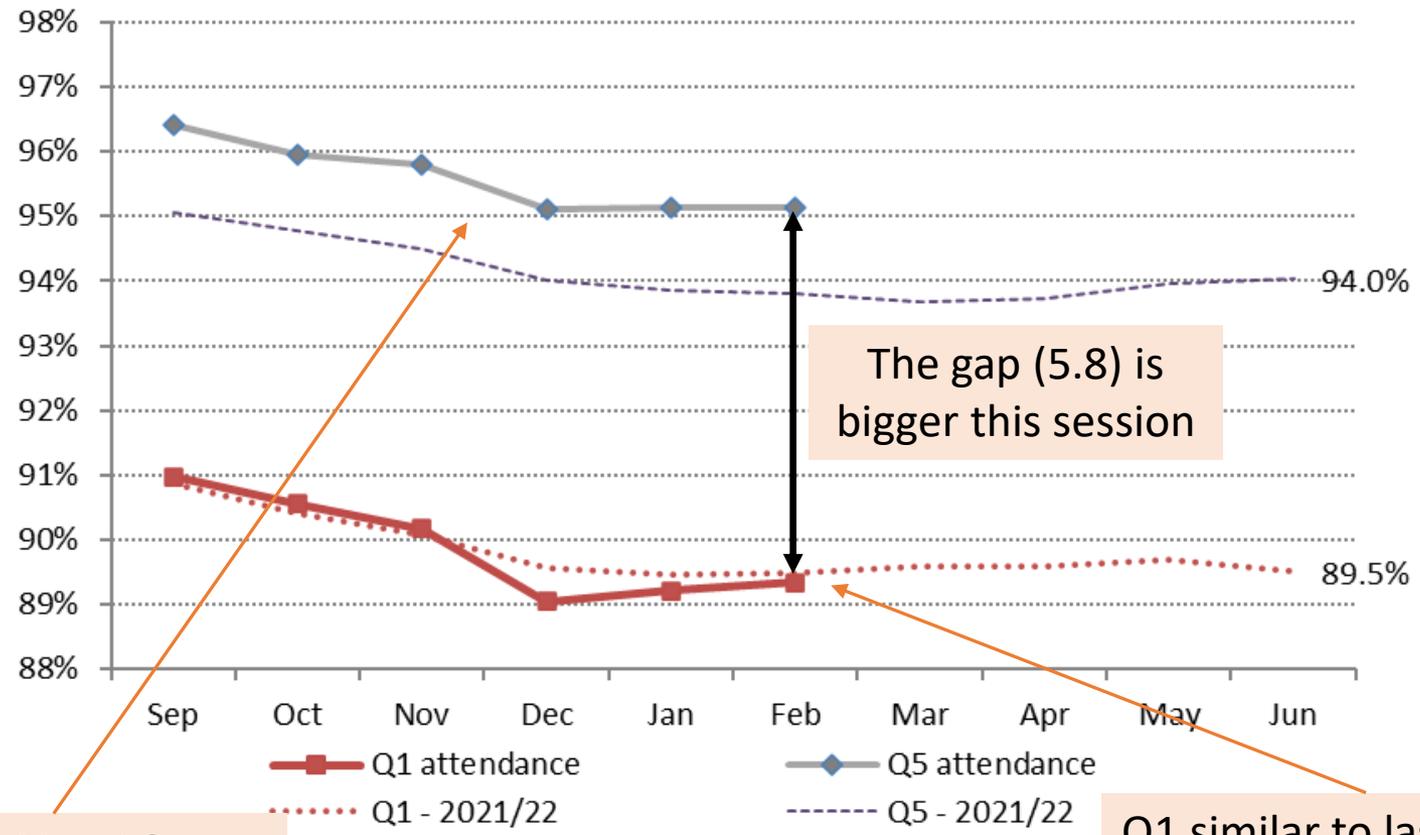
The gap (5.8) is bigger this session

Improved level for Q5 sustained this session

Q1 similar to last session

Legend:
- Q1 attendance
- Q5 attendance
- Q1 - 2021/22
- Q5 - 2021/22

94.0%

89.5%

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The gap

Secondary

Percentage attendance for Q1 and Q5 pupils
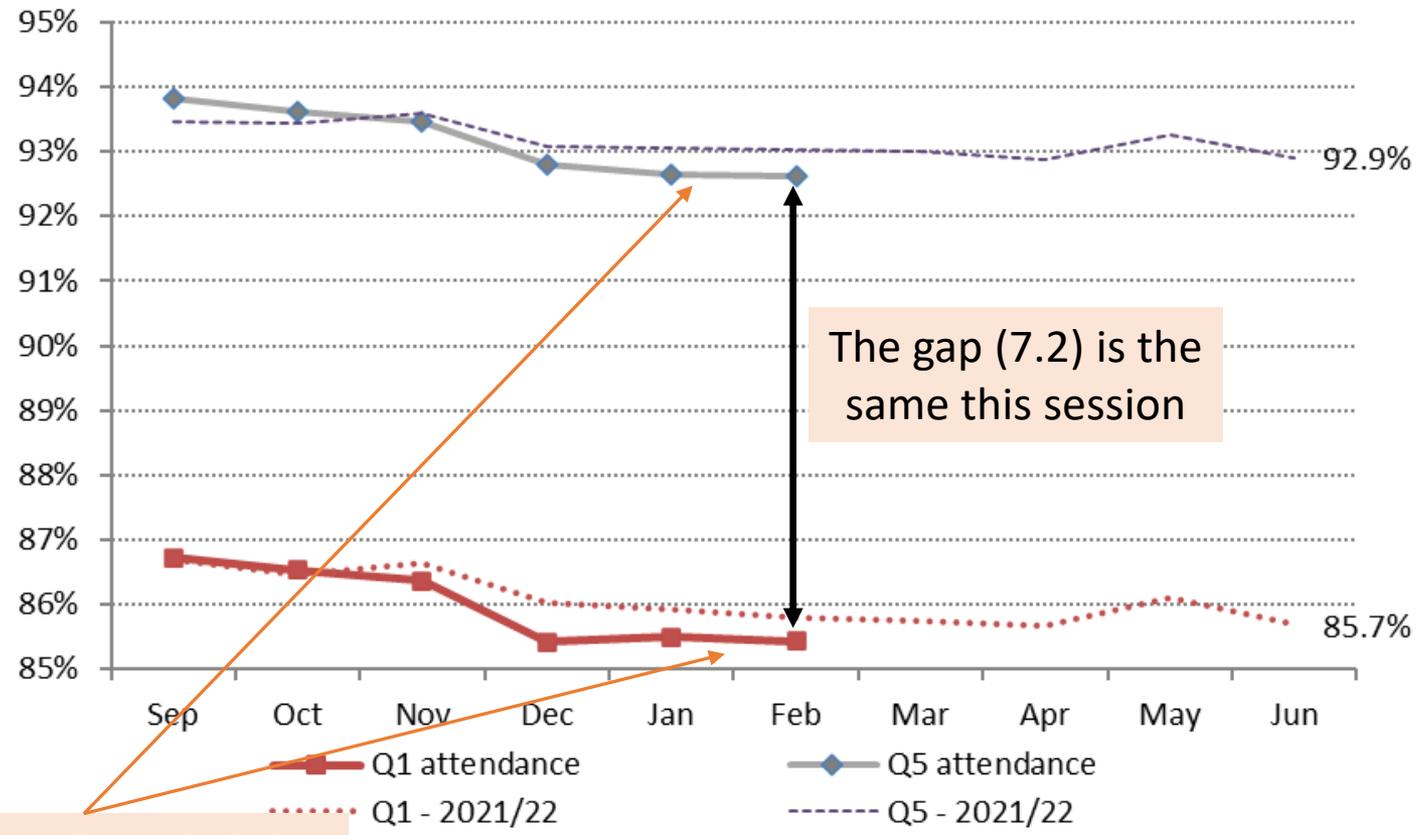
The gap (7.2) is the same this session

Both Q1 and Q5 slightly below last session

Q1 attendance   Q5 attendance

Q1 - 2021/22   Q5 - 2021/22

92.9%

85.7%

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The gap

Special

Percentage attendance for Q1 and Q5 pupils
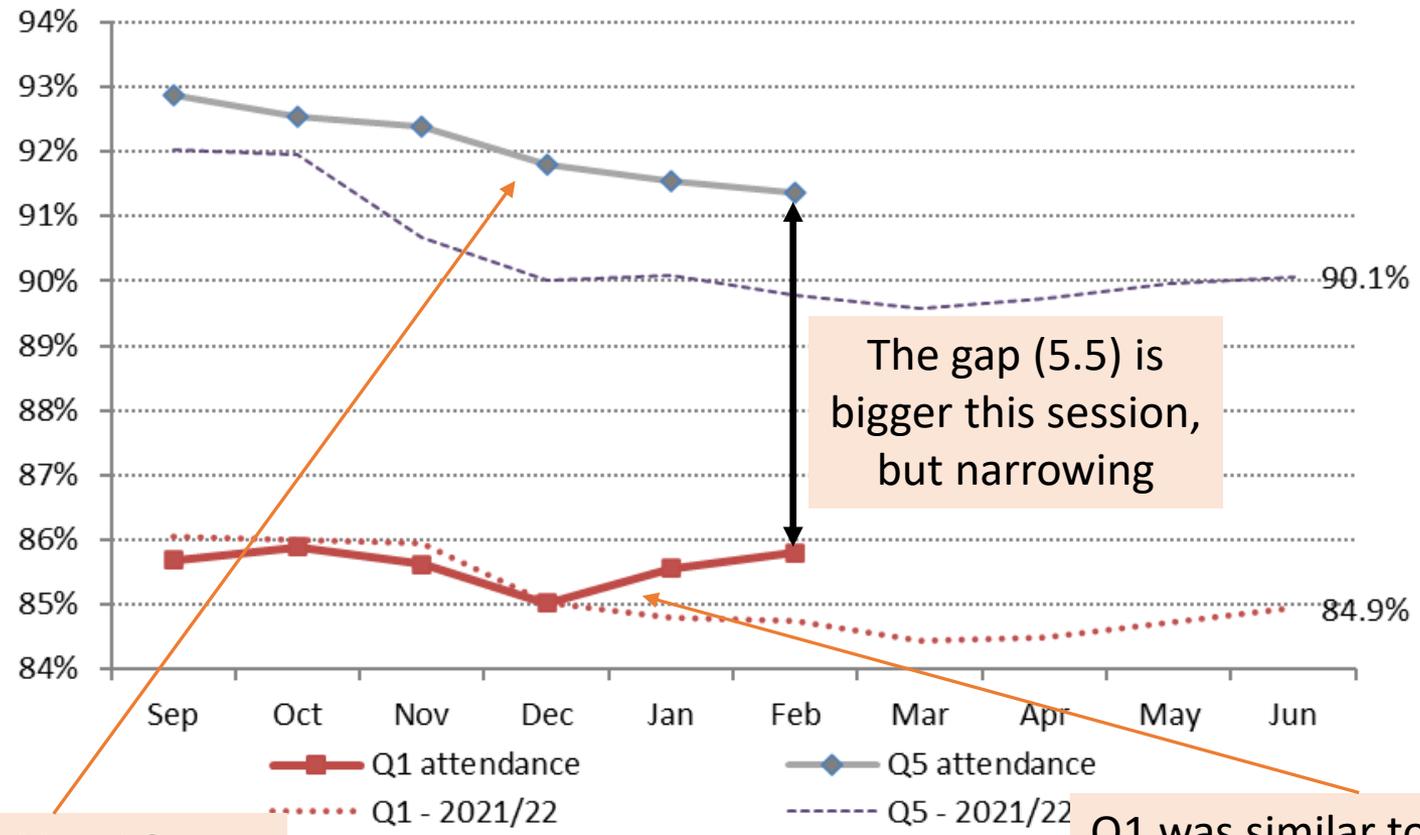
The gap (5.5) is bigger this session, but narrowing

90.1%

84.9%

Q1 attendance — Q5 attendance
Q1 - 2021/22 — Q5 - 2021/22

Improved level for Q5 sustained this session

Q1 was similar to last session but now improving

The gap

Overall attendance

	(Q1) most deprived	(Q5) least deprived	the gap
Primary	89.3%	95.1%	5.8 pp
Secondary	85.4%	92.6%	7.2 pp
Special	85.8%	91.4%	5.5 pp

Management Information		
Lead Officer	**Name:**	Gillian Barclay/Kirsty Spence
	Designation:	Depute Principal Psychologist/ Head of Inclusion Supports
	Tel:	0131 469 2832
Lead Service Area	Schools and Community Services	
Last Review Date	March 2020	
Implementation Date	November 2020	
Review Date	March 2021	
Date Agreed		
Agreed by	SLWG - Stephen Kelly – Head Teacher Liberton High School - Karen Scott – DHT Foresters High school - Karen Coull – DHT Craigmount High School - Emma Dougan – Home Links Service Leader - Irene Watt – Senior Education Welfare Officer	
Has Screening for Equality Impact been undertaken for this procedure	No Date	
Has Implementation and Monitoring been considered for this procedure	Yes Date	
If appropriate has Health and Safety section had oversight of this procedure **Name of Health and Safety contact**	Yes/No: *(please specify)* Date	

1

1. PURPOSE

This procedure sits alongside a number of related procedures which all promote a positive ethos of inclusion.

It provides a clear and consistent framework for all staff to promote attendance and manage absence in line with 'Getting it Right for every Child' and 'Included Engaged and Involved – part 1: a positive approach to the promotion and management of attendance in Scottish schools"(2019).

We recognise the strong link between school attendance and a positive and inclusive ethos where every child knows they belong. This procedure must be implemented within the context of a positive and supportive culture.

We aim to ensure children attend school or another learning environment for the recommended 25 hours at primary school and 27.5 hours for secondary school.

2. SCOPE

This procedure sits within and is informed by the Communities and Families Included, Engaged and Involved in Edinburgh Policy. It is implemented within the context of our local approach to Getting it Right for Every Child and our recognition that strong partnership working with parents and children is crucial in achieving positive outcomes.

The procedure applies to all Communities and Families Services staff, parents and pupils.

3. DEFINITIONS

- **Child / children:** Describes any person under the age of 18.

- **CME:** Children Missing in Education

- **GIRFEC:** Getting it Right for Every Child, the Scottish national practice model.

- **Opening:** The school day is made up of two openings. The first until lunchtime and the second after lunchtime.

