

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 5th September, 2023

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

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

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

Contacts

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 None.

4. Minutes

- 4.1 Minute of Education, Children and Families of 6 June 2023 – submitted for approval as a correct record 9 - 18

5. Forward Planning

- 5.1 Work Programme 19 - 22
- 5.2 Rolling Actions Log 23 - 68

6. Business Bulletin

- 6.1 Business Bulletin 69 - 78

7. Executive Decisions

7.1	Quality Improvement and Scrutiny Update – Report by the Executive Director of Children, Education and Justice Services	79 - 110
7.2	Learning Estate Update: Statutory Consultations required for St Catherine’s RC Primary School, a new Primary School in Queensferry and a new Kirkliston High School – Report by the Executive Director of Children, Education and Justice Services	111 - 140
7.3	Standards & Quality Report and Education Improvement Plan – Report by the Executive Director of Children, Education and Justice Services	141 - 192
7.4	Learning for Sustainability – Report by the Executive Director of Children, Education and Justice Services	193 - 210
7.5	Community Access to Secondary Schools – Transfer of Management of Non-sport Lets to Edinburgh Leisure – Report by the Executive Director of Children, Education and Justice Services	211 - 216
7.6	Children's Services Improvement Plan Update – Report by the Executive Director of Children, Education and Justice Services	217 - 234
7.7	Edinburgh Secure Services and Residential Estate Update – Report by the Executive Director of Children, Education and Justice Services	235 - 246
7.8	Revenue Monitoring 2023-24 - Month Three Report – Report by the Executive Director of Children, Education and Justice Services	247 - 250
7.9	Active Schools Thematic Review Findings – Report by the Executive Director of Children, Education and Justice Services	251 - 290
7.10	Response to Motion by Councillor Davidson - Free Food Provision in Schools – Report by the Executive Director of Place	291 - 296

8. Routine decisions

8.1 None.

9. Motions

9.1 Motion by Councillor Griffiths - Prestonfield Nursery's Family Cooking Project Wins Award

"Committee:

- 1) Congratulates Prestonfield Nursery on winning the Early Years Award in Jamie Oliver's inaugural Good School Food Awards 2023;
- 2) Notes Prestonfield Nursery's Family Cooking Project which started in February, has been a great success and an excellent initiative that encourages both children and parents to cook a hot meal with simple, healthy, affordable ingredients;
- 3) Recognises that this project promotes and enhances healthy lifestyles, parental engagement and helps close the poverty gap;
- 4) Applauds the initiative for raising awareness of the importance of a health lifestyle and links in with Health Scotland's "Setting the Table", Nutritional Guidance and Food Standards for Early Years Childcare Providers in Scotland;
- 5) Thanks Prestonfield Nursery for attending the Education, Children and Families Committee on 5 September 2023 to showcase their fantastic work;
- 6) Wishes them all the best going forward with the initiative and any future projects."

9.2 Motion by Councillor Kumar – Connected Communities Edinburgh 2024-27 Grants Programme

"Committee notes that at the Education, Children & Families APM

councillors were told that the criteria for the third party grants fund had been agreed during the previous council term and that the committee paper would be circulated.

Notes that the paper has not been circulated and no record found.

Agrees that the third party grants application process cannot open until councillors have agreed the criteria for the fund, and although it looks like that report did not go to a previous committee, even if it had, it would be right for councillors in this term to scrutinise the criteria ahead of the grants opening.

Agrees to receive a report [in one cycle/at a special meeting] setting out the criteria for the third party grants programme for councillor approval.

Agrees that the third party grants fund be opened only once approval has been given by committee.

Agrees that existing grants must be extended while this process is followed to allow for proper committee oversight.”

This motion will be required to be ruled urgent by the Convenor to be considered at this meeting.

10. Resolution to Consider in Private

- 10.1** The Committee, is requested under Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public from the meeting for the following items of business on the grounds that they would involve the disclosure of exempt information as defined in Paragraphs 6 of Part 1 of Schedule 7A of the Act.

11. Private Reports

- 11.1** Connected Communities Edinburgh 2024-27 - Grants Programme – Report by the Executive Director of Children, Education and Justice Services 297 - 326

Nick Smith

Service Director, Legal and Assurance

Committee Members

Councillor Joan Griffiths (Convener), Councillor Steve Burgess, Councillor Christopher Cowdy, Councillor Euan Davidson, Councillor Margaret Arma Graham, Councillor Tim Jones, Councillor Simita Kumar, Councillor Euan Hyslop, Councillor Fiona Glasgow, Councillor Kayleigh O'Neill, Councillor Louise Young.

Added Members for Education Items (Non-Voting)

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris

Parent/Carer Representatives (Non-Voting)

Alex Ramage (Secondary Sector parent/carers representative)

Sara Collin / Louise Collingwood (Primary Sector parent/carers 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 in the City Chambers on the High Street in Edinburgh and remotely by Microsoft Teams.

Further information

If you have any questions about the agenda or meeting arrangements, please contact, Daniel Baigrie, Committee Services, City of Edinburgh Council, Business Centre 2.1, Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, email daniel.baigrie@edinburgh.gov.uk .

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to <https://democracy.edinburgh.gov.uk/>.

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Minutes

Education, Children and Families Committee

10am, Tuesday 6 June 2023

Present:

Councillors Griffiths (Convener), Burgess, Cowdy, Davidson, Graham, Jones, Key, Kumar (with the exception of item 12), Nicolson (substituting for Councillor Kumar for item 12), Mattos Coelho, Staniforth (substituting for Councillor O'Neill) 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)

Primary Sector Parent/Carer Representative

Louise Collingwood and Sara Collins (shared role) (non-voting)

1. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 27 April 2023 as a correct record.

2. Work Programme

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

Decision:

To note the Work Programme.

(Reference – Work Programme, 27 April 2023, submitted)

3. Rolling Actions Log

The rolling actions log updated to June 2023 was presented.

Decision

- 1) To agree to close the following actions:
 - Action 3 (3) – Outdoor Learning, Homelessness Prevention Group Response to Incidents Survey - Update on Response to Incidents Survey via Business bulletin
 - Action 4A&B – Gaelic Medium Education Update
 - Action 6 – Motion by Councillor Perry – Support for Teachers and School Staff
 - Action 7 – Business Bulletin – Supporting Teach for the Future
 - Action 8 – Appointment of Religious Representatives to the Education, Children and Families Committee
 - Action 9 – Early Years Partner Provider - Hourly Rate for Funded Early Learning and Childcare
 - Action 10 – Motion by Councillor Young – West Edinburgh High School
 - Action 13 – Motion by Councillor Jones – Absenteeism in Schools
 - Action 16 – Motion by Councillor Kumar – Care Experienced Protected Characteristic
 - Action 17 – Motion by Councillor Lezley Marion Cameron – Safeguarding of Children, Young People and Adults at Risk
 - Action 18A – Emergency Motion by Councillor Day – LOVE Gorgie Farm
 - Action 18B – Gorgie Farm Response to Emergency Motion by Councillor Day – report by the Executive Director of Children, Education and Justice Services
 - Action 19 – Edinburgh Secure Services and Residential Estate Update - report by the Executive Director of Children, Education and Justice Services
 - Action 21 – School Admission and Appeals Update - report by the Executive Director of Children, Education and Justice Services
 - Action 22 – Quality Improvement and Scrutiny Update - report by the Executive Director of Children, Education and Justice Services
 - Action 23 – Improvement in School Attendance - report by the Executive Director of Children, Education and Justice Services
 - Action 28 – Motion by Councillor Louise Young – Queensferry/ Kirkliston High School Consultation
 - Action 29 – Motion by Councillor Jones – Flexi Schooling

- 2) Action 8 – Voting Rights for Religious Representatives – to note that a report on this issue was scheduled to be submitted to Council on 22 June 2023.
- 3) To issue a briefing note with an update on the Young People’s Forum.
- 4) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, June 2023, submitted)

4. Work Programme

The Committee’s work programme updated to April 2023 was presented.

Decision:

To note the Work Programme

(Reference – Work Programme, 6 June 2023, submitted)

5. Business Bulletin

The Business Bulletin for 6 June 2023 was presented.

Decision

- 1) To note the updates in the Business Bulletin.
- 2) To request a further update on curriculum work for digital literacy of children and young people in the next Business Bulletin.
- 3) To request officers to circulate the Strategic Action Plan and Toolkit for Outdoor Learning to committee members together with information on how the toolkit was being used by schools and what was being done to encourage all schools to use the toolkit.
- 4) To provide an update to the next committee meeting in September on food pantries expansion plan.
- 5) To note that overseas excursion guidance had been published and piloted and was planned to be in place next academic session.
- 6) To request officers to explore an appropriate landing page on the Council website for strategic documents and integrated impact assessments.
- 7) To invite sportScotland to make a presentation to a future committee meeting on Active Schools.
- 8) To note that officers intended to engage with special schools regarding summer holiday provision.

6. Quality Improvement and Scrutiny Update

Information was provided on a range of Education Scotland scrutiny and local authority reviews. The main finding continued to be the need to improve consistency of quality in leadership and teachers’ skills.

Progress was noted in developing equalities and the rights of young people. Leadership would continue to build capacity by focusing on tracking and monitoring of attendance, attainment and pupils' achievements. This included increased moderation sessions to deepen teachers' understanding of national standards to inform professional judgement about progress in learning.

Sharing best practice and challenging underperformance was the work of the Quality Improvement Service and recorded in the Capacity and Risk Register of Schools. This included data to identify Learning Communities in need of intensive or targeted support.

Decision

- 1) To note the purpose and learning points from Education Scotland and QICS scrutiny activity.
- 2) To note the strengths and areas for improvement identified through internal supported self-evaluation activity.
- 3) To agree next steps set out in paragraphs 5.1 to 5.4 of the report.
- 4) To note that the climate/sustainability issue would be referred to the Consultative Committee with Parents to discuss parental engagement and to also add environmental sustainability to locality meetings agendas and the committee's work programme.
- 5) To agree that officers review the procurement list to check bio-degradability of products.

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

7. Energy in Schools Annual Report

An update was provided on energy consumption in schools during 2021/2022 and 2022/2023. The report outlined the current energy use across the learning estate, as well as providing details of key initiatives aimed at reducing energy use.

Information was also provided on the strategic programmes focussed on decarbonising the Council's learning estate including the adoption of Passivhaus as a standard for Council buildings and schools.

Motion

- 1) To note the report and the detail on current and historic energy use across the Council's learning estate.
 - 2) To note the progress on initiatives focussed on supporting net-zero carbon in the learning estate.
- moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To note the report and the detail on current and historic energy use across the Council's learning estate.
- 2) To note the progress on initiatives focussed on supporting net-zero carbon in the learning estate.
- 3) To agree that a report on reducing the standardised set point from 19C to 18C as set out in paragraph 4.13 of the report should be brought to Committee within the next 3 cycles.

- moved by Councillor Cowdy, seconded by Councillor Jones

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 Walker:

- 1) To note the content of the report and the detail on current and historic energy use across the Council's learning estate.
- 2) To note the progress on initiatives focussed on supporting net-zero carbon in the learning estate.
- 3) To agree that a report on reducing the standardised set point from 19C to 18C as set out in paragraph 4.13 of the report should be brought to Committee within the next 3 cycles.

(References – Education, Children and Families Committee 1 March 2022 (item 6); report by the Executive Director of Place, submitted.)

8. Pathways

A summary was provided of approaches to improving curriculum pathways, employability skills and positive destinations of children and young people across City of Edinburgh's schools. It identified key strengths and outlined strategic next steps in response to emerging need and educational reform.

Decision

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

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

9. Gaelic Implementation Steering Group

The Policy and Sustainability Committee, on 23 May 2023, had agreed that ownership of the Gaelic Implementation Steering Group should be transferred from the Education, Children and Families Committee to the Policy and Sustainability Committee.

Approval was also required from the Education, Children and Families Committee to proceed with this change.

Decision

To continue consideration of the matter until the September meeting to allow further information to be submitted on the rationale of transferring ownership of the Gaelic Implementation Steering Group from the Education, Children and Families Committee to the Policy and Sustainability Committee.

(References – Policy and Sustainability Committee 23 May 2023 (item 20); report by the Executive Director of Corporate Services, submitted.)

Declaration of Interest

Councillor Burgess declared a non-financial interest in the above item as his children attend a Gaelic School.

10. Motion by Councillor Davidson – LGBT Youth Scotland Report

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

“Committee:

- 1) Notes with concern the recent LGBT Youth Scotland report which recognised a significant drop in the number of LGBT young people who felt Scotland was a safe and welcoming place towards them.
 - 2) Welcomes the Council’s involvement in the LGBT Youth Scotland charter but notes that despite this resource being made freely available to schools uptake is not yet universal amongst all Edinburgh High Schools.
 - 3) Believes that in a climate where LGBT young people feel safe all Edinburgh schools should be taking proactive public steps to show their commitment to LGBT inclusion.
 - 4) Requests a report to Education, Children and Families Committee in three cycles looking at uptake of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents.”
- moved by Councillor Davidson, seconded by Councillor Young

Amendment

- 1) Notes with concern the recent LGBT Youth Scotland report which recognised a significant drop in the number of LGBT young people who felt Scotland was a safe and welcoming place towards them.
 - 2) Welcomes the council's involvement in the LGBT Youth Scotland charter but notes that despite this resource being made freely available to schools uptake is not yet universal amongst all Edinburgh High Schools.
 - 3) Believes that in a climate where LGBT young people feel safe all Edinburgh schools should be taking proactive public steps to show their commitment to LGBT inclusion.
 - 4) Requests a report to ECF in three cycles looking at uptake of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents."
 - 5) Requests that a single report is provided covering issues raised in this and the motion 8.4 agreed at full Council on 1 June by Councillor McFarlane – Time for Inclusive Education.
- moved by Councillor Jones, seconded by Councillor Cowdy

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

Decision

To approve the following adjusted motion by Councillor Davidson:

- 1) To note with concern the recent LGBT Youth Scotland report which recognised a significant drop in the number of LGBT young people who felt Scotland was a safe and welcoming place towards them.
- 2) To welcome the Council's involvement in the LGBT Youth Scotland charter but to note that despite this resource being made freely available to schools uptake was not yet universal amongst all Edinburgh High Schools.
- 3) To believe that, in a climate where LGBT young people felt safe, all Edinburgh schools should be taking proactive public steps to show their commitment to LGBT inclusion.
- 4) To request a report to the Education, Children and Families Committee in three cycles looking at uptake of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents.
- 5) To request that a single report be provided covering issues raised in this and the motion 8.4 agreed at full Council on 1 June by Councillor McFarlane – Time for Inclusive Education.

11. Motion by Councillor Davidson – Free Food Provision in Schools

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

“Committee notes:

- 1) The Cost-of-Living Crisis is still very much a reality for many children and families across the city and has had an impact on the wellbeing on young people, particularly in terms of hunger.
- 2) That well-fed young people have better academic opportunities and wellbeing and that as of February 2023, 25 Council-run secondary schools across Edinburgh provide some form of breakfast club, and 15 distribute free food in other ways.
- 3) Teachers from multiple schools have raised concerns about the cost of sourcing food through the approved Council procurement channel.

Therefore, committee requests a report in one cycle outlining the current challenges with the procurement process and what solutions could make the food easier to obtain.”

- moved by Councillor Davidson, seconded by Councillor Young

Decision

To approve the motion by Councillor Davidson.

12. Emergency Motion by Councillor Young – Ferryhill Primary School

The Convener ruled that the following item, notice of which had been given at the start of the meeting, be considered as a matter of urgency to allow members to give early consideration to this matter.

The following motion by Councillor Young was submitted in terms of Standing Order 17 and verbally adjusted in terms of Standing Order 22(5):

- 1) Committee notes with concern recent reports of violence and unsafe behaviour at Ferryhill Primary School leading to repeated police attendance at the school.
- 2) Further notes that these concerns have escalated to the extent that the Parent Council have released a statement on the 5 June calling for a “strike” day to draw attention to these concerns.
- 3) Therefore, calls for officers to urgently engage with the school leadership and parental representatives at Ferryhill Primary School so that these issues do not continue into the new academic year.

- 4) Requests a briefing note to be provided for ward councillors and committee members within two weeks detailing the background to the current situation and what steps have been taken to reduce tensions and tackle parental concerns alongside a timeline on the reported incidents and actions taken up to this point.
- moved by Councillor Young, seconded by Councillor Davidson

Decision

To approve the adjusted motion by Councillor Young.

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Work Programme

Education, Children and Families Committee 5 September 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	November 2023
2	Youth and Children's Work	Annual Report	Lorna French	Children, Education and Justice Services	Annual	September 2024
3	Senior Phase Attainment	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
4	Edinburgh Learns Equity	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
5	Education Standards and Quality Improvement Plan 2021-2024	Annual Report	Jackie Reid	Children, Education and Justice Services	Annual Report	September 2024

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
6	Early Years Partner Provider – Hourly Rate for Funded Early Learning Childcare	Annual Report	Lynn Patterson Donna Murray	Children, Education and Justice Services	Annual	November 2023
7	Educational Attainment in Broad General Education	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
8	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Children, Education and Justice Services	Annual	November 2023
9	Promoting Equality	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
10	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2023
11	South-East Improvement Collaborative	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2024
12	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2024

	Title / description	Purpose/Reason	Lead officer	Directorate	Progress updates	Expected date
13	Edinburgh Community Learning and Development Partnership Plan 2018-21	Annual Report	Linda Lees	Children, Education and Justice Services	Annual	March 2024
14	Raising Attainment – Frameworks for Learning – Teaching and Learning	Annual Report	Lorna French	Children, Education and Justice Services	Annual	March 2024
15	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	June 2024

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Rolling Actions Log

Education, Children and Families Committee

5 September 2023

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1		Funding for excursions for educational purposes	<p>1) To note the value of school residential excursions for pupils but also the pressures, often hidden, felt by many families around the costs.</p> <p>2) To commend the workload taken forward by schools and parent councils to mitigate the costs to ensure every child is able to attend, as per our equity for all learners and poverty proofing the school day agendas.</p>	Executive Director of Children, Education and Justice Services	<p>June 2023</p> <p>April 2023</p> <p>March 2022</p> <p>December 2021</p>		<p>Recommended for closure</p> <p>Revised Business Bulletin update to include information on the position relating to school trips abroad addressing mitigating the costs and poverty proofing aspects of school excursions. (This is included in the Business Bulletin)</p> <p><u>April 2023 Update</u> Briefing issued to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>3) To agree to forward the costs at Appendix 9.1 for creating a city-wide fund to the next Finance and Resources Committee for future budget consideration, along with any other identified funding information.</p> <p>4) To agree that the Convener write to the Scottish Government to ask that a residential school excursion be considered for national funding.</p> <p>5) To ask officers to report back to Committee in one cycle on the full scope of possible alternative and equitable options,</p>				<p>members on 27 March 2023.</p> <p><u>January 2023 Update</u></p> <p>To agree that a briefing note be provided for members on the current situation regarding school trips abroad.</p> <p><u>January 2023</u></p> <p>Regarding specific types of UK residential visits (package tours and self-led) and overseas visits, the new proposed approval process was shared with the Head Teacher Executive and reviewed by a small working</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>including EPIC days and on all of the above.</p> <p>6) To request that a briefing be circulated to members in early 2022 on the funding needed to implement the poverty proofing policies prior to consideration of the Council budget.</p>				<p>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 work and the resources plus guidance will be launched in January, thus allowing approved visits to commence (subject to meeting the new criteria).</p> <p>Other equity work continues,</p>

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

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

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p>priorities across all schools, and equity of access to excursions is integral to this. Please use the link to see a previous report that went to committee:</p> <p>https://democracy.edinburgh.gov.uk/documents/s41074/7.12%20School%20Excursions%20Equity%20Update.pdf</p> <p><u>September 2022</u></p> <p>Item 6 – briefing will be prepared and circulated to Education, Children and Families Committee Members.</p> <p><u>December 2021</u> Report considered</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							by Committee at its meeting on 7 December 2021
2	02-03-21	Holiday Support for Children Affected by a Disability	<ol style="list-style-type: none"> 1) To note the current provision for holiday support for children affected by a disability. 2) To note that the model of service delivery developed to address the challenges of Covid-19 outlined in the report should continue to be applied for the Easter holidays. 3) To aim to return to pre-Covid provision for the Summer break 2021 provided the Covid restrictions allow and to note that this improved provision was the result of a significant period of 	Executive Director of Children, Education and Justice Services	June 2023 April 2023		<p>Recommended for closure</p> <p><u>June 2023</u></p> <p>Update is included the business bulletin for this meeting.</p> <p><u>April 2023</u></p> <p>Report is coming to June committee.</p> <p><u>January 2023</u></p> <p>A report will come to April Committee.</p> <p><u>November 2022</u></p> <p>Item 7 - We have explored this option but unfortunately it is not a viable option based on what is available</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>consultation with parents in 2018.</p> <p>4) To agree to engage with parents as soon as possible and specifically on addressing any previous challenges, lessons learned during Covid-19 provision and with the goal of exploring further improvements to the pre-Covid-19 provision for children and their families in time for the Summer break 2021.</p> <p>5) To agree that any additional funding for education, identified as part of the amended budgets after May 2021 should consider the challenges around the availability of staffing for the playscheme.</p>				<p>linked to the profile of potential staff we would use.</p> <p><u>October 2021</u> An update was provided in the business bulletin for the October Committee meeting on the summer 2021 holiday playscheme and included an update on engagement with SQA.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>6) To confirm that the presumption was not for a reduced service but for an improved service with funding remaining at least at the current levels and being open to all eligible children and young people. To note that consideration may be given to a focus on the summer holiday provision due to greater availability of appropriate staff but that this must be a part of the consultation.</p> <p>7) To ask council officers to engage with SQA on feasibility options to develop a vocational qualification that those working on the play scheme can train towards which would provide a formal</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			qualification as a result of working with our young people.				
3	01-03-2022	<u>Report Regarding Petition – Review Cuts to English as an Additional Language Provision for Dalry Primary School</u>	<ul style="list-style-type: none"> 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: 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	September 2023 April 2023 November 2022		<p>September 2023 An update will be included in the Standards and Quality Report</p> <p>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.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p><u>November 2022</u></p> <p>(1) Phases 1 and 2 of the Language and Literacy Collaboration at Dalry Primary School were completed in June 2022. This involved planning and teaching alongside class teachers, training, and wider development work. The intended outcomes were achieved, with data showing positive impact on teaching, learning and attainment for learners at all stages of English language acquisition. Phase</p>