- **Parents:** Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child.

- **Pupils:** Describes all children and young people who are enrolled or seeking to enroll in City of Edinburgh Council schools

- **Schools:** All local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of City of Edinburgh Council

- **Staff:** describes all Children and Families staff.

- **S2S:** School 2 School transfer system facilitates the transfer of children's data when the receiving school is known

4. ACTIONS

4.1   Register of Admission

4.1.1   A register of admission and withdrawal must be kept for each school. Although SEEMIS holds all information required, an information sheet showing brief details of admission and withdrawals should be kept for back-up. **A pupil may only be entered on one school register at any one time. Every new pupil is provisionally enrolled until they have physically arrived in the school**.

NB

2

- *To support this system, schools may find it helpful to update SEEMIS contact information for families more regularly than annually. 6 monthly is recommended.*
- *If there are siblings in catchment schools, it can be helpful to contact them as they may have the correct contact information for the family.*
- *P7-S1 transition can be key times to ensure handing over of accurate information.*

4.1.2   In exceptional circumstance a school may be asked to enrol a child who may not actually attend the school.
See Appendix 1: Pupil Enrolment: Exceptional Circumstances

4.1.3   When a pupil has been admitted to the school, the register should be entered with the full name and date of birth of the pupil. Where a secondary pupil attends another school for certain classes, **they should appear only on the register of their base school**.

5   Withdrawal and Removals (School Roll)

5.1.1   A pupil should be entered on the register as "withdrawn" from school when:

a) It has been confirmed that they have been enrolled in another school (this includes independent special schools but does not include school provision within secure services).   This confirmation should be sought from others, e.g. the enrolling school, as well as from the parents.
b) Confirmation has been sent from Headquarters to the school that permission has been granted for the pupil to be educated at home.
c) If they have been absent for a period of four consecutive weeks. This action should be taken **only on the advice of the Education Welfare Service.** *(see 6.5 for more information)*
d) They have reached 16 years of age and have decided to leave school;

5.1.1   Where a pupil has been withdrawn from the school, the register should be entered with the full name, date of birth and reason for withdrawal.

5.1.2   The School to School Transfer System [S2S] will facilitate the transfer of children's data from school to school where the receiving school is known. However, there are a number of pupils for whom the destination is unknown. When a destination school is unknown the pupil should be recorded as Code A on SEEMIS until another school notifies S2S that they have enrolled the pupil. The pupil should be kept on the school register until they are found or the school is authorised by the department to remove them.

6   Children Missing from Education (CME)

6.1   The Education Welfare Service should be informed of all absences that appear to be for no satisfactory reason. It is the duty of the Education Welfare Service to assist in tracing the pupil. It is helpful to notify the Education Welfare Service at the earliest opportunity in these circumstances.

6.2   In this situation consideration should be made as to whether the absence constitutes a wellbeing concern that should also be raised with social care direct. If the child is known to social work they should always be alerted to any unexplained absence.

6.3   The Education Welfare Service will support schools to investigate unexplained absences. This is likely to include;

a)   making contact with those named in Emergency contact details held in the school
b)   enquiries with known friends or family
c)   enquiries with neighbours
d)   where appropriate enquiries with social work and housing

6.4   Following initial enquiries consideration should be given to a possible referral to 'Children Missing from Education' (CME).

6.5   In all instance if a pupil has been absent for four consecutive weeks and, despite vigorous checks by the school and the Education Welfare Service, it has not been possible to trace the family a referral should be made to Children Missing from Education (CME) in order to continue the search for the missing pupil on a national level.

6.6   Details of any child deemed as 'missing' from education should be passed to the relevant primary or secondary Senior Education Officers. A report should then by forwarded to the Head Teacher / EWS for completion. The report is then returned to the Local Authority Designated Officer for full referral to CME to be actioned.

6.7   Advice should be sought from the Senior Education Welfare Officer regarding removal from the school register in such cases.

7   Maintaining the Register of Attendance

7.1   A pupil attendance register will be kept on SEEMIS.

7.2   For each morning and afternoon of any day that the school is open to pupils, the attendance register must be completed. The correct code entry should be made against the name of each pupil (see Appendix 2). (Primary see 13.1)

7.3   In SEEMIS each high school should record the attendance of individual pupils on a period by period basis. This is to ensure a high level of safe-guarding and will help identify pupils who are absent from classes throughout the school day, allowing appropriate action to be taken at the earliest opportunity., All staff in schools involved in attendance monitoring should have SEEMIS access and must register pupils using this.

Recording unexplained absence in class – (dash) default setting. Teachers to change to TBC if not in class.

Office staff should record appropriate codes as and when received from home school communication. Teaching staff should not override anything already in SEEMIS and contact office staff for any anomalies.

7.4   Each school must have a clear procedure to follow up any non-attendance with the family at the earliest opportunity on the same day. The reasons for non-attendance and the code TBC / T should then be updated to confirm the reasons for the absence.

7.5   It is important to ensure that the correct code entry is made as quickly as possible as these codes determine the number of recorded absences. Following up absences in a timely manner is also a key element of our duty of care to all pupils. It is essential that anomalies are dealt with on a daily basis.

7.6   For secondary schools using period-by-period registration, where a child or young person is late but attends any period in the first half of the opening, this will be converted to an overall L1 code for the opening (even if a later period is missed). If the first class is in the second half of the opening, this will be converted to an overall L2 code for the opening (even if a later period is subsequently missed). (see 13.1)

7.7   There are a number of situations where a pupil will be credited with attendance but will not be in school. These situations should be recorded using the specific associated SEEMIS codes;

- An approved course of study at college or another school (OAT /O)
- Alternative timetable opportunities (OAT /O) schools should refer to Flexible and Alternative timetables procedure
- School camp / excursion (FLD)
- Work experience (WRK)
- Study leave (STY)

A pupil will not be credited with attendance when they are not in attendance and are:
- Excluded (EXL)
- On holiday with parents unauthorised (UPH)
- On holiday with parents authorised (PHL)

7.8   For eligible post 16 learners attendance must be accurately monitored to ensure proper entitlement to the Education Maintenance Allowance (EMA). The EMA is a weekly payment, paid directly to children or young people who stay on at school, and is designed to help overcome financial barriers which otherwise may prevent them from staying on.

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Education providers will be required to record attendance of EMA recipients on days when the place of learning is open to young people. Where the place of learning is closed on days when it would normally be open, for example due to public holidays, extreme bad weather, polling days, in-service days, young people should be treated as having attended for the purpose of the EMA. Similarly, any medical or dental appointments should be recorded for EMA purposes as authorised absence as long as an appointment card or note is provided.

8   **Absence from School – parent and school responsibilities and internal procedures**

8.1   A pupil is considered absent if they fail to attend school for a period greater than half of the morning or afternoon session. This will affect their percentage attendance.

8.2   Schools should have a clear mechanism for all parents regarding how to contact the school to let them know if their child will be late or not attending and the reasons why.

8.3   Parents or carers should be contacted no later than 9.30am on the first day of absence. The register is updated as explanations are received. A clear and effective system must be in place in all schools. See appendix 3a Unexplained Pupil Absence – Primary. 3b – Secondary Period by Period Monitoring Flowchart; PSO support example

        Schools are asked to share effective practice with their QIEO to be added to the folder below:

        Effective Practice in Attendance Monitoring (sharepoint.com)

8.4   If no satisfactory explanation is received, or if the absence continues beyond a reasonable period, two weeks, then the Head Teacher (or whoever they have delegated responsibility) should consider a formal referral to the Education Welfare Service and/or whether to initiate the GIRFEC assessment and planning process. For schools who do not have ready access to the EWS, it may be beneficial to include the school's Home-Link support at this stage where available.

8.5   Home Link Support Staff should be used to target support for children whose attendance is between 85-90% as an early intervention support.

8.6   In all situations if a pupil's attendance drops below 85% and the school are not able to resolve this, the education welfare service should be alerted and consideration should be given to initiating the GIRFEC assessment and planning process.

8.7   The Education Welfare Officer should be given a computer printout of the pupil's attendance, a white record card and any notes or medical certificates as well as an Education Welfare Service Initial Referral Form.

8.8   Any absences which are explained as 'medical' shall be recorded using either:

        D (Self Certified) – If a note of explanation is received which is written and signed by the parent or guardian of the pupil.

        F (Medically Certified) – If a note of explanation is received which is written and signed by a General Practitioner or Hospital Doctor or equivalent medical professional.

9   **Identifying and Addressing Barriers to Attendance**

As Education Authorities under section 40 of the Standards in Scottish Schools 2000 Act we must ensure young people within their catchment areas do not miss out on their entitlement to an education.

9.1   Poor attendance can often be related to, or be an indication of, an additional support need. Schools should work with parents, pupils and partners to ensure that any barriers to learning are identified and appropriate support is provided. A useful starting point is the use of the primary or secondary CIRCLE resources.

9.2   It is important we understand the individual circumstances of children who are struggling to attend. Being a young carer, struggling to provide clean uniforms, payment for activities or a range of other family challenges can easily become barriers to attendance. Working together through our GIRFEC assessment and planning process can help us identify and overcome barriers together with families.

9.3   A solution must be found for the long-term educational needs of pupils with care responsibilities (Information on carers and young carers' entitlement to assessment can be found in the Health and Social Care Act 2001.)

5

If a pupil is unable to attend school due to such responsibilities, and their absence from education will not be long term and therefore categorised as Authorised Absence, there is an expectation that additional support services will be accessed to support the pupil. However, where additional services have not been accessed and care responsibilities become long term, the absence should be categorised as Unauthorised Absence (code R – considered unreasonable by EWO).

9.4 Unfortunately, in some situations a child's health needs may make attending school very challenging. As a local authority where appropriate we will provide outreach teaching during times of extended health absence. Research shows that maintained school contact can make a positive difference in enabling the child to settle in and make progress on their return to school. Schools should therefore maintain contact with children and young people and parents making arrangements to support learning such as the provision of curricular work, virtual teaching, research suggestions or advice and provision of relevant education programmes to outreach teaching teams as agreed appropriate by the team around the child.

Hospital teaching should be recorded for the duration of the session as SEP / B.
Outreach teaching should be recorded for the duration of the session as OAT / O if the session is out with the school building.

9.5 For some children they may be physically able to attend school but difficulties related to their emotional wellbeing and mental health are significant barriers to their attendance. For pupils with reported medical absences where Emotional Based School Refusal is suspected, every effort should be made to facilitate attendance. Schools should refer to the local authority resources for Emotionally Based School Refusal which can be found on the Inclusion Hub.

9.6 Community issues can either result in reluctance to attend school for fear of repercussions or disengagement from school due to the pull of other activities. Schools should work with families and key partners through the GIRFEC assessment and planning process to understand the local context and the impact it might be having on individual pupil engagement with school.

9.7 The use of drugs and alcohol by children and young people can affect school attendance and achievement in a number of ways and is important to intervene and implement supports at the earliest opportunity.

Similarly it is also crucial that children and young people affected by a family member's substance misuse problem are effectively supported.

9.8 Difficulties with relationships can develop into anxieties that may impact on school attendance. Every school should implement clear strategies and supports in relation to bullying, pastoral support and developing positive relationships described locally as the 4 R's; Relationships, Rights Respecting, Resilience building, Restorative.

9.9 Promoting the attendance of care experienced children and young people is a local authority priority. Every school must have a system for tracking the attendance of care experienced learners. This must include a monthly update to any allocated social worker along with a summary of achievements. Allocated social workers should be alerted immediately to any unexplained absences.

10 **Flexible (Part time) and Alternative Timetables**

10.1 Schools should refer to the local authority Flexible and Alternative Timetable procedure for guidance on implementation and recording if consideration is being given to a flexible or alternative timetable.

11 **Home Education and Flexi-Schooling**

11.1 An application to seek permission to home educate must be made to the local authority. If authorised the child is entered as withdrawn from the school roll. Until such time as the application to home educate is agreed, any non-attendance should be recorded as an unauthorised absence. If home education is later agreed this recording can be changed retrospectively at the school's discretion.

11.2 The same application must be submitted if the parent is requesting to home educate part-time known as flexi-schooling. Until such time as the application is agreed any non-attendance should also be recorded as an unauthorised absence.

11.3 If the flexi-schooling request is agreed. The times agreed for home education should thereafter be recorded as 'Other Attendance Out of School' (OAT / O).

6

12 Unauthorised Absence

12.1   There are several categories of unauthorised absence;

- Occasional absence with parental awareness (unauthorised absence from school for any period as a result of action on the part of the parent for example a preferred trip or during a period of difficulty with the school or partners.) OUA / N
- Occasional absence without parental awareness (unauthorised absence from school for any period as a result of action on the part of pupil) TRU / @
- Most family holidays during term time (see point 15.1 – UPH / G)
- Longer term absence – school related issues
- Longer term absence – home and wider community
- Absence relating to substance and alcohol misuse

13 Patterns of lateness

13.1   A pupil who arrives late for an opening will be recorded as an attendance under the following category:

Late Arrives during registration	attendance category	¬
Late 1 Arrives before 50% of opening	attendance	category J
Late 2 Arrives after 50% of opening	authorised absence	category K

A record should be kept of when pupils arrive late, or leave early, and this situation should be managed through the normal school procedures.

13.2   In circumstances where a pattern of lateness is emerging each case should be looked at on its own merit however further action is likely to be required;

(a)   In the first instance, the Head Teacher (or delegated other) should make every effort to obtain the parent's co-operation to ensure the pupil's punctuality. This will ordinarily involve a conversation with the parent to discuss the matter. The pupil should be included in this where possible in line with our local approach to GIRFEC.

(b)   Once contact has been established with the parent, the Head Teacher (or delegated other) should explain the concerns and procedure in relation to patterns of lateness and agree a way forward. For cases of persistent lateness, it may be appropriate to begin the child planning process with an Assessment of Need. If this has already been completed it may be appropriate to agree to arrange a child planning meeting.

14 Unresolved Unsatisfactory Attendance

14.1   Each school is allocated to an Area Attendance Advisory Group which deals with cases of non-attendance which have not been resolved. The Education Welfare Service prepares reports for and acts as Clerk to this Group. The Head Teacher (or delegated other) provides the Group with updated information on the pupil's attendance.

14.2   Cases are referred to the Area Attendance Advisory Group in liaison with the Education Welfare Service when all of the steps noted in section 8 above have insufficiently improved the non-attendance.