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							equality of opportunity and outcome.
4	20.09.22	<u>Motion by Councillor Burgess – Outdoor Learning for Edinburgh Schools</u>	<p>To request an update report on outdoor learning in Edinburgh schools including in particular;</p> <ul style="list-style-type: none"> • How outdoor learning is delivered day-to-day in Edinburgh schools; • The coverage and frequency of provision of outdoor learning across all schools, particularly primary schools; • How schools and teachers are supported to provide outdoor learning; 	Executive Director of Children, Education and Justice Services	June 2023 January 2023		<p>Recommended for closure</p> <p><u>June 2023</u></p> <p>Update is included in the Business Bulletin for this meeting.</p> <p><u>January 2023 Update</u></p> <p>Report was submitted to Committee on 31 January 2023.</p> <p>Committee approved the report recommendations and the Green Group addendum specifically requesting that Committee is</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<ul style="list-style-type: none"> Plans for further development of outdoor learning.” 				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.
5	22.09.22 (Council)	<u>Motion by Councillor Miller – Bikeability in all Primary Schools</u>	To call for a report to the Education Children and Families Committee within 2 cycles outlining the path to 100% Bikeability for Edinburgh’s primary	Executive Director of Children, Education and Justice Services	September 2023		<u>September 2023</u> A briefing will be circulated to the elected members on the committee.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>schools, including but not limited to:</p> <p>a) Support for Active Schools to promote Bikeability uptake by schools not currently offering both Level 1 and 2. Work with Head Teachers and Active Schools to identify any barriers to uptake and providing recommendations on ways to address these.</p> <p>b) Methods for re-communicating the scope and the benefit of the free offer to schools “</p>				<p><u>January 2023 Update</u></p> <p>Report was submitted to Committee on 31 January 2023.</p> <p>Committee approved the report recommendations and the Green Group addendum specifically “further welcomes 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 recess on</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							progress, including an update on the work with third party organisations.
6	15.11.22	Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools 2021-22	<ol style="list-style-type: none"> 1) To note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022. 2) To agree the next steps as outlined in section 5 of the report. 3) To agree to receive further annual reports on attainment and improvements in performance. 	Executive Director of Children, Education and Justice Services	<p>April 2023 (Action 4)</p> <p>August 2023 (Action 5)</p>		<p>Recommended for closure</p> <p>September 2023 members workshop to be arranged for September</p> <p>June 2023</p> <p>Literacy update in the Business Bulletin for this meeting, and the Senior Phase Attainment Report went to April 2023 Committee.</p> <p>April 2023 Update</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>4) To agree to an update on the Council's Literacy Strategy Review in two cycles.</p> <p>5) To agree to an update on the Thematic Review of Literacy Across Learning in four cycles.</p>				Item 4 - Literacy Strategy will be written once the results of the review are collated and analysed, further detailed update in the Business Bulletin.
7	15.11.22	<p>Motion by Councillor Davidson – Internet Safety (see agenda)</p>	<p>Committee therefore requests a report to Education, Children & Families within 2 cycles containing the following:</p> <ul style="list-style-type: none"> 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 	Executive Director of Children, Education and Justice Services	June 2023		<p>Recommended for closure</p> <p><u>September 2023</u> further update on digital literacy in September Business Bulletin</p> <p><u>June 2023</u> Update included in the Business Bulletin for this meeting.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>promoting internet safety education in schools and any examples of good practice or innovative ideas that could be spread more widely.</p> <ul style="list-style-type: none"> • 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
8	31.01.23	<p><u>Third Party Revenue Grants Programme Extension –</u> report by the Executive Director of Children, Education and Justice Services</p>	<p>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 to 31 March 2024 with a total value of £2,224,308 as detailed in Appendix 1.</p> <p>2) To agree next steps 5.1 to 5.4.</p> <p>3) To agree that officers engage with organisations and stakeholders to encourage diverse</p>	Executive Director of Children, Education and Justice Services	September 2023		<p><u>September 2023</u></p> <p>A briefing will be circulated to Elected Members and a note added to the business bulletin.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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.</p> <p>) To request that the approval for the new Third Party Revenue Grants Framework comes to the Education, Children and Families Committee no later than September 2023 in order to maximise financial certainty for third sector partners.</p>				
9	31.01.23	Teams Around the Learning Communities –	1) To approve proof of concept case studies in the Liberton and	Executive Director of Children,	End 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		report by the Executive Director of Education and Children's Services	<p>Craigroyston learning communities.</p> <p>2) To agree that a follow-up report on the proof of concept case studies be provided for Committee before the end of 2023.</p>	Education and Justice Services			
10	31.01.23	Outdoor Learning – report by the Executive Director of Education and Children's Services	<p>1) To note the update on outdoor learning, particularly regarding the four key parts of the motion.</p> <p>2) To note and support the Council's vision for outdoor learning set out in Appendix 3, Table 4.</p> <p>3) To note and support the ongoing rationale and benefits of the Council operating its own centres.</p> <p>4) To request that this Committee is updated</p>	Executive Director of Children, Education and Justice Services	June 2023		<p>Recommended for closure</p> <p><u>June 2023</u></p> <p>Update is included in the Business Bulletin for this meeting.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
11	31.01.23	Bikeability in Primary Schools – report by the Executive Director of Education and Children’s Services	<ol style="list-style-type: none"> 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 	Executive Director of Children, Education and Justice Services	September 2023		<u>September 2023</u> Briefing will be provided for the elected members.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>solutions available to overcome them.</p> <p>3) To agree to receive a further progress update at the end of the academic year.</p> <p>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.</p> <p>5) To endorse the intention to re-establish the Active Travel Working Group.</p> <p>6) To welcome the appointment of a dedicated part-time cycling officer who has obtained funding to support their work.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			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.				
12	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	Executive Director of Children, Education and Justice Services	Ongoing		<u>September 2023</u> Report on the agenda An update was provided in the Business Bulletin for Committee on 27.04.23.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>reach Net Zero by 2030.”</p> <p>3) To add additional bullet points at section 5:</p> <ul style="list-style-type: none"> • Set up a short-life working group to consider and bring forward proposals to enhance learning for sustainability and net zero • Develop a ‘whole-school’ approach to learning for sustainability that incorporates teaching, school fabric and emissions, transport, food & drink and the local environment and community • Create a sustainability and net 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>zero project officer post to assist the QIEO and support development of learning for sustainability in schools</p> <ul style="list-style-type: none"> • 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 				
13	27.04.23	Rolling Actions Log – Action 10 – Voting Rights for Religious Representatives	To note that a report would be submitted to the June Council meeting on voting rights for religious representatives and to circulate details of the consultants to members.	Executive Director of Children, Education and Justice Services	August 2023 Full council		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
14	27.04.23	Rolling Actions Log – Action 25 – Technology in Education	To note that Internal Audit were reviewing this issue and that a report would be submitted to GRBV Committee; to request a further update to this committee on the performance of technology in Education.	Executive Director of Corporate Services	Ongoing		<u>September 2023</u> The report has been to GRBV on 1 st August 2023 as part of the audit report update and will also be referenced in the Digital Services update at GRBV on 31 st October.
15	27.04.23	Business Bulletin – GME Secondary School, Speech & Language Therapy Service and Active Schools	<p>1) Agree that the GME Secondary School Site Review is included on the agenda for discussion at the next meeting of the GIG.</p> <p>2) To agree to provide a written briefing to members on the Speech and Language Therapy Service.</p>	Executive Director of Children, Education and Justice Services	June 2023		<p><u>September 2023</u> Decision 2) - briefing to be circulated to members</p> <p><u>June 2023</u> Decision 3) - update is included in the Business</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			3) To note that a Thematic Review of Active Schools was planned and that a report back on the outcomes would be submitted firstly to the Consultative Committee with Parents and thereafter to this Committee.				Bulletin for this meeting.
16	27.04.23	Quality Improvement and Scrutiny Update	<p>1) To circulate a briefing paper to members on schools in North Edinburgh.</p> <p>2) To circulate details of the data for those schools which had been quality assured on attainment of literacy and numeracy to Councillor Jones.</p> <p>1) To circulate the SSE reports to committee members for awareness.</p>	Executive Director of Children, Education and Justice Services	Ongoing		<p><u>June 2023</u></p> <p>Decision 1) A summary will be provided of the schools reviewed or inspected (name only) in the next update.</p> <p>Decision 2) The BGE Attainment Report will be presented to Committee in</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			4) Officers to confirm with Councillor Walker levels of additional staffing at Pirniehall Primary.				October. This contains data which is fully quality assured and submitted to Scottish Government. Decision 3) The Summary letters are available on each school website.
17	27.04.23	Edinburgh Secure Services and Residential Estate Update	<p>1) To circulate the ESS Improvement Plan to members.</p> <p>2) To circulate the Education Improvement Plan to members.</p> <p>3) To circulate a briefing note to members providing information on the residential estate in Edinburgh.</p>	Executive Director of Children, Education and Justice Services	June 2023		<p>Recommended for closure</p> <p>Decision 3) - Members can be signposted to the Children's Houses report that went to full council in June.</p> <p><u>June 2023</u></p> <p>Decision 1) – Updated slide pack was circulated to</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							members on 30 May 2023. Decision 2) – This was circulated to members on 19 April 2023.
18	27.04.23	Learning Estate Update – 2022 Based School Roll Projections and Secondary Capacity Review	<p>1) 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.</p> <p>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</p>	Executive Director of Children, Education and Justice Services	June 2023		<p>Recommended for Closure</p> <p><u>September 2023</u></p> <p>Briefing note circulated.</p> <p><u>June 2023</u></p> <p>A briefing is being prepared and will be circulated to members before committee.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			(Appendix 1(b)) that are projected to exceed capacity within the next 2 years.				
19	27.04.23	<u>Response to Motion by Councillor Kumar – Protected Characteristics – Care Experienced</u>	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.	Executive Director of Children, Education and Justice Services	Ongoing		
20	27.04.23	<u>Response to Motion by Councillor Lezley Marion Cameron – Safeguarding of Children, Young</u>	To request a progress report to the next Education, Children & Families Committee after the conclusion of the review.	Executive Director of Children, Education and Justice Services	Ongoing		September 2023 Update will be included in the Edinburgh Secure Services Report

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>People and Adults at Risk</u>					
21	27.04.23	<u>Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare and Cross Boundary Places</u>	To request a full report back to Committee in December 2023.	Executive Director of Children, Education and Justice Services	March 2024		
22	27.04.23	<u>Policy for the Transition from Children to Adult Services</u>	1) 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	Chief Officer, Edinburgh Health and Social Care Partnership	September 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>young people affected and consultation with young people making the transition and that this report should be circulated to members of the Education, Children and Families Committee.</p> <p>2) To request a report on the implementation at the scheduled September 2023 meeting of the Education, Children and Families Committee.</p>				
23	27.04.23	Health and Wellbeing Update	<p>1) To arrange a standalone briefing session for Committee members on health and wellbeing.</p> <p>2) To provide a Business Bulletin update on provision of defibrillators in schools.</p>	Executive Director of Children, Education and Justice Services	Ongoing June 2023		<p><u>June 2023</u></p> <p>A workshop will be arranged with members.</p> <p>Defibrillator update in the Business Bulletin for this meeting.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
24	27.04.23	Behaviours of Concern	To request a follow-through report within 18 months.	Executive Director of Children, Education and Justice Services	December 2024		
25	27.04.23	Children's Social Care	To request that a progress update report be brought back to Committee in September 2023.	Executive Director of Children, Education and Justice Services	September 2023		<u>September 2023</u> An agenda item going forward.
26	04.05.23 (Council)	Motion by Councillor Mattos Coelho – Make Public Sexual Harassment Illegal Campaign	Extract from motion with actions: 1. To request that the Executive Director of Corporate Services work with trade unions through the joint consultative forum to explore actions to raise	Executive Director of Corporate Services Executive Director of Children, Education	April 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>awareness and reduce these behaviours through staff networks.</p> <p>2. To also request that the Executive Director of Children, Education and Justice Services works to identify further actions through schools to equip teachers and parents with the necessary tools to teach children from P1 to S6 that harassment is not acceptable to tackle it across society within five cycles.</p>	and Justice Services			
27	06.06.23	Business Bulletin – Literacy Thematic Review	To request a further update regarding curriculum work for digital literacy of children and young people in the next Business Bulletin.	Executive Director of Children, Education and Justice Services	September 2023		
28	06.06.23	Business Bulletin –	Officers to circulate the Strategic Action Plan and Toolkit for Outdoor Learning	Executive Director of	September 2023		Recommended for closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Outdoor Learning Update	together with information on how the toolkit was being used by schools and what was being done to encourage all schools to use the toolkit.	Children, Education and Justice Services			
29	06.06.23	Business Bulletin – Food Pantries; supporting access to affordable food	Food Pantries expansion plan updates to be provided to the next meeting of the committee in September.	Executive Director of Children, Education and Justice Services	September 2023		September 2023 Update in business bulletin
30	06.06.23	Business Bulletin – Internet Safety	Officers to explore an appropriate landing page on the Council website for strategic documents and integrated impact assessments.	Executive Director of Children, Education and Justice Services	November 2023		
31	06.06.23	Business Bulletin – Active Schools Thematic Review	To invite Sport Scotland to make a presentation to a future meeting of the committee about Active Schools.	Executive Director of Children, Education and Justice Services	September 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
32	06.06.2023	Quality Improvement and Scrutiny Update	Officers to review the procurement list to check bio-degradability of products.	Executive Director of Children, Education and Justice Services	November 2023		
33	06.06.2023	Energy in Schools Annual Report	<ol style="list-style-type: none"> 1) Officers to provide information on mitigation measures in place for each school to understand the totality of energy use across the learning estate. 2) A report on reducing the standardised set point from 19°C to 18°C in schools to be brought to committee 	Executive Director of Place	January 2024		
34	06.06.2023	Pathways	Members briefing to be prepared regarding actions to support the 3.9% of young people who do not	Executive Director of Children, Education	November 2023		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			have a positive destination post school.	and Justice Services			
35	06.06.2023	Gaelic Implementation Steering Group	To continue consideration of the matter until the September meeting to allow further information to be submitted on the rationale of transferring ownership of the Gaelic Implementation Steering Group from the Education, Children and Families Committee to the Policy and Sustainability Committee.	Committee Services	September 2023		Recommended for Closure <u>September 2023</u> Business Bulletin Update provided.
36A	01.06.23 (Council)	Motion by Councillor McFarlane – Time for Inclusive Education	1) To agree that the working ambition of the council should be towards a 100% completion rate of the Scottish Government’s Stage 1 and Stage 2 national professional City of Edinburgh Council - 1 June	Executive Director of Children, Education and Justice Services	January 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2023 Page 8 of 24 learning among Edinburgh's primary and secondary teachers.</p> <p>Additionally, Council agrees to commit to publishing our progress towards meeting the national expectation annually alongside the percentage of primary and secondary teachers who have completed Stage 1 and Stage 2 of the CPD pathway to the Education, Children and Families Committee</p> <p>2) That appropriate officers should engage directly with TIE with a view to working with them to</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>host a launch event for the lgbteducation.scot national platform in the City Chambers emulating the success in other Local Authorities and engaging the city's headteachers, heads of department and council education officers with the opportunities that this can bring.</p> <p>3) A report to Committee detailing progress and efforts to date in rolling out LGBT+ inclusive education in Edinburgh identifying any challenges encountered thus far and potential solutions to</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>overcome them. This should also include additional third sector work in this sphere such as LGBT+ Youth Scotland's Charter programme.</p> <p>4) Included in the report: A prospective timeline or work programme looking to achieve or near achieve the aspiration of 100% of primary and secondary teachers progressing through Stage 1 and Stage 2 of the national professional learning.</p> <p>5) To consider in the report: Whether it may be appropriate to embed an LGBT+ Inclusive Education Action Plan within</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Edinburgh's Education Improvement Plans.				
36B	06.06.2023	Motion by Councillor Davidson – LGBT Youth Scotland Report	To add to the report requested at Action 36A above: an update on uptake of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents.	Executive Director of Children, Education and Justice Services	January 2024		
37	06.06.2023	Motion by Councillor Davidson – Free Food Provision in Schools	A report in one cycle outlining the current challenges with the procurement process and what solutions could make food easier to obtain in a more cost effective way.	Executive Director of Children, Education and Justice Services	September 2023		<u>September 2023</u> On the agenda for this meeting
38	06.06.2023	Emergency motion by Councillor Young –	A briefing note to be provided for ward councillors and committee members within two weeks detailing the background to	Executive Director of Children, Education	June 2023		Recommended for Closure <u>September 2023</u> Briefing note

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Ferryhill Primary School	the current situation and what steps have been taken to reduce tensions and tackle parental concerns alongside a timeline on the reported incidents and actions taken up to this point	and Justice Services			shared with ward members.
39	22.06.23 (Council)	<u>Family Swim Sessions in Braidburn Pool</u>	<p>1) Officers in concert with Edinburgh Leisure officers, will investigate further sources of income to ensure longer term sustainability, including the option of a charging regime for parents and will bring back a report to Committee within 3 cycles.</p> <p>2) Officers to provide a Business Bullitem Update in 2 cycles.</p>	Executive Director of Children, Education and Justice Services	<p>Business Bulletin Update – November 2023</p> <p>Further Actions – January 2024</p>		<u>September 2023</u> Discussions are ongoing with Edinburgh Leisure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>3) Officers to continue to investigate the resumption of ASN swimming sessions at Braidburn School in order to cater for those children and families coping with the most severe and complex disabilities and will bring back a report to the Education, Children and Families Committee within 3 cycles including full details of the relevant financial, H&S and staffing issues that have been identified and how these will be overcome.</p>				


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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 5 September 2023

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Joan Griffiths</p> 	<p>Councillor Joan Griffiths (Convener)</p> <p>Councillor Glasgow Councillor Kumar Councillor Hyslop Councillor Graham Councillor Young Councillor Burgess Councillor O’Neill Councillor Cowdy Councillor Jones Councillor Davidson</p> <p>Added Members for Education Matters</p> <p>Religious Representatives Mrs Fiona Beveridge</p> <p>Angela Campbell</p> <p>Dr May Ruhyyih Parris</p> <p>Parent Representatives Alexander Ramage secondary sector parent representative</p> <p>Sara Collins and Louise Collingwood (the role will be undertaken on a shared basis)</p>	<p>Nickey Boyle, Executive Support 0131 469 5725</p>

Updates

Background/Contact

Food Pantries Update

The food pantries project funded by Justice Services and delivered by our partner agency Cyrenians continues to go from strength to strength with 40 members signed up to the Easter Road stadium pantry and around 25 at St Brides Community Centre in Dalry. Each pantry enables members to access a range of healthy, fresh, ambient, chilled, and frozen foods at affordable prices. Both pantries operate alongside existing community provisions; a lunch club which operates from the Easter Road stadium and a 'soup and show' (where people gather to eat hot soup and watch a film) at St Brides. Both facilities are working well within their respective communities; there are no plans to expand the Justice Services funded pantries to other areas at present.

Carey Fuller, Head of Justice Services

Kinship Summer Fun Day

The Kinship Summer Fun Day is one of two kinship events for all kinship carers City of Edinburgh's Kinship Team run each year, the other being our Christmas Party. Held in the first week of the summer holidays, the Kinship Summer Fun Day is run in partnership with Edinburgh Leisure who come along to support participation in a range of outdoor games and sports. Kinship Families are invited to bring a picnic and activities are also provided for younger children including face-painting, sensory play and parachute games.

Catriona MacKenzie,
Team Leader, Kinship Assessment & Support Team

Although fewer families attended this year due to the weather, those that were there had a good time, as is reflected in the feedback. Both the Kinship Team and Edinburgh Leisure were able to make links with families we don't provide a direct service to currently, with children and young people gaining access to various additional summer activities. These include Aquadash, a Football camp and free football at Meadowbank for young people aged 11+. Families that did not have LA Active cards have been provided with these.

For kinship carers it is an opportunity to meet other people in kinship families as well as learn a bit more about the kinship service. As a team it is an event we all look forward to each year.

Feedback from participants:

1. "Hi there

Our family attended the fun day on Tuesday as always it was great fun and met some lovely people.

I was speaking to a staff member and I was recommended to apply for Edinburgh leisure passes for the kids and a pac card for us parents"

(Details were sent along with the email of family members applying for these and the Kinship Support Team will action this.)

2. "Hi,
Thank you very much for organising today.

It was lovely to catch up with everyone and get out and about in the fresh air.
We were lucky with the weather...

The rowing machine was great!

S is delighted with his Hibs football and the Go Ape vouchers will be well used
and are much appreciated.

I hope to get along to a coffee morning sometime in the new term.

I hope everyone has a good summer.

Thanks again

3 "Hi All at Kinship Care!!!
The gratitude lies with yourselves, the children had a great morning.

Even the rain didn't put them off!

Thank you all involved

Kind Regards

D & C"

Bairn's Hoose

The new Equally Safe Multi-Agency Centre (ESMAC) is now partially open in Edinburgh. The site called the Sycamore Centre involves a partnership between NHS Lothian, Police Scotland, City of Edinburgh Council, Mid Lothian and East Lothian Councils and working with third sector colleagues. The Sycamore Centre includes a forensic suite for adults, as well as, 2 children's houses, Aspen and Rowan, where refurbishment of the interiors of the Houses is in the final stages of completion. The whole ethos of the Sycamore Centre is trauma-informed, with both adult and children's centres being designed through this lens.

The Children's houses were designed drawing on the principles of the Bairn's Hoose standards and in the knowledge of the new Scottish Child Interviewing Model (SCIM). This SCIM model puts the child at the centre with the aim of gaining their best evidence, and thus reducing the chance a child may need to give evidence on commission or in court. Aspen and Rowan have 2 interview suites each, which provide a quiet, supportive space for children and young people that can be tailored to individual needs.

The Edinburgh SCIM team comprises 6 social workers and 5 police officers who have all completed around 50 days of the National JII Training

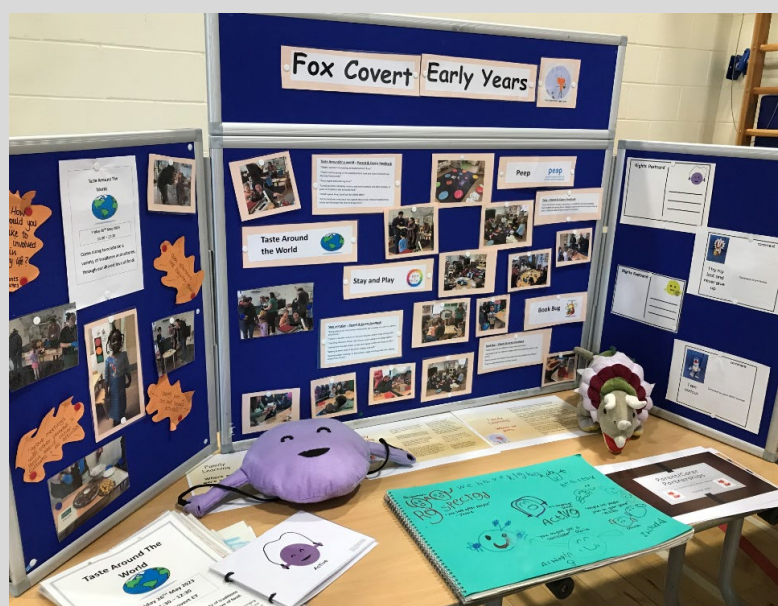
Janet Blair, Children's
Practice Team Manager

Programme training, in the specialist task of forensic interviewing of children. The team went live on 20 February 2023 and moved into their offices in the Sycamore Centre on 19 June 2023. This means that Police and social workers are now co-located to enable greater partnership working in planning, implementing and evaluating interviews. So far, the team have planned for 160 interviews and are in the process of capturing relevant data to allow for qualitative and quantitative evaluation. A report on progress during the first 6 months will be submitted to the Child Protection Committee at end of August.

Learning Together Celebrating Success Event

On 2 June 2023, the first ever Learning Together event was organised to celebrate the practice taking place across Edinburgh in Early Years settings and Primary Schools. The in-person event also provided participants of this session's Learning Together CLPL with the opportunity to share their practice with invited partners from Wider Achievement & Lifelong Learning, Connect, Skills Scotland and Scottish Book Trust. The event was open to practitioners working in early years settings and schools.

Marie Lyon, Quality Improvement Education Officer



CLPL participants as part of their course work undertook self-evaluation activities to create an action plan focused on improving either parental engagement, parental involvement, family learning or learning at home.

The Celebrating Success event enabled these participants to discuss their plans, it's progress and impact in developing their current practice.

Feedback from practitioners who attended the event enjoyed the informal opportunity to learn and network with experienced practitioners and how they plan on utilising this learning in their own settings.

Early Years Change Programme

In order to achieve best value and the highest quality of service delivery, the model for provision of early learning and childcare is due to be submitted to the councils change programme to be included as one for the key portfolios for change.

Lorna French, Service Director, Education

Defibrillators in Primary Schools

A budget of £112,000 was approved in 2022-2023 for the provision of Defibrillators in all Primary Schools across The City of Edinburgh Council Estate. To date we have surveyed all Primary Schools to determine where Defibrillators are already installed. From the information gathered there are some schools who do have a defib installed, but need support with maintenance and training, therefore this will also be considered in this project. We will be working alongside our Contracted Supplier – Aero Health Care UK to look at the suitability of sites and identify areas where the need is greatest depending on the areas of the city less served with this important piece of equipment, the Supplier will also offer support with training after installations are complete. The installations will commence in September 2023 and it is hoped the project will reach completion by 31 December 2023.

Gillian Tracey,
Directorate Operations
Manager

Holiday Hub Provision

The Holiday Hub provision has supported 500 children with a disability over this academic year. The recent contract awards have allowed providers to employ more staff and reach full capacity. Families have said this provision gave them valuable support and time to spend with their other children. The provision has allowed children to take part in a holiday club which is safe, nurturing and gives them new experiences. Families have been clear that they would have struggled this summer if this provision had not been available.

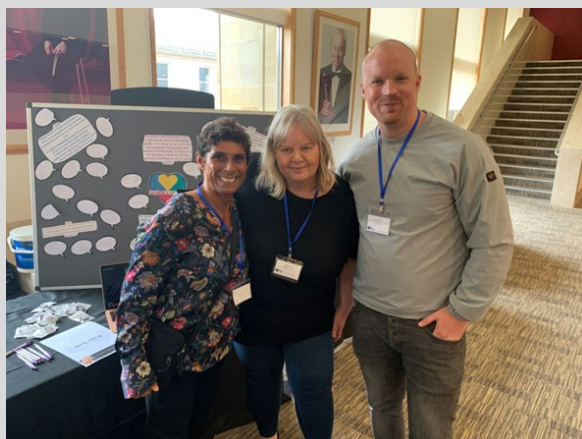
Jen Grundy, Children's Practice Team Manager

Please click on the link below to see a video of the summer provision that highlights the excellent work that has transformed the holiday provision for children with a disability.

<https://clickv.ie/w/xqRv>

Who cares? Scotland” Keeping the Promise and Building Communities that Care conference

At a recent conference, colleagues from Drylaw Children’s House, used one of the market stalls to highlight the work they are doing to ensure the Promise is embedded into everyday life at Drylaw. The market stall information was developed by the staff and young people, alongside a video of them discussing what the Promise means to them. This attracted a lot of attention including the previous javelin world record holder, Fatima Whitbread. Fatima was very interested and impressed by their work and is keen to stay connected with Drylaw around their progress embedding the Promise.



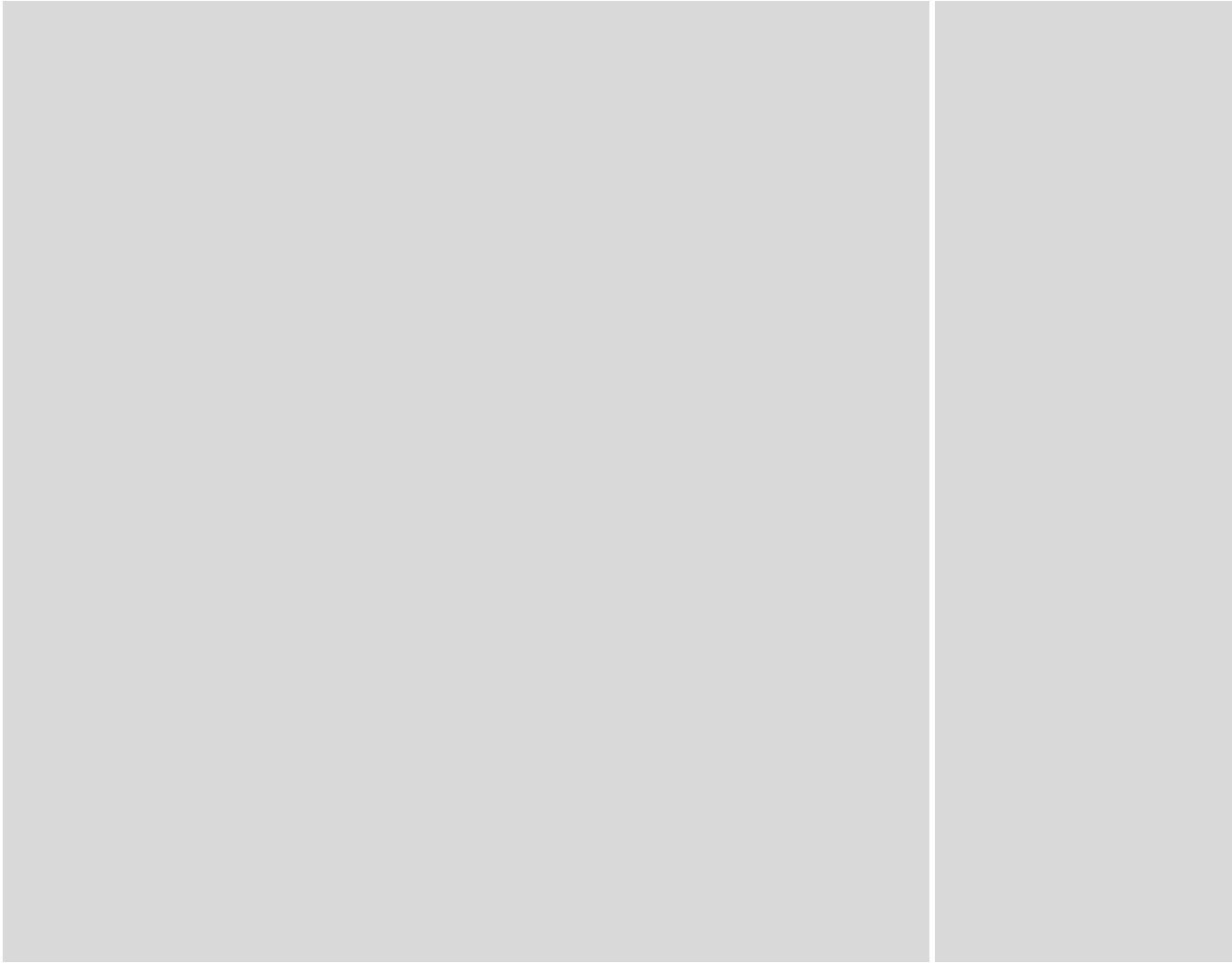
Gaelic Implementation Steering Group – Update

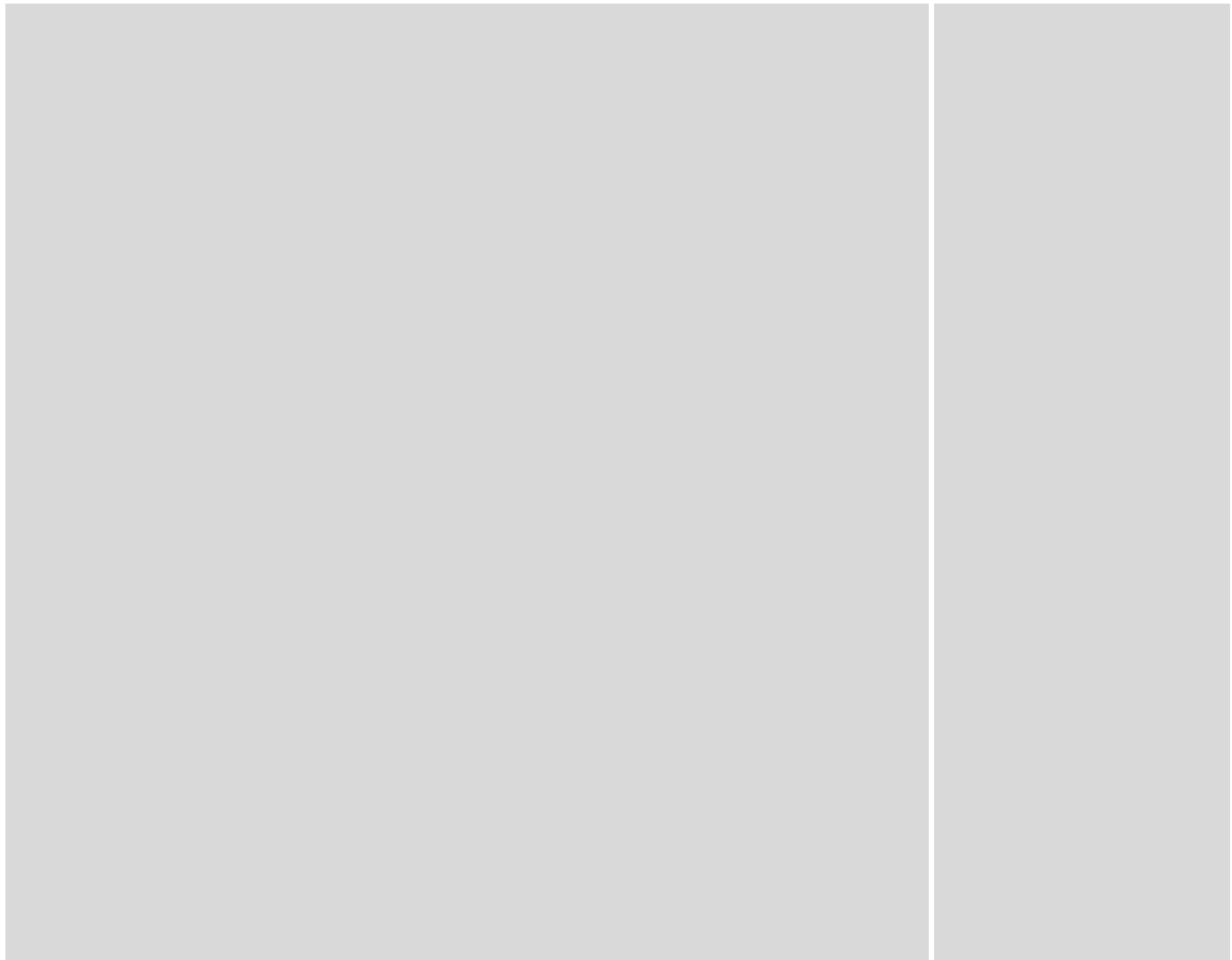
The Gaelic Implementation Steering Group (GIG) was reappointed by this committee in November 2022. In May 2023, the Policy and Sustainability Committee agreed in principle to transfer ownership of the GIG from the Education, Children and Families Committee to P&S. This recommendation was submitted to EC&F for approval in June, where it was continued to allow further information to be submitted on the rationale for the change.