15 Application for Absence due to Exceptional Domestic Circumstances (EDC)

15.1 Applications for absence due to EDC refer to a parent or guardian requesting exemption from school attendance for a child. Each case should be looked at own its own merit in consultation with the EWS.

15.2 Absence related to EDC can be classified as either Authorised or Unauthorised.   Authorised absence (code Q) must be subject to approval by the EWO and covers situations such as:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

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Unauthorised absence (code R) must also be subject to approval by the EWO and would be used in cases where the amount of time for such absences is deemed inappropriate or unnecessary by the EWO.[1]

16 Family Holidays during Term Time

16.1 The majority of family holidays taken during term time should be categorised as Unauthorised Absence (code G).

16.2 However, it is acceptable under exceptional circumstances, and provided the parent has made a written request to the Head Teacher, for schools to authorise a family holiday of not more than two weeks duration, during term time. Such circumstances are coded as (E) and only include:

- Constraints to parental annual leave due to the nature of employment of one or both parents eg. military, police.
- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

16.3 A family holiday classified under the 'Authorised Absence (code E)" category should **not** include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which have overlap at the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that leave cannot be accommodated during school holidays without serious consequences).

16.4 Family holidays with the above or similar characteristics should be classified as Unauthorised Absence. The decision on recording absence as authorised and unauthorised, should be based simply on whether the school has given prior agreement to the absence or not, using the criteria outlined above. Where a school's prior agreement has **not** been sought, the absence should automatically be classed as unauthorised.

17 Other Authorised Absences

17.1 In some exceptional circumstances parents can request other authorised absences from school. These include:
- Parental work placement abroad
- Cultural or heritage trip
- Return to country of origin eg. to care for relative, bereavement, family wedding
- Religious Observance
- Arranged absence in relation to children in Gypsy/Traveller families

Parents should make these requests in writing to the school.

17.2 The school can authorise requests for a maximum of 10 school days. Requests for longer than 10 school days must be authorised by the identified manager at the centre.

17.3 For requests over 10 days the parental letter should be submitted with appendix 4 and an attendance print out to the relevant primary or secondary Senior Education Officer at the centre. For requests of 10 days or less the school may find the checklist helpful for their own reference and records. (see 16.4)

17.4 It is important that the school and subsequently the centre consider any unreasonable risk the request might pose to the child. These include;
- Already poor attendance
- Context of Child Protection or compulsory supervision – discuss with Social Work
- Risk of Female Genital Mutilation (FGM) – see FGM guidance
- Forced Marriage

8

18 Information for Parents

Information on supporting and recording attendances and absences should be provided to parents in the school handbook.

19 Referral to the Reporter to the Children's Panel

Non-attendance at school without reasonable excuse is a ground for referral to the Reporter. A referral will only be made if it is considered that the child is in need of a compulsory measure of supervision. This would mean that the child would attend a children's hearing and may be placed on supervision requirement, which could include a condition of attendance at a named school.

A referral will only be made to the children's reporter after there has been full discussion with other agencies including social work / social care direct. Non – attendance at school is likely to be indicative of other difficulties in the child's life, which may also be grounds for referral to the Reporter (section 9). School can contact the Reporter for advice in this regard.

20 Responsibilities

20.1

Other Authorised Absence and codes
• Illness where no learning provision is made (including ongoing mental health concerns) – Self certified – SEL / D Medically certified – MED / F • Medical and dental appointments - PER / P • Meetings prior to, and during court appearances and other legal processes – ABS / A • Attendance at, or in connection with, a Children's Hearing or Care Review, or appointment with another service provider, e.g. social worker – ABS /A • Participation in non-school debates, sports, musical or drama activities agreed by the school – ABS / A • Lack of transport – including due to bad weather – ABS /A • Period of exclusion category – EXC / X • Extended leave with parental consent including some young carer activities – EXL / Z

20.2 Communities and Families

Reviewing and maintaining a procedure and overall framework for the promotion of attendance at school. Establishing an overall framework of Area Attendance Advisory Groups for the consideration of cases of persistent non-attendance at school which advise the Chief Education Officer of any action required to be taken.

Monitoring levels of attendance at schools. Publishing data on school attendance and school leaver destinations as required by the Scottish Executive Education Department (SEED). Taking legal action where necessary in cases of persistent non-attendance at school.

Information on attendances and absences in schools is to be submitted to the Scottish Government by 15 September each year.

20.3 School

Monitoring attendance of individual pupils at the school. Working collaborative through our GIRFEC framework with Education Welfare Service and other agencies in improving attendance and preventing patterns of non-attendance from developing.

9

Maintaining attendance records for all pupils enrolled at the school on behalf of the Director of Communities and Families; these records to be of sufficient accuracy and detail to enable the publication of data required by the SEED, via ScotXed data transfer, and for legal action to be taken where necessary.

School attendance is measured centrally and ragged to monitor improvements based on a school SIMD profile. Schools should set their own attendance target annually based on this data and monitor progress in relation to this regularly throughout the session. *See appendix 9*

21 Education Welfare responsibilities

The Education Welfare Service will work with schools and families to identify and address emerging attendance concerns. The welfare officer has a key role in linking between home and school to assist in re-engaging the child and parent with school. The Education Welfare Service will support schools and the local authority in investigating children missing from education. The welfare officer reports to and attends Attendance Committees and meetings with the Children's Panel.

22 Parental responsibilities

The responsibility for a child's education rests with their parent. Once a child/young person is enrolled at an authority school the law states that the child must attend school unless permission has been given by the authority to withdraw the child / young person from school.

5 POLICY BASE

This procedure has been developed to promote attendance and manage absence. It sits within the overarching Policy document Included, Engaged and Involved in Edinburgh . Schools should use the template in appendix 7 to update their own Attendance Management procedure relevant to their context.

6 ASSOCIATED DOCUMENTS

see Inclusion Policy and Procedures Prompt Sheet (Appendix 8)

Included, Engaged and Involved 1, Scottish Government, 2019

Home Education Guidance, Scottish Government

7 RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period

Record Title	Location	Responsible Officer	Minimum Retention Period

10

Pupil Enrolment – Exceptional circumstances.
This only happens when there is no expectation of YP attending school.

Young Person arrives out of authority with a lead profession already identified.

Lead profession to contact catchment school and ask for enrolment under exceptional circumstances – barriers that prevent young person attending school. Roll cap to be breached if required to enrol.
.

School to enrol young person in school, within calendar month. Enrolment forms can be completed in person, via email or post.

Head Teacher to become named person, holds the child's records and responsible for recording SQA results.

Lead professional is responsible for organising GIRFEC meetings and communicating with school.

SEEMIS code, ABS, or OAT if young person is engaging with flexible pathways communicated weekly from lead professional. If young person does not attend flexible pathway lead professional is responsible for locating young person in line with included, engaged and involved requirement.

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Appendix 2– SEEMIS codes

SEEMIS Codes				
SEEMIS Code	SEEMIS Short Code	Description	Counted by SEED as	Comments
---	-	Present	Attendance	
TRU	@	Truancy	Unauthorised Absence	Parents are unaware of absence
SCH	~	In school but not in class	Attendance	e.g. Secondary pupils in Support Base
LRG	¬	Late During Registration	Attendance	
PTH	=	Part-time (Health Related)	Authorised Absence	
ABS	A	Other Authorised Absence	Authorised Absence	
SEP	B	Sickness with educational provision	Attendance	
CLO	C	Closed (e.g. FRI pm for Primary and Secondary pupils)		Also used for Heating Failure, Industrial Action or Election for the **whole** school
SEL	D	Self Certified	Authorised Absence	Confirmed by parent
PHL	E	Authorised Parental Holiday	Authorised Absence	Exceptional circumstances - Applied for in advance - Maximum 2 weeks only
MED	F	Medically Certified	Authorised Absence	Confirmed by Medical Practitioner/Hospital
UPH	G	Unauthorised Parental Holiday	Unauthorised Absence	
SNA	H	Should Not Attend		e.g. AM sessions for PM Nursery Pupils
HOL	H	Holiday		Input through Calendar at SEEMIS turnaround
INS	I	In-Service		Input through Calendar at SEEMIS turnaround
LAT	J	Late (arrives before mid-point)	Attendance	
LT2	K	Late (arrives after mid-point)	Authorised Absence	
MIS	M	Missing	Attendance	Automatically generated by by SEEMIS when anomoly in dailly attendance occurs and requires further investigation
OUA	N	Other Unauthorised Absence	Unauthorised Absence	e.g. parent refuses to send child to school following a dispute with the school, or when parent refuses to sign a behaviour agreement following an exclusion
OAT	O	Other attendance out of school	Attendance	Used after final appeal against exclusion turned down - awaiting alternative placement
PER	P	Medical or Dental Appointment	Attendance	
DCA	Q	Exceptional domestic circumstances (auth)	Authorised Absence	Includes short-term caring responsibility. Approved by EWO.
DCU	R	Exceptional domestic circumstances (unauth)	Unauthorised Absence	Ongoing caring responsibility. Considered unreasonable by EWO.
STY	S	Study Leave	Attendance	
TBC	T	To be Confirmed	Unauthorised Absence	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

This document may be out of date if printed, the latest version is available on the Council Intranet.

UNA	U	Unauthorised Absence	Unauthorised Absence	**Do Not Use Code**
FLD	V	Field Trip	Attendance	
VIS	V	School Visit	Attendance	
WRK	W	Work Placement	Attendance	includes volunteering
EXC	X	Exclusion	Authorised Absence	
PTX	Y	Part-time (Exclusion Related)	Authorised Absence	
EXL	Z	Extended leave with parental consent		Extended absence for Traveller Children (maximum 6 months). Extended Overseas visits to relatives (minimum 4 weeks). Confirmed by parent,

Appendix 3

Unexplained Pupil Absence in Primary School
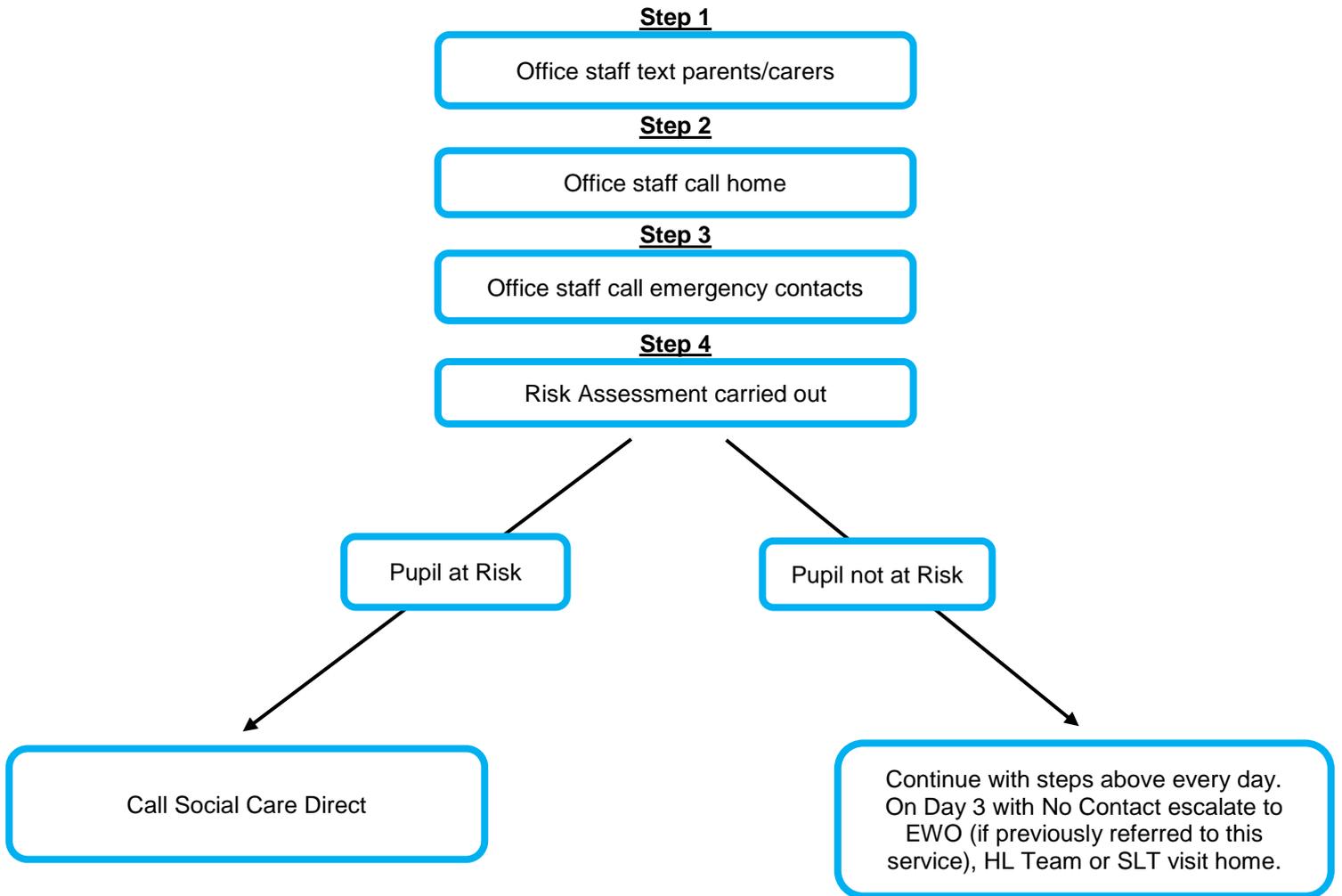
Step 1

Office staff text parents/carers

Step 2

Office staff call home

Step 3

Office staff call emergency contacts

Step 4

Risk Assessment carried out

Pupil at Risk

Pupil not at Risk

Call Social Care Direct

Continue with steps above every day. On Day 3 with No Contact escalate to EWO (if previously referred to this service), HL Team or SLT visit home.

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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Appendix 3b – Secondary Period by Period Monitoring Flowchart: PSO support Example

Last Update: 18/09/2020

Appendix 4 – Record of Decision making for PPR and requests sent to the centre

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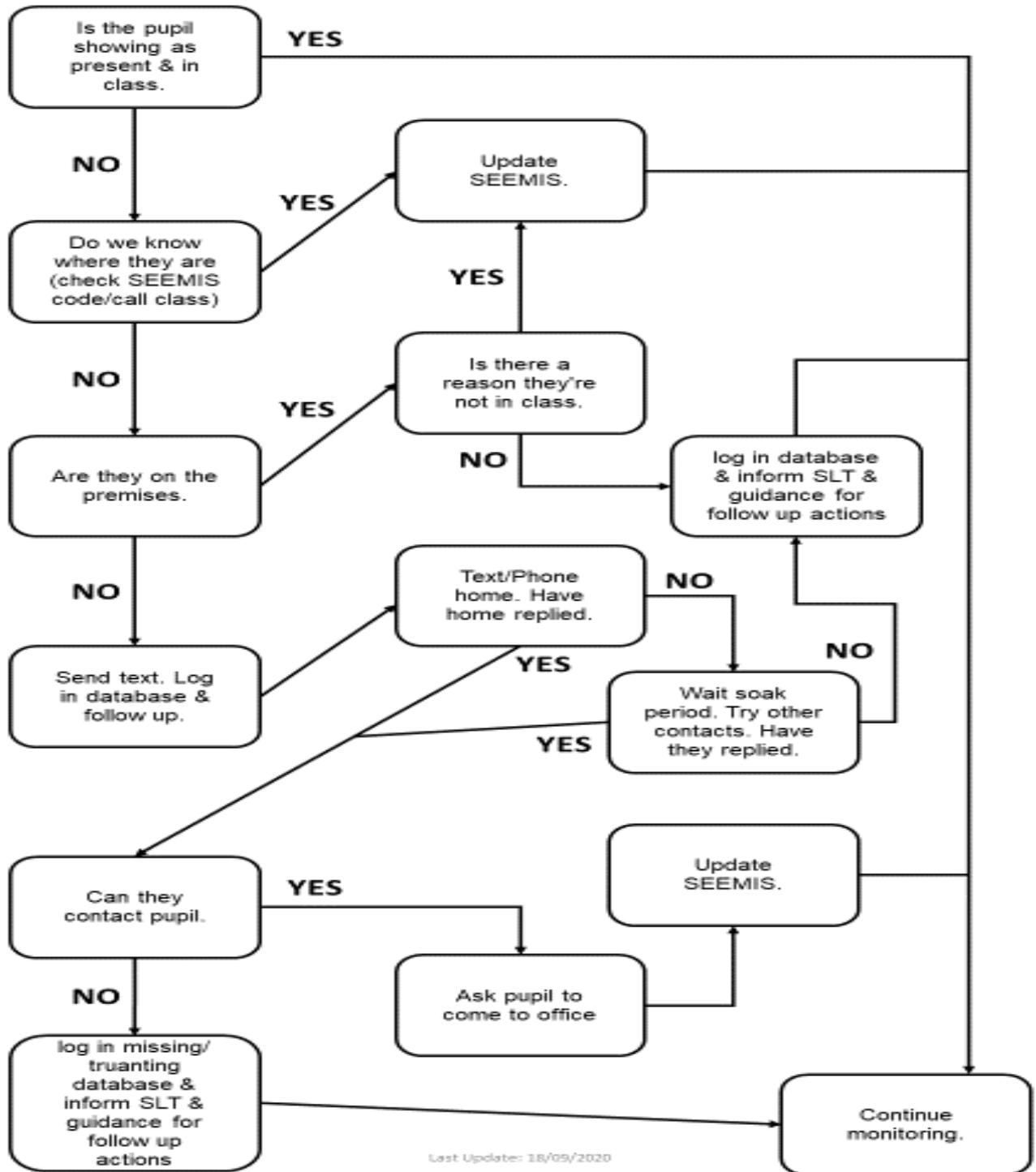
School: **Headteacher:**

Date request received:
From: To: Total school days:

Grounds for Authorisation:
Exceptional Holiday Leave (code E if authorised in advance, code G if un-authorised)
Parental Work Constraints ☐   Confirmed by school or letter from employer ☐
Family Cohesion (eg. following bereavement) ☐

Extended Leave (over 4 weeks code Z, under 4 weeks code A)
Religious Observance ☐   Bereavement ☐   Close Family Wedding ☐
Gypsy / Traveller family ☐

Extended Leave with Parental Consent (over 4 weeks code Z, under 4 weeks code A)
Note maximum 12 school weeks
Extended overseas educational trips not organised by the school ☐
Short-term parental placement abroad ☐
Family returning to its country of origin (to care for relative, or for heritage trip) ☐

Exceptional Domestic Circumstances (Q - authorised, R - un-authorised) discuss with EWO
Period immediately after an accident or illness ☐
Period of serious or critical illness of a close relative ☐
Domestic crisis which causes serious disruption to the family home, causing temporary relocation ☐

Consideration of Risks

	Yes	No	Comments
Attendance			
Previous requests			
Female Genital Mutilation			
Forced Marriage			
Other welfare / CP: Click or tap here to enter text.			

Recommendation from school:
Do not authorise ☐   Authorise ☐   Further advice requested ☐
Attach: Individual attendance summary ☐   Request ☐

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Authorised by: []   Original Issue: []
Lead Officer: []   Current Version: []
Review Date: [] Page off 26

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Appendix 5 Staged Support to Promote Attendance and Manage Absence

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Identifying and responding to concerns about attendance	
Pathways to Support	**Action to be taken/ Who and How**
Stage 5 Complex/ Intensive/ Acute	**Direct Referral to Reporter/ Attendance Order (served on parent through AAAG only)**
Stage 4	**Area Attendance Advisory Group (AAAG only in consultation with EWO after appropriate work being carried out)**
Stage 3 Unexplained absence persists	**Multi-agency assessment, planning and review** • Information gathering - use of GIRFEC tools and profile of attendance difficulties • Solution-focused planning meeting involving pupil and parents • Identify and implement appropriate intervention • Review progress and update action plan
Stage 2 Unexplained absence <85% attendance rate Persistent lates without parental support	**Referral to EWO/ On-going involvement of Pupil Support Staff** Individualised planning
Stage 1 Lates and occasional unexplained absence	**Action taken by Head Teacher/Pupil Support Staff:** • Monitor attendance data regularly • Discuss concerns with pupil and parent at earliest opportunity • Unexplained absence should result in absence enquiry letter to parents with contact details of member of staff who can offer support.*NB Standard letters are available on SEEMIS which can be adapted by schools.*
Promoting School Attendance for all pupils to ensure they are included, engaged and involved Promoting positive parental involvement Pastoral support health and well-being Positive behaviour approaches – restorative practice, solution-orientated schools Reward systems Learner engagement curricular flexibility links with FE and voluntary organisations Playground supervision Buddying and mentoring systems	

Appendix 6 SCHOOL LEAVING DATES

1. Definition of School Leaving Age

1.1 The Education (Scotland) Act 1976 has revised the former school leaving arrangements. In future 31 May and the first day of the Christmas holiday period shall be the statutory summer and winter leaving dates in each year.

1.2 The arrangements will apply to pupils as follows:-

(a) Summer Leaving Date

(i) A pupil whose 16th birthday falls in or after 1 March and before 31 May is deemed not to have attained school leaving age until 31 May (i.e. the summer leaving date).

(ii) A pupil whose 16th birthday falls after 31 May but before 1 October is deemed to attain school leaving age on 31 May (i.e. the summer leaving date).

(b) Winter Leaving Date

(ii) A pupil whose 16th birthday falls on or after 1 October but before the first day of the Christmas holiday period is deemed not to have attained the school leaving age until the first day of the Christmas holidays (i.e. the winter leaving date).

(ii) A pupil whose 16th birthday falls after the winter leaving date but before 1 March is deemed to have attained 16 on the first day of the Christmas holidays (i.e. the winter leaving date).

Note: Children whose 16th birthday falls on a leaving date cease to be of school age on their birthday in terms of Section 32 of the 1962 Act.

2. Entry to Employment

2.1 Under the new legislation, pupils who have attained school leaving age are free to enter full-time employment even though they may not have reached their 16th birthday, except in certain industries where a minimum age for entry may apply.

2.2 Under no circumstances can a pupil of school age be allowed to leave school to enter full-time employment. Section 28 of the Children and Young Persons

2.3 (Scotland) Act 1937 contains statutory restrictions on part-time employment of children, as defined in appropriate local bye-laws. Apprenticeship is regarded as full-time employment.

3. Entry to Further Education

3.1 The legislation permits the Authority discretion to allow exemption from school attendance to those still of school age to allow a pupil to begin a full time course of formal education. Such cases will be considered on their merit in relation to the educational needs of the pupil who will remain of school age until the statutory leaving date is reached. Pupils should normally have completed 4 years of secondary education before they are withdrawn from school and will not normally be admitted to courses at the expense of those who have already attained leaving age.

3.2   Head Teachers should seek the approval of Head of Schools and Community Services for those pupils still of school age wishing to begin a full-time course of vocational further education - after prior agreement with the pupil's parents and the Principal of the College of Further Education.

4.   Non attendance at School

4.1   Discretion is also still allowed to authorities to grant non attendance at school to attendance to a child over 14 years of age for the specific purpose of allowing the child to give assistance at home if a situation of exceptional domestic circumstances is proved.

4.2   Applications for such non attendance should be dealt with as described in the Guidelines (Paragraph 4.9).

5.   Social Security Implications

5.1 Any young person legally employed is covered by industrial injuries legislation whether or not he has attained the age of 16 years. Liability for National Insurance Contributions does not however, begin until he attains that age. Entitlement to unemployment, sickness and related benefits is assessed in relation to earnings and contributions from the age of 16 years. A young person is not entitled to supplementary benefit in his own right until he becomes 16 although, if his family is in receipt of benefit, he could qualify as a dependant until the age 16 years.

5.2 Child Benefit is payable at least until a child attains the age of 16 years, whether or not he has ceased to be of school age. Benefit continues subject to appropriate regulations after the age of 16 years if a person continues in full-time education.

Appendix 7:

Template for promoting attendance and managing absence school procedure

1.   Aims and Targets
- Specific, realistic targets for improving attendance
- Resources available and how they will be used
- How communication between all partners in the process will be implemented

2.   Rights, Roles and Responsibilities

- Details of school partnership with Education Welfare Service/Home -Link Support.
- The legal responsibility of the authority, Children and families Department, school, parents and pupils
- Partnership approach to promote attendance and manage absence

3.   Procedures

- The stages, processes and staff involved
- Lateness procedures
- How and when attendance concerns are communicated to parents
- What processes are used to reintegrate pupils returning to school after an absence

4.   Strategies for promoting attendance and manage absence

- Incentives/rewards
- Reintegration
- Building Relationships
- The school environment
- Curriculum

5.   Monitoring and Evaluation

- How will the effectiveness of the strategies used be evaluated.
- When will monitoring and evaluation take place
- Who will be involved and how will they contribute

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Lead Officer: []	Current Version: []
Review Date: [] Page off 26	

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Appendix 7 – school checklist, promoting attendance and managing absence

Attendance and absence are recorded per half day session in primary and period by period in secondary, including the attendance of pupils who are late.	
There is a system to monitor attendance in every period and absence "hotspots" effectively. (Secondary)	
Information recorded is followed up immediately to ensure pupils are safe and well	
System in place to contact parents or carers as soon as an absence is noted at key points in the school day to help ensure that immediate action can be taken to find any pupils 'missing' from school. If attempts to contact the parent are unsuccessful then emergency contacts aere used.	
The SEEMIS system is effectively used to record absence..	
Social Work are notified immediately by telephone of the absence of any child who is on the Council's Child Protection Register. It will be for the Duty or case Social Worker to decide on the required subsequent course of action and to inform the school of that decision.	
School are aware of early signs of concern which may lead to absenteeism and allow preventative support to be arranged.	
GIRFEC child planning is effectively identify and address barriers to attendance.	
School staff develop positive relationships with pupils and parents to ensure difficulties are discussed and resolved. There is a collaborative approach with families in line with local GIRFEC approaches.	
There is a whole school approach to positive relationships and the 4 R's including approaches to promote equity and value diversity.	

Scottish Government and Education Scotland Self-Reflection Questions to support improved attendance.

Relationships and Behaviour
[Promoting Attendance: self-reflection questions for educational settings](#) This resource which supports the implementation of IEI 1 has now been updated.

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Appendix 8 - Inclusion Policy and Procedures Prompt Sheet

All procedures below sit underneath and within the context of our Included, Engaged and Involved in Edinburgh policy and our Edinburgh Learns Inclusion Framework.
The policy describes our one service approach;

Collaborative GIRFEC	Strengths based	Doing with not to	Relationships	Rights Respecting	Resilience Building	Restorative	Voice of the child and family

Procedure	Prompts	Targets	Key questions
Improving Outcomes for Learners at Risk of Exclusion	● Aiming for max 3 days ● Teaching post 3 days ● Must be reasonable adjustments for ASN ● Meeting offered within 7 days (should not be called re-admission meeting) ● Meeting is best practice not mandatory ● Removal from the roll agreed by director ● Flowchart and Checklist for exclusion in appendix	● Reduce repeat exclusions ● Reduce prolonged exclusions ● Zero exclusion target for LAC	● Are exclusions effective? ● Are they ⬆ or ⬇ ? ● Are they ever prolonged ? ● What are alternatives? ● Is there a GIRFEC plan with partners for learners at risk of exclusion?
Managing and Reducing Risk	● Behavioural analysis to identify triggers ● Recording of harm and weapons on SHE ● Planning and evidencing measures to reduce risk ● Safety planning ● Appendix specific guidance on weapons with flowchart ● Template for Risk Management plans	● Support resolution to exclusion ● Reduce prolonged exclusions ● Reduce likelihood of harm	● Are risk management plans being used to reduce risk and address stuck situations? ● Who collaborates with school? ● Are there any training needs? ● Are incidents recorded on SHE?
Flexible and Alternative Timetables	● Flexible is PT / Alternative is approx FT ● Flexible must be recorded on SEEMIS ● Flexible only: to prevent exclusion / return from exclusion / phased rtn for health ● Proper consideration of risks – prompts in appendix ● Guidance on recording of reduced attendance ● System for school tracking should be in place – optional template in appendix	● Accurately track ● Reduce prolonged flexible timetables ● Maximise positive school attendance	● Are flexible timetables successful in phasing children back? ● Are they recorded accurately? ● Do they have a clear purpose? ● Are alternative timetables used appropriately?
Relationships, Learning and Behaviour	● Whole school ethos and culture ● Core practice of the 4 Rs ● Practical guidance for all staff eg. strategies for positive behaviour ● Guidance on physical contact ● Guidance on physical intervention and seclusion – must be recorded on SHE ● Guidance on support and debriefing	● Template school policy in place within 3 years ● All staff complete CECIL e-learning (preferably including whole school workshops)	● How is an ethos of +ive relationships grown? ● Are all staff aware of procedure and using strategies described? ● Appropriate recording on SHE? ● Are there staff training needs eg. 4Rs?