As outlined in the June report, the main reason for the proposed change was to bring oversight in line with that of the Gaelic Language Plan, which is overseen by P&S. The remit of the GIG, as agreed by EC&F in November, is to support the implementation of the Gaelic Language Plan (2018-22) and the development of future Gaelic Language Plans. However, which committee oversees it does not have any impact on the group’s powers or activities. The GIG as a working group is able to make formal recommendations to executive committees. This will either be to the Policy and Sustainability Committee or the Education, Children and Families Committee, as appropriate. This is dependent on the subject and in which committees’ remit the recommendation applies to.

Alan McDonald, Team Manager Residential Care (Acting)

Committee Services





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Education, Children & Families Committee

10:00am, Tuesday, 5 September 2023

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee are asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through Education Scotland and QICS scrutiny activity.
 - 1.1.2 Agree next steps at 5.1 – 5.4.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Jackie Reid, Head of Education, Quality Improvement and the Broad General Education

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

Quality Improvement and Scrutiny Update

2. Executive Summary

- 2.1 This report covers a range of Education Scotland (HMI) scrutiny and local authority reviews. Our main findings continue to be the variability in leadership capacity and teachers' skills, and a need to provide differentiated learning to meet learners' needs.
- 2.2 To address this, the Quality Improvement Service will continue to challenge underperformance and promote good practice. Coaching in context will be increased in schools requiring more support and there will be enhanced roles for successful Headteachers to support their peers through the Associate Headteacher scheme.
- 2.3 The Edinburgh Learns Teaching and Learning team will continue to work with on a targeted and universal programme of professional learning delivering the Teachers' Charter. Support sessions will continue to be provided to ensure effective tracking and monitoring of attendance, attainment and pupils' achievements. This includes professional learning which deepens teachers' understanding of national standards to ensure accuracy in professional judgements about progress in learning.
- 2.4 All work will be supported by the Education Scotland Attainment Adviser and Equity Lead Officers.

3. Background

- 3.1 Education Scotland has inspected Canalview Primary School, in March 2023. using the full model of inspection, evaluating four key quality indicators.
 - 1.3 Leadership of Change
 - 2.3 Learning, Teaching & Assessment
 - 3.1 Ensuring Wellbeing, Equality and Inclusion
 - 3.2 Raising Attainment & Achievement
- 3.2 Education Scotland published a letter in September 2022 related to the inspection of Edinburgh Secure Services (Howdenhall & St Katharine's Special School). The letter set out a number of areas for improvement which were agreed with the school and The City of Edinburgh Council. They made a return visit in May to look at these identified areas.

3.3 The Quality Improvement Service has continued to undertake Follow-through visits to schools who were inspected prior to the pandemic. This is out with the normal cycle which is as follows: -

- 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

3.4 The Quality Improvement Service undertakes supported self-evaluation processes with schools who are identified primarily by the length of time since they were last inspected; information which is held in the Capacity & Risk Register. These groups of schools have also received targeted pre-inspection support.

4. Main report

Canalview Primary School and Nursery Class

4.1 In March 2023, Education Scotland inspectors visited Canalview Primary School undertaking a full model inspection. Here are Education Scotland’s evaluations.

School

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

Nursery

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

4.2 The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 1. The link to the full summarised inspection findings, is included in the letter (report), and referenced below as background reading.

4.3 Canalview Primary School is part of the Wester Hailes Learning Community. The Quality Improvement Service will undertake a follow-through visit within 1 year of inspection. Identified areas for improvement will be added to the Capacity and Risk Register with progress closely monitored. The Quality Improvement Service will provide the following targeted support:

- Edinburgh Learns Team support to ensure engagement in relevant aspects of the Teachers' Charter to upskill teachers,
- QIEO to ensure that a robust calendar of quality assurance activities is planned and carried out in Session 2023-24, including shared classroom experience.
- QIEO to support with development of effective approaches to the planning, assessment and tracking of young people's learning. This will be built into the quality assurance calendar.
- QIEO to attend all Learning Community meetings to track progress with identified priorities.
- QIEO, Education Scotland Attainment Adviser and Senior Development Officers (Equity) to provide Guidance re effective strategies to raise attainment in Literacy, Numeracy and Mathematics.

Edinburgh Secure Services (Howdenhall & St Katharine's Special School)

- 4.4 Education Scotland made a return visit to Edinburgh Secure Services, in May 2023, following their inspection in September 2022. Engagement during this visit has provided evidence that some progress was made with each identified area for improvement. Please note that the school closed permanently on 28 June 2023. Education Scotland will therefore make no further visits in connection with the original inspection.
- 4.5 The Quality Improvement Service has undertaken Local Authority reviews for the following schools. The reports detailing evidence of progress made are included as appendices.

Follow-Through Visits

- Balgreen Primary School (Appendix 2) - appropriate progress made
- Flora Stevenson Primary School (Appendix 3)- some progress made
- Davidson Mains Primary School (Appendix 4) - appropriate progress made

Supported Self Evaluation (Appendix 5)

- St Catherine's Primary School
 - Parson's Green Primary School
 - Sighthill Primary School
 - Craigroyston Primary School
- 4.6 A summary of the strengths and areas for development are detailed in the attached Appendix.
- 4.7 For all internal and external review activity QIEOs will ensure all recommendations are implemented within agreed timescales.

5. Next Steps

- 5.1 QICS will continue to undertake the planned calendar of activity related to Inspection follow-through and supported self-evaluation visits which will be reported to Education, Children & Families Committee.

- 5.2 QICS will continue to respond to learning from ongoing inspection and internal review processes providing universal, targeted and intensive levels of support. Learning themes will be shared with all Head Teachers to inform improvement.
- 5.3 QICS to review the Capacity and Risk Register to ensure accuracy of information and to inform proportionate levels of support and to plan future review activity to ensure Equity and Excellence.
- 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. Equality and Poverty Impact

- 7.1 Narrowing the poverty related attainment gap is the key driver for the Education Service. Social justice is inherent in all activities, with targeted and intensive support prioritised to ensure these aims are reached. This will be augmented by partnership working with the Education Scotland Attainment Adviser and Equity Lead officers.

8. Climate and Nature Emergency Implications

- 8.1 All schools now prepare an annual Learning for Sustainability Improvement Plan which guides strategic and operational decisions to reach net zero. There are no additional implications at this time.

9. Risk, policy, compliance, governance and community impact

- 9.1 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 identify improvement priorities which are aligned to the National Improvement Framework and Council Business Plan priorities. This includes Improvements in Attainment between the most and least disadvantaged learners; improvements which further the commitment to social and climate justice.
- 9.2 QICS staffing levels create the need for a proportionate model of support. Decisions to provide intensive, targeted, or universal support is informed by a range of data held with the Capacity & Risk Register. This response is focused on Equity and improving outcomes for learners impacted by poverty. However, mitigations are in place to also ensure Excellence in the form of universal support, guidance and sharing of identified practice. This is quality-assured through a sampling approach.

- 9.3 The QICS ensures schools' compliance with Statutory Requirements and codes of practice related to safeguarding as illustrated in the HGIOS 4? Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion, including record-keeping in accordance with Child Protection Guidelines and the CEC Retention schedule.
- 9.4 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risk and implement mitigations.

10. Background reading/external references

- 10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 10.2 The Canalview Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [Canal View Primary School and Nursery Class inspection report, Edinburgh City Council 23/05/23 \(education.gov.scot\)](#)

11. Appendices

- 11.1 Appendix 1- Canalview Primary School Inspection Report
- 11.2 Appendix 2 - Balgreen Primary School Follow-Through Report
- 11.3 Appendix 3 - Flora Stevenson Primary School Follow-Through Report
- 11.4 Appendix 4 - Davidson Mains Primary School Follow-Through Report
- 11.5 Appendix 5 – Supported Self Evaluation Report

23 May 2023

Dear Parent/Carer

In March 2023, a team of inspectors from Education Scotland visited Canal View Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The strong leadership demonstrated by the newly appointed headteacher who has a very positive impact on ethos and relationships. She is ably supported by a depute headteacher and acting principal teachers. Collectively they work well together to improve the progress and achievements for all learners.
- Teachers and support staff work very well together to make improvements in the school that help children to achieve more. They celebrate diversity well and make sure all children feel included and equal. This is beginning to impact positively on children.
- The extremely positive relationships which are firmly established across the school community. All staff support the wellbeing and welfare of their community and together they are making a difference for children and families.
- Senior leaders and practitioners in the nursery know their children and families well and work very effectively as a team. They have created an environment both indoors and outside that engages children. Children are happy and secure and enjoy their time in nursery.

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

- Improve approaches to learning, teaching and assessment to ensure consistently high-quality experiences for children across the school.
- Staff should focus on improving how they plan and assess children's learning. In doing this, they should record and track children's progress more thoroughly to ensure they meet the needs of all children.
- Raise attainment in literacy and English language, and numeracy and mathematics.

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

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

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | 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.

Judith Reid
HM Inspector

Appendix 2

The City of Edinburgh Council

Follow Through Report

Balgreen Primary School

May 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.

Balgreen Primary School was inspected in September 2019. In May 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council and a Service Leader and Depute Head Teacher from the Additional Support for Learning Service visited Balgreen Primary School. They visited classes and liaised 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 2019, Education Scotland evaluated the school as follows:

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

The three areas for improvement identified during the Education Scotland inspection report, published in September 2019, are as follows, and this report covers progress relating to each one in turn.

- Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning.
- Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.
- Develop a shared strategy for raising attainment across the school.

Follow Through Report

Context of the school

School	Balgreen Primary	Learning Community	Tynecastle High School		
Roll	368	Care Experienced %:	0.8%		
SIMD 1 and 2% :	10.6%	% EAL	34.7%		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019			4		3
School Standards & Qualities		4	4	4	4

ACEL data 2022

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
72.3%	81.4%	76.9%	59.6%	78.0%	69.2%	87.2%	84.7%	84.6%	74.5%	76.3%	73.1%

Focus Tool

Comparator Schools for all stages	Reding	Writing	Listening & Talking	Numeracy
Balgreen Primary School	75% (117)	68% (106)	84% (130)	74% (114)
Leith Primary School	80% (107)	78% (105)	81% (108)	78% (105)
Gilmerton Primary School	69% (150)	63% (136)	75% (163)	71% (153)
St Mary's RC Primary School (Leith)	85% (107)	76% (96)	89% (112)	89%(112)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
9	7	8	18	16	17	77.8%	88.9%	11.1%	88.9%	94.4%	5.6%

Overview

During the local authority follow-through visit in May 2023, the visiting team witnessed positive and nurturing relationships between staff and pupils in all lessons visited (including intervention groups).

The school has a Learning and Teaching toolkit which details expectations of what good practice looks like at Balgreen Primary School. Almost all learners were motivated and engaged throughout and were actively involved in their learning. Formative assessment for learning strategies were used

in all classes visited, and in some classes a variety of strategies were used to check for understanding. Learning intentions were evident in almost all lessons, almost all of which were relevant to the learning taking place. Success criteria were in use in all lessons and in some, these had been co-constructed with pupils. Digital Technology was evident in all classes, ranging from an Interactive Whiteboard to 1:1 iPad use.

All staff spoken to felt valued, well led, and supported, and noted feeling part of a team. They have opportunities to collaborate within the school to learn from one another through moderation activities.

Pupils were proud to be part of the pupil council, felt that their voice was valued in meetings, everyone participated, they were treated as equals and they feel they have made things happen, such as changes to lunchtimes and fund raisers. They spoke enthusiastically about the responsibilities of the role and communication processes in place to gather and share ideas on behalf of their fellow students. A Rights Respecting Schools Group provides the opportunity for pupils to work towards their Gold award.

Area for improvement 1: Continue to improve the consistency of learning, teaching and assessment across the school. This should include the development of approaches to assessing children's progress in learning,

PROGRESS

It was evident that recent involvement in the SEIC P1 Play Pedagogy Connector, a collaborative improvement support programme, was having a positive impact through the range of purposeful play opportunities to enrich learning. Pupils were motivated and engaged in their learning.

Staff work in development groups to lead on aspects of the school's three-year plan, such as digital learning. Engagement in Empowered Learning is enabling them to make use of 1:1 devices at 2nd level to enhance learning, through the introduction of digital pathways and the use of accessibility features. In some lessons, pupils were able to personalise their medium for demonstrating their learning, such as dictating a text.

Across the school, the Learning and Teaching policy was in use and pupils could talk about their preferred Assessment is For Learning (AiFL) strategies, e.g Magpie Minute. The policy also contains a graffiti wall used to support shared classroom experience, which HMIE has highlighted a good practice during the inspection.

Differentiation by content, process, product and learning environment was evident in almost all classes through supports and scaffolds, check-ins and classroom organisation.

The literacy and numeracy interventions delivered by teachers and support staff are enabling progress of identified learners as recorded in the Venn and Quadrant tracking charts. Where support staff were working with classes, they worked effectively with learners and provided support to groups and individuals. For example, the support for earning teacher tailored her supports to individuals, e.g. offering more prompting, reading room and allowing time to respond, allowing range of options for them to decide which was right for them. There were creative, adaptive responses from teacher throughout the interactive and engaging session observed. ASL staff work with the school to plan and deliver learning experiences that are accessible for individuals in the

school as well as those who are accessing learning outwith school. There is a provision in school to support the emotional and mental health of pupils and staff.

NEXT STEPS

The next step in Digital would be to develop more lessons that augment, modify and redefine learning in preference to those that substitute iPads for traditional means of recording work.

The next step in AiFL area would be to develop consistency across all classes in how and when to include pupils in the co-creation of success criteria, either fully or in part.

Pace and challenge could be developed further by ensuring the length, timing and structure of the lesson best meets the requirements of the learners and the teaching taking place, for example, chunking learning or shorter lessons.

There is an immediate need for the school to intensify inclusive practices when integrating learners on flexible timetables, to ensure that they are fully part of the education process and not marginalised. The school should continue to work in partnership with specialists to support positive learning experiences for all pupils.

Development groups, next session, should consider planning through a differentiation lens to maximise impact on all learners.

Area for improvement 2: Develop a whole school system for monitoring and tracking children's progress to ensure they are appropriately supported and challenged in their learning.

PROGRESS

The school have implemented EDICT and use this as their system for tracking and monitoring. In addition, achievement in learning is captured in a Venn diagram to easily visualise which learners are on track, not yet on track and not on track as well as a Quadrant that enables staff to record progress on one axis as well as achievement on the other axis which helps to inform universal and targeted planning. Termly attainment discussions, between teaching staff and SLT, enable professional dialogue to take place about learners which is then reflected in updated visuals and EDICT entries. This includes discussions about planned learning and about which learners are on track/not on track.

NEXT STEPS

Currently, SLT undertake EDICT entry and update so the next step in this area would be to support teaching staff to use EDICT as this would enhance accountability for tracking and monitoring at that level as well as to free up SLT to drive forward with school improvement.

School staff should undertake planned tracking of wider achievement of pupils next session.

Area for improvement 3: Develop a shared strategy for raising attainment across the school.

PROGRESS

The Head Teacher has invested in support for learning as part of their approaches to raising attainment across the school. Pupils not yet on track or not on track, are supported and challenge for pupils on track or ahead of track in Literacy and Numeracy has positively impacted attainment in P1-P2.

The head Teacher has appointed additional Pupil Support Assistants using Pupil Equity Funding to run a range of intervention groups, providing targeted pupil support to access learning, including social skills, talk and move, friendship, sensory circuit, Speech and Language Therapy and focused interventions for literacy groups.

Learners' progress, for those who have English as an Additional Language, is tracked through Stages of English. Staff have undertaken professional learning to develop language-focussed teaching strategies.

NEXT STEPS

Next steps would be to formalise approaches to raising attainment across the school into a strategy, making connections to Areas for Improvement 1 and 2, including the work of the development groups, to provide a coherent direction for planned change and resource deployment.

Summary

The Quality Improvement Education team found that Balgreen Primary School had made appropriate progress in all three areas highlighted by Education Scotland in 2019. The Quality Improvement Education Officers for the school 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. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Appendix 3

Flora Stevenson Primary School Follow Through Visit by City of Edinburgh Council 4th May 2023

In November 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Flora Stevenson Primary School and Nursery Class. Following the inspection, Education Scotland published a letter in December 2019, outlining the following identified areas of improvement:

- Continue to develop consistency in planning learning, teaching, and assessment to continue to raise attainment and increase the pace and challenge for all children.
- Continue to review the curriculum to ensure that children are able to build on their prior learning in all areas. This will support staff in tracking and monitoring children’s progress as they move through the school.
- Extend the range and type of teaching and learning approaches, to further increase motivation and engagement of children in their learning. Staff should provide more frequent opportunities for children to lead their learning.

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

Education Scotland and the Care Inspectorate Evaluation November 2018:

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

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
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	

Follow Through Report

Context of the school

School	Flora Stevenson Primary School	Learning Community		Broughton High School	
Roll	560	Care Experienced %:		0%	
SIMD 1 and 2% :	4.8%	% EAL		22%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published): March 2019		4	4	4	4
Nursery Standards & Qualities					
HMIE Primary (date published) March 2019		4	4	4	4
School Standards & Qualities		4	4	4	4

ACEL data 2022

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
87.5%	82.6%	81.0%	84.1%	77.9%	75.0%	94.3%	84.9%	90.5%	93.2%	79.1%	76.2%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Flora Stevenson Primary School	87% (210)	82% (199)	93% (225)	86% (208)
St Peter's RC Primary School	89% (122)	85% (116)	91% (124)	86% (118)
Bruntsfield Primary School	89% (225)	89% (224)	95% (240)	90% (228)
Sciennes Primary School	94% (239)	90% (227)	97% (245)	94% (238)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
49	5	8	1	0	0	10.2%	0.0%	-10.2%	16.3%	0.0%	-16.3%

To report on the school's progress in taking forward the 3 areas for improvement, a team of council officers visited the School and Nursery on 4th May 2023. The team consisted of the Early Years Quality Improvement Manager and three Quality Improvement Education Officers. The team conducted shared classroom experiences in 6 classrooms, accompanied by a member of the Senior Leadership Team, visited the nursery and P1 to observe play pedagogy and observed the Support for Learning Teacher.

The team met with the school's Senior Leadership Team to discuss progress on the improvements identified by HMIE. The team also met with the following focus groups: pupils from P5-P7, teaching staff, nursery practitioners and the chair of the parent council.

Since the HMIE inspection in 2018, leadership within the school has been inconsistent. The current Headteacher has been acting in post since August 2022. There are three Depute Headteachers, each with responsibility for a Curriculum for Excellence Level. Two Depute Headteachers are permanent, and one is on secondment from October 2022 until June 2024. At the time of the follow through visit, the Depute Headteacher with responsibility for Early Years, was absent.

Current Attainment

Current comparison attainment data for Flora Stevenson Primary School in between June 2021/22 and June 2022/23 is shown below:

	P1		P4		P7	
	Achieved		Achieved		Achieved	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
English Listening & Talking	94.3%	83.1%	84.9%	89.0%	90.5%	92.2%
Reading	87.5%	73.8%	82.6%	81.7%	81.0%	87.0%
Writing	84.1%	75.4%	77.9%	76.8%	75.0%	85.7%
Literacy	84.1%	73.8%	75.6%	76.8%	75.0%	83.1%
Numeracy	93.2%	84.6%	79.1%	79.3%	76.2%	80.5%

Findings of the visit - Progress of each improvement area:

Continue to develop consistency in planning learning, teaching, and assessment to continue to raise attainment and increase the pace and challenge for all children.

Strengths/progress made:

All teaching staff use progressive literacy pathways to support planning for learning and teaching. Teachers plan together in stages and this collaborative approach to planning supports consistency and focused conversations around the pace and challenge of learning, alongside depth across learning.

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

Responsive and intentional planning supports consistency for children's learning in the nursery. Warm, responsive relationships support children's engagement with a range of learning experiences.

A yearly overview is used by all staff which details the main learning and teaching across the session. During focus meetings, staff talked about this being helpful in ensuring consistency and coverage across stages.

There has been a focus on Support for Learning this session, increasing the allocation from 1.4FTE to 1.8 FTE. This has resulted in training for Pupil Support Assistants in several targeted interventions, including Read Write Inc, Fresh Start, Hot Listing and Sensory Circuits. Following training, Pupil Support Assistants are being deployed effectively across the school to meet pupils' needs in their

delivery of individual and targeted groupwork. While there has been an increase in P7 attainment across literacy and numeracy, this has not been replicated across P1 or P4.

In the upper school across Primary 6 and Primary 7, a Support for Learning Teacher leads a maths challenge intervention, focused on more able learners and providing them with increased challenge in learning. The impact on attainment has been positive with recent ACEL data showing an increase of 4% for P7 numeracy attainment.

Attainment meetings take place three times across the session and are framed around QI 2.4. Personalised Support. Focused discussions on individual learner's progress take place including whether they are on/off track, with the Support for Learning Teacher attending one of these meetings over the session, to identify appropriate interventions. Staff commented that this has led to increased rigour in the sharing of learner information during transitions.

Across the school, there is an increasing understanding of how assessment is integral for planning and teaching, through an agreed assessment focus across the year. This is helping to enable a consistent approach across each Curriculum for Excellence Level in terms of the assessments being used across each stage.

Teaching staff's engagement in career-long professional learning, linked to the Teachers' Charter, is developing a whole school understanding of differentiation through a focused practitioner inquiry in every classroom. Through SCE across some classes, the use of differentiation was well embedded, but this continues to be a whole school focus for the new session, in order to ensure that the use of differentiation is fully embedded across all stages and evident in all learning and teaching.

Recent moderation across the Learning Community focused on developing consistency across the teaching of Writing, through planning and feedback. Secondary colleagues were included.

Pupils in the focus group commented that they feel valued in school and that they are challenged based on their abilities, believing that everyone can be just as good as each other.

Next Steps/Continue to:

- Strengthen the warm and positive relationships within the nursery and school which support children's learning and engagement as these are evident within the nursery environment.
- Build upon collaborative planning across stages, now extending across curriculum for Excellence levels.
- Use both responsive and intentional planning within the nursery which is supporting the consistency of learning.
- Focus on pace and challenge within learning to ensure that the needs of all learners are appropriately met.

Continue to review the curriculum to ensure that children are able to build on their prior learning in all areas. This will support staff in tracking and monitoring children's progress as they move through the school.

Strengths/progress made:

Across the school, there is a calm learning environment in which most learners are engaged and motivated in their learning and interact well during activities. Some learning experiences built upon prior learning and learners could identify their next steps.

In a few classrooms, learner conversations that supported pupils to know what was going well, and what their next steps are, was evident, including opportunities for learners to discuss their progress, and identify next steps.

Work on reviewing the curriculum to ensure children are building on prior learning across all areas has been completed for literacy, with progression planners now in place and being used across all stages.

The school now use EDICT as a tool to record learner attainment across all stages. Confidence in the use of this is still building but it forms the basis of all attainment meetings with teaching staff and data has begun to be shared at staff meetings to support the analysis of data as a whole school team.

The learning journey in the nursery demonstrates that children are provided with relevant experiences to enhance their play and learning. Tracking and Monitoring of children's progress is in the early stages.

Next steps/Continue to:

- Tracking and monitoring of children's progress in nursery is in the early stages and planned improvements will support staff to understand the progress children are making over time.
- Use the recently developed planners for literacy to ensure a consistent, whole school approach to aspects of writing.
- Ensure children continue to build upon their prior learning in all curricular areas with a continuing focus on collaborative planning, using progression pathways and Curriculum for Excellence benchmarks to support this process.