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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	● Template for school policy/procedure to be implemented within 3 years. ● Local authority inclusion statement in appendix			
Hosting Flowchart	● Managing alternative to prolonged exclusions flow chart added to share point Managing Prolonged Exclusions flowchart.docx (sharepoint.com) ● Hosting flow chart added to share point see Hosting Guidance	● Staff aware ● Pathway three fully involved b4 hosting considered	● Is this in the best interest of the pupil? ● Have we explored all in school and community supports first? ● What are the family and child or young person's views?	

Attendance Procedure	● SLWG Set Up to look at the following
	  – Monitoring and tracking to ensure safe guarding
	  – Systems to support improved attendance
	  – Clarification around admissions in expectations circumstance.
	● Flow chart created admissions in expectations circumstance added to share point
	Pupil Enrolment – Exceptional Circumstance.docx(sharepoint.com)
	● SLWG Summary shared with Kirsty Spence
	● Examples of good practice uploaded to share point.
	Effective Practice in Attendance Monitoring (sharepoint.com)
		● Schools aware of their safe guarding role in line with included engaged and involved.
		● Schools aware of their role when admitting a pupil under exceptional circumstances
			● System in place for supply staff and new staff induction on SEEMIS use
			● Opportunities for SL to discuss how to manage attendance follow up in line with the safe guarding issue - included engaged and involved.	

Management of Engagement in Remote Learning	● SLWG set up ● Guidance shared with HT at briefing 25.2.21 ● Added to share point Monitoring of Engagement in Remote Learning Guidance to share.docx (sharepoint.com)	● Consistency across schools with tracking engagement	● Schools aware of the policy ● Schools aware of their roles and responsibility	
Home Links Team Guidance	● Home Links working practice flow chart added to share point. Home Links working practice flow chart.docx(sharepoint.com) ● Home Links to support city wide, Request for support available on share point Home Links – Request for Support Form.docx(sharepoint.com) ● Working collaboratively EWS	● Improve individual attendance	● Has individual attendance improved? ● Are schools aware of the service and how to access it?	

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Attendance Data (below 85%)

School:
HT:

School Overall Attendance Target:

Session	Session	Session	Session	Session	Session

Primary

Year Group	Session	Session	Session	Session	Session
P1					
P2					
P3					
P4					
P5					
P6					
P7					

Secondary

Year Group	Session	Session	Session	Session	Session
S1					
S2					
S3					
S4					
S5					
S6					

Data Interpretation:

Next steps to address any attendance challenges:

School Attendance Target for Following Session (agreed with QIEO):

Craigroyston Community High School | Craigroyston Primary

Craigroyston Learning Community

every day in school counts

to learn and achieve

to experience new things

to make friends

0 days missed	5 days missed	9 days missed	14 days missed	19 days missed	26 days missed
100%	97%	95%	92%	90%	85%
WELL DONE		WE'RE CONCERNED		WE'RE WORRIED	

attendance over whole school session

Monday Tuesday Wednesday Thursday Friday

Sometimes things happen, in or out of school, that make attending difficult. Please get in touch with your child's school so that support can be offered because **every day counts!**

The Royal High School
Learning community

Every day in school counts...

95% attendance	90% attendance	85% attendance	80% attendance	70% attendance
9 schools days missed	19 schools days missed	27 schools days missed	36 schools days missed	57 schools days missed
1 week & 4 days	4 weeks & 4 days	5 weeks and 3 days	7 weeks & 3 days HALF A TERM MISSED	11 weeks & 2 days 1 WHOLE TERM MISSED

and every minute counts...

5 minutes late per day	10 minutes late per day	15 minutes late per day	20 minutes late per day	25 minutes late per day
3 school days lost per year	6.5 school days lost per year	10 school days lost per year	13 school days lost per year	19 school days lost per year

We belong here

Blackhall Primary School

Clermiston Primary School

Creativity Courage Achievement Resilience Individuality Aspiration
The Royal High School
Established 1128
We Belong Here

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Education, Children and Families Committee

10am, Thursday, 27 April 2023

Home Education and Flexi-Schooling

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note that the Scottish Government are due to issue new guidance on Home Education and Flexi-Schooling to all local authorities in 2024. The City of Edinburgh Council participated in the consultation around this guidance and have provided feedback on the draft document.

Amanda Hatton

Executive Director Children, Education and Justice Services

Contact: Arran Finlay, Senior Education Officer

E-mail: arran.finlay@edinburgh.gov.uk | Tel: 0131 469 3063

Report

Home Education and Flexi-Schooling

2.   Executive Summary

2.1   This report sets out the current situation regarding Home Education and Flexi-Schooling within City of Edinburgh Council schools.

3.   Background

3.1   Councillors asked for information regarding the numbers of pupils flexi-schooled in City of Edinburgh schools, the impact upon wellbeing and attainment of those children, class management and the challenges for teachers and pupils arising from the operation of flexi-schooling.

4.   Main report

4.1   The current Scottish Government guidance allows each local authority to decide whether to support flexi-schooling or not, and at the publication of the most recent guidelines in 2007, it was decided that Edinburgh would support this.

4.2   Currently, 182 children are flexi-schooled in Edinburgh schools each week. They average 1.25 days of flexi-schooling weekly. In Secondary, it is more likely that the pupil takes fewer subjects in school and is studying online for specific qualifications (A-levels, for example).

4.3   Parents and carers decide to flexi-school for a variety of reasons. Post pandemic, some families have stated that home learning is a benefit to all the family.

4.4   Class Teachers are not required to provide any work for the days/times when children are flexi-schooled. Parents/carers are required to provide the learning during these days/times.

4.5   Positive and negative impacts have been cited. In a very few cases, attainment has been negatively affected. If this happens, then the Headteacher meets with the parent to discuss this and plan a way forward. Teachers may have to support the pupil with re-engagement with, their learning, as inevitably they have missed

teaching input, and occasionally with their peers, as this can affect friendships, especially with younger children.

Some pupils flourish with flexi-schooling too. Some parents/carers of children with additional support needs feel that the mixture of home and school learning, suits their child best, and allows for improved family time.

Each case is individual and treated as such.

4.6   Appendix 1 shows the split across the city. In certain areas of the city, there are private companies providing Forest Schools, which leads to higher flexi numbers in particular schools. These schools all offer outdoor education within their curriculum.

5.   Next Steps

5.1   Upon publication of the new Scottish Government guidance, due early 2024, we will form a short life working group, including Headteachers, Social Work and Parents/Carers who Flexi-School currently to review the City of Edinburgh Guidance.

6.   Financial impact

6.1   There is no financial impact.

7.   Stakeholder/Community Impact

7.1   Consultation occurred with parents/carers, Headteachers and Social Work during the consultation by the Scottish Government prior to writing the new guidance and during our feedback to that draft guidance earlier this year.

8.   Background reading/external references

8.1   N/A

9.   Appendices

9.1   Appendix 1 – Flexi-Schooling by School/Learning Community

Learning Community	School Name	Number of Flexi-Schooled Pupils	Numbers of Days Per School
Balerno	Dean Park Primary School	2	2
Balerno	Balerno Community High School	0	0
Balerno	Ratho Primary School	0	0
Boroughmuir	Bruntsfield Primary School	13	14
Boroughmuir	Buckstone Primary School	2	2.5
Boroughmuir	Boroughmuir High School	0	0
Boroughmuir	Canaan Lane Primary School	0	0
Boroughmuir	South Morningside Primary School	0	0
Broughton	Broughton High School	0	0
Broughton	Flora Stevenson Primary School	1	1
Broughton	Granton Primary School	2	3
Broughton	Stockbridge Primary School	1	1
Broughton	Ferryhill Primary School	0	0
Castlebrae	Castleview Primary School	1	2
Castlebrae	Castlebrae High School	0	0
Castlebrae	Newcraighall Primary School	0	0
Castlebrae	Niddrie Mill Primary School	0	0
Craigmount	Corstorphine Primary School	1	1
Craigmount	Fox Covert Primary School	1	0.5
Craigmount	Roseburn Primary School	4	6.5
Craigmount	Craigmount High School	0	0
Craigmount	East Craigs Primary School	0	0
Craigmount	Hillwood Primary School	0	0
Craigroyston	Forthview Primary School	1	4
Craigroyston	Craigroyston Community High School	0	0
Craigroyston	Craigroyston Primary School	0	0
Craigroyston	Pirniehall Primary School	0	0
Craigroyston	Rowanfield Special School	0	0
Currie	Woodlands Special School	1	1
Currie	Currie Community High School	0	0
Currie	Currie Primary School	0	0
Currie	Juniper Green Primary School	0	0
Currie	Nether Currie Primary School	0	0
Currie	Redhall Special School	0	0
Drummond	Abbeyhill Primary School	3	6
Drummond	Broughton Primary School	2	4
Drummond	Drummond Community High School	1	1
Drummond	Leith Walk Primary School	1	1
Firrhill	Braidburn Special School	0	0
Firrhill	Colinton Primary School	0	0

Firrhill	Firrhill High School	0	0
Firrhill	Bonaly Primary School	3	2.5
Firrhill	Pentland Primary School	6	9.5
Firrhill	Longstone Primary School	0	0
Firrhill	Oxgangs Primary School	0	0
Forrester	Broomhouse Primary School	0	0
Forrester	Carrick Knowe Primary School	1	1
Forrester	Forrester High School	1	1.5
Forrester	Gylemuir Primary School	0	0
Forrester	Murrayburn Primary School	0	0
Gracemount	Frogston Primary School	2	1.5
Gracemount	Gracemount Primary School	4	8
Gracemount	Gracemount High School	0	0
Gracemount	Kaimes Special School	1	3
Gracemount	St Crispin's Special School	0	0
Holy Rood	St Catherine's RC Primary School	1	2
Holy Rood	Holy Rood RC High School	0	0
Holy Rood	St John Vianney RC Primary School	1	1
Holy Rood	St John's RC Primary School	4	7
Holy Rood	St Ninian's RC Primary School	1	1
Holy Rood	St Francis' RC Primary School	0	0
Holy Rood	St Mary's RC Primary School (Leith)	0	0
James Gillespie`s	James Gillespie's Primary School	9	8.5
James Gillespie`s	Preston Street Primary School	3	4
James Gillespie`s	Sciennes Primary School	8	10
James Gillespie`s	Taobh na Pairce	8	5.5
James Gillespie`s	Tollcross Primary School	1	0.5
James Gillespie`s	Royal Mile Primary School	0	0
Leith	Hermitage Park Primary School	0	0
Leith	Leith Academy	0	0
Leith	Leith Primary School	0	0
Leith	Lorne Primary School	0	0
Leith	Pilrig Park Special School	0	0
Leith	Prospect Bank Special School	0	0
Leith	Craigentinny Primary School	2	2.5
Liberton	Edinburgh Secure Services (Howdenhall)	0	0
Liberton	Liberton High School	0	0
Liberton	Craigour Park Primary School	1	1
Liberton	Liberton Primary School	10	9
Liberton High	Gilmerton Primary School	1	3
Liberton High	Prestonfield Primary School	1	1
Portobello	Brunstane Primary School	0	0
Portobello	Duddingston Primary School	0	0
Portobello	Portobello High School	0	0

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Portobello	Parsons Green Primary School	4	4.5
Portobello	The Royal High Primary School	1	1.5
Portobello	Towerbank Primary School	36	39
Queensferry	Echline Primary School	0	0
Queensferry	Kirkliston Primary School	0	0
Queensferry	Queensferry High School	0	0
Queensferry	Dalmeny Primary School	2	2.5
Queensferry	Queensferry Primary School	1	1
St Augustine`s	St Andrew's Fox Covert RC Primary School	0	0
St Augustine`s	St Augustine's RC High School	0	0
St Augustine`s	St Cuthbert's RC Primary School	0	0
St Augustine`s	St Joseph's RC Primary School	0	0
St Augustine`s	St David's RC Primary School	2	2
St Augustine`s	St Margaret's RC Primary School	1	2
St Thomas of Aquin`s	Holy Cross RC Primary School	0	0
St Thomas of Aquin`s	St Thomas of Aquin's RC High School	0	0
St Thomas of Aquin`s	St Mark's RC Primary School	1	1
St Thomas of Aquin`s	St Mary's RC Primary School (Edin)	2	2
St Thomas of Aquin`s	St Peter's RC Primary School	8	12
The Royal High	Clermiston Primary School	0	0
The Royal High	Cramond Primary School	0	0
The Royal High	The Royal High Secondary School	0	0
The Royal High	Blackhall Primary School	1	2
The Royal High	Davidson's Mains Primary School	7	11
Trinity	Trinity Academy	0	0
Trinity	Trinity Primary School	2	2
Trinity	Wardie Primary School	5	5
Trinity	Victoria Primary School	0	0
Tynecastle	Balgreen Primary School	0	0
Tynecastle	Dalry Primary School	0	0
Tynecastle	Gorgie Mills Special School	0	0
Tynecastle	Stenhouse Primary School	0	0
Tynecastle	Craiglockhart Primary School	2	4
Tynecastle	Tynecastle High School	1	3
Wester Hailes	Canal View Primary School	0	0
Wester Hailes	Clovenstone Primary School	0	0
Wester Hailes	Sighthill Primary School	0	0
Wester Hailes	Wester Hailes High School	0	0

Education, Children and Families Committee

10am, Tuesday, 27 April 2023

Health and Wellbeing Update

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the achievements and next steps in Health and Wellbeing in City of Edinburgh schools.

1.1.2 Note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners to support the health and wellbeing of our children and young people

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Janice Watson, Quality Improvement Officer

E-mail: Janice.watson@edinburgh.gov.uk

Health and Wellbeing Update

2.   Executive Summary

2.1   This report summarises the main areas of focus and approaches to supporting the health and wellbeing of children, young people and staff teams, across City of Edinburgh's schools. Supporting mental and emotional wellbeing continues to be a priority across all settings. Refreshing and planning for all areas of the Health and Wellbeing (HWB) the curriculum was a focus in School Improvement Planning Guidance 2022/23. The HWB National Census has provided detailed feedback from our learners in relation to HWB. We are in the process of analysing this in relation to the national level data recently shared by Scottish Government

3.   Background

3.1   Developing the health, wellbeing and resilience of learners and staff teams in Edinburgh schools is a fundamental part of Edinburgh Learns Strategy to raise attainment for all learners. This aligns with the NIF priority of Improving children and young people's health and wellbeing.