Extend the range and type of teaching and learning approaches, to further increase motivation and engagement of children in their learning. Staff should provide more frequent opportunities for children to lead their learning.

Strengths/progress made:

In some lessons, a variety of teaching and learning approaches were used to ensure pupils were engaged in their learning, including the use of digital technologies in the upper school. This well supported those children with additional support needs who were using a variety of digital apps to support and extend their learning in class. This included the use of Clicker and encouraged independent learning in these classrooms.

A pupil group has been established which leads on Equalities and Diversity, focusing on helping all learners develop the understanding of equality and diversity issues essential for responsible citizens in the 21st century. The group have developed associated activities for each class to be part of. There is a diverse culture within the school community and pupil led activities so far have included – the wearing of cultural, religious or national dress and the establishing of a parent/carer reading café, where there has been a focus on equalities and diversity.

The Parent Council are working with a group of children trained as playground leaders, with a focus on improving the school grounds. Money has been raised and children have been consulted on what they would like the money to now be spent on. The children will be leading on the development of this, sharing with the school community the decisions made.

One of the Depute Headteachers has recently established a 'bonus ball' system, with the purpose of extending pupil voice throughout the school. Children from each class are selected randomly and asked focus questions based around How Good Is OUR School. This is in the early stages of development and will help to inform improvements through school improvement planning process.

In the nursery there is a strong commitment to children's rights and the inclusion of children with additional support needs. Children are actively involved in learning through spontaneous play experiences. Interactions are sensitive and supportive of children's needs. Children have opportunities to develop independence within their learning through play and daily routines.

Next Steps/Continue to:

- The SLT should now build upon the enthusiasm of the staff team and provide clear direction to develop more creative learning and teaching approaches consistently across the school, looking to increase learner independence and opportunities for learners to lead the learning.
- The Headteacher should focus on the development of the curriculum and ensure that there is a clear curriculum rationale for Flora Stevenson Primary School which highlights the unique learning environment of the school and the learning experiences provided.
- The introduction of play pedagogy in P1 is beginning to support children in leading their own learning. By upskilling of staff in delivering this approach, the motivation and engagement of children in their learning should further increase.

Conclusions:

The school provided some evidence which demonstrated the progress they have made and have made some progress in the areas identified for improvement.

The Headteacher should ensure that all senior leaders and staff have a sound knowledge of the areas for improvement across the school and Nursery. These should be evaluated through the planned and timely use of HGIOS4 self-evaluation processes and procedures.

The Headteacher should ensure that there is a detailed quality assurance calendar in place for Session 2023-24 which outlines all quality assurance activities and scrutiny that the senior leadership team and staff team will be involved in over the session.

Appendix 4

The City of Edinburgh Council

Follow Through Report

Davidson's Mains Primary School and Nursery Class

May 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.

Davidson's Mains Primary School was inspected in March 2019. In May 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, representing the nursery and primary sectors, visited Davidson's Mains 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 2019, Education Scotland evaluated the school and nursery class as follows:

School

Quality Indicator	Evaluation
2.3 Learning, teaching and assessment	Good
3.2 Raising Attainment and Achievement	Good

Nursery Class

Quality Indicator	Evaluation
2.3 Learning, teaching and assessment	Good
3.2 Securing Children's Progress	Good

The two areas for improvement identified during the Education Scotland inspection report, published in June 2019, are as follows, and this report covers progress relating to each one in turn.

- Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.
- Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

Follow Through Report

Context of the school

School	Davidson's Mains Primary	Learning Community		The Royal High	
Roll	521	Care Experienced %:		0.4%	
SIMD 1 and 2% :	7.1%	% EAL		11.1%	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Nursery (date published): March 2019			4		4
Nursery Standards & Qualities		4	4	5	4
HMIE Primary (date published) March 2019			4		4
School Standards & Qualities		4	4	4	4

ACEL Data 2022

P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
81.5%	90.5%	86.0%	83.1%	75.7%	89.2%	92.3%	83.8%	94.6%	84.6%	79.7%	87.1%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Davidson's Mains Primary School	87% (199)	84% (194)	92% (211)	84% (193)
Corstorphine Primary School	93% (232)	88% (220)	93% (233)	89% (223)
Dean Park Primary School	94% (169)	91% (163)	98% (177)	94% (170)
Currie Primary School	81% (181)	78% (175)	86% (192)	82% (183)

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
3	2	2	8	6	7	66.7%	75.0%	8.3%	66.7%	87.5%	20.8%

Overview of the learning experience

During the local authority follow-through visit in May 2023, the visiting team witnessed positive and nurturing relationships between staff and pupils in all lessons visited. Learners were motivated, engaged in and keen to talk about their learning.

In most classes, a range of formative assessment for learning strategies were used to check for understanding and extend the learning. Learning intentions and success criteria were evident in almost all lessons and were relevant to the learning. The next step in this area will be to consider how and when to include pupils in the co-creation of this, and to develop consistency in practice across all classes. Examples of differentiation by product/outcome and through questioning were evident in most classes.

Pupils with additional support needs were skilfully included in classes. Support staff worked effectively with learners and provided high-quality support to groups and individuals.

Area for improvement 1: Continue to share and build upon the best practice in learning and teaching to improve consistency in high quality learning and teaching.

In almost all the lessons observed, the children were active participants in their learning and were motivated and engaged in the learning. In P7 pupils talked animatedly about their agile learning environment and the positive impact it was having on their motivation and learning.

Staff have been empowered to lead on learning and teaching through working parties. They have planned and led training and, alongside Senior Leaders, have participated in shared classroom experience. This has led to a clear understanding formative assessment strategies and consistent approaches were evident in most classes. The upskilling of Pupil Support Assistants in this area of pedagogy has helped all adults working with children understand the importance of these approaches to enhance learning.

Consistent use of learning intentions and success criteria helps children to be clear about what the purpose of their learning. They could speak confidently about their learning and next steps and felt that written and verbal feedback from their teachers supported them in knowing what to work on next. They felt that learning conversations supported them with this understanding.

Digital technologies were used effectively in Primary 6 and 7. Children were confident in using iPads to access and complete learning as well as to provide feedback on their understanding. Teachers use this information to plan future learning.

Consistent approaches to planning have been developed and have set clear expectations across the school to ensure breath, balance, pace and progression. This has promoted a more consistent approach to learning and teaching as evidenced by shared classroom experience.

The Professional Review and Development process is used successfully to identify professional development needs linked to the Teachers' Charter. Staff recognise the value of this approach and can articulate the impact it has had on their practice.

In the nursery, there is a positive ethos and children are settled and happy. Almost all interactions were nurturing and supportive, with adults at children's level during play. Planning is linked to responsive observations in each core area. All practitioners are involved in taking responsive observations and feeding them into the planning process. All areas across the setting were resourced well, offering children open-ended opportunities to lead their own learning.

Now that the school is developing consistency across the stages, they should consider developing a wider range of approaches to differentiation and more opportunities for learners to lead the learning.

Area for improvement 2: Continue to raise expectations and develop a shared understanding of standards. Increase challenge and further raise attainment and progress for all.

The approach to raising attainment has centred on collaboratively developing high quality, consistent approaches to learning and teaching, providing clarity and consistency regarding expectations and more rigorous tracking and monitoring.

A draft Tracking, Monitoring and Assessment Position Paper has been developed. This provides clarity on the purpose and nature of assessment across the school, data sources and the tracking and monitoring systems used across the school, including those for support for learning.

The tracking and monitoring system has developed further each year and now allows careful monitoring of attainment over time and cohort measures. Class teachers are engaged with this process and meet with Senior Leaders three times a year to discuss progress of individual and cohorts. This has provided a more rigorous approach to assessing progress and meeting learner needs resulting in a greater understanding of standards and careful planning and monitoring of universal and targeted interventions to improve progress.

Covid has impacted on attainment, particularly with the P1 and 4 cohorts. P1 data for literacy and numeracy has now recovered well, P7 data has remained relatively constant, however, whilst P4 numeracy has recovered well, literacy remains lower due to writing levels remaining static. This is partly due to a specific cohort of new pupils joining the school this year. The school is continuing to focus on improving writing.

Children are given opportunities to extend their learning and experience challenge. There is still scope for this to be further developed to ensure all children are working to their potential.

Summary

The Quality Improvement Education team found that Davidson's Mains 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. The review team agree with the Standards & Quality Self – evaluation grades.

Improving Quality in Learning
Supported Self Evaluation
September, 2023

Supported Self-Evaluation

The following schools have recently undertaken a supported self-evaluation process. Strengths and Areas for Improvement are identified below for each.

St. Catherine Primary School

A team of central officers and head teachers took part in a Supported Self Evaluation visit over a two-day period of the 25th & 26th May 2023. The team participated in shared classroom experience visits and met with the Senior Leadership Team, teachers, middle leaders, support staff, parents, partners and pupils. All class teachers were visited during the process, with exception of the P6 teacher who was a supply/cover teacher (only appointed the week of the SSE).

St. Catherine's is a school identified for a targeted level of support. The QIEO meets termly with the HT and DHT to monitor progress with School Improvement Priorities and strategies for raising learners' attainment. The Edinburgh Learns team is supporting school staff to improve Numeracy & Maths learning and teaching approaches. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Strengths

- The Values and Ethos of the school, and wider community demonstrate a clear understanding of the socio-economic and cultural context. This supports effective partnership working, including that which supports young people and families living in poverty.
- Strong, positive, nurturing relationships were evident in all classes observed. This is underpinned by the new Positive Relationships Policy.
- The SLT are knowledgeable about the school and set out a clear improvement plan that is responsive to the adapting needs in the school and the community.
- Strong use of quantitative data, & other self-evaluation approaches, inform a realistic timescale for achieving priorities identified.
- The Professional Review and Development process is linked to the Teacher's Charter, allowing the school to identify both staff individual and collective training needs.
- Young people's Wellbeing is at the core of all decisions and interactions.
- Effective use of data to allocate resources effectively to impact positively on progress and attainment.
- Almost all pupils were highly engaged in learning and had a clear desire to learn and progress.
- Differentiation was evident in most classes observed, with differentiation of content and learning environment most evident. This is supported by the use of Digital Technology, including 1:1 I-pads.
- Support for Learning work collaboratively with all staff to identify the best supports and interventions. Small, targeted group work is supporting a team teaching approach to ensure all pupils needs are being met, including increased pace and challenge.
- All staff take responsibility for meeting the needs of learners, and this knowledge allows clear identification of the pupils whose needs benefit best from pathway 2 or 3 supports, also working with the wide range of partners.

Areas for Improvement

- Continue to develop confidence & understanding to ensure rigour in teachers' professional judgement of progress in learning.
- Teaching staff to continue to work on Teachers charter, with a focus on differentiation, pace & challenge.
- Further develop differentiation to support pace & challenge in all classes.
- Writing Improvement Focus (Stephen Graham work) to be extended across school, building on positive work in more senior classes.
- Development of clear, consistent approaches to the use of learning intentions & success criteria.
- Develop and embed Digital practice to work towards Digital Schools Award.
- Continue to develop strategies to increase parental engagement and involvement.
- Continue focus work on attendance, working with families and community partners to support.
- Continue work to track wider achievement and participation levels.
- Continue work on sustaining and raising attainment, with a focus on Writing and Numeracy.
- Continue work on building confidence in teachers' judgement of a level, particularly at Curriculum for Excellence Second level. This should be supported by the Edinburgh Learns team and Learning community (or wider comparator schools) through engagement in moderation activity.

Parson's Green Primary School

A team of central officers and the school's Senior Leadership Team (SLT) took part in the Supported Self Evaluation visit over a two-day period of 17th & 18th May 2023. The team participated in shared classroom experience visits and met with SLT, teachers, middle leaders, support staff, parents/carers, partners and pupils. All classes were visited. The review team agree with the Standards & Quality Self – evaluation grades.

Strengths

- Positive relationships, ethos and nurture evident throughout the school.
- Community approach and involvement of parent/carers and partners in the curriculum and wider life of the school.
- Leadership of the school has a clear vision and supports all staff to lead learning.
- Partnership working with ASL, Educational Psychology, transition teacher and wider learning community partners.
- Frequent communication with the learning community keeping parent/carers informed and involved in the work of the school.
- Positive attainment trends
- Planned interventions to overcome barriers to learning.

Areas for Improvement

- Continued development of planned tracking including analysis of attainment and progress data. This includes the introduction of 3 attainment/intervention meetings at key points of the year, aligned with tracking of ACEL data, for all classes.
- Increased focus on planned shared classroom experience and self-evaluation processes throughout the year.
- Improvement planning focussed on writing and sustaining positive attainment trends in all areas.

- CLPL to support work on differentiation to increase pace and challenge for all learners using the Teachers Charter to support this process.
- Digital learning strategy to be developed to support parental engagement with the iPad and learning from home.
- Continued collaborative work with ASL and Educational psychologist to build on the good practice identified in the school to ensure that this practice is consistently applied at all stages for all pupils with ASN or wider barriers to learning.

Sighthill Primary School

A team of officers from The City of Edinburgh Council, including 1 Quality Improvement Education Officer (Primary), 1 Quality Improvement Education Officer (Early Years), 2 Quality Improvement Managers (Primary and Secondary), Additional Support for Learning Services Depute Head and Service Leader, and the Educational Psychologist linked to the school, undertook a two-day visit to Sighthill Primary School and 25th and 26th April 2023. Each member of the SSE team paired with another officer or member of the Senior Leadership Team when visiting classes and groups. During the visit, a total of 11 learning episodes across the school were visited, including every class, and covering a range of curricular areas. Additionally, 8 group intervention learning episodes, 2 partner-led sessions and 1 RCCT lesson were observed. The self-evaluation activities also included meetings with 4 pupil groups, 2 teacher groups, 1 parent/carer group, 1 support staff group and 1 support for learning teacher as well as all members of the Senior Leadership Team. Sighthill Nursery Class were not included in this SSE due to a recent Care Inspectorate visit. There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

Strengths

- The school values are well known by pupils and staff. The Senior Leadership Team are aware of the improvement priorities of the school.
- Leadership opportunities for staff and pupils exist through various working groups, including Rights Respecting Schools.
- Positive relationships between adults and pupils are evident in almost all classes, supporting a calm classroom environment.
- In most classes, formative assessment strategies are place.
- The school have implemented a tracking system that identifies those who are on track, not on track and those not on track but are progressing and plans for personalised support accordingly.
- In almost all classes the use of a Visual Timetables were evident and the majority of classes have implemented it effectively.
- Zones of Regulation are evident across all classes and pupils can articulate how they are used.
- A Wellbeing and Family Support Officer is employed who is supporting positive links with families to improve attendance and engagement.
- Regular communication is maintained with the Educational Psychologist and ASL lead who are involved in ongoing support meetings as well as annual review and planning to support identified learners.

- Partners provide valuable learning experiences for pupils e.g. Edible Estates, Growing Youth.
- The HT and DHT have completed the Leadership for Equity CLPL and are developing staff awareness of poverty-related barriers to learning and achievement. All teaching staff have independently identified and engaged with an aspect of the Teacher's Charter.

Areas for Improvement

- A review of the vision and values should be developed collaboratively with all stakeholders (staff, parents, children) underpinning all areas of the school's work and reflecting an ambition of improving outcomes for all learners.
- A thriving culture of positivity and high aspiration needs to be embedded across the school community. This expectation should be consistently communicated by the Head teacher and Senior leadership team.
- All staff, pupils and parents/carers should be involved in evaluating the work of the school to identify clear, shared achievable priorities and ensure that working groups are linked to this.
- A more coherent approach to Additional Support for Learning should be developed and implemented across the school with clear leadership and ownership of QI 3.1. The school should ensure the importance and scale of the 3.1 remit is acknowledged through a review of Senior Leadership Team remits to ensure that appropriate support is in place.
- Relevant professional learning should be provided for staff next session in trauma informed practice to support existing restorative approaches, including alternatives to restorative practice, to meet individual needs at the appropriate time.
- Collegiate activity should focus on addressing the inconsistent quality of teaching and learning across the school. Differentiation in teaching, learning and assessment needs to be developed to ensure appropriate pace and challenge for all learners. The Senior Leadership Team should ensure staff embed of a wider range of effective formative assessment strategies.
- The Head Teacher should ensure arrangements are in place to moderate the approaches to tracking and monitoring individual pupil progress in learning to ensure teachers' judgements are consistent across all levels.
- The Senior Leadership team should ensure that all staff continue to develop inclusive practice so that the needs of all learners can be supported within the classroom, supported by the CIRCLE approach. Staff should be clear on roles and responsibilities in supporting learners with additional needs to ensure the correct pathway of support is followed. The Support for Learning staff should work alongside teachers and support staff to enable planning for inclusion at all levels.
- Continue work with Team around the School approach to provide support to identified learners. Develop best use of PSAs and shift from reliance on a 1:1 model. Teachers should provide universal and targeted support to these learners.
- The Head Teacher should ensure that relevant professional learning is provided for staff next session in trauma informed practice to support existing restorative approaches. All teaching staff should focus on agreed aspect(s) of the Teacher's Charter to improve consistency in learning and teaching.
- Some children are on flexible and/or part-time timetables. It is essential that these are being reviewed in line with relevant policies to maximise learning time.
- The Senior Leadership team should ensure that all exclusions conform to relevant policies and are accurately recorded on SEEMiS.

Craigroyston Primary School

A team of officers and head teachers took part in the Supported Self Evaluation visit over a two-day period. The team participated in shared classroom experience visits in the school and nursery, accompanied by a member of school SLT. They met with SLT, teachers, middle leaders, support staff, parents, partners and pupils (P4 literacy and numeracy, P7 literacy and numeracy, Pupil Leadership Group and Equalities group). All class teachers were visited during the process.

Craigroyston is a school identified for intensive support and the QIEO meets regularly with the HT and broader SLT to monitor progress with the SIP and attainment. Edinburgh Learns is working with the school on a CLPL project - Excellence in 2.3 . The school is also part of a pilot project to support improvement in attendance. The review team agree with the Standards & Quality Self – evaluation grades.

Strengths

- The senior leadership team are clear about the vision and values for Craigroyston and are clear on the improvement journey for the school.
- All staff are committed to supporting the wellbeing of the children and use resources strategically to have a positive impact.
- The learning environment is built upon positive, nurturing relationships.
- A wide range of skilled partners and therapists work with the school to meet the wellbeing needs of children and their families. Children in the focus groups talk positively about these partners and state there are a good source of support when they or their friends need them.
- Partners describe the school as having a welcoming ethos and culture. There is a shared commitment to change and improvement in supporting learners' and families' wellbeing.
- Equity and inclusion is a focus for the school and they are working collaboratively with Education Scotland to move this agenda forwards. This work is helping staff to understand the importance of inclusion and equalities and to actively embed it in their daily practice. In addition, it is supporting the senior leadership team to ensure it is threaded through their new curriculum rationale so it accurately reflects the whole school community. The updated Anti Bullying and Equalities Procedure (adult and pupil version) reflect the voice of both parents and children. The Pupil Equalities Group talk knowledgeably about this work and how all children at the school should be and feel included.
- Attainment overtime is tracked using EDICT which is helpful in monitoring progress throughout the year and at cohort level.
- There are warm, nurturing interactions between all staff and children in the nursery. There are clear links to the planning in the environment, which ensures that there are strong, open-ended experiences for all children. Children are confident, empowered and able to plan their own learning using this rich environment.

Areas for Improvement

- To increase children's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons. Children are now ready for an aspirational curriculum that provides suitable challenge and eliminates ceilings on their learning.
- As planned, the Curriculum Rationale should be reviewed to reflect the school's unique context.
- Learner, parent and stakeholder participation across the school should be further developed.
- The senior leadership team should utilise the examples of strong practice to help all staff understand how formative assessment strategies and differentiation should be used to better meet learners' needs. As planned staff should engage further in CLPL focused on the key components of Edinburgh's Teacher Charter and use practitioner enquiry to effect change.
- School staff should further develop the pupils' understanding of the wellbeing indicators and use them termly to reflect on progress, next steps and supports required. In addition, they should ensure the full HWB curriculum entitlement is received across all stages.
- A more detailed Quality Assurance and Assessment framework should be created collaboratively with staff to support rigorous assessment activity and monitoring and tracking throughout the year.
- In the nursery, focused work on high quality observations will support both individual children's learning journeys and the universal planning, ensuring consistency of observations.
- A monitoring and evaluation calendar should be developed to ensure systems and processes are in place to support high quality practice.

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Education, Children and Families Committee

10.00am, Tuesday, 5 September 2023

Learning Estate Update: Statutory Consultations required for St Catherine’s RC Primary School, a new Primary School in Queensferry and a new Kirkliston High School

Executive/routine
Wards

1. Recommendations

- 1.1 That the Education, Children and Families Committee:
 - 1.1.1 Notes the summary of responses from informal engagement in Kirkliston on the Kirkliston Leisure Centre as the site for a new Kirkliston High School;
 - 1.1.2 Notes the summary of responses from informal engagement in Gracemount on potential sites for replacement of the St Catherine’s RC Primary School building; and
 - 1.1.3 Approves that delegated authority be granted to the Executive Director of Children, Education and Justice Services to issue three separate statutory consultation papers, according to the requirements of the Schools (Scotland) (Consultation) Act 2014 as amended, proposing the following:
 - 1.1.3.1 The relocation of St Catherine’s RC Primary School to a new site;
 - 1.1.3.2 The establishment of a new primary school at Builyeon Road in Queensferry with associated catchment changes; and
 - 1.1.3.3 The establishment of a new secondary school in Kirkliston at the Kirkliston Leisure Centre site with associated catchment changes.

Paul Lawrence

Executive Director of Place

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Learning Estate Update: Statutory Consultations required for St Catherine's RC Primary School, a new Primary School in Queensferry and a new Kirkliston High School

2. Executive Summary

- 2.1 This report seeks approval to progress three separate statutory consultations. These consultations propose a new site for a replacement St Catherine's RC Primary School, a new primary school in Queensferry and a new secondary school in Kirkliston. All three have been the subject of various informal engagement processes, with the outcomes of recent engagement in Kirkliston and Gracemount reported in this paper.
- 2.2 Changes to the school estate are governed by the Schools (Scotland) (Consultation) Act 2014 as amended and all three consultations would be conducted according to the requirements of the Act. The outcomes of the consultations would be reported back to Committee in January 2024.

3. Background

- 3.1 A new site for a replacement St Catherine's RC Primary School, establishing a new primary school in Queensferry and the future of secondary school provision in Kirkliston have been the subject of extensive informal engagement. The outcomes of the most recent engagement processes in relation to St Catherine's RC Primary School and secondary school provision for Kirkliston are attached as Appendices 1 and 2 respectively. It is through this engagement work with affected stakeholders and communities that the proposals in statutory consultation papers will be shaped.

St Catherine's RC Primary School

- 3.2 Site investigations in the summer of 2018, undertaken as part of an upgrade project for St Catherine's RC Primary School's building, showed that a replacement, rather than an upgrade, was required. The Capital Investment Programme, approved by Finance and Resources Committee in February 2019, included a budget of £12.802m for the replacement school. This was increased to £20.3m in the Sustainable Capital Budget Strategy 2023-33 to reflect updated cost estimates. The school's condition makes it a priority for replacement and since securing

funding in 2019, repairs have continued to be undertaken where necessary, to allow the continued, safe, operation of the school.

A new primary school at Builyeon Road, Queensferry

- 3.3 A new primary school at the Builyeon Road housing development was approved as part of the Local Development Plan in 2016. This is required to support the development of significant new housing in the Queensferry area, in particular at Builyeon Road and South Scotstoun.
- 3.4 The Council is now in possession of a site at Builyeon Road to allow the development of a new school and the process of appointing a design team is underway.

A New Secondary School in Kirkliston

- 3.5 On 27 April 2023, a report to the Education, Children and Families Committee summarised the key message, arising from engagement with the Queensferry and Kirkliston communities, that there should be a new secondary school built in Kirkliston. Several consultees also suggested Kirkliston Leisure Centre as a potential site for a new high school.
- 3.6 The Leisure Centre site had not previously been considered as an option due to its small size; its proximity to the motorway and existing residential properties; its location on the west of Kirkliston; and the loss of Kirkliston's leisure facilities. However, as it is the only potential site in Council control, and in response to the feedback received through the engagement, an architect was appointed to advise whether a high school for 1,200 pupils could be built on the site. The feasibility report demonstrated that the site could accommodate a high school for 1,200 pupils along with publicly accessible leisure facilities.
- 3.7 A further informal engagement, in June 2023, asked the community in Kirkliston if the Leisure Centre site was a good site for a new secondary school. A summary of the responses received is also included in Appendix 1.

4. Main report

- 4.1 The outputs from the informal engagement processes have been considered and have informed the outline proposals that should now be the subject of statutory consultation prepared. For each of the three projects, these proposals are:

St Catherine's RC Primary School

- 4.2 The proposal is for a new 11 class St Catherine's RC Primary School with a 64 place nursery to be established on the South Neighbourhood Office and disused former Leisure Centre pitches sites off Captain's Road.
- 4.3 The consultation paper will therefore set out proposals to relocate the school to the new site and consider relationships with the other adjacent Council owned properties. No change of catchment area is proposed.

- 4.4 An analysis of the 42 responses received to an engagement undertaken in May 2023, when three potential site options were presented, are set out in Appendix 2. These responses favoured rebuilding the school on its existing site.
- 4.5 However, it is considered that relocating the school to a new site presents the best value option, avoiding a costly and disruptive decant of the existing school during construction. Furthermore, this option provides the best opportunity to respond to the outcomes of the “My Gracemount” engagement (see section 9) and deliver on key aspects of the Council’s Business Plan and Corporate Property Strategy in relation to efficient use of Council resources and the creation of a community hub.
- 4.6 The new school would be designed with an expansion strategy, allowing up to a further four classroom spaces to be built at a future stage, if this should ultimately prove necessary.
- 4.7 The Council will consider alternative uses of the existing school site and make recommendations as part of the Outcomes of the Consultation Report to Committee in January 2024.

A new primary school at Builyeon Road, Queensferry

- 4.8 The proposal is that a new non-denominational primary school and nursery classes be established within the ‘Builyeon Road’ housing development by August 2026 at the earliest.
- 4.8 Community engagement to date has raised no concerns about the proposed establishment of a new school at Builyeon Road. However, a key element of the development of a new school is establishing the school’s catchment area and the impact this could have on neighbouring school’s catchments.
- 4.9 Queensferry Primary School has faced accommodation pressures due to pupils generated by the South Scotstoun development. While it will need to be extended, it cannot reasonably be extended sufficiently to continue to accommodate its existing catchment population and an expanding South Scotstoun. Accordingly, some parts of the South Scotstoun housing development and/or other areas of Queensferry Primary School’s catchment will have to be realigned with other schools. The statutory consultation paper will set out the catchment options that would reduce numbers at Queensferry Primary School sufficiently and make best use of the capacity offered by a new primary school at Builyeon Road.