3.2   We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey and the National HWB Census. We use this data at strategic and school level to inform next steps.

3.3   Each year our schools evaluate themselves against the HGIOS? 4 Quality Indicator This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. This provides additional information regarding the strengths and areas for improvement for Health and Wellbeing. These indicator values are submitted annually by schools in their Standards and Quality Report in June.
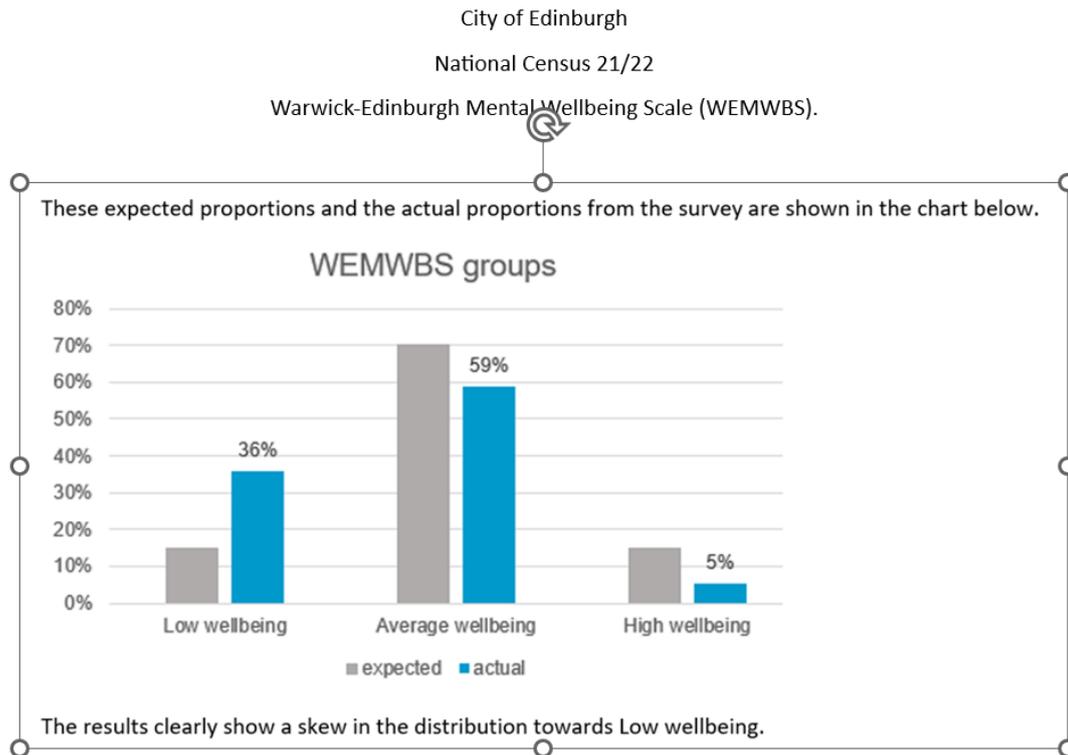
Quality Indicator Values

Session 22/23

Sector	3 Satisfactory	4 Good	5 Very Good	6 Excellent
Primary	5	57	25	2
Secondary	1	12	9	1
Special	3	8	1	

This session three HMIE published reports have reviewed this QI and each performed very well –with gradings of excellent, very good and good.

3.4   Our HWB Framework and A5 booklet (Appendix 1) provides key information to schools regarding CEC expectations and consistency of approach in relation to HWB.

3.5   The impact of covid on children and young people's HWB is well documented. For some, coping with school life presents significant challenges and creates anxiety which schools are working hard to support.

City of Edinburgh

National Census 21/22

Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).

These expected proportions and the actual proportions from the survey are shown in the chart below.

WEMWBS groups

	Low wellbeing	Average wellbeing	High wellbeing
actual	36%	59%	5%

■ expected ■ actual

The results clearly show a skew in the distribution towards Low wellbeing.

4.   Main report

4.1   Supporting the Health, wellbeing and resilience of school communities has been a main priority for senior leaders, and staff teams. A wide range of supports, resources and training have been made available to schools to facilitate this work e.g. sign posting to CEC and third sectors supports, in house training, NHS training etc

4.2   Individual school data from the National Health and Wellbeing Census and collated sector specific data was shared with all schools. Sessions were provided for school leaders and HWB networks to support analysis of this data and implementation of next steps. In addition, signposting to resources and training for key areas where initial analysis suggested support might be required, such as developing resilience, learner voice, connectedness and physical wellbeing were also shared. A short life working group has been set up to further analyse the CEC data in comparison to

Education, Children and Families Committee 27 April 2023 APM

the national data. Key priorities will be identified and follow up actions will be taken to the HWB Strategic Group to inform the HWB Action Plan for 23/24.

4.3   New resources across a range of HWB organisers have been provided this year. These include a new toolkit for secondary schools to support a planned, progressive Personal and Social Education curriculum. Within this toolkit is further support and guidance for schools on developing a whole school approach towards Gender Based Violence and Harmful Sexual Behaviours. Our Mentors in Violence Prevention training programme supports this work and the Stop it Now! pilot project will provide further evidence-based practice to share . The new young Minds Matters resource provides a progressive approach from our primary Building Resilience programme to teach mental and emotional skills to young people., which is critical for supporting wellbeing and attendance.

4.4   High quality Professional learning, delivered within the Local Authority and with Partner agencies, has been effective in upskilling practitioners across various aspects of HWB. This has included train the trainer sessions for both Mental Health Matters and for the Relationships, Sexual Health and Parenting programme.

4.5   A HWB Map has been developed for schools to facilitate a holistic approach to HWB. It signposts to key resources, supports and training and clarifies the key areas integral to ensuring settings are meeting the HWB needs of their learners.

4.6   A minimum expectation for evaluating progress in HWB responsibility of all at individual and whole school level has been developed. This aspect of HWB is not supported by benchmarks as it is recognised that a learner's progress in relation to their mental, emotional and social wellbeing is dependent on a variety of factors and life circumstances which can change quickly. It is, however, essential that establishments can show evidence of the progress children and young people are making in relation to their health and wellbeing. This .resource will support schools to reflect and act on the wellbeing needs of their individual learners and broader school community.

4.7   A strong commitment to collaboration across the Local Authority and with partners has strengthened the development of particular areas of work. Our focus on responding to the increase in the proportion of Primary 1 children who are at risk of overweight or obesity has brought together a range of partners to look more broadly at developing a positive food and physical activity culture across our service. A pilot project has been set up in one learning community and an authority wide commitment to focussing on the development of PEPAS(Physical Education, Physical Activity and Sport) groups in each learning community both support this agenda.

4.8   The HWB National Census asked S2 and 4 pupils if they had ever vaped. The results showed that approximately 400 pupils, or 9%, of S2 and S4 respondents had used an e-cigarette/vape. This was 6% in S2 and 13% in S4.A report on vaping was shared with CCWP. (Appendix 2) Preliminary steps have been taken to develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners to provide consistency across the school estate. This group will meet in May 2023 to take this forward.

4.9 £2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools. Wellbeing Hubs support young people from S1 – S3 and provide enhanced transition into S1 for learners from P6 upwards. The tailored interventions strengthen young people to develop their Health and Wellbeing, build positive relationships with peers, and thrive in mainstream settings. High quality professional learning and networking is ensuring staff are informed, motivated and have the necessary skills to support learners.

4.10 Our Head Teachers, Primary and Secondary HWB Networks, alongside our Pupil Support Lead and DHT Networks continue to shape and support our HWB work across the city. Their views and experiences feed into the HWB Strategic Group.

4.11 We continue to collaborate within the SEIC to find synergies, share good practice and work collaboratively on projects pertinent to HWB. One of our primary schools was the first to achieve the SEIC Mental and Emotional Health and Wellbeing Award.

5.   Next Steps

5.1 Align all HWB strategic actions to Edinburgh Learns for Life goals; Transform, Connect, Empower

5.2 Reflect on citywide data from National HWB Census in comparison to national data and plan next steps. Plan and implement CEC HWB surveys for session 23/24.

5.3 Progress work on vaping through collaboration with children/young people, school staff, parents, and partners based on national research and guidance (ASH)

5.5 Progress city-wide whole school universal and targeted nurture approaches.

5.6 Progress positive food and physical activity pilot, reflect on impact and plan next steps.

5.7 Provide high quality professional learning responsive to professional learning needs, where appropriate, with partners.

5.8 Review and refresh Primary HWB Progression Pathways.

5.9 Continue to support the HWB of school leaders and staff.

5.10 Provide clear strategic direction on evaluating improvement in health and wellbeing in conjunction with the city-wide tracking and monitoring solution.

6.   Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey and the National HWB Census

7.2 Each year our schools evaluate themselves against the HGIOS? 4 Quality Indicator. This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. This provides additional information regarding the strengths and areas for improvement for Health and Wellbeing. These indicator values are submitted annually in June.

7.3 Edinburgh Learns Health & Wellbeing Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board to ensure effective collaboration in the continued development of the overall strategy, together with performing an effective governance function.

8. Background reading/external references

8.1 [How good is our school? - HGIOS 4 | Self-evaluation | National Improvement Hub (education.gov.scot)](education.gov.scot)

9. Appendices

9.1 Appendix 1   Health and Wellbeing Framework
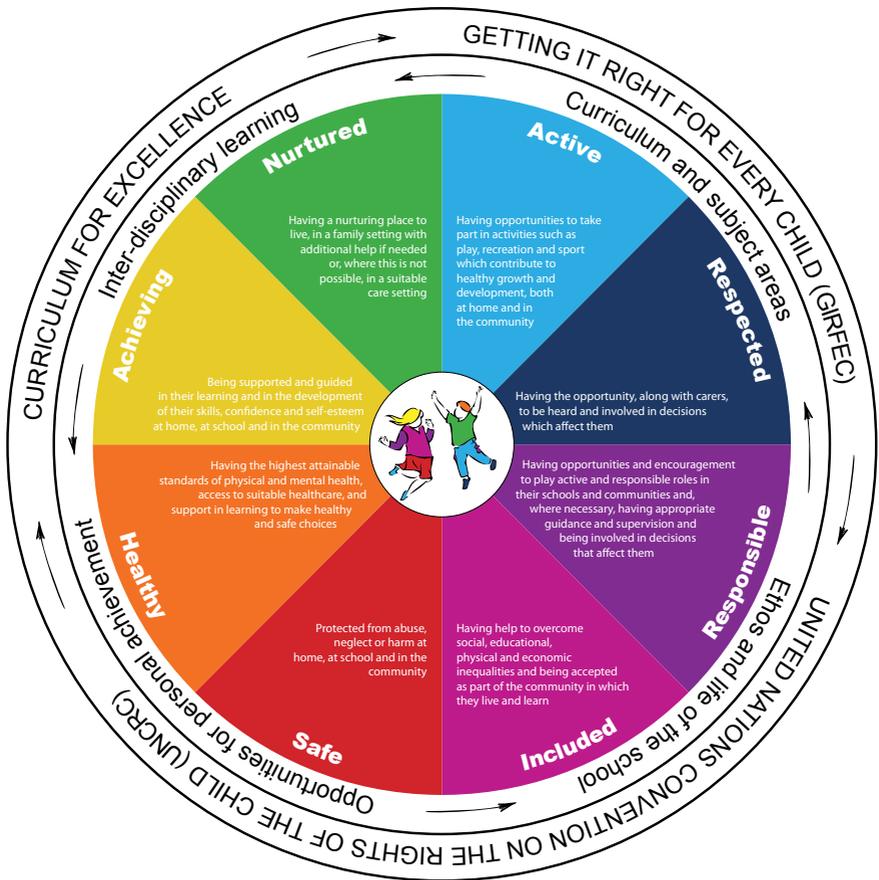
9.2 Appendix 2   Secondary Citywide Census Data

Health and Wellbeing

EDINBVRGH
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'Everyone within a learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual in the school and the wider community'

Curriculum for Excellence: Health and wellbeing Principles and Practice

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

CURRICULUM FOR EXCELLENCE

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Inter-disciplinary learning

Curriculum and subject areas

Ethos and life of the school

Opportunities for personal achievement

Nurtured — Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting

Active — Having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community

Achieving — Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community

Respected — Having the opportunity, along with carers, to be heard and involved in decisions which affect them

Healthy — Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices

Responsible — Having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them

Safe — Protected from abuse, neglect or harm at home, at school and in the community

Included — Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn

Establishments should know and be able to demonstrate that across the four contexts for learning, all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and learners should know, understand and use the wellbeing indicators as an integral part of school life.

How good is our school? 4th Edition

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Safe ⚠️

Values

The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum

Restorative approaches begin with the ethos of positive relationships, rights and respect

Restorative approaches are for all members of the school community regardless of role

Practice

Strong culture of partnership working and joint planning across the learning community

Regular planned opportunities for 1:1 dialogue with learners

Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 dialogue with learners

Regular time created for staff to discuss learners' HWB needs

Safe spaces in the establishment

Supported lunch/break activities

Healthy

Values

Health and wellbeing is valued and seen as a priority

The key adult role is a crucial component in a child's resilience – we believe that any of us can be that key adult

Practice

Planned curricular opportunities for learners to develop resilience

All staff demonstrate HWB is central to their practice

High quality meals which meet nutritional requirements

Planned progressive HWB curriculum, shaped by learner voice and local context

We develop individual attributes and supports that promote resilience including making sure every child has at least one 'good adult'

2

Achieving

Values

All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap

We look for opportunities for personal and wider achievement to highlight and build on individual strengths

Practice

Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning

Achievement across the 4 contexts for learning is celebrated and valued

Transitions are carefully planned, they support HWB and progression in learning

Learners self-report in their own progress in HWB and are supported to identify next steps

We use the Getting It Right for Every Child approach to work together with children and their families

We effectively track and monitor learners to ensure progression and target pupils at risk

3

Nurtured

Values

Positive relationships are crucial to developing successful learning communities

Ethos of respect and trust where learners can and do voice their concerns and are listened to

Restorative, solution orientated approaches used to promote positive behaviour

Learners know staff care about them and feel confident to seek support

We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections

Practice

Staff act as positive role models to learners

Staff demonstrate high expectations and ambition for all learners

We are all available and approachable – if a child or young person wants to connect with us at an unsuitable time we always offer an alternative

We provide nurture groups and support a culture of nurture

Active

Values

Daily physical activity is encouraged and valued

Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment

Practice

Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty

Positive relations with Active Schools link with a programme which is shaped by learner voice

Frequent opportunities for outdoor learning, in the playground, local community and beyond

Daily physical activity

Tracking and monitoring systems identify learners who need to be more active and we plan for this

Planned progressive learning experience for PE across the cluster

Active travel promoted across the learning community

Respected

Values

All learners should feel listened to and valued

Children's rights are core to the ethos and values of the school

Relationships are based on mutual trust and respect

We support everyone's right to access the support they need to achieve their potential

Practice

Views of learners are sought, valued and lead to change

Learners participate fully in the life of the school

Diversity is celebrated and discrimination challenged

We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

Responsible

Values

We show care and respect for others and model this behaviour

We all have a responsibility to offer support to repair relationships

Strong culture of learner voice, where views are listened to and acted upon

Practice

Learners co design their own learning in HWB and participate in delivery of some programmes

Learners contribute to the wider life of the school and take on responsibilities, eg on committees, buddies

Learners have opportunities to develop skills across the 4 contexts for learning

Restorative, solution orientated approaches used to promote positive behaviour

We know there are consequences for decisions and actions that have had a negative impact on the rights of others but consequences are proportionate and support us to develop behavioural awareness and ownership

Included

Values

All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap

The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded

Practice

Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom

Equal access to opportunities, regardless of income

Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community.