A New Secondary School in Kirkliston

- 4.10 In Kirkliston, responses to the engagement undertaken to date suggest that while there is majority support for a secondary school in Kirkliston; the Leisure Centre site may not be an ideal location. The main objection to this site comes from residents living in the streets directly around the Leisure Centre who are concerned by the impact a new secondary school will have on traffic and parking. A full summary of the responses received is provided in Appendix 2.
- 4.11 While many of the comments concerning the limitations of the Leisure Centre site due to its size and proximity to the motorway have been considered, feasibility work

has now demonstrated it can be developed into a successful secondary school and community hub.

- 4.12 While acknowledging the concerns raised regarding the limitations placed on the Curriculum within a smaller school, it is clear that with a supported, creative and ambitious approach, working in partnership with stakeholders, a smaller school community can thrive equally well as a larger one. Much will depend on the effective leadership of the school and the positive culture and ethos that needs to be established.
- 4.13 A transport assessment was not able to be completed prior to the start of the school summer holidays. This assessment, which will model the impact a new secondary school could have on traffic in the area and make recommendations about any infrastructure changes that may be required, will be completed in parallel with the proposed statutory consultation.
- 4.14 Many respondents suggested alternative sites for a new school. These alternatives are shown in Section 3 of Appendix 2. All have been considered as potential school sites. However, most of these alternative sites were within the designated Greenbelt or Countryside areas and are protected by the Council's planning policy and local development plan.
- 4.15 Several of the sites suggested to the south of the village have been identified as areas at risk of flooding; while sites to the east are safeguarded for a second runway at Edinburgh airport. Using the primary school site was suggested, however the cost associated with building a new secondary school and a new primary school would be prohibitive.
- 4.16 Accordingly, the recommendation is that the best option currently available to secure a new secondary school in Kirkliston is at the Leisure Centre site. However, this site also presents a challenge as it will be necessary to demonstrate that appropriate pitch provision can be made available for school use. Investigations into how this requirement can be met are still ongoing.
- 4.17 The catchment area for the new school will be formed from the existing Kirkliston Primary School catchment area, which would be implemented from the November prior to the new school opening.
- 4.18 Kirkliston Primary School would be established as a feeder school to the new high school, with the catchment area boundary of Queensferry High School realigned so that it no longer includes the catchment area of Kirkliston Primary School.
- 4.19 The new school will be built with capacity for 600 pupils but will be extendable to 1,200 if required.

Summary

- 4.20 Approval is sought for delegated authority to be granted to the Executive Director of Children, Education and Justice Services to issue three separate statutory consultation papers according to the requirements of the Schools (Scotland) (Consultation) Act 2014 as amended proposing the following:

- 4.20.1 The relocation of St Catherine’s RC Primary School to a new site;
- 4.20.2 The establishment of a new primary school at Builyeon Road in Queensferry with associated catchment changes; and
- 4.20.3 The establishment of a new secondary school in Kirkliston at the Kirkliston Leisure Centre site with associated catchment changes.

5. Next Steps

- 5.1 In advance of Committee, draft consultation papers for each of these proposals would be prepared and shared with local elected members. Should Committee approve the recommendations in this report, the finalised papers will be distributed to key stakeholders (as defined by the Schools (Scotland) (Consultation) Act 2014 as amended) and be made publicly available on 11 September 2023. The consultations would be open from that date until they closed on 31 October 2023.
- 5.2 The outcomes of these consultation would be reported to the Education, Children and Families Committee at its meeting on 23 January 2024.

6. Financial impact

- 6.1 This paper seeks approval to progress consultations only. The decisions taken by the Education, Children and Families Committee in approving the recommendations in this report do not commit the Council to any one course of action. Accordingly, there are no financial impacts arising directly from this report, beyond the cost of carrying out the consultation itself.
- 6.2 Should these consultations ultimately lead to a commitment or commitments to infrastructure investment, a Business Case would be developed for each project. Funding has been allocated in the Capital Programme for the replacement of St Catherine’s RC Primary School, however, it is likely that this sum will require to be uplifted to reflect current market conditions. A new primary school at Builyeon Road would be funded from developers contributions although additional funding will be required to address a considerable budgetary shortfall. A new secondary school in Kirkliston is entirely unfunded.
- 6.3 Business cases for these projects will be presented to the appropriate Executive Committees once finalised, and progress will be measured against the action plan in the Corporate Property Strategy, reported annually to Committee.

7. Equality and Poverty Impact

- 7.1 Should Committee approve the recommendations in this paper, an Integrated Impact Assessment (IIA) will be undertaken as part of each consultation process. The consultation will elicit the views of a wide range of stakeholders including staff, parents, young people and the wider communities affected. These will be fed into the IIA process.

- 7.2 The outcomes of the IIA will be reported in and help inform the consultation Outcomes Report to the Education, Children and Families Committee on 23 January 2024. This will allow Committee to consider whether the process followed has met the appropriate equality standards, policies and legislation and how the recommendations made have considered these requirements.

8. Climate and Nature Emergency Implications

- 8.1 This paper seeks approval to progress consultations only. The decisions taken by the Education, Children and Families Committee in approving the recommendations in this report do not commit the Council to any one course of action. Accordingly, there are no Climate and Nature Emergency implications arising directly from this report. However, in the long-term, any new infrastructure required as an outcome of the consultation process would be constructed according to the Council's Net Zero principles, including Passivhaus or equivalent standard for any new build.

9. Risk, policy, compliance, governance and community impact

- 9.1 This paper seeks approval to progress consultations that will allow local communities to have their say on the delivery of infrastructure in their area and school catchment areas. Accordingly, the recommendation that these consultations be approved to progress is consistent with the Council's commitment to ensuring that everyone's voices are heard and listened to.
- 9.2 All three consultations will be conducted according to the requirements of The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014. This sets out the statutory consultation requirements for:
- The establishment of a new school;
 - The relocation of a stage of education;
 - Changes to existing admission arrangements (such as catchment change); and
 - The closure of a stage of education
- 9.3 The prescribed consultees vary for each of the above. Although a closure is not proposed in any of these consultations, the requirements for a closure encompass all the necessary consultees and it is this process that will be followed to ensure full compliance with all the requirements of the Act.
- 9.4 While this paper recommends that statutory consultations be progressed, these consultations are shaped by extensive informal engagement and reporting.

St Catherine's RC Primary School

- 9.5 In summer of 2019, people living and working in the Gracemount area were asked to take part in the "My Gracemount" consultation. This engagement was undertaken with a view to considering how investment in the area, including the

£12.802m then allocated to rebuild St Catherine’s RC Primary School, could be used to improve local service delivery. In summary, key outcomes included a need to improve public space and the connectivity of public spaces in a way that supports walking and cycling, provides playparks and access to affordable physical activities.

- 9.6 Further engagement following the conclusion of the “My Gracemount” process was put on hold during the COVID-19 lockdown. However, in May 2023 a new engagement with the communities in Gracemount sought views on possible locations for the new school as well as building on the “My Gracemount” outputs by asking how the new school could best support wider use and provide additional community benefit and value for the local area. Analysis of the outcomes of this latest engagement are contained in Appendix 1.

A new primary school at Builyeon Road, Queensferry

- 9.7 A Stakeholder Reference Group was established in March 2022 to consider how best to engage with the wider Queensferry community on this issue. The group, made up of parent representatives from all schools in Queensferry, the Community Council and other community groups, identified that the critical issue was whether South Scotstoun should feed to the new school or remain part of Queensferry Primary School’s catchment. Concerns were raised that crossing from the South Scotstoun area to the Builyeon Road site was a hazardous journey for young children.
- 9.8 The consultation paper will set out alternative catchment options for the new school. The consultation paper will also set out the measures that will be taken to mitigate concerns raised to date about travel to and from the new school site – particularly from South Scotstoun.
- 9.9 The community will be asked for their views on each of these options. There is not currently a preferred option for this school, with the options being prepared to reflect the most reasonable and appropriate ways of achieving the goal of sufficiently reducing pressure on Queensferry Primary School and providing all schools in Queensferry with sustainable catchment areas.

A New Secondary School in Kirkliston

- 9.10 In late 2017, the Council consulted with the Kirkliston community on three alternative secondary school options for Kirkliston:
- A new secondary school in West Edinburgh at the International Business Gateway (IBG) site;
 - A new secondary school in Winchburgh;
 - A new secondary school at Ratho Station.
- 9.11 No clear preference was established however, through this engagement, a new school in Kirkliston was proposed as an alternative
- 9.12 In January 2023, an engagement process asked people in Queensferry and Kirkliston for their views on two potential 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.

- 9.13 On 27 April 2023, a report to the Council’s Education, Children and Families Committee summarised that the key message arising from this engagement was that there should be a new secondary school built in Kirkliston. Several people also suggested Kirkliston Leisure Centre as a potential site for a new high school.
- 9.14 Informal engagement in June 2023 asked people in Kirkliston if the Kirkliston Leisure Centre site was a good site for a new secondary school. The engagement included a public information event and was advertised widely, including flyers to approximately 450 properties around the Kirkliston Leisure Centre site. A summary of the responses to this engagement are attached as Appendix 2.
- 9.15 A limited engagement with the Ratho and Ratho Station communities has suggested very little support for any proposal that would see either Hillwood Primary School or Ratho Primary School feed to a new secondary school in Kirkliston. Ratho Parent Council undertook their own online survey and received 144 responses, 131 (91%) were not in favour of any change and wished to remain part of Balerno High School’s catchment.

10. Background reading/external references

- 10.1 [Report](#): Future Queensferry and Kirkliston Secondary School Provision Engagement Outcomes, Education, Children and Families Committee, 27 April 2023.
- 10.2 [Report](#): Learning Estate Update: 2022 based School Roll Projections and Secondary Capacity Review, Education, Children and Families Committee, 27 April 2023.
- 10.3 [Report](#): Capital Investment Programme 2019/20 to 2023/24, Finance and Resources Committee, 1 February 2019.
- 10.4 [Council Webpage](#): New Kirkliston high school on the Kirkliston leisure centre site
- 10.5 [Council Webpage](#): Future secondary school provision for Kirkliston and Queensferry areas
- 10.6 [Document](#): Edinburgh Local Development Plan Action Programme, April 2023, p17.

11. Appendices

- 11.1 **Appendix 1**: Summary of Responses to the Informal Engagement on site options for St Catherine’s RC Primary School.
- 11.2 **Appendix 2**: Summary of Responses to the Informal Engagement on Secondary School Provision for Kirkliston.

New St Catherine's RC Primary School

RESPONSES SUMMARY

Purpose of this paper

Due to the poor condition of the St Catherine's RC Primary School building, its replacement was agreed in 2019. We asked parents of children at St Catherine's RC Primary School and people in the Gracemount area to give us their views on what they thought of proposed locations for the replacement primary school. The options considered were as follows:

- 1) *Redevelopment of the existing St Catherine's RC Primary School site*
- 2) *Redevelopment of the pitches behind Gracemount Leisure Centre*
- 3) *Redevelopment of the South East Neighbourhood Office*
- 4) *Other options*

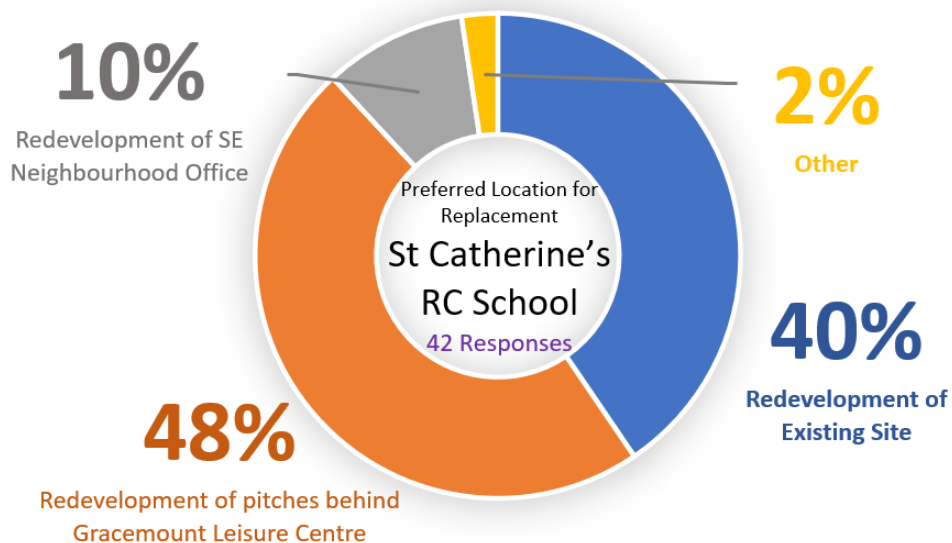
To understand the role a new St Catherine's Primary School building could have in improving community facilities and service provision, we also asked people about existing services in the area.

This paper summarises the responses we received.

1. Summary

11.3 Response Summary

We received 42 responses to our online survey. We also received comments from our in-person engagement events. This chart shows what people told us from the survey the best solution would be:



11.4 Key Messages

These are the key messages that we took from the 42 responses we received:

a) *Redevelopment of the pitches behind Gracemount Leisure Centre*

This was the preferred option (48%) followed by redevelopment of the existing school site (40%).

b) *Local services in the area are reasonably well used but could work better for the community.*

Respondents indicated that they made good use of Gracemount Leisure Centre but very little use of Valley Park Community Centre.

Respondents reported that they occasionally accessed the library in the South East Locality Office but that they rarely accessed other services in that building.

2. Site Options and Considerations

2.1 Identifying the preferred site option for the replacement St Catherine's RC Primary School

20 (48%) of all responses stated or indicated that building a replacement St Catherine's RC Primary School on the pitches behind Gracemount Leisure Centre would be their preferred solution. 31 (74%) of the people responding to the survey were parent/carers.

From our in-person engagement some of the reasons people supported the site on the pitches behind the Leisure Centre were:

1) Better access and less traffic

a. A separate access road to the school and better active travel links.

2) Direct link to Leisure Centre

a. Better links with the Leisure Centre and other services were considered benefits.

3) Sharing areas with Gracemount Primary

a. Sharing outdoor areas with Gracemount Primary and creating safe spaces

2.2 Redevelop the existing St Catherine's School Site

40% of respondents felt that it would be simpler to use the existing school site. However, others felt they would prefer a new build elsewhere as this would involve less disruption for the children.

2.3 Redevelopment of the South East Neighbourhood Office site

10% of respondents supported the idea of redeveloping the South East Neighbourhood office site. However, others raised concerns regarding the proximity to the busy Captain's Road.

2.4 Other options suggested.

2% of respondent suggested that an alternative site was required. Redevelopment of the Mansion House site was suggested as a possibility.

3. Understanding how services in the area are used

3.1 Use of Key Council and Partner Buildings

We asked how frequently people used the nearby services/facilities, if at all. The table below highlights to what extent the services are used by the people responding to the survey.

How often do you use the following local services and facilities?

<i>Services/Facilities</i>	<i>Very often</i>	<i>Often</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>	<i>Not answered</i>
<i>Library (SE Locality Office)</i>	–	10%	31%	29%	29%	2%
<i>Other SE Locality Office facilities</i>	2%	–	14%	29%	48%	7%
<i>Valley Park Community Centre</i>	2%	17%	21%	21%	33%	5%
<i>Gracemount Leisure Centre</i>	26%	31%	26%	14%	2%	–

Reasons that were given for not using the facilities included:

- The Leisure Centre being too expensive.
- The library/facilities are too small
- Valley Park does not have classes of interest.
- Too busy
- Distance
- Opening hours

“They are my local facilities and it is very convenient to use sport centre especially for kids coaching classes.”

Comments from respondent on why the don't use some local services/facilities...

“Gracemount Leisure Centre is nearest pool for local community and needed. Good spaces, good usage with a wider range of services offered inside. Centre could do more for Council & local area if funding available including more prevention activities to support NHS referrals. Return on investment known around the benefits of physical activity and its a cheaper method of support before people end up in hospital.

“The prices for activities at the leisure centre are far too expensive, especially when you have more than one child. They only offer 30 minute blocks for swimming lessons, which by the time they are in and out the pool is only 20 minutes, and with one child with additional needs, its stressful getting them ready and in the pool just to be in it for 20 minutes. At around £25 per month per child, non service during holidays, it's too expensive for what they get. It's cheaper to go for a regular family swim for an hour. They always have really long waiting lists too as there are too many kids in the area wanting limited places.

We don't use the library as we use Kindle Unlimited. We are big readers, but for us it's more convenient to use Kindles.”

“Library is small. I use Craigmillar instead with my young daughter. Valley Park does not have classes which interest me.

Gracemount Leisure Centre is not affordable to me.”

“I would use the library at Gilmerton as it is bigger, more selection. I don't know what is available at Valley Park.”

“Library has gone down hill over the last few years as staff are also dealing with members of the public using the other facilities.”

“Opening hours”

“Since the pandemic I have not left my house at all. Before then I was ready to start using the leisure centre pool. I have occasionally used the library and the south offices.”

“The range of materials at the Central Library suits me better, the community centre I use depends on the activity taking place there and I take exercise in a variety of ways.”

“Didn't know they were there”

“Only use leisure centre for children's activities”.

4. Priorities for a new St Catherine’s RC Primary School

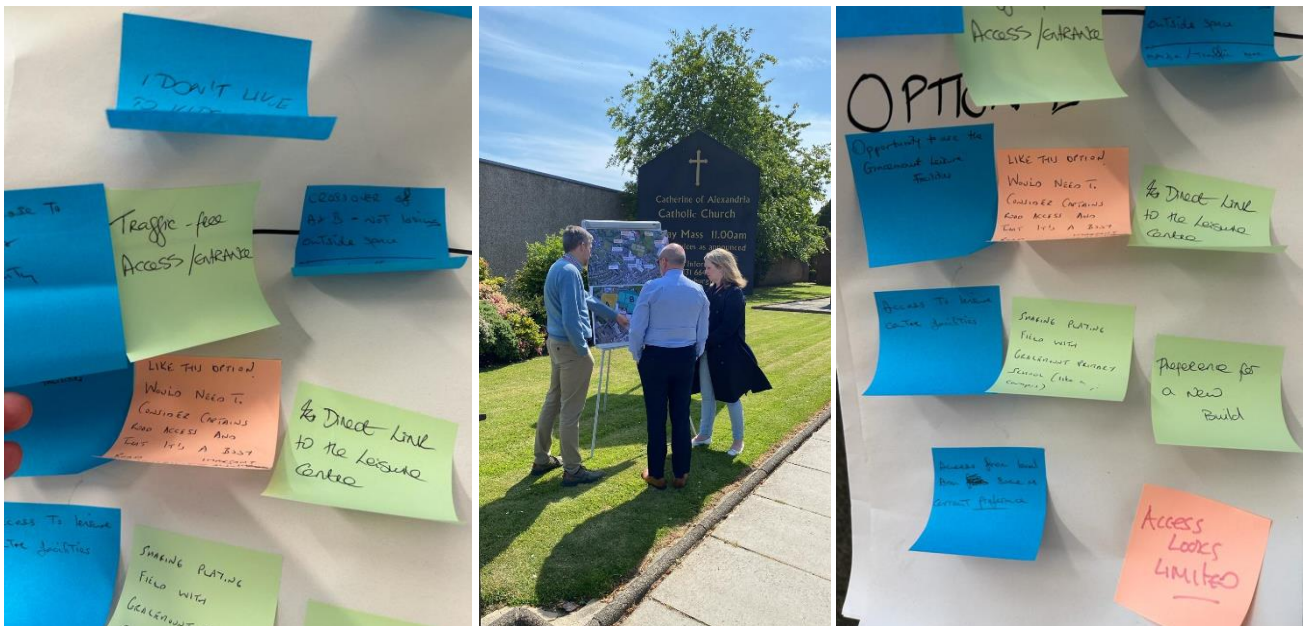
We asked people responding to the survey to provide 3 words that they would like to be able to use to describe the replacement school. The graphic below shows the responses:



5. Engagement Events

Engagement events that took place included:

- Parent Forum engagement event at St Catherine’s RC Primary School– Monday 5th June 6pm to 7.30pm
- Drop-in coffee event at St Catherine’s Church Hall – Friday 9th June 1pm to 4pm



Future Secondary School Provision – Proposal to build a New High School on the Kirkliston Leisure Centre site.

RESPONSES SUMMARY

Purpose of this paper

In response to a previous engagement process regarding future secondary school provision in Queensferry and Kirkliston, City of Edinburgh Council received significant feedback expressing support for a new High School in the Kirkliston area. Several respondents highlighted the opportunity to redevelop the existing Leisure Centre site for this purpose. As a result of this feedback, we commissioned an Architect to develop a viability study for this site and asked people to give us their views on whether they thought this was a suitable site for a new High School, alongside the new Early Years and Primary School building currently under construction.

The questions we asked:

- Do you think Kirkliston Leisure Centre is a good site for a new High School?
- Are there other sites in or around Kirkliston we should be considering for a high School?
- How could we make a new school in the Kirkliston Leisure Centre site a facility for the whole community.
- What do you think about replacing older buildings like Kirkliston Leisure Centre, Kirkliston Library and Kirkliston?

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 considered by the Education, Children and Families Committee on 5 September 2023. This report is called, “Learning Estate Update: Statutory Consultations required for St Catherine’s Primary School, a new Primary School in Queensferry and a new Kirkliston High School”.

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6.0 Other comments

7.0 Criticism of the Council

1. Summary

1.1 Key Messages

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

c) *Build A New High School in Kirkliston*

Most people support the need for a new high school in Kirkliston, just not on the leisure centre site. Key concerns about the redevelopment of the leisure centre site is that it would add to congestion, impact on local residents, reduce greenspace and sports provision, and that the overall site is too small.

d) *Alternative Sites for a High School*

Many alternative sites were suggested for the development of a new school to the North, East, and South of the village that people felt would be less disruptive to residents and better serve the community's needs and aspirations.

e) *Community Hub facilities*

There is support for locating all community facilities and services in one location. However, there were also concerns about the loss of much valued assets from the High Street that were deemed more accessible, as well as concerns about any reduction in services/activities during school hours.

1.2 Response Summary

We received 177 responses to our online survey. We also received 5 emails and 4 flyer returns. This chart shows what people think about the Kirkliston Leisure Centre site for a High School.

2%

EXPRESSED NO
PREFERENCE

62%

NOT SUITABLE
FOR A NEW
HIGH SCHOOL



36%

SUITABLE
FOR A NEW
HIGH SCHOOL

Kirkliston
Leisure Centre
Site
ALL
186 responses

We used people's postcodes¹ to see if where they lived made a difference to their preference. A significant number of respondents who do not think the leisure site is a good site option came

¹ 11 of the 186 responses did not indicate where they lived. 5 responses came from areas outside Kirkliston.
Education, Children and Families Committee – 5 September 2023

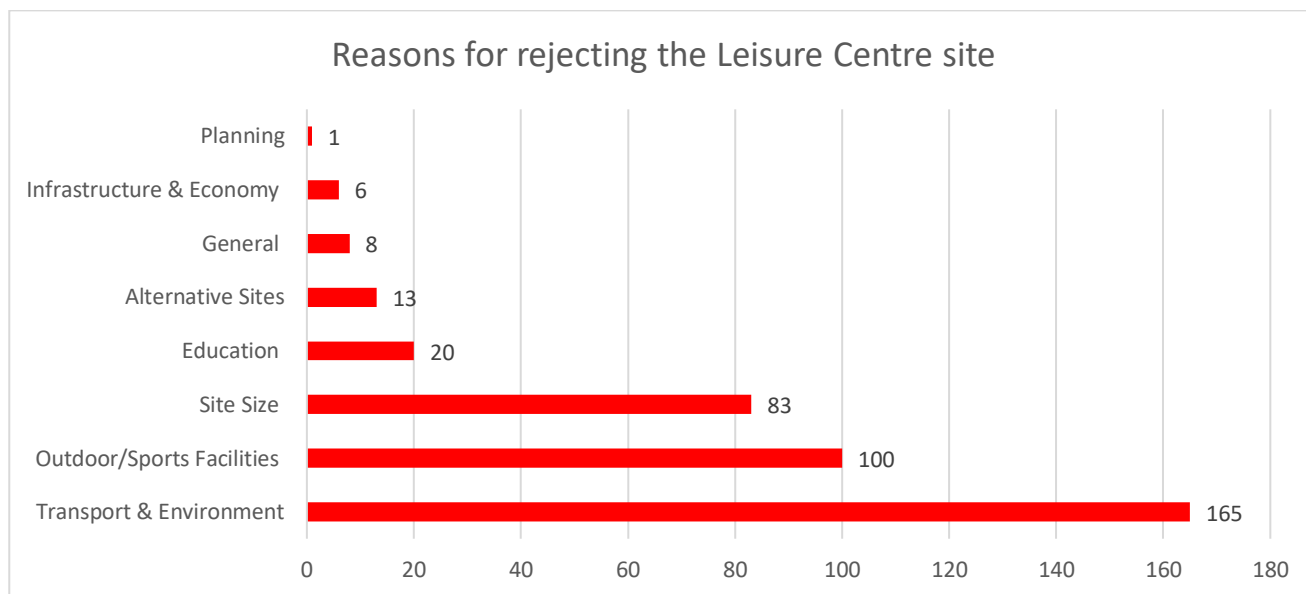
from residents around the area proposed for redevelopment. This is the area where a leaflet drop advertising the proposal targeted every home and so a greater response was anticipated from this area.

Outside of this area 58% of respondents felt that the Kirkliston Leisure Centre site was suitable for a new high school.

2. Suitability of Kirkliston Leisure Centre site

2.1 Majority do not support the redevelopment of the site for a new high school.

116 (62%) of all responses stated or indicated that they did not support the redevelopment of the Leisure Centre site for a new High School. The chart below shows the reasons given for rejecting this option:



4) Increased traffic congestion and impact on the local environment.

People said that traffic congestion and lack of suitable infrastructure is a concern and building a high school on the leisure centre site would only make the situation worse, with insufficient parking for staff and school buses, and pupil drop-off. The new high school is too close to residential properties and would be noisy and disruptive for residents living in the surrounding area. People also thought noise from the motorway and historic flooding make this an unsuitable site for a new high school.

5) Loss of greenspace and sports provision.

People said that the open green space and pitch is well used and valued by the local community. The loss of leisure facilities during the construction period would not be acceptable due to the lack of any other facilities available locally.

6) Size of the proposed Leisure Centre site.

The site is below the recommend size and people felt there is insufficient space for everything required for a new school let alone community use as well and assumed that community access would be restricted to out of school hours.

Other reasons for not supporting a high school on the leisure centre site included:

- Too close to the new nursery/primary annexe which is deemed inappropriate.
- Better alternative sites available.
- Not deemed in the best interests of the village or local children.

“1. Traffic Congestion and poor road infrastructure would only add to the major issues with traffic in Kirkliston especially on main street, it can already take 20 minutes to travel from Leisure centre to crossroads at peak times.

2. As a nearby resident very concerned at the noise levels, congestion, and car parking in residential areas.

3. There appears to be complete lack of car parking spaces required for staff and visitors on the proposed plans. I object to this location.”

People who do not support a new High School on the Leisure Centre site said...

“...regards to the potential loss of the 11 a side football pitch...Kirkliston & South Queensferry (KSQ)space is already at a premium. The club has grown significantly in the last 10 years...and now has more than 600 children from the community who play for KSQ.”

“The site is too small, it will take the leisure facilities away during the day and the traffic will be horrendous at drop off and pick up times.”

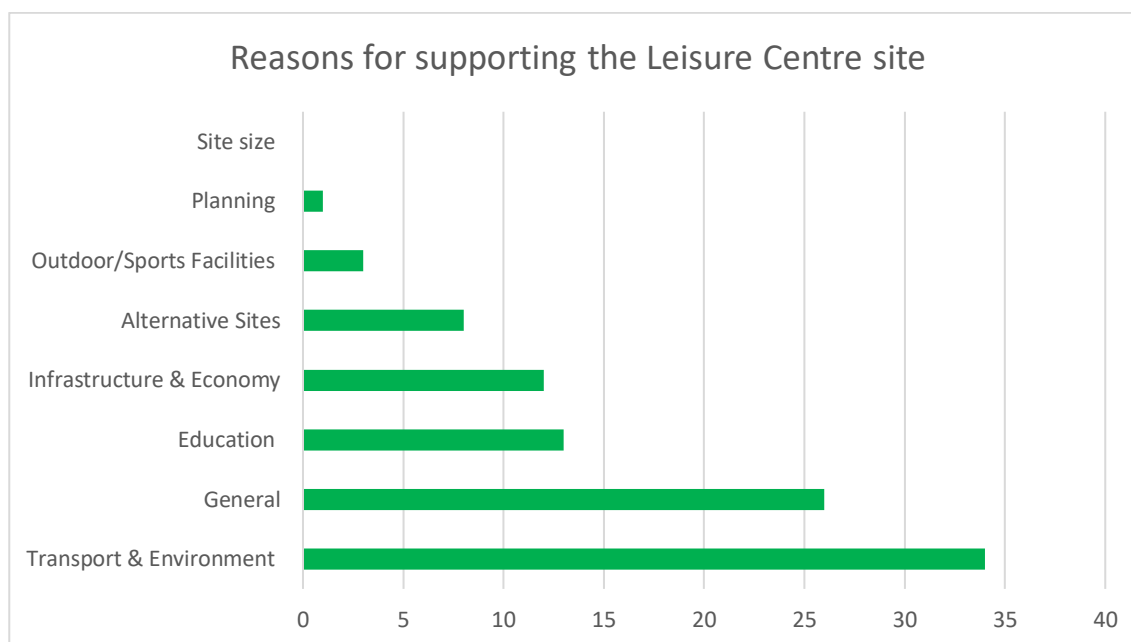
““Although I do not oppose the requirement for a new school in Kirkliston or surrounding area. I am of the professional opinion that the site is not suitable for either interim use of approx. 600 pupils or future 1200 pupils for the location and density of the indicative four storey on the site.”

“The Leisure Centre site whilst the relatively speedy option, still does not tick all the needful. Understanding that the council does own the Leisure Centre property, we will still need to locate proper playing fields. Further to this, there are still infrastructure shortfalls such as an inordinate amount of traffic which would impact teachers and any potential pupils coming from other schools that will potentially be the catchment”.

“Proximity to the motorway, inappropriate infrastructure, horrendous traffic management, removal of one of the only green areas Kirkliston has which is well used by local groups, families and children, existing pickup point for South Queensferry HS pupils, adjacent to local flooding area.”

2.2 Support for a high school on this site

67 (38%) of respondents expressed support for the redevelopment of the Leisure Centre site for a new High School. The chart below summaries the reasons why:



- 1) Easily accessible walking, cycling etc to school. Close to the Primary school, for ease of transition.
- 2) A sense of the Leisure Centre site being the only option as no alternative sites agreed or timescales determined.
- 3) Protects the greenbelt area from further development.

“Close to the primary school, would tie in early years, primary and high school together easing transitions and allowing flow through all sections”.

People who do support a new High School on the Leisure Centre site said...

“By building on the leisure centre site it means a school can be built more quickly - ability to just get on with it as opposed to dragging out the process. Sense that if this isn't done at the leisure centre site it'll be far too many years before anything will get done”

“It's a brilliant idea, it's so good for families in Kirkliston and near, walking distance, nice area, good for community, environment”

*“- the council currently own it
- it doesn't build on green belt
- no further building of house developments is likely with this option whereas it is likely with building on east side of town
- it makes sense to replace the leisure centre with a community centre and sports facility.”*

“There doesn't seem to be anywhere else in the village which is a suitable site and a high school is definitely needed as the village continues to grow.”

Appendix 2: Summary of Responses to the Informal Engagement on Secondary School Provision for Kirkliston

3. Alternative sites in and around Kirkliston

3.1 Many respondents felt there were better alternative sites more suitable for a new high school.

Of the 157 responses, 96 people suggested alternative locations for a new high school:

1) In the village:

The existing primary school site and/or Allison Park.

Play area as part of the new housing, previously proposed for a second primary school.

2) North of the village:

South of the Motorway near the railway track and dog run area.

North of the railway bridge heading towards Queensferry.

3) South of the village:

Below of the Scout Hut towards Newbridge.

Behind the car village at Newbridge.

4) East of the village:

One of the sites out the Burnshot Road including Almondhill.

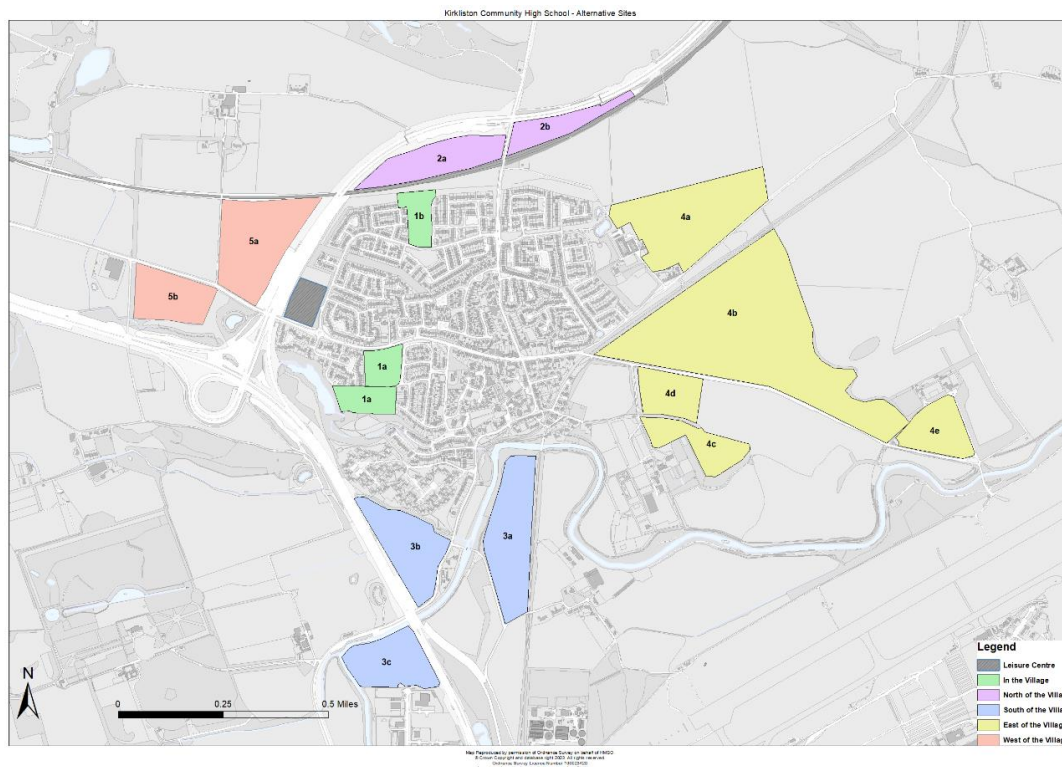
Lower fields opposite Conifox, next to Foxhall.

Out the Airport Road over the burn

5) West of the village:

Fields beyond the motorway heading towards Winchburgh

The map below highlights the locations suggested in and around Kirkliston:



- The former Ministry of Defence site at Craigiehall was also proposed as part of a West Edinburgh solution but has not been captured on the map due to the distance from the village.
- Utilisation of capacity within Winchburgh was also proposed, but not shown on the map.
- Sites at Foxhall and Ratho currently under development have also been excluded.

“A larger site, say off Burnshot road or at the north of the village would be preferable. One where a school with all the required footprint/facilities/transport links could be met without causing huge amounts of taxpayer’s money to be spent on a facility which is unsuitable.”

-
- “there’s a site in easy walking distance at the back(west) of the car village Newbridge on A8 and B800.*
- 2. B800 prior to entering village on left side(west) prior to Scouts Hut.*
 - 3. Old tyre factory Newbridge.*
 - 4. Field on Old airport Road.”*
-

-
- “1. Demolish all/part of existing primary school and use this site and Alison Park, although this would still result in same traffic congestion issues*
 - 2. Burnshot Road”*
-

Alternative site suggestions...

““The land beside Foxhall or towards the North of the village. Conscious this will open up risk of developers and loss of green space...”

*“The road from Queensferry to Kirkliston
The Road from Kirkliston to Carlowrie Castle
The Road from Kirkliston to the Traffic Lights at Newbridge.”*

4. A new High School as a facility for the whole community

4.1 The needs and aspirations of the local community

Many people felt there was a lack of facilities and activities available in Kirkliston to support the needs of a growing community and welcomed the opportunity to improve what is on offer in the local area.

Feedback has been summarised below:

- Space for everyone with Open Access (daytime, evenings and weekends)
- Improved and Inclusive Sports and Leisure Facilities: Swimming Pool, Fitness Gym, Multi-purpose space for Dance, Gymnastics, Martial Arts, Racquet Sports etc.
- Pitches, Kick About and Play Spaces.
- Theatre, Performance and Events Space.
- Café and safe Social Spaces.
- Library, Wellness Hub and Community Spaces including meeting rooms and bookable facilities.
- Classes/Workshops/Clubs for all ages.

“Incorporate leisure facilities, library and Community Hub into the building in a manner that extends the opening hours and service offered by each individually, i.e. a positive sum outcome.”

What people felt would make a High School a facility for the whole community...

“yes a good idea if the facility if available during school hours, properly built with a good sized gym with proper equipment - not just a set up for school children, similar to the SQH or recently built Winchburgh HS where there are restrictions on the type of equipment and free weights because it is available to school children, it needs to be designed for the community access in mind too. Some studios - 1 or 2 would be good for classes. The current leisure facility holds many popular classes with local residents and children's gymnastics, etc. we don't want to lose these!!

“Good sport facilities that can be used by all. Addition of library with family classes - bookbug etc. - allow local groups to run classes in the evening eg scouts, guides etc.”

“You need to ensure that members of the community have access to leisure facilities - the leisure centre is very heavily used and this should not be taken from us. The opportunity for any drama society that might already exist (or be created) to use a stage like facility at the new school would be appreciated, I would think. A café would also be good, especially as a social space were some of those individuals who live alone can meet others. Somewhere that parents can rent to hold birthday parties etc would be beneficial as I know the leisure centre is already used in this way...”

5. Replacement of older community facilities: Leisure Centre, Library and Community Centre

5.1 Potential to relocate or share other facilities and services as part of a new High School campus.

Comments received were mixed, whilst many could see the benefit of having everything in one location, other people were concerned about the loss of facilities from the high street.

Overall, 92 (54%) responses were supportive of the idea of a Community Hub, if it did not compromise spaces or facilities required for the school, was available to the community during the school day, resulted in a net increase in affordable activities/services on offer, public transport to and from the hub was improved and the existing buildings were re-purposed.

However, approximately a third of the respondents above (32), although supportive of the principle of a Community Hub, felt the Leisure Centre site is not suitable for this purpose.

Key reasons given for supporting the idea of a Community Hub:

- New and modern facilities associated with a new High School
- Greater range of facilities and activities on offer in one location.
- A more sustainable option.
- Frees up existing buildings for other purposes.

59 (35%) of the respondents did not think the relocation of other services was a good idea.

Key reasons given for objecting to the relocation of other facilities:

- The Leisure Centre site is too small for a High School, with insufficient space for anything else.
- Existing historic buildings are part of Kirkliston's character, located in the heart of the village and easier to access.
- Sharing space and facilities with the High School will restrict community access to out of school hours.
- There is a shortage of community spaces and facilities in the village, a spread of assets also disperses traffic.
- A school environment is intimidating and a potential barrier for older people.

“In theory yes, but definitely not on that site. As stated, it is not big enough for a school, let alone additional facilities. Also moving those facilities provides not a single additional service to the community..... How about supporting the local Village Hall initiative, which is trying to build a multi-use space in the heart of Kirkliston. That would be actual new services that the Village desperately needs, instead of rehashing the existing services (and no doubt reducing them in the process). The Leisure Centre, due to the way it operates, provides little support to community groups in the area. The Community Centre team are fantastic, but fully booked in terms of the rooms they have to offer. Kirkliston is crying out for more community spaces provided at non-commercial rates!

“Makes sense as long as it still retains all of the facilities. Would open up opportunities for businesses to move into existing buildings.”

“That will be even perfect, one stop destination for all.”

“I think we should continue to use the existing nursery as a community centre provision, the village lacks halls space and the nursery moving opens up opportunity to expand the community centre”

What people said about replacing existing facilities...

“I think that’s a great idea, modernisation is key! Key for the future children to keep involved in these places. And if everything is in one place it’s easier for people to get there and maybe visit a few places rather than driving all over the place.”

“I think this takes away from the community element of the village. It compresses opportunities and strains available space/equipment. It also removes current beloved elements of the village...”

6. Other comments about a new High School in Kirkliston

As part of the online survey, we asked people:

“Do you have any other comments or thoughts about a new Kirkliston High School?”

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

1) High School design and capacity

- Build in sufficient capacity for a growing community. There are lessons to be learnt from West Lothian and their new Winchburgh schools.
- A 600-pupil capacity school is too small, with a single feeder primary school, examples of other successful models need to be provided and remote partnership models explored, to demonstrate pupils and families in Kirkliston will not be disadvantaged.
- Ensure the school design is inclusive and safe for neuro divergent pupils and other users.

2) Traffic/ Congestion

- Road infrastructure needs improved. A slip road to and from motorway would improve traffic management and reduce environmental impact.
- Public transport needs improved and the introduction of car sharing initiatives for teachers or a community e-bus.

4) Growth

- A new high school should have been delivered by developers as part of the additional housing growth.

5) Planning

- The Council is fighting its own planning policy and is being held to ransom by landowners/developers.

6) This is a matter for Kirkliston residents only and should not involve Ratho.

7. Criticism of the Council

Several critical comments were received. Most of these related to the Council's planning, the decision-making process, and the time taken to progress the capacity required.

- The consultation document presents the Leisure Centre and as the only option, and is a 'done deal'.
- A 600 capacity High School is too small and will not deliver the required breadth and depth of curriculum choices or social interaction.
- It's taken too long to deliver a High School which is needed urgently.
- Lack of transparency and trust in the decision-making process.

"When the consultation for either an expansion for South Queensferry high school or a new school in Kirkliston was undertaken, the proposals clearly stated other preferred locations in Kirkliston for a new school, and not at the leisure centre. For this now to be the only option being pushed is incredulous.

There seems to be the view that a school at the leisure centre site is the only option available and will be built there regardless of how unsuitable it is.."

"...Can I remind the council that some of the children in Kirkliston attend St Margaret's RC Primary School in South Queensferry. There is no mention of this school or thought for our children. The documents state that the High School will be for only one primary. What does this mean for the children of St Margaret's? Or have they been forgotten again?

I fear people are going to accept this not because it is the best option but because they are desperate. We are running out of time to sort this before our kids who have already lost so much education due to covid then find themselves without a high school to go to. This needs swifter action and a lot more thought..."

"...you're building on the site now and that doesn't auger well for clarity integrity and trust in political decisions for what your planning. I don't want corrupt practices in anything the council does but recent events leave me uncomfortable with this process.."

People criticising the Council said...

"The council is a disgrace in planning. Utterly disappointed beyond belief. It hasn't invested in Kirkliston for anything. Everything is a quick band aid. Shocking..."

"For once do some proper planning and delivery that can include the infrastructure the village badly needs even at the cost of new houses. commit to a village bypass, new shops, high school, additional primary school, tram and or rail link to Edinburgh. Be bold and build for the future instead of a cheap option that ticks a box for today but not for tomorrow..."

“I don't believe that the idea of a separate high school for Kirkliston is an acceptable solution, educationally or socially. Having a secondary school with a catchment area of a single village and single primary school would not expose the students to the variety and diversity that is crucial in developing well-balanced and worldly citizens. It is shocking that the Council seems to have backed itself into a corner in this, missing previous opportunities to ensure that there are adequate educational facilities in West Edinburgh to support all of the additional housing that the Council itself has approved.

Sadly, we've seen all this before, and the view of many local residents is that - despite protestations to the contrary - this is already a "done deal", and the Council will take the easy solution rather than the correct one. Time will tell.”

“Once more. A 600 person school is a poor idea. Including other outlying communities being bused in is not great. You had an opportunity to include Kirkliston in the west Edinburgh plan, within the west Craig's development. You had the chance to find a site which would create a school for all communities in west Edinburgh and more importantly create an education provision for all. We all know that the smaller the school the less can be offered. I am 100% certain that the locals saying "build a wee high school in Kirkliston" know nothing about the education value, or lack thereof, in a small high school.

One other thing. Well done making a pig's ear of the new Kirkliston PS, the new QHS and the new nursery. Not sure why this would be any different!!!”

“...Only CEC will know what they own where they can build what their options are. Also would have thought it would be their duty to have considered this whilst signing off the approval to build family homes, fully expecting those to bring families with children needing schools to the village...”

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Education, Children & Families Committee

10:00am, Tuesday, 5 September 2023

Standards & Quality Report and Education Improvement Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress made during the last academic session.
 - 1.1.2 note the Education Improvement Plan targets which have been shared with schools, particularly those to Close the Poverty Related Attainment Gap.
 - 1.1.3 Agree next step at 5.1.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Jackie Reid, Head of Education,

Quality Improvement and the Broad General Education

E-mail: Jackie.Reid2@edinburgh.gov.uk | Tel: 0131 123 4567

Standards & Quality Report and Education Improvement Plan

2. Executive Summary

- 2.1 This report contains the statutory Standards and Quality Report and Education Improvement Plan 2023 which are prepared annually, following analysis of data, consultation with Edinburgh Learns Boards, Headteachers and officers. Overall, there have been notable improvements in performance. This includes narrowing the poverty-related attainment gap to the lowest percentage in the last 5 years. The attainment of learners living in SIMD Quintile 5 has also continued to rise and the range of courses and awards expanded to offer more personalised learning pathways.

3. Background

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

4. Main report

- 4.1 The National Improvement Framework (NIF) provides a structure for education services to plan and report on the provision of education around raising attainment, closing the poverty related attainment gap, improving health and wellbeing and improving pathways. For session 2023-24 onwards an additional priority has been added to the NIF focusing on the Rights and Needs of every child and young person.
- 4.2 Assessing the standards and quality of education is normally done through analysis of externally verified SQA exams and internally verified teachers' professional judgements relating to the Achievement of Curriculum for Excellence Levels (ACEL). Additional information is also taken into consideration, such as Education Scotland inspections of schools, local authority reviews and analysis of self-evaluation reports from schools.

- 4.3 Based on available internal and external scrutiny, the standard and quality of education across all schools and centres in Edinburgh is largely satisfactory/good.
- 4.4 HMI identified examples of good, very good and sector-leading (excellent) practice. In the sector-leading examples, practice is being shared at local, national and international level, with relevant Headteachers taking up Associate Headteacher responsibilities to shape and lead strategy. Identified areas of practice relate to Digital Learning, Equity, Equalities and Children's Rights.
- 4.5 The Poverty Related Attainment Gap has narrowed to the lowest point over a 5-year period for both Literacy and Numeracy. For Primary Combined Literacy Attainment, the Stretch Aim of 22% has been achieved. The revised Numeracy and Mathematics Strategy (2020) has had a positive impact on attainment in Numeracy which has shown sustained improvement over time, benefiting all learners in the broad general education phase.
- 4.6 Improvements have also been noted in the senior phase with an increase in the numbers of young people achieving National Progression Awards, 765 passes, an increase of 158% from 2019. This indicates that significantly more personalised learning pathways, including Foundation Apprenticeships, are being offered. We have also seen an increase in literacy, the results at SCQF level 4 are the best on record and the results at levels 4 and 5 are above our comparator figures and the pre-pandemic levels of 2019.
- 4.7 There continues to be a need to improve consistency in the quality of leadership and teachers' skills to ensure high-quality learning experiences for all learners. The Teachers' Charter and the Leadership for Equity culture change programme remain central to progress in narrowing the gap. Strong practice in tracking and monitoring attainment, attendance and achievement remain a priority for session 2023-24. Schools which underperform are rigorously supported and challenged through the QICS proportionate model which focuses on ensuring Equity for the most disadvantaged learners.
- 4.8 The full reports for Equity, Inclusion and Health and Wellbeing are reported at various Committee cycles. The Standards and Quality Report contains summary information only.

5. Next Steps

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

6. Financial impact

- 6.1 No Financial Implications are noted for this report.

7. Equality and Poverty Impact

- 7.1 The Standards and Quality Report reports on progress made in improving outcomes for learners including those experiencing socio-economic disadvantages. This includes evidence of progress in narrowing the poverty-related attainment gap. This focus must continue to ensure further improvements.
- 7.2 Sector-leading practice has been identified in the areas of Equalities, reducing Poverty-related stigma and Poverty-proofing strategies which are being shared at Local, National and International levels.
- 7.3 The Education Improvement Plan 2023-24 specifies clear actions to close the poverty related attainment gap, create learner-led curriculum pathways and to further strengthen improvements in practice related to Equalities and Children's Rights.

8. Climate and Nature Emergency Implications

- 8.1 All schools are required to create a Learning for Sustainability Improvement Plan.
- 8.2 All schools will review Curriculum Pathways to ensure progressive learning experiences related to climate and social justice.
- 8.3 Additional staffing resource is being allocated to all schools to support both areas of work.

9. Risk, policy, compliance, governance and community impact

- 9.1 All Edinburgh Learns Boards are required to complete an Integrated Impact Assessment when creating their action plans each year.
- 9.2 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risks and implement mitigations.
- 9.3 The Edinburgh Learns Boards consult with a range of reference groups i.e., senior leaders, practitioners, parents/carers, young people & Education Scotland to identify improvement priorities which are aligned to the National Improvement Framework and Council Business Plan priorities e.g. Improvements in Attainment between the most and least disadvantaged learners; improvements which further the commitment to social and climate justice. Progress and impact is evaluated throughout the session.
- 9.4 All schools are required to evaluate progress with improvement priorities and should modify planned actions where measurable impact is not evidenced. This work is closely monitored by the Quality Improvement Service with proportionate support provided.

10. Background reading/external references

10.1 None

11. Appendices

11.1 Appendix 1 Standards and Quality Report 2022-23

11.2 Appendix 2 Education Improvement Plan 2023-24 (Schools)

APPENDIX 1

EDUCATION STANDARDS & QUALITY REPORT 2022-23



Contents

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Edinburgh learns for life..... 1
Key school actions Error! Bookmark not defined.



I am pleased to share this Standards and Quality Report for session 2022-2023. It is based on extensive analysis of data collated by the Quality

Improvement and Curriculum Service and shows the progress made across many educational outcomes. As a council, we are committed to improving the health, wellbeing and achievements of children and young people, and reducing the impact that living in poverty can bring. This report shows the ways in which all of our children and young people are being supported to flourish no matter where they live.

I am confident that our skilled and committed staff will continue to adapt and meet the needs of the city's youngest citizens, ensuring that they each find their pathways into the world of higher and further education, or work.

Joan Griffiths



Edinburgh Learns for Life is our strategy to educate and transform lives through learning. It is highly ambitious in terms of both achieving excellence and tackling inequalities.

Our aim is for every young person to leave school and go on to further or higher education, employment or training and to narrow the gap between those living in different areas of affluence. Through the self-evaluation activities which have informed this report, we have identified next steps in achieving our vision which will be taken forward with renewed vigour in 2023/24. We have made solid progress in building the highest quality teaching workforce in Scotland through our Edinburgh Teachers' Charter, as well as by developing engaging, enriching curriculum pathways for all. These and other actions are shown in the updated Education Improvement Plan for 2021-24.

I am confident that even more of our early years centres and schools will become known for the quality of learning and teaching they provide, so that our children and young people become lifelong learners, and we can reduce the deep inequalities which exist in the city. I am hugely proud of the Education Service and all that the staff have achieved in the past year.