All learners have access to a key adult they know and can trust to discuss any issue or worry

Strong culture of learner voice

The 4 Rs underpin our practice;
Relationships
Rights Respecting
Resilience Building
Restorative

8

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)

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

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

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

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Education, Children and Families Committee

10am, Thursday, 27 April, 2023

South East Improvement Collaborative (SEIC) Update

Executive/routine
Wards
Council Commitments

1. Recommendations

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

   1.1.1   Note the added value provided through links across the South East
   Improvement Collaborative.

   1.1.2   Note the participation of Edinburgh Schools and staff in a range of
   SEIC Networks.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director of Education, and Chief Education Officer

E-mail: lorna.french@edinburgh.gov.uk

Report

South East Improvement Collaborative (SEIC) Update

2.   Executive Summary

2.1   The following report contains an outline of progress within the South East Improvement Collaborative (SEIC) with a focus on SEIC work within City of Edinburgh Council. It provides an update of work from August 2022 – March 2023 and identifies next steps.

3.   Background

3.1   The rationale behind regional collaboration (RICS) continues to be a key element in the evolving future of Scottish Education. The aim of all RICs is to provide support for improvement for leaders, teachers and practitioners through teams of professionals drawn largely from local authorities and schools.

Recent publications have reviewed the progress of RICs since their inception and considered their impact in supporting the education system at all levels, to provide the best possible outcomes for our children and young people.

The establishment of RICs was not about creating new formal bodies, but was about developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts.

3.2   The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration.

By working collaboratively at establishment, local authority and regional level, SEIC accelerates progress in agreed priority areas, impacting positively on colleagues working within the region and contributing to improved outcomes for learners. SEIC work takes in account the responsibilities set out in the Education Scotland 'Scottish Attainment Challenge Framework' (March 2022),

for all regional improvement collaboratives, in agreeing priorities and collaborative activities.

The SEIC RIC vision is to work together, to empower colleagues and help improve outcomes across the City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders Councils.

A variety of SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice. Universal supports are available throughout the session, promoted through local and regional communications and within the SEIC website.

4.   Main Report

4.1   School and setting staff continue to benefit from a range of opportunities to collaborate to improve practice through the SEIC.

4.2   In session 2022-23, collaborative working across the region has focused on two shared priority areas to support improvement: Literacy and Learning Pathways and Positive Destinations. SEIC improvement support comes in the form of a series of bespoke SEIC 'Connector' programmes, enabling collaborative learning with a clear focus on improving outcomes for learners.

4.3   SEIC works in partnership with the Education Scotland South East Regional Team, national agencies such as Skills Development Scotland and local authority officers to deliver and quality assure Connector programmes.

4.4   The priority areas are actioned through the five elements of the SEIC Empowered System: Research Schools, Learning Schools, Pedagogy Pioneers, SEIC Associates and Improvement through Partnership.

4.5   Universal supports are available throughout the session, promoted through local and regional communications and within the SEIC website.

4.6   A variety of SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

4.7   All SEIC improvement support programmes are evaluated at the point of delivery and the collective responses received between August 2022 and March 2023 indicate that:

- 89% agreed the collaborative event was relevant for their context.
- 79% agreed their knowledge had increased or improved as a result.
- 70% agreed that they benefitted from opportunities for collaboration.

Following completion of this session's programmes, a final audit will be undertaken and evaluative findings published in the plan for 2023-2024.

4.8   City of Edinburgh Schools' engagement is more fully detailed in Appendix 1.

5.   Next Steps

5.1   The regional collaborative priority areas for next session have been identified as Literacy P2-P4. Learning Pathways and Positive Destinations.

5.2   Schools and settings have applied for connector programmes which support these priorities as well as P1 Play Pedagogy and Research Schools.

5.3   Additional Head Teachers will connect with others regionally via HT Trios and staff will share practice and learn from peers via Pedagogy Pioneers.

5.4   Applicants are reviewed and endorsed by the Quality Improvement Team and spaces are allocated in April.

5.5   An introductory SLT session is delivered, and a baseline audit is conducted in May.

6.   Financial impact

6.1   Funding for the SEIC is external to City of Edinburgh Council and is bid for annually based on the planned interventions for each year. A funding bid is agreed by Directors of Education or Chief Education Officers before being submitted to the Scottish Government.

7.   Stakeholder/Community Impact

7.1   The SEIC Implementation Group drives the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It consists of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland's SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

7.2   The SEIC Trade Union Group provides insight into members' views and highlights any potential, or identified, issues being experienced as a result of SEIC work. This group provides advice and support on ways of

communicating key messages and offers of support for the benefit of their members.

8.   Background reading/external references

8.1   [SEIC Regional Improvement Plan 2022-2023](#)

8.2   [Review of the Regional Improvement Collaboratives (www.gov.scot)](#)

8.3   [Education Scotland 'Scottish Attainment Challenge Framework' (March 2022)](#)

8.4   [SEIC website](#)

9.   Appendices

9.1   Appendix 1 – City of Edinburgh Schools' Engagement

Appendix 1 – City of Edinburgh Schools SEIC Engagement

City of Edinburgh has wide representation of engagement within all areas of the SEIC Empowered System from all sectors including special schools and early years. This session 10 Head Teachers are involved in SEIC Trios and 3 are SEIC Associates. A total of 24 schools and settings are involved in a SEIC Connector Programme. Practitioners from 4 schools and settings have delivered peer-to-peer professional learning to staff across the region. Evidence of progress and impacts is collected in multiple forms including participant evaluation, engagement tracking, reporting on school-identified outcomes and case studies.

Head Teacher Forum

The Edinburgh SEIC forum has representation across all sectors and supports communication from the board to schools and vice versa. They have helped evaluate and provide feedback for the next SEIC plan.

Networks

All local authorities are represented on a wide range of SEIC Networks which continue to provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

All SEIC networks are self-sustaining, are not required to directly deliver the SEIC plan but to set their own agenda, pace and areas of focus. Networks collaborate to develop universal professional learning sessions, resources and materials which are then locally tailored as required. They are shared through SEIC Updates on the website, local forums and communication channels.

Empowered System Exemplars

The SEIC Associates network develops specialist knowledge and skills to drive school improvement and build peer capacity through review process. The City of Edinburgh has 3 SEIC Associates who access Quality Improvement support from, and participate in activities with, 40 other regional SEIC Associates. Professional learning is provided to support SEIC Associates to work alongside improvement teams in their own, and other, authorities as part of the quality improvement process. Current evaluations show that 100% of SEIC Associates agree that their knowledge has increased or improved due to involvement in school visits and the training provided to support them in their role. 93% agreed that they benefited from collaboration with peers from across the region.

Pedagogy Pioneers

Pedagogy Pioneers includes authority identified practitioners who share their high-quality practice universally in the South-East through webinars and Question and Answer sessions. In addition, the SEIC Play Pedagogy Connector provides bespoke supports are provided for 5 City of Edinburgh schools, in a cohort of 23 regional schools. Regular connector session deliver input based on data gathered in initial audits and evaluations at the end of each connector session. Current data shows that 93% of participants feel the sessions are relevant for their context, 78% feel they have improved their knowledge and skills, and 76% feel taking part is enabling them to benefit from collaboration. Connector Schools visit three identified SEIC Learning Schools, learning from practice and experience of former Play Pedagogy Pioneers. Additionally, 4 universal SEIC professional learning sessions on play pedagogy were delivered.

Research Schools

The whole school practitioner enquiry programme is overseen by a group of local authority QIEOs and led by a team of SEIC Officers in partnership with a University of Edinburgh Lecturer in Educational Leadership, an Education Scotland Professional Learning and Leadership Lead Specialist, General Teaching Council for Scotland senior leaders.

Connector Case Study – Research Schools

During session 2022-2023, St Francis RC Primary School, Longstone Primary School and Fox Covert Early Learning Centre have participated in SEIC Research Schools Connector.

Connector sessions provide 14 schools and settings from all five local authorities with professional learning in the enquiry process, identifying areas for and using data for improvement. Enquiry Leads in each school/setting receive Coaching support from the University of Edinburgh.

Former Research Schools share their experiences and connect with current research schools to support their enquiries. In-Service and Collegiate Activity Time workshops are facilitated by regional officers. Expert guidance is provided by a Professor of Education at the University of Strathclyde.

Research schools are funded and supported by SEIC to embed a culture of professional learning and enquiry to improve outcomes for learners.

The most up to date evaluations from Research Schools sessions indicate that: 90% agree that the content of the connector programme has been relevant, and 83% agree that their knowledge has increased or improved.

Improvement Through Partnerships

The SEIC secondary subject network has 20 curricular based groups with representation from CEC Subject Leads. This year they have been supported to create a Digital Pedagogy walk-though book.

To support online learning and provision for a blended learning approach, SEIC funded practitioners are developing online lessons at senior phase level. A number of our practitioners have provided content, and accessed lessons, which is shared within the West OS partnership website. Data is collated by the SEIC digital board providing both SEIC, and City of Edinburgh, management information.

Connector Case Study – Learning Pathways and Positive Destinations

The Learning Pathways and Positive Destinations Connector Programme is a new programme developed in 2022-23 and is led by SEIC Officers in partnership with an Education Scotland Attainment Advisor, Education Officer and the Curriculum Innovation Team, Skills Development Scotland, SCQF Partnership, DYW and Insight.

Schools are supported to improve outcomes for learners through connector sessions and site visits. Regionally, there are 13 connector schools including Queensferry High School and James Gillespie's High School from the City of Edinburgh.

Craigmount High School have supported the programme this session as a Learning School, sharing their curriculum pathways approach regionally.

Connector Schools and Learning Schools are funded and supported to develop their curriculum offer, improve their balance of or overall positive destinations through collaboration.

On-going feedback gathered from the Connector schools shows that 100% of participants feel the content of learning inputs is relevant to their context. 76% report that their knowledge had increased or improved, whilst 82% agree they are benefitting from collaboration with peers from across the region.

Learning Schools

In City of Edinburgh, 7 schools are in a current cohort of 20 Digital Connector Settings and 4 schools participate in a cohort of 20 Literacy Connector schools.

Recent evaluation responses indicate 91% feel the Digital Connector is relevant for their setting. 82% agree their knowledge has increased or improved and 65% identified collaboration as a benefit.

Connector Case Study – Digital Schools

Corstorphine Primary School was one of 11 primaries and 4 secondaries in the City of Edinburgh who participated in the Digital Schools Connector during session 2021-2022 as part of a cohort of over 50 schools across the region.

Connector sessions were structured to support schools through the five criteria required to achieve the Digital Schools Award Scotland. Connector sessions were led by a Regional QIEO (Digital), Education Scotland National Officer (Digital) and Local Authority Officers. Schools across the region shared examples of excellent practice, providing opportunities for collaboration in achieving the award.

Corstorphine Primary School successfully achieved the Digital Schools Award Scotland in June 2022. In 2023, they became a SEIC Learning School, collaborating and sharing their expertise with a new cohort of five City of Edinburgh and a further 20 regional schools in their Digital Schools Award journey.

Learning Schools and Connector schools are funded and supported by SEIC to empower systems change to improve outcomes for learners.

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Education, Children and Families Committee

10am, Thursday, 27 April 2023

Behaviours of Concern

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note the significant efforts and continued partnership between staff in schools, central officers and trades unions to minimise, manage, report and keep under review dysregulated behaviours/behaviours of concern.

1.1.2 Request a follow-through report within 18 months.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director Education & Chief Education Officer

E-mail:lorna.french@edinburgh.gov.uk

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Report

2. Executive Summary

2.1 This report provides a summary of self-evaluation activity, including a Thematic Review, to investigate the impact of actions taken over several sessions to minimise and manage behaviours of concern in the city's schools. This included desk top analysis of data, feedback from specialist staff, questionnaires, and focus groups in a sample of schools. The analysis concluded that while good progress has been made in ensuring Behaviours of Concerns are managed, understood and reduced, the work should be continued to improve consistency, and to ensure that new staff, including school leaders, are supported and trained appropriately.

3. Background

3.1 In 2019 following a deputation https://edinburgh.public-.tv/core/portal/webcast_interactive/460068/start_time/612000 to Education, Children and Families Committee, a working group was formed to review how dysregulation (behaviours of concern) from pupils could be better managed. The group comprised officers, trades union members and Headteachers. It reviewed the actions taken to minimise behaviours occurring, as well as ways in which incidents were reported and followed up.

3.2 Through analysis of the data, it was recognised that many incidents involved learners who have additional support needs affecting their ability to regulate their emotions and resulting behaviour. It was acknowledged that although significant training was in place to support learners with Additional Support Needs, improvements should be made to clarify: roles, remits and responsibilities; application of policy; communication and support, and quality assurance by senior officers, including Headteachers.

3.3 The training and professional learning for teaching and support staff is provided by the Additional Support for Learning Service and the Edinburgh Learns Team. This includes training on differentiation, autism, nurture, de-escalation and environments for learning.