Lorna French

Our vision

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

Our mission

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

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

Our goals

Transform

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

Connect

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

Empower

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

The Edinburgh Imperatives

- We will raise attainment for all
- We will close the poverty related attainment gap
- We will improve the skills of staff
- We will improve attendance for all
- We will improve health & wellbeing outcomes
- We will improve our curricular pathways

Background Information

In 2022/23, our Education Service delivered education through:

- 23 secondary schools
- 90 Primary schools, of which 78 have early learning & childcare classes
- 20 Early Years Centres
- 105 Partner Early Learning & Childcare Settings
- 20 Standalone Early learning & Childcare Settings
- 43 Childminders
- 7 Forest Kindergartens
- 10 Special Schools, of which 2 have early learning and childcare classes
- Delivered to 60,064 children and young people
- By 3,726 teachers and 1,352 support staff

The Education Service includes Wider Achievement and Lifelong Learning. (WA&LL), a citywide service delivered by the following frontline staff:

- 85 Instrumental Music Instructors
- 50 Development Officers (covering all aspects of WA&LL)
- 40 Outdoor Centre staff
- 24 Active Schools Coordinators
- 12 Youth Music Tutors
- 8 Swimming Teachers
- Adult tutors, youth workers, sports coaches, outdoor instructors

About the Standards and Quality Report

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

Evidence for the Standards and Quality Report is gathered through:

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

The results of this self-evaluation have been used to plan the next steps, which are incorporated into the accompanying Education Improvement Plan for 202

Schools and Services Inspected

Education Scotland Engagement	Setting
Short Model Inspections	<ul style="list-style-type: none"> Howdenhall Special School Clovenstone PS Wester Hailes High School Rowanfield School Stockbridge PS Sciennes PS
Full Model Inspections	<ul style="list-style-type: none"> Currie PS Juniper Green PS Royal High School Canalview PS East Craigs Primary School Colinton Private Nursery
National Thematic Inspections	<p>Inclusion Promoting Positive behaviour</p> <ul style="list-style-type: none"> St. Crispin's School St John Vianney's PS Royal High School <p>Curriculum</p> <ul style="list-style-type: none"> Liberton JS Corstorphine PS <p>1140 Expansion</p> <ul style="list-style-type: none"> Braidburn School
Care Inspectorate Visits	<ul style="list-style-type: none"> Leith Primary NC St Cuthbert's NC East Craigs NC Gilmerton EYC Craigentiny EYC Craigour Park PS NC Sighthill PS NC Queensferry PS NS Ferryhill PS NC

	<ul style="list-style-type: none"> Moafft EYC Prestonfield PS NC
Thematic Inspections	<ul style="list-style-type: none"> Equalities Behaviours of Concern Quality of 1140 ELC provision Active Schools Literacy (Part 1)

Education Scotland (HMI) Evaluations

Quality Indicator	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent
1.3 Leadership of Change	0	1	1	1	1	1
2.3 Learning, Teaching & Assessment	1	1	3	4	2	0
3.1 Ensuring Wellbeing, Equality & Inclusion	0	1	2	1	1	1
3.2 Raising Attainment & Achievement		1	4	3	2	0

We completed local authority reviews including Supported Self-Evaluation processes in 18%, and Inspection Follow-through visits in 10%, of our schools. This was an accelerated programme to give important feedback to Head Teachers in their self and peer assessment of provision. The main finding, in both internal and external scrutiny processes, is the need to continue to develop our staff skills, as leaders or as teachers. This will ensure consistent, high-quality learning experiences for all learners. Of particular focus is the need to provide learning experiences which are differentiated well to meet the range of learners' needs, including increased pace and challenge, and further opportunities for young people to lead their own learning. Improvements are also required to track attainment, attendance and achievement well in order to provide targeted interventions. We found that:

- In almost all schools, staff have developed positive, nurturing relationships with young people
- In most schools, staff have a strong understanding of the socio-economic and cultural context
- In most schools, Assessment for Learning strategies are in place but the quality of learning intentions, success criteria and feedback could be improved
- In almost all schools, a tracking system is in place but a significant number should use data more effectively to plan interventions to support learners. Attainment, attendance and wider achievement should be tracked more consistently.
- In some schools, highly effective practice has been identified in Equalities, Equity and Inclusion. There were several examples of sector leading practice. We have arranged for these Head Teachers to share their practice at local Conferences, through National Forums, across the South East Improvement Collaborative (SEIC) and at the SEIC Tri-Nations Conference.

National Priority 1 – Improvement in Attainment, particularly literacy and numeracy

Raising Attainment and Achievement

Analysis of schools' standards & quality reports, over a 3-year trend, shows Raising Attainment and Achievement (QI 3.2) average self-evaluation as follows:

Sector (3.2)	2020-21	2021-22	2022-23
Primary	3.8	3.9	3.9
Secondary	3.9	3.8	4.0
Special	3.4	3.5	3.2

Schools evaluating as satisfactory (3) or less are priority schools and receive intensive support. These self-evaluation grades are also revisited during the session as more assessment data and analysis becomes available.

Senior Phase Attainment (2021/22)

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

- 49% achieved 5 or more passes at National 5 in S4 (an increase of 6 percentage points since 2019).
- The most significant increase in attainment at Level 6 in S5 was for those achieving 3 or more Higher passes – a 6 percentage point increase on 2019.
- At Advanced Higher in S6, the authority also achieved its best ever performance with 32% of the original S4 cohort achieving 1 or more Advanced Higher passes.

Improving attainment in literacy and numeracy

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, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (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.

Improving attainment for all

All SCQF course passes and awards carry tariff points, these points are then used to demonstrate levels of attainment for all young people at the point of them leaving school. The data set is analysed in three sets; the lowest performing 20%, the middle 60% and highest 20%.

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. This is lower than the national proportion (2.1%).

Attainment in the Broad General Education (P1-S3) Stretch Aims:

The gap for Literacy is at the **lowest level** for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined).

- Literacy Achievement of Curriculum for Excellence Levels (ACEL) (P1, P4 & P7 combined) all pupils:
 - 77.04% (2021-22)
 - 77.34% (2022-23)
- We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022-23 for all pupils.
- We almost achieved (0.7pp short) of our stretch aim of 84.5% for all pupils in numeracy
- Numeracy ACEL (P1, P4 & P7 combined)
 - 80.4% (2021-22)
 - 83.0% (2022-23)
- The gap for Numeracy is at the **lowest level** for the last five years.
- We are 2.5pp short of the ambitious gap stretch aim at 19pp.

Literacy Gap	2020/21	2021/22	2022/23	Stretch Aim
P1,4,7 (Combined)	28%	24%	22%	22%
S3 (3rd+)		13%	7%	
S3 (4th)		33%	27%	
Numeracy Gap	2020/21	2021/22	2022-23	Stretch Aim
P1,4,7 (Combined)	24%	20%	19%	16%
S3 (3rd+)		9%	7%	
S3 (4th)		29%	33%	

Literacy

Literacy levels have increased in 2022-23 at P1 (80.5%) and P7 (77.6%) compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%.

Some improvement in Writing is evident, particularly in P1 and P7. We will track progress in Listening and Talking closely as there are drops of 1pp at P1 and P4. The actions arising from the Literacy Thematic Review will continue to support progress across each of the organisers.

In secondary there has been an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level have increased by 8.6pp to 71.7%.

Numeracy

Primary numeracy levels increased in 2022-23 for the P1 and P7 stages. P1 increased to 87.6% from 86.6% in 2021-22 and P7 increased by 1.7pp to 82.3%. In P4 there has been 0.3pp decrease to 81.4%.

In secondary, there has been an increase of 1 pp at Third Level compared to 2021-22 and 78.4% are achieving Fourth Level, a 2.8pp increase from 2021-22.

Numeracy ACEL (P1, P4 & P7 combined) for all pupils: 82.97% (2021-22), 83.77% (2022-23). The impact of the revised Numeracy and Mathematics Strategy (2020) is reflected in the strong attainment levels which demonstrate sustained improvement over time. Consistently high quality teaching of Numeracy has been embedded through the Stages in Early Arithmetical Learning (SEAL) approach, the use of Progression Pathways to ensure continuity and progression in learning and better articulation of learning within the Broad General Education and the Senior Phase.

Literacy	2017/18	2018/19	2019/20	2020/21	2021/22	2022-23
P1	78.3%	78.9%		71.9%	78.8%	81%
P4	74.3%	75.8%		76.3%	73.3%	74%
P7	74.2%	76.5%		73.4%	77.1%	78%
P1,P4,P7	75.7%	77.1%		73.8%	77.04%	77%
S3 (3rd+)	88.4%	93.8%			91.1%	93%
S3 (4th)	58.0%	63.6%			62.5%	72%
Numeracy	2017/18	2018/19	2019/20	2020/21	2021/22	2022-23
P1	85.7%	87.1%		84.6%	86.6%	88%
P4	80.2%	81.2%		78.8%	81.7%	81%
P7	78.1%	81.1%		78.1%	80.6%	82%
P1,4,7	81.5%	83.2%		80.4%	83.0%	84%
S3 (3rd+)	91.5%	95.4%			94.1%	95%
S3 (4th)	63.4%	69.7%			75.6%	78%

Learning, Teaching & Assessment Summary 2021-22

Analysis of schools' standards & quality reports, Learning, Teaching & Assessment (QI 2.3) average self-evaluation grades

Sector (2.3)	2020-21	2021-22	2022-23
Primary	3.8	3.8	3.8
Secondary	4.0	3.9	3.9
Special	3.5	3.6	3.5

Schools evaluating as satisfactory or less are priority schools and receive intensive support.

Literacy Strategy

The refreshed Literacy Strategy will be launched following extensive auditing and reference to research as part of the Literacy Thematic Review. Early analysis of attainment data as part of Phase 1 of the Literacy Thematic Review suggests that, while progress has been made, some areas of concern have emerged over recent years. Literacy levels in P4 (particularly in writing), were identified for further analysis. Phase 1 focused on 5 core themes: Leadership, Professional Learning, Curriculum, Teaching Learning and Assessment, and Universal, Targeted and Intensive Support. Focus groups were held with teaching staff, support staff, children, and parents. An online survey was also conducted across schools to assess teacher confidence in making judgements about pupils' attainment levels in literacy. Criteria for the selection of schools included those where there has been a marked drop or improvement in writing attainment. Early analysis shows that, in the best examples, a clear vision and literacy strategy is in place together with the consistent use of progression pathways to plan learning. Engagement in professional learning, including aspects of the

Teachers' charter, is improving teachers' skills and confidence levels. Learners in these schools were provided with a range of opportunities to write for a variety of purposes and audiences. Within the learning through play context, learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy. Analysis of ACEL data confirms that P4 attainment, particularly in writing should remain a focus for scrutiny and improvement. Follow up activity, as part of Phase 2 of the thematic review, will be undertaken at the start of the new session which will widen the number of schools sampled and will focus on Leadership of Literacy Learning.

Edinburgh Learns Teachers' Charter

Our main aim is to ensure all young people receive the highest quality teaching and learning. This relies on the development of a highly skilled workforce. From 2021-2023, engagement in professional learning across the 4 aspects of the Teachers' Charter is shown below.

	Formative Assessment	Differentiation	Skills	Leadership of Learning
% of teachers	34%	39%	28%	26%

We predict that we will meet the 40% target for the first 2 aspects.

Evaluations for Teachers' Charter professional learning have been overwhelmingly positive. One hundred percent of attendees agreed that the professional learning would have a positive impact on their learners. One teacher wrote (about formative assessment)

"I love how clear everything is made and the practical examples. This is exactly the kind of training course that works for me and I'm sure will work for others."

After completing the skills course another wrote “Looking forward to planning and implementing more explicit, focused, and creative learning opportunities for my young people.”

Addressing Gaps in Learning

The new ‘Finance for Equity Framework’ is a comprehensive document that provides clear guidance on how to use Attainment Scotland Fund (ASF) to close the poverty-related attainment gap in Edinburgh. A place-based approach to the management of finance for equity has been developed that will ensure best value as well as improving outcomes for learners. This holistic way of planning, utilising a team around the learning community (TALC), has seen Strategic Equity Funding allocated to learning communities who have secured approval for their proposals to close the poverty-related attainment gap. These proposals are clearly based on Learning Community needs analyses. This approach to identifying needs, and the joint planning for meeting these needs across each learning community, are important levers for improving equity and closing the poverty related attainment gap through collaborative improvement.

Digital Learning

The Empowered Learning deployment of 44700 iPads was completed in March 2023, providing 1:1 iPads to all pupils from P6 to S6, all teachers, a ratio of 1:5 iPads for pupils in P1 to 5, and an allocation of iPads for use in Early Years. The project also provided a significant uplift in WiFi provision across all schools.

A suite of 14 online professional learning courses (164 individual videos in total) has been created and shared to support the development of digital skills for teachers. To date, there have been 23,468 individual views by 1309 different teachers, from 85% of our schools. A range of pupil/parent/carer-focused digital skills videos (38 to date) have also been created and shared, to provide further support for schools. Additional online courses and a series of bite-sized weekly ‘Digitips’ continue to be created, and an ‘Edinburgh Learns Digital’ website has been developed to provide easy access to support with digital strategy, pedagogy and skills for school leaders, teachers, pupils and parents/carers.

Good progress continues to be made with Digital Schools Award Scotland. Almost all schools are registered and are undergoing the self-evaluation process, 9 schools have now achieved this accreditation, 2 more are currently waiting validation, and a further 16 have completed the self-evaluation process and should request a validation visit next session. 53 schools have also registered for the new Digital Wellbeing Award for Cyber Resilience and Internet Safety, with 1 school already successfully achieving this new award.

To further support and promote effective digital practice, a wide range of webinars and face to face sessions have been delivered, reaching over 600 teachers this session, with an average evaluation of 4.2/5. In addition, a very successful Edinburgh Minecraft Build League has been running throughout the year, involving teams from 45 schools, with 4 teams travelling to Abertay University in Dundee to take part in a national competition (which South Morningside Primary won last year). A series of ‘live lessons’ have also been delivered this session with up to 1600 pupils participating remotely in each lesson, supporting the development of effective digital learning for pupils and staff simultaneously.



Lastly, Digital Learning Coordinators from almost all schools recently participated in our inaugural Edinburgh Learns Digital Conference. 174 members of staff attended, with an average overall evaluation of 4.3/5. The conference included

keynotes and wide range of workshops delivered by Education Scotland, Apple, Microsoft, Edinburgh University, Edinburgh College, ClickView and Edinburgh schools and central staff.



Numeracy Strategy

During session 2022-23, a comprehensive professional learning (PL) offer for numeracy with a particular focus on second level was delivered. Based on research and evidence of what works, this PL aimed to develop teachers' skills in approaches such as Concrete, Pictorial Abstract and the use of digital. The universal PL offer was complemented by more targeted 1:1 coaching and team teaching to further develop teachers' skills, and raise attainment. This coaching approach has had a particular impact on teachers' confidence and practice, and on learner engagement and progress, with a focus also on closing the attainment gap. All teachers working with the numeracy development officer in this way found the approach extremely useful, with impact evident on their practice and on learner progress. This has had direct impact on raising attainment overall in Numeracy.

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

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

Leadership for Equity

In the current school session, the target Key Performance Indicator (KPI) for the training of school leaders was set at 20%. We have exceeded this target substantially, with 29% of school leaders having completed the equity training. However, while our performance has been strong in this aspect, it is evident that there is a need for improvement in the training of teachers. Our set KPI was 5%, but participation rates are reached 2%. Going into the next school session, we will take a more targeted approach to address the shortfall in teacher training. We will be increasing the number of cohorts for the training, with 2 middle leader groups and 3 teacher groups scheduled to take part. This represents an increase in our training capacity and should allow us to address the current gap in teacher training. To ensure that these training sessions have the desired impact, we will focus on improving engagement and communication, as well as addressing any potential barriers to participation. This includes providing clear information about the benefits of the training and how it can directly impact teachers' skills and students' success. We are also now developing variations of this professional learning to target groups including: Early Years Heads of Centre, Early Officers, Early Years Practitioners, Pupil Support Assistants and Newly Qualified Teachers.

Sector	Senior Leaders		Teachers		Middle Leaders	
Year	21-22	22-23	21-22	22-23	21-22*	22-23
Primary	18	49	9	29		11
Secondary	9	12	4	14		7
Special	1	0	1	0		1
Total	89		57		19	

*Middle Leaders course introduced in 2022-23

Closing the Poverty-Related Attainment Gap (PRAG)

Broad General Education

The identified areas of improvement in attainment for 2022-23 are also reflected in the poverty-related attainment data. The gap in attainment between those living in Quintile 1 versus those in Quintile 5 is at its lowest level in the last five years for Numeracy and each of the Literacy organisers (Reading, Writing, Listening & Talking) in P1 and P7. For Numeracy there has been a reduction of 7 percentage points (pp) in P1 and 4pp in P7 since 2021-22. For Literacy in P1

the gap for Reading is 18% (22% in 2022); Writing is 18% (6pp drop since 2022); Listening & Talking is 11% (16% in 2022). In P7 the gap for Reading is 17% (20% in 2022); Writing is 20% (3pp drop since 2022); Listening & Talking is 11% (16% in 2022).

In P4 the Gap in Numeracy and each of the Literacy organisers has increased since 2021-22. The gap in Numeracy has increased to 23% (16% in 2022). There has been a 4pp increase in the Reading gap (to 22%) and 5pp increase in the Listening & Talk gap (now 17%) compared to 2022. Writing in P4 has the largest gap of 27% (8pp increase since 2022). Therefore, accelerating progress in learning for this particular cohort of children is a priority.

In S3 the poverty-related attainment gap is at its lowest level in the last five years for Third Level + Numeracy and Literacy (7%). It is also at its lowest for Fourth Level Literacy (27%). There has been an increase of 4pp in Fourth Level Numeracy to 33% though this gap is less than the pre-Covid period.

Senior Phase

National summary statistics for Leavers (All SCQF Awards)

The table opposite displays the attainment gap between the most deprived and least deprived areas for leavers attaining 1 pass or more for whole course awards at SCQF levels 4,5 and 6.

National summary statistics for Leavers (National Qualifications only)

	2018		2019		2020		2021		2022	
	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5
1@ SCQF 4	92	99	94	99	90	99	94	99	95	99
Gap	7%		5%		9%		5%		4%	
1@ SCQF 5	72	96	76	95	76	97	81	96	80	96
Gap	24%		19%		21%		15%		16%	
1@ SCQF 6	44	86	46	84	51	89	51	87	45	86
Gap	42%		38%		37%		36%		41%	

Improvements – There is an improving trend over a five-year period in the gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more at SCQF levels 4 and 5.

Areas of concern – The attainment gap for 1 pass or more at SCQF 6 remains static, this measure will be a key area for improvement.

Improving Attendance

Attendance Conferences took place in November and March to share practice and upskill those involved in improving attendance. Over 160 staff – senior leaders, Pupil Support Officers (PSO) and administration staff from primary, secondary and special sectors attended each of these events. Evaluations indicated significantly increased confidence in staff ability to improve attendance after each conference. Key themes for these events included, the role of the PSO, common barriers to attendance and supports available, and using data to support attendance.

An Attendance Network has been created for staff to access a range of supports, resources and presentations to further support their roles in improving attendance in their schools. Most learning communities are or are planning to work collaboratively to share good practice, develop synergies and promote the importance of good attendance across their communities.

This session, overall attendance in the primary sector improved every month compared to last year. By May in the secondary sector it was broadly similar to last session. In line with national priorities we are now focusing on the poverty related attendance gap..

A Steering Group has been set up, focussing on three key areas.

- Clarifying the roles, remit and responsibilities of those managing Attendance, including the accessing of training for Pupil Support Officers
- Reviewing administration and procedures relating to attendance to streamline these to ensure maximum efficiency.
- Seemis functionality relating to the output of attendance data with the aim of identifying best practice through user feedback, highlighting any potential training requirements and opportunities for knowledge sharing

Analysis of the attendance gap data confirms the impact of poverty on school attendance. Stretch aims have been set as part of the Scottish Attainment Challenge.

Sector	Quntile 1	Quntile 5	Gap	Stretch Aim
Primary	89.4	95.2	5.7	3.5
Secondary	85.3	92.6	7.3	6.2
Special	85.9	91.3	5.4	N/A

The Promise

We are fully committed to understanding and upholding our responsibilities to Care Experienced Children and Young People. Over 6000 staff participated in professional discussion around The Promise as part of our annual update on Child Protection. All schools are required to identify measurable actions in their School Improvement Plans to improve outcomes for Care Experienced Young People. This is tracked and quality assured. Further training on The Promise. Corporate Parenting and how to support Care Experienced Learners was delivered to 5 further schools through our Communities that Care partnership with Who Cares? Scotland. As well as delivering professional learning to staff teams, Who Cares? delivered workshops to 529 pupils in P5- S2. The sessions focussed on raising awareness of the issues care experience children face and breaking down the stigma of being in care. This is year 2 of this partnership and 16 schools have now undertaken the training. In order to meet the Calls to Action laid out in The Promise, we are now extending the project in year 3 across a further 6 schools whilst continuing to support the pupils and staff who have already participated in this initiative.

***'I feel like the presentation has opened my eyes and helped me reflect on my past experiences with care experienced children and made me better understand how to meet the needs of present and future children who are care experienced.'* (Teacher)**

The We Matters team continues to raise awareness of the impact of care experience and how staff can support Children and Young People. They have done this through offering a range of bespoke training such as We Matter in the Classroom and Grief and Loss. We plan to share examples of current good practice through our Edinburgh Cares Conference in early 2024. We have also established Place2Think provisions in 4 High Schools. This initiative provides a therapist to work with staff to support them in building capacity to support our Care Experienced Young People.

This work is complemented with bespoke interventions delivered to Care Experienced Children and Young People to support health and wellbeing and raising attendance and attainment. Our Forest Schools approach has benefited

over 166 care experienced children who participate in weekly outdoor learning opportunities. 90 care experienced young people have attended placed based leadership academies with Columba 1400. Our partnership with VTO (volunteer tutors organisation) supports P6 and P7 children with one to one tutoring. 26 care experienced children have been supported this year. We have also developed a VTO Hub Partnership in one learning community and this will be extended into a second learning community in 2023-2024. Play therapist's from With Kids have supported children in nine primary schools. Our 'Key to Potential' partnership work with Cyrenians has supported 14 Care Experienced Young People across 6 High Schools to enter and sustain positive destinations. MCR Pathways have worked with 190 Care Experienced Young People through group work and mentoring. We have worked in partnership with Bridge 8, MyAdventure and Cyrenians to provide bespoke outdoor learning programmes for Care Experienced Young People (S1-S4) out of education or on flexible pathways. They have provided support which has re-engaged identified young people with education and offered initial outdoor qualifications that the young people can work towards. Supporting enhanced transition has remained a focus, we have worked with Spartans to provide an enhanced transition for Care Experienced Young People in one learning community alongside providing Care Experienced transition guidance to all schools.

We continue to work closely with social work colleagues and third sector partners to ensure our Care Experienced are prioritised.

Pupil Equity Funding

Pupil Equity Funding Allocations are fixed for four years, from 2022-23 up until 2025-26 with approximately £7.86 million was deployed to schools in 2022-23.

Headteachers are required to plan for and publish PEF spend as part of the School Improvement Planning cycle. Interventions and approaches are targeted towards the four Edinburgh Imperatives of Attendance, closing the poverty-related attainment gap in Literacy and Numeracy, improving pathways, and, health and wellbeing. The Senior Development Officer Equity, and Education Scotland Attainment Adviser have been working with Head Teachers to ensure they are maximising resources to improve outcomes for learners. This has included targeted support for 24% of schools. This support has had a positive impact on narrowing the poverty-related attainment gap, including meeting the Stretch Aim for the Literacy Poverty-related attainment gap of 22%.

Summary

Our current data shows us that our poverty-related attainment gap is the lowest it has been over a 5 year trend. We have focused in 2022-23 on developing more effective approaches to tracking and monitoring and high quality teaching and learning in order to improve outcomes for learners. Next session, we will continue to focus on these areas of work, including the procurement of a cloud-based, universal tracking and monitoring to ensure consistency of practice and the effective identification of gaps in learning. Work will also continue in ensuring accuracy and confidence in teachers' professional judgements.

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

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

Supporting the Health, wellbeing and resilience of school communities continues to be 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. 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 with most primary schools now having taken part. Almost all secondary schools are now trained in the Mentors in Violence Prevention programme and all schools will be delivering this programme during Session 2023-24.

New resources have been provided this year, including a 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.

Individual school data from the National HWB 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 at school level. A short life working group continues to work strategically to plan citywide responses to the data.

Wellbeing, Equality and Inclusion

Analysis of school standards & quality reports, over a 3-year trend, of Wellbeing, Health & Inclusion (3.1), confirms a continued strong performance in the average self-evaluation

Sector	2020-21	2021-22	2022-23
Primary	4.4	4.3	4.3
Secondary	4.4	4.4	4.3
Special	4.3	3.7	3.9

New areas of work

To respond to the increase in the proportion of Primary 1 children who are at risk of being overweight or obese, a range of partners have worked with council officers to develop a positive food and physical activity culture. 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.

Following concerns from parents and carers, preliminary steps have been taken to develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners.

A review and update of our primary Health and Wellbeing progression pathways is planned to ensure they remain current and relevant.

Exclusions

School staff are committed to ensuring that all of Edinburgh's children feel loved, safe and respected in school. Across the city and in Learning Communities we offer flexible curricular pathways to support more learners to attain and achieve, this includes making better use of learning spaces to support engagement and maximise learning opportunities for all. Our citywide exclusion data shows a significant downward trend (32%) since 2016-17 (when COVID disrupted years are removed on the basis of reduced weeks in school). Edinburgh data is also lower than the most recent national average across all sectors. Although all sectors have reduced exclusions over the same period (since 2016-17) there have been identified annual increases and variance across schools and sectors. Please see data table. Work should continue at sector and school levels to understand variances and further develop effective practice to reduce exclusions. We recognise that all behaviour is communication and therefore exclusion indicates additional support needs. This is reflected in school recording with all excluded children and young people being identified as having additional support needs. The greatest improvement has been in special schools where exclusions have reduced by 62% between 2021-22 and 2022-23. The ongoing development of our secondary Wellbeing Hubs and Community Mental Health Supports will continue to target support related to Social, Emotional and Behavioural Needs (56% of exclusions), Mental Health needs (9%) and interrupted learning (9%). Capacity building through whole school autism training will target communication needs including autism (10% of exclusions).

Exclusions	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Primary	242	200	256	147	106	161	163
Secondary	636	562	529	446	374	532	493
Special	99	107	52	29	63	71	13
Total	977	869	837	622	543	764	669

Equalities

Inspection Reports from HMIE this session in Juniper Green Primary School and in The Royal High Secondary School described their work on equalities as sector leading.

Focussed Race Equality reviews together with an Equalities thematic review provided clear evidence of progress in our equalities work in the areas of; culture and ethos, managing incidents, the development of an inclusive, diverse and decolonised curriculum, and how the voices of children and young people influence policy and practice in our schools.

Guidance for schools on an inclusive, diverse and decolonised curriculum was launched in May 2022 and is being used by schools to take forward this aspect of school improvement plans. In addition, Edinburgh colleagues continue to collaborate with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.

In August 2022, Council approved the recommendations of the Edinburgh Slavery and Colonialism Legacy review ([Edinburgh Slavery and Colonialism Legacy Review group to present recommendations – The City of Edinburgh Council](#)), including the recommendation that ‘Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland’s and Edinburgh’s role in slavery and colonialism’.

In September 2022, six Edinburgh History teachers attended a national professional learning residential led by Diana Paton (Professor of History at University of Edinburgh), Lisa Williams (Edinburgh Caribbean Association) and others. In May 2023 in the City Chambers we celebrated the contribution of the participants of the Teaching Slavery in Scotland Residential as well as those staff who completed the Building Racial Literacy program. Training to support all aspects of the Education Equality, Diversity and Inclusion action plan continues. A Human Library event (<https://humanlibrary.org/>) for school leaders took place in March 2022.

The award ceremony for the inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 11th October 2022 in the City Chambers. Pupil nominations were received from primary, secondary and special schools, under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Activism.

Work continues to increase career opportunities for teachers from black and minority ethnic backgrounds. An application and interview process workshop for teachers aspiring to middle leadership and identifying as black, Asian and minority ethnic was held in June 2022, with a follow-up session planned for November 2022. A mentoring programme for teachers from under-represented groups will be developed, in collaboration with HR.

A collaboration with ELREC resulted in 7 people from minority ethnic backgrounds being offered volunteering roles in schools to gain experience

working with children in a professional setting with the aim of strengthening their application for future posts. We will evaluate this initiative with the volunteers and if successful, extend the collaboration with other community organisations.

16 secondary schools and 2 primary schools are currently developing their practice in supporting learners from Lesbian, Gay, Bisexual and Transgender (LGBT) communities through the LGBT Charter programme. Lorne Primary received particular recognition for the standard of their Silver Charter award portfolio. All secondary schools will engage with this work over the three-year funding period to August 2023.