3.4 Learners with additional support needs should have a (GIRFEC) Support Plan or differentiated learning made available. This sets out the ways in which teachers can adapt learning processes and environment to ensure they are fully included.

3.5 The authority tracking and monitoring system 'SHE' is used to record incidents at source and to ensure that appropriate follow up actions are taken. This Management Information System is extensively used by the Education Leadership Team, with support from the Health and Safety Team.

3.6 An Internal Audit took place in 2020 which noted various strengths in the process and made recommendations for follow up work. These included increased self-evaluation activity and a refresh of the Council's Managing Violent Incidents policy. The former is the subject of this report.

3.7 Increased concerns about pupil behaviour are noted nationally. A national survey: Behaviour in Scottish Schools 2023 is currently underway including sampling in City of Edinburgh schools. The HMI National Thematic Inspection: Inclusion: promoting positive behaviour (phase 2) is also underway, featuring a good practice visit to one of our secondary schools.

3.8 Policies and procedures to support and manage additional support needs and behaviour are set out in the Edinburgh Learns Inclusion Framework. Our Managing and Reducing Risk procedure details the process for dealing with behaviours causing potentially serious risk to self or others within schools.

3.9 In March 2023, trades unions raised a concern at the Joint Consultative Group about the numbers 'assaults on staff in schools' citing that '66% of all employee injuries for 2022 were assaults on staff in schools.' Assaults with injury was 61%. This information was analysed as part of the Thematic Review.

4. Main report

4.1 The 2019 working group identified a number of key areas and recommendations including increased oversight of data by the Education Leadership Team (Senior Education Managers). Monthly scrutiny of SHE referrals has continued at ELT since 2019, with follow up activity in certain school as appropriate.

4.2 In addition, the following actions were taken forward and communicated to schools through Headteacher Briefings, Additional Support for Learning Briefings and at ELT. These are collated under the Quality Indicators used across schools (How Good is Our School 4)

4.3 Self-evaluation for self-improvement:

- In 2019 BoC was added to the Education Risk Register. Now identified as a managed issue with elements of risk, it was removed from the register in 2023.

- BoC Checklist video added to the Health and Safety Annual Assurance Matrix by all schools.

- Audit of individual school progress discussed at annual Inclusion Review and Planning Meetings attended by Head Teachers, Educational Psychologists and staff from the Additional Support for Learning Service.

4.4 Leadership of Learning

- Intensive professional learning opportunities offered to staff in schools including a focus on differentiated teaching and learning, enhanced induction for staff working the Additional Support for Learning Service and the development of a training framework for support staff in schools.

- A key focus was the introduction of Social Communication, Emotional Regulation and Transactional Support (SCERTS) training for staff and partners working in specialist provision or in Inclusion Services. With this training, staff are more skilled and able to identifying support needs, triggers and potential interventions.

3

4.5 Leadership of Change

- Significant resources have been allocated to establish Enhanced Support Bases in 8 primary and 9 secondary schools and Wellbeing Hubs in 23 secondary schools.

- Mental Health Councillors recruited for each learning community with training and guidance offered centrally.

- An audit of available GIRFEC supports for learners across Learning Communities

- A partnership between Edinburgh University and the Learning Estates Team to develop the 'Shared and Agile Space Learning Estate Toolkit'. The evidence-based resource guides schools to create learning spaces which supports pupils to regulate their emotions

4.6 Leadership and Management of Staff

- Behaviour of Concerns Education Briefing March 2022 defining roles and responsibilities (see appendix 2):
- Repeated Behaviour of Concern Education briefing to share effective practice (October 2022)

Thematic Review

4.7 In order to be assured that the actions taken were having an impact, a thematic review took place in February 2023. Led by the Head of Inclusion Services, the group comprised of Quality Improvement Education Managers, Health and Safety Advisor, Operations Manager, Trades Union Reps, Educational Psychologist, Additional Support for Learning Depute and a representation of school leaders from early years, special, primary and secondary schools.

4.8 11 education settings participated in the review. They were chosen based on numbers of SHE portal incidents (high/low/improved) and numbers of exclusions (high/low/improved)

4.9 363 staff across the 11 settings were asked if they felt safe at work. 88% stated they did. The table below shows this broken down by sector:

	Staff who responded yes when asked if they feel safe at work?
Early years	100% (35/35)
Primary	93% (156/168)
Secondary	80% (109/136)
Special	79% (19/24)
Total	88% (319/363)

It is recognised that the percentages in secondary and special schools would correlate with the age, size and complexity of needs of pupils. Supporting children and young people with self and mutual regulation when they have additional support needs that impact on their ability to manage this, is challenging. Staff require specialist training and physical environment need to be adapted to support this need.

4

4.10 In the best examples, the following were noticed to be in place:

- Strong, visible leadership from the Headteacher who was fully committed to meeting learners' needs, trained and applying GIRFEC principles and procedures, and implementing clear systems and processes to manage incidents where they occurred

- All staff, including support staff, had participated in high quality professional learning focussing on GIRFEC, promoting relationships and nurture, and supporting children and young people with additional support needs.

- The mental health and wellbeing needs of young people were being addressed through school counselling; the health and wellbeing needs of staff were being addressed in specific ways through access to council and school approaches and resources. Staff felt well supported by managers when incidents occurred.

- An active Health and Safety Committee met regularly and had clear roles, remits and responsibilities, including the management of BoC

- The learning environment including individual classes and breakout spaces had been carefully considered, often through discussion with ASL specialist staff, to minimise dysregulation; Learning Walks took place to view the school day from the learner's point of view

- Behaviours of concern were recorded and addressed in a consistent way through clear processes which were observable and communicated to all – this included posters in the staffroom and addition of Health and Safety onto the agenda for whole staff meetings

- Sensitive and timely support was offered to staff with clear feedback about next steps following any incident

4.11 The following areas for development were also noted:

- In some schools up to 25% of respondents were not clear on processes to manage incidents or felt that they had accessed sufficient training

- Referrals to SHE were not consistent in certain schools

- The majority of support staff noted the benefits of specialist training and called for more on de-escalation; they also noted the lack of time to embed learning and to plan and consult with teachers

- Not enough schools had active Health and Safety Committees that focussed on Health and Wellbeing and Behaviours of Concern (half of those surveyed)

4.12 Feedback from Learners provides the clearest insight into how well policies are being applied. The comments and suggestions below came from Pupil Focus Groups and relate to a range of issues that when managed well, will result in fewer Behaviours of Concern

Primary and Special
o More break out spaces
o Allowing children who struggle with emotions, time to play with friends in another room
o Use of outdoor spaces and local parks

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- o More teachers in the playground
- o More planned activities in the playground

   Secondary
- o Crack down on vaping
- o Fix locks on toilets and changing rooms
- o Manage lunch queues and bells to prevent running for lunch/pushing in corridors
- o School could be more open about how it addresses difficult issues such as racism, bullying etc to reassure young people that it is being acted on.
- o School should share what its priorities are in terms of keeping people safe.
- o For incidents that happen outside of school, be helpful to know if the school can support with this.
- o Be helpful if the school could follow-up/check-in with young people following an incident. School does act at the time but be reassuring to check-in later.
- o Sometimes appears that the person who caused the upset, gets more support than the 'victim'.

5. Key Findings / Next Steps

The following will be recorded in the Behaviours of Concern Action Plan for Session 23/24 and reported to Committee within 18 months.

1. Staff absence and high turnover affects the level of experience and specialism available to meet needs.

   - Effective onboarding and induction for all new Pupil Support staff, particularly those working with learners who have severe and complex needs

2. The majority of staff feel well supported when they have experienced physical incidents but many highlighted the need to understand the purpose of SHE recording and how this can support the school and staff affected. They also highlighted the need to understand how lessons learned inform policy and planning at school level.

   - Ongoing training for School Leaders and H&S committee members to ensure systems clearly shared with staff and revisited throughout the school year and to remind staff of processes and systems in place.

3. Ensure support staff are given more time given to embed skills learned in training and time for collaborative planning

   - Incorporate this finding into Support Staff Review

4. The design and use of the physical environment to support self and mutual regulation was highlighted as key to reducing numbers of physical incidents. This includes access to break out spaces and creative use of spaces in school and learning communities as learning environments.

   - The QIEO for Learning Estates will work with colleagues to refresh guidance.

5. Pressures on managers impact on their ability to respond effectively to need at times.

   - Senior Leaders, including Support for Learning Coordinators and DHT 3.1 (secondary) will be asked to complete Stress Risk Assessments to record and moderate pressures

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6. There are a few dysregulated children impacting on numbers of incidents in schools. Often this can be as a result of parental choice over-riding professional advice.

- GIRFEC guidance will be refreshed to provide more advice to professionals and parents

7. Relationships are key.

- Trauma informed practice and Nurture will be planned and delivered in a more strategic basis over the next 2 sessions.

6.   Financial impact

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

7.   Stakeholder/Community Impact

7.1   This work will continue to be taken forward and follow up activity undertaken in certain schools. This will include more stakeholder surveys and focus groups.

8.   Background reading/external references

8.1   [Quality Improvement Framework for Trauma Informed Services, Systems and Workforces | Improvement Service](#)

8.2   [Trauma-informed practice: toolkit - gov.scot (www.gov.scot)](#)

8.3   [Edinburgh Learns Inclusion Framework](#)

9.   Appendices

n/a

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by virtue of paragraph(s) 1, 14 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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Addendum by the Green Group

Education, Children & Families Committee
27 April 2023
Item 6.1 - Business Bulletin – Gaelic Medium Education

Committee:

1. Notes the update in the Business Bulletin on Gaelic Medium Education.

2. Notes the 'Gaelic Medium Education Secondary School Site Review' recently circulated to committee members.

3. Notes the decision of this committee in September 2022 that the Gaelic Implementation Group (GIG) be reconvened to consider sites for a Gaelic Secondary School.

4. Therefore, agrees that the GME Secondary School Site Review is included on the agenda for discussion at the next meeting of the GIG.

Moved by: Councillor Kayleigh O'Neill

Seconded by:

Addendum by the SNP Group

Education, Children & Families Committee
27 April 2023
Item 7.2 - Edinburgh Secure Services and Residential Estate Update

Adds:

1.1.3   Notes the positive improvements made in relation to physical restraint in new policy [reference policy].

1.1.4   Agrees to include evidence from Aberlour and Kibble with updated guidance around physical restraints in the new Corporate Parenting module.

Moved by: **Councillor Simita Kumar**

Seconded by:

Addendum by the Conservative Group

Education Children and Families Committee
27 April 2023
Item 7.4 - Learning Estate Update: 2022 Based School Roll Projections and Secondary Capacity Review

Adds:

1.2   Committee requests that Officers report back to the June Committee meeting outlining more detailed actions proposed for the 7 Primary schools (Appendix 1(a)) and 9 Secondary schools (Appendix 1(b)) that are projected to exceed capacity within the next 2 years.

Moved by: **Councillor Christopher Cowdy**
Seconded by: **Councillor Tim Jones**

Addendum by the SNP Group

Education, Children & Families Committee
27 April 2023
Item 7.5 - Protected Characteristics – Care Experienced

Adds:

1.1.3 Agrees to offer Corporate Parenting workshop to all elected members to consider how the implications of policy/decision for Care Experienced might best be assessed. This could target members of all six executive committees.

Moved by   **Councillor Simita Kumar**

Seconded by   **Councillor**

Addendum by the SNP Group

Education, Children & Families Committee
27 April 2023
Item 7.6 - Safeguarding of Children Young People and Adults at Risk

Adds:

1.1.3   Notes the positive improvements made in relation to physical restraint in new policy [reference policy].

1.1.4   Agrees to include evidence from Aberlour and Kibble with updated guidance around physical restraints in the new Corporate Parenting module.

Moved by: **Councillor Simita Kumar**

Seconded by:

Addendum by the Liberal Democrat Group

**Education Children & Families Committee
27 April 2023
Item 7.6 - Response to Motion by Councillor Lezley
Marion Cameron - Safeguarding of Children, Young
People and Adults at Risk**

Committee

Add:

1.1.3   To request a progress report to the next Education, Children & Families Committee after
the conclusion of the review.

**Moved by: Councillor Euan Davidson
Seconded by: Councillor Louise Young**

Amendment by the Conservative Group

Education Children and Families Committee
27 April 2023
Item - 7.7 - Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare and Cross Boundary Places

Delete all and replace with:

1.1 Committee notes the contents of Education, Children and Families Elected Member Briefing from January 2023 on Early Years Funding that sets out:

> 1.1.1 For the year 22/23, CEC settings received £46,583,298 in funding for 6,125 places, giving a sum of £7,605 per child, each year exclusive of meals.

> 1.1.2 For the year 22/23 Partner Providers received £24,073,000 in funding for 3,967 places, giving a sum of £6,068 per child, each year exclusive of meals.

1.2 Committee further notes that:

> 1.2.1 Because of this allocation of funds, children attending a CEC setting received an extra £1,537 (£7,605 - £6.068 = £1,537) of funding than children attending a Partner Provider setting.

> 1.2.2 The discrepancy in the amount paid for Partner Provider settings and CEC settings has a detrimental effect on the quality of education children receive in the Private, Voluntary and Independent Sector.

> 1.2.3 This pattern of funding is not in line with the principle of Funding Follows the Child which should be sustainable and reflect national policy priorities, one of which is to pay the living wage to staff. The living wage has increased by 9.7%.

1.2 Committee therefore requests a report in one cycle on the financial implications of partner providers receiving the same level of funding as those attending CEC settings.

Moved by: **Councillor Tim Jones**
Seconded by: **Councillor**

Addendum by the Liberal Democrat Group

Education Children & Families Committee
27 April 2023
Item 7.8 - Policy for the Transition from Children to Adult Support

Committee:

Amend 1.1.2 to add that the report should be circulated with members of the Education, Children & Families Committee

Add 1.1.3 to request a report on the implementation at the scheduled September 2023 meeting of the Education, Children & Families Committee.

Moved by: Councillor Euan Davidson
Seconded by: Councillor Louise Young

Addendum by the SNP Group

Education, Children & Families Committee
27 April 2023
Item 7.10 - Attainment in the Senior Phase, 2021-22

Adds:

1.1.3 Agrees for officers to liaise with schools and actively promote free school meals and offer support for families to apply for this.

Moved by   **Councillor Simita Kumar**

Seconded by   **Councillor**

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