A toolkit for preventing, and responding to, Gender Based Violence and Harmful Sexual Behaviours toolkit was launched in May 2022 to support schools to navigate the range of training, resources and approaches available to promote understanding and reduce the incidence of these behaviours. The toolkit includes information about: whole school approaches and audit tools; curriculum resources; staff training; signposting for pupil and parents/carers.

Wellbeing Hubs in Secondary Schools

£2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools. Tareted interventions provided have impacted young people’s peer relationships positively and improved enhanced transition for identified P6 and 7 pupils.

Behaviours of Concern

In February, 2023 we undertook a thematic review of how schools minimized and responded to Behaviours of Concern. This included a desk top analysis of data, feedback from specialist staff, questionnaires, and of 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. 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 and that settings should ensure staff participate in professional learning on differentiation, autism, nurture, de-escalation and environments for learning. A Framework has been produced to set out the roles, remits and responsibilities, as well as guidance and governance to continue to make the necessary progress in this important area of work.

Inclusion Collaborative Improvement

In April, 2023 a team of senior officers from the local authority, Association of Directors of Education Scotland (ADES), Education Scotland and circa 70 Head teachers and central officers took part in the Collaborative Improvement process adopting a validated self-evaluation of Inclusion. The process focused on four themes

- How effective is our vision for inclusion?
- How well do our resources deliver our vision?
- How effective are our processes supporting learners to be included?
- How effective is our leadership to support inclusion?

Key strengths

- Committed, dedicated staff
- Policies which align to the National Vision of Education and are set within a Children's Rights Context
- Overall vision for Inclusion is clear and strong
- Very well resourced at Intensive, Targeted and Universal levels

- Impact of the Teachers' Charter professional learning
- Partnership working
- Collaboration across learning communities
- Learning through play
- Networks to support self-evaluation and moderation

Areas for Development

The main objective will be to revisit Vision, Values & Aims of the Education Strategy, Edinburgh Learns for Life, making more explicit links between inclusion and the work on improving equity and excellence for all.

We will also reinforce the core purpose of learning (curricula and wider achievement) and the importance of the quality of the universal provision.

A full review of Inclusion, as it is delivered at the universal, targeted and intensive levels will

- Refresh Edinburgh Learns Inclusion Framework to update the roles, remits and responsibilities
- Clarify self-evaluation approaches
- Clarify Named Person Responsibilities
- Refresh Pathways of support (Universal, Targeted and Intensive)
- Simplify guidance supporting inclusion
- Incorporate refreshed narrative into Learning Community practice
- In conjunction with the Children's Partnership, refresh GIRFEC Policy and Procedures

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

Objectives

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

Children's Rights

Sector	Registered	Not Registered	Bronze	Silver	Gold	Gold ++
Primary	14	10	35	15	10	1
Secondary	1	2	13	4	1	2
Special		1	7	2	1	

figures correct as at February 2023

There are more Edinburgh schools than ever accredited with UNICEF Rights Respecting Schools. Professional learning for staff on UNCRC, Learner Participation, Global Citizenship and Learning through Rights in the Early Years,

continue to strengthen opportunity and confidence in school staff to develop learner's and young people's voice in our schools. An officer presented their Early Years learning journey through UNCRC at a national event to colleagues from across Scotland and Europe. This was an excellent opportunity to reciprocate good practice developed in weaving UNCRC through everyday play and practice with international colleagues. A strategic bid will be made to Scottish Government to develop understanding of cultural entitlements and UNCRC.

Learners are engaging well in leadership opportunities in most schools evidenced through shared classrooms experiences and focus groups on school self-evaluation visits. Learners and young people value these opportunities and are advocating that they have an even greater voice in their learning and their school experience. Moving forward, the aim next session will be to ensure all learners in Edinburgh schools are learning through rights and raising understanding and awareness of Children's Rights.

A Young People's Forum was created to enable and improve participation and opinion in decisions at Council level. Edinburgh Youth Action (EYA) was established and held its inaugural meeting in the City Chambers alongside Members of the Scottish Youth Parliament (MSYPs) and local councillors. The impact of the launch led to the creation of aims and objectives, protocols, roles and responsibilities, relationship between the central and local groups and initiated discussion on a priority theme for young people: the right to food and the cost of living.

Next steps for the group are to meet centrally four times each year and to establish EYA locality forums who will meet prior to the central forum to discuss local views and opinion to. Each locality forum will nominate an agreed number of young people to attend the central forum and represent their views. Partnership

working with MSYPs and EYA and schools will help prepare young people for forthcoming MSYP elections in November 2023.

Pathways to develop the young workforce

We have established a shared vision that is focused on the importance of tackling the poverty related attainment gap, particularly school leaver destinations. The gap between leavers from the least and most deprived areas in a positive initial destination in 2021/22 is 3.2%. This has narrowed from 5.1% in

2020/21. The Youth Employment Partnership provides the bridge between school and post-school destinations. Over the last three years there has been an improving trend in our school leaver destination Results.

Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place. Positive destinations for school leavers for session 21-22 was 96.1%. This is Significantly above the national average (95.7%) and above the virtual comparator (95.9%).

There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer. The number of NPA passes have increased from 623 in 2020 to 765 passes in 2022.

Our success in integrating employer engagement continues to grow. We have 138 young people with employer mentors through Career Ready Internships, 200 in the JET programme and 345 engaging with MCR Pathways.

The Edinburgh Learns professional learning offer has skills as a core component of the Teachers' Charter. The PL is structured to offer an introduction webinar, self-led professional learning and a final reconnect session. Between August 2022 and May 2023 28% of CEC teaching staff have engaged with skills professional learning. All probationer teachers attend the introduction webinar



Sustainability

Schools are continuing to work towards meeting the targets contained within the Edinburgh 2030 Climate Strategy – delivering a net zero, climate ready city. Colleagues from two primary schools and one secondary school shared their journey in developing whole school practice in Learning for Sustainability at a Head Teacher Conference in January 2023, encouraging colleagues to consider and evaluate their own practice in this area. A Learning for Sustainability Twitter page has been created which shares practice in Outdoor Learning, Global Citizenship and Sustainable Development Education in Edinburgh schools as well as highlighting practice and policy nationally, internationally, and globally. A network has been created for sustainability champions in school to have regular opportunities to come together to hear key messages, information, to collaborate and share practice. Seven secondary schools participated in the Edinburgh heat

of the Scottish Schools' Hydrogen Challenge organised by Ballard. Edinburgh enjoyed great success in the national finals with a group of pupils from Boroughmuir High School taking first place and a group of pupils from Leith Academy taking third place. A number of colleagues in Education and CLD participated in Climate Fresk training and Train the Trainer CLPL which will support them in facilitating workshops for colleagues and learners next session to support a greater understanding of issues associated with climate change.

Next session, a new action plan will be created which will align with the new National Action Plan published in June 2023. Staff will be supported to ensure that they have a whole school approach to providing Learning for Sustainability experiences as an entitlement for all young people and that their work encompasses the four Cs: Curriculum, Culture, Community and Campus. Significant investment into this important area will ensure that every school has a dedicated leader of Learning for Sustainability who will have dedicated weekly time to develop the approaches being undertaken. Climate Fresk training will be



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available for staff and P6-S6 pupils to develop their knowledge and understanding of climate change. Further opportunities will be provided for schools to collaborate and share their practice with others, providing supportive networks and encouraging staff and learners to learn with and from one another.

Leadership

The Edinburgh Learns Leadership Framework sets clear expectations for schools to develop leadership at all levels. We continue to seek ways in which we can strengthen our leadership pathways. Across the city, senior, middle and Aspiring Leadership programmes were well attended and received positive evaluations. Of the 3 full model HMIE inspections that have taken place this session and which assess Leadership of Change, 1 school was graded as Excellent, 1 as Very Good and 1 as Good.

Analysis of schools' standards & quality reports, over a 3-year trend, Leadership of Change (QI 2.3) average self-evaluation

Sector (1.3)	2020-21	2021-22	2022-23
Primary	4.1	4.1	4.0
Secondary	4.2	4.2	4.1
Special	3.9	3.7	3.9

We continue to review our model to support and develop leadership skills within our schools. This session our coaching professional learning offer was well attended and included an extended course which offered GTCS professional recognition. 100% of respondents felt that the course had extended their knowledge and skills in this area, enabling them to effectively adopt this approach in their school. Additionally, our Quality Improvement Team delivered training to further the skills of leaders in key areas such as Quality Assurance and Tracking and Monitoring. This was further supported by carrying out Coaching in Context to enhance the confidence of school leaders in this area. The expansion of our leadership support included the appropriate completion of

the newly developed Self Assurance Framework. 94% of respondents in a recent survey felt that this training had been helpful. All newly appointed or acting HTs have taken part in the CEC Head Teacher (HTs) Induction programme and all substantive new headteachers are currently enrolled on our Leadership for Equity programme. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme which will enable them to meet this standard within the required timescale of 30 months.

1+2 Languages

Schools have continued to engage with the national policy for languages which aims to build language skills to participate fully in a global society and economy. The policy has now reached its year of full implementation and associated Scottish Government funding to local authorities has come to an end. All mainstream schools now offer a second modern language with all secondaries and most primaries also offering at least one third modern language. The range of languages offered has increased in some schools, as we have begun to build our Heritage Languages provision. This session we piloted on-line provision for Higher and Advanced Higher Mandarin, through the Digital Consortia, and worked collaboratively with partner organisations to support a pilot for Polish GCSE. Both initiatives proved successful and the offer will be built on further in session 2023-24. Overall SQA presentations and awards have increased, although there has been a slight decline at Higher and Advanced Higher levels. Teachers have been supported to access high-quality professional learning opportunities through the Open University and SCILT, Scotland's National Centre for Languages. Our in-house professional learning offer has been aligned to Edinburgh Learns and involved close collaboration with partner SEIC local authorities. We continue to use extensive partnership work to enhance the learner experience, seeking creative solutions, including the use of digital, to mitigate the effects of BREXIT.

Learning Together (Parental Engagement and Involvement)

2535 parents and carers participated in the National Parental Involvement and Engagement Census in March 2022 with parents and carers from 83 of the 89 Primary schools, 9 of the 11 Special schools and 22 of 23 our Secondary schools taking part. The survey was issued to parents and carers when national health and safety guidance prevented them from entering school buildings.

Participant data shows that 81% of the parents and carers who completed the survey are female, 86% white and 83% between the ages of 35-54. Responses

to the question:- *Overall, how satisfied are you with how the school engages you?* 58% of CEC respondents were satisfied/very satisfied; 21% were neither satisfied or dissatisfied; 21% were dissatisfied or very dissatisfied. This is in line with National data which reported 59% of respondents as satisfied/very satisfied.

An analysis of the Census and our actions/next steps was shared with Head Teachers in April 2023. Almost all schools have used a Local Authority survey, and other data-gathering tools, to obtain feedback from parents/carers to improve their practice. In June 2023, Head Teachers evaluated the impact of parental engagement on learners as part of their performance review within How Good is Our School (Version 4) Quality Indicator 2.7 Partnerships within their school's Standards and Quality Reports. This data shows that class visits, information sessions and events for parents and carers have been well attended. Parents' and carers' voices have had a direct impact on school improvement, including anti-racism work, outdoor learning improvements and collaborative events. Parents and carers have been involved in running clubs and volunteering in school to support learning and extra-curricular activities. Feedback from parent/teacher meetings was positive with parents/carers reporting that sessions helped them to have a better understanding of their child's learning and next steps.

An increased range of digital solutions have been used by all schools to improve parental engagement in children's and young people's learning. Centrally co-ordinated parenting programmes for targeted families continue to be delivered in schools including:- PEEP Learning Together online sessions, Incredible Years, Read, Write, Count Initiative, Triple P and Teen Triple P training. The capacity and skills of school staff and partners to support parental involvement and engagement has improved. During session 2022-2023 staff from 40 early years centres and primary schools took part in Edinburgh Learns Learning Together professional learning which supported practitioners in their use of self-evaluation evidence to effect change in an aspect of the Learning Together Framework. .

Impactful practice was shared and celebrated at a Learning Together Celebrating Success Event in June 2023. Feedback gathered was positive and captured how attendees would take learning forward in their own settings.

Learning Together training was delivered to probationers and modern apprentices on the importance of building partnerships with parents and carers to support their children's learning and raise attainment. Joint delivery of training sessions for Parent Council chairs and members of Parent Councils with Connect continue to provide support for Parent Councils. A handbook and a Buddying programme has been put in place to support new post holders.

Next steps:-

- Build on partnerships developed to include parents and carers in school renewal planning, including PEF spending and reducing the cost of the school day.
- Develop Learning Community/ Cluster Links across Parent Councils.
- Promote parental involvement for each Edinburgh Learns Board.
- Use the Locality Meetings to share the Board's outcomes and progress
- Update the Learning Together Framework.
- Trial the interactive pictorial representation with parents and carers
- Devise an interactive pictorial representation for schools.

Play for Learning Project:

Almost all Primary Schools are engaging with play pedagogy within Primary 1 and some beyond. We at the end of year 2 of the 3 year strategic project. The baseline data from the start of the project identified a number of barriers: low adult:child ratio, lack of understanding of play pedagogy, cost of resourcing continuous provision, meeting the needs of children working in more than one language, meeting the needs of children with ASN, structure of the school day, assessment and moderation.

To ensure success, the Early Years Quality Improvement Team are working in partnership with Education Scotland. The guidance for schools has been

revised in line with Realising the Ambition, additional resources to support including an environment tool and a Play moderation cycle have been developed. A digital platform where resources can be easily accessed and practitioners can collaborate is well established. The membership of the Teams platform has increased this session from 497 to 786 members. An additional Early Years Practitioner (EYP) has been allocated to all primary schools to support play, ensuring that high quality work is in place and moderated consistently across all centres and schools.



Evaluations from this session have shown:

Senior Leadership Teams (SLT) perception of staff confidence has grown, with 69% rating confidence levels of staff 4 or 5 out of 5 in 2023 compared to 58% in the baseline in 2021. While this represents a positive shift, we also believe that this represents staff and leaders gaining a greater understanding of the demands of play pedagogy, and potentially offering a more considered view. SLT confidence has increased too, from an average of 3.8/5 to 4.06/5. The average HGIOS self-evaluation figures sit at 4.23, rising from 4.08 in 2021. In recent HMIE inspections play has been highlighted as a strength. 64% of SLT responded that they allocate per capita budget to resource their primary 1 provision. A high-quality environment is crucial to the success of this approach, and we will use this information to support schools moving forward.

947 children took part in our child voice survey. From this, 97.4% reported that they enjoyed Primary 1. Some key areas were highlighted as less successful from the point of view of learners in primary 1: 26% of children reported that they 'don't like' or 'don't' play with adults, 27% reported that the 'don't like' or 'don't have' a home corner, and 26% of children reported that they 'don't like', or 'don't have' a block play area.

The evaluations will inform the strategic plan for year 3.

Associate Headteachers

We have continued to augment the network of experienced and skilled Head Teacher Associates (HTAs), including Raising Attainment HTAs who have helped to shape the strategy for closing the poverty related attainment gap. In session 2023-24, HTAs will lead the Edinburgh Learns strategy and contribute to updating Policy and Guidance.

Transition Teachers

The role of Transition Teachers across our 23 Learning Communities has continued throughout session 2022-23. The focus has been on providing targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. Best practice has been shared through our Headteacher Conferences and the Transition Teacher network.

Learning Communities

Collaborative Improvement

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. Learning communities are part of our much wider Scottish educational system including cultural and business partners, independent sector, higher and further education and Regional Improvement Collaboratives.

Learning Communities are required to take a collective, place-based approach to the management of Finance for Equity (for example Strategic Equity Funding and Pupil Equity Funding) by pooling resources. This will result in economies of scale as well as reducing the risk of services being duplicated. 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 link directly to 'the Edinburgh Imperatives'

- Maximising Attendance Education
- Closing the Poverty Related Attainment Gap in Literacy and Numeracy
- Accredited Pathways
- Improving Health and wellbeing

Learning communities were invited to submit a bid to secure an allocation of Strategic Equity Funding to supplement the work of the Learning Community. Criteria for successful bids were

- Based on needs analysis
- Clear outcomes for learners to close the poverty related attainment gap
- Effective innovative practice
- Demonstrates a best value approach
- Considers current assets available, including Pupil Equity Funding

Learning communities who have been allocated funding are required to report on the impact on outcomes for learners throughout the session. The

process of formulating the bids has proven to be a powerful lever for collaboration across learning communities.

Gaelic Medium Education

Provision for Gaelic Medium Education (GME), in line with the City of Edinburgh Gaelic Language Plan (GLP), aims to provide high-quality, immersive learning experiences for children and young people, aged between 1-18 years. We are currently working on the next iteration of the GLP. This session, over 60 families have regularly attended our 0-3 provision and we have delivered GME to 40 children in the nursery, 394 in primary and to 170 secondary learners. There has been a focus on supporting children to regain fluency and confidence with Gaelic language across our settings, following the negative effects of COVID 19. We have improved the acoustic in most learning spaces in the primary school and the refurbishment of the Old Janitor's House is now complete. This will provide a home for 0-3 sessions and additional capacity for the school. GME secondary provision successfully transferred to the refurbished Darroch annexe, with the majority of GME teaching now taking place in the building. This has given a new home to our secondary GME community and is enabling the strengthening of a Gaelic ethos and vision. The staff team, now led by a dedicated GME Depute Head, deliver nine out of sixteen subjects through Gaelic in the BGE and offer an expanded choice of subjects through Gaelic in S3. JGHS won the National Education Award for Secondary GME provision this year. The Capital Gaelic officer and network has extended the range of opportunities for learners to engage with Gaelic language and culture beyond school, which have included contributing to the National Library of Scotland' first bilingual exhibition.

Learning Estate Expansion

Edinburgh's Learning Estate Strategy (September 2021) supports the development of learning environments through the 10 Scottish Government Guiding Principles for Learning Estate. Within this is a focus on the 5 core learning estate themes for Edinburgh of Teaching and Learning, Inclusion, Community, Sustainability and Digital. It sets out the vision for learning environments to inspire and innovate while supporting creative and collaborative practice with flexible spaces to meet the needs of communities. Developed in

line with the strategic objectives of the Council, new learning environments should support and facilitate the delivery of excellence in learning and teaching.

Throughout the 22/23 session, work has continued to raise the profile of Edinburgh's Learning Estate Strategy across the Council and to embed it in the strategic future planning of CEC assets. The document has been at the core of informing and guiding further CEC policy to support the development of the Learning Estate, including:

- developing a High-Level Principles document from the Secondary School Strategic Brief.
- development of policy to support community access to schools.
- a review of our Secondary School estate and capacity methodology
- providing Design Teams with a clear vision from which to start planning new builds, extensions and refurbishment.
- Coordinating inspection of school grounds to ensure the continued safety of fixed play equipment.
- engaging with key stakeholders to plan the infrastructure requirements arising from any development of Gaelic Medium Education.
- supporting the retrofit of the Council's school buildings to meet Net-zero aspirations.

A number of schools recently delivered have been shortlisted for building awards. Frogston, Victoria and Canaan Lane Primary Schools and Castlebrae and Queensferry High Schools have been highlighted as examples of best practice in the provision of innovative learning spaces to improve experiences for learners, with Castlebrae winning the award for Inspiring Learning Spaces at The Learning Places Scotland Conference, November 2022.

There is significant investment in our Learning Estate across the City and recently completed projects include:

- new Nursery provision at Nether Currie, St. John Vianney, St. Mark's, Granton and Craigentiny Primary Schools.
- establishing Forest Schools sites at Costorphine Hill, Cammo Estate, Queensferry and two within Craigmillar.
- the provision of additional classrooms for Echline and Castlevie Primary Schools,

- a 12-classroom extension for Boroughmuir High School.
- new PE and sports facilities for Trinity Academy within the new Bangholm Outdoor Learning and Sports Centre.
- the refurbishment of the Darroch Annexe for James Gillespie's High School.

Projects that are in progress or advanced stages of planning include:

- Pennywell MacMillan Hub (including Early Years provision) under construction.
- a new Nursery, Library and Community room at Ratho.
- a new Newcraighall Primary School.
- a new Maybury Primary School, under construction and due for delivery August 2024.
- a new Currie High School, under construction and due for delivery December 2024.
- a new Liberton High School, with construction due to start summer 2023 and completion by September 2025.
- a new Wester Hailes High School with refurbishment of Community facilities (main enabling and decant works for school to start summer 2023).
- an extension for The Royal High School (delayed but due to be delivered during the 2023/24 session).
- developing a strategy for the delivery of new school infrastructure to support city expansion in the West of Edinburgh.

In addition to the projects listed as complete or ongoing above, work has started on early engagement and consultation on:

- future secondary school provision for Queensferry and Kirkliston, including consultation on a new Kirkliston High School.
- expansion of Castlebrae, Craigroyston and Craigmount High Schools.

- a new Primary School for Greendykes.
- a new St. Catherine's Primary School

Next Steps

- Continue to embed and raise the profile of Edinburgh's Learning Estate Strategy as part of Edinburgh Learns for Life.
- Continue to develop our Strategic Briefs for different school/learning settings and involve key colleagues and stakeholders in the process towards Committee approval.
- Continue to review the capacity of our Learning Estate in the context of rising rolls and increased demand for school spaces.
- Continue to develop the operational strategy for new Community Hub School builds (with specific reference to both the new Currie and Liberton High Schools).
- Develop a Consultation and Engagement Strategy to support future projects.
- Develop a process for Suitability Assessments at every school.

Outdoor Learning

To reflect a renewed national focus on Outdoor Learning (OL) and its core role within Learning for Sustainability (LfS), the Edinburgh OL Self-Evaluation and Improvement Toolkit was launched. This aims to support schools in achieving regular, relevant and progressive OL experiences for all learners and provide substantial support to a whole-school approach to LfS. The Toolkit will allow the Council to better identify and share good practice and measure/monitor City-wide OL improvements. This unique resource is a collaborative project between the Council's schools and the OL Team.

In 2022/23, about 17,100 pupils undertook visits requiring enhanced planning involving overnight stays, remote locations, adventurous activity and/or more hazardous environments. This is an 88% increase compared with last year (effective pandemic recovery), which represents significant work by schools. The

Council continues to invest in an OL Team with the necessary breadth and depth of technical expertise to provide guidance, approve visits and build capacity.

High quality career-long professional learning (CLPL) is vital to improving staff confidence and skills. The OL Team delivered CLPL to about 1205 educators in 2022/23. Sessions included teaching and learning e.g. primary and secondary probationers; excursions; wider achievement awards; staff wellbeing and the Lowland Leader Award.

The Council secured a unique subscription to Love Outdoor Learning for all schools until June 2024. This provides free access to high quality curriculum resources and support. About 51% of schools accessed this resource within 3 months of the launch (March 2023). The OL Team has embedded this resource within the Toolkit and will monitor and develop its impact.

The Council continues to value the importance of relevant high-quality residential visits within a whole-school progressive approach to OL. This is evidenced by operating its own residential centres; Benmore and Lagganlia. About 5885 pupils attended Benmore and Lagganlia in 2022/23. Schools continue to achieve an impressive 90%+ attendance rate (last data point - March 2023). Satisfaction rates remain extremely high with 100% of evaluation returns agreeing visits were a success.

'Our visit was incredibly positive from start to finish. It was amazing to see how resilient our young people were when faced with new challenges and how much they supported and encouraged one another during activities. The experience strengthened our relationships as a P7 team, enabled new friendships to be formed and countless new skills to be developed. Both our learners and staff team were left feeling inspired to go outdoors and try something new!' Group Leader – visit to Benmore Outdoor Centre

Other direct delivery experiences include the ongoing targeted Epic Adventures programme (about 1300 participants) and numerous Duke of Edinburgh's Award expeditions.

The OL Team and Additional Support for Learning Service worked collegiately to recruit an additional support needs (ASN) outdoor instructor. The instructor worked with 40 ASN pupils via one-to-one or small group support through the flexible pathways approach. A good example of in-house provision delivering significant impact. For example, one school reported 85% of the group demonstrating significant increases in pupil confidence, sense of belonging and communication skills.

2023/24 priorities include embedding the Toolkit and its contribution to Learning for Sustainability; launching a renewed Learning Together CLPL offer; increasing direct delivery capacity e.g. Epic Adventures; offsite visits policy and resources renewal incorporating equity, equality and environmental sustainability; and further embedding Benmore and Lagganlia residentials into the curriculum.

The Duke of Edinburgh’s Award (DofE)

Monitoring showed the total awards started and completed increasing again in 2022/23 to return to approximate pre-pandemic levels. Awards started or completed by disadvantaged young people also continued to recover. Young people contributed about 10,442 volunteering hours to support their local communities.

2020 – 2023 Bronze, Silver and Gold Awards

	23 Jun 2020 to 22 Jun 2021				23 Jun 2021 to 22 Jun 2022				23 Jun 2022 to 22 Jun 2023			
	B	S	G	Total	B	S	G	Total	B	S	G	Total
Total Awards Started	554	143	73	770	962	420	76	1458	1087	376	109	1572
Disadvantaged Awards Started	155	22	11	188	192	66	8	266	238	53	16	307
Total Awards Achieved	41	42	19	102	317	105	26	448	552	118	26	696
Disadvantaged Awards Achieved	10	5	1	16	59	17	3	79	91	15	1	107

The Outdoor Learning Team will focus on continuing to improve general and disadvantaged completion/achievement rates. This includes developing two DofE Action Zones to focus support and develop partnership working to accelerate progress in two areas of Edinburgh; Wester Hailes and Craigroyston.



Active Schools

Active Schools supported 970 extra-curricular activity sessions each week across the school estate. All schools run extra-curricular activities, of which 750 were free to the participant and were delivered by teachers, parents, local club coaches, students and senior pupils. There were totals of 581 deliverers, 495 of which were volunteers. 74 senior pupils enrolled in the Leadership Academy. Active Schools recruited 42 Young Ambassadors this year from S4 and joined the 44 S5 pupils who were ambassadors the previous year. The Young Persons Sports Panel was introduced this year and we have successfully recruited 12 young people to be a part of this panel. 76 schools attended the Games @ the Hub event which took place over 2 locations, with just over 3,000 pupils attending over the 2 events.

Active Travel

Over 50 schools delivered bikeability levels 1 and 2 training with over 3,300 children receiving lessons. 4 Special schools were involved in this. Funding from smarter choices smarter places allowed our Bike4Ever programme to continue with focused groups of children in Castlebrae and Broughton learning to plan and navigate trips to local areas.

Community Sport Hubs (CSH)

The addition of a Community Sport Hub Manager to our staffing team has been instrumental to a shift towards a strategic approach which involves strong partnership work to tackle specific social issues in identified areas. Interventions are planned in 5 focus CSHs in areas of high deprivation (Wester Hailes, Pilton, Leith, Craigmillar and Liberton). CSHs aim to provide opportunity for identified groups by targeted projects through sport which supports the physical, mental and social wellbeing of participants.

Curriculum Swimming

90 primary schools participated in curriculum swimming in 2022/23 with over 5000 pupils in P4/P5 receiving lessons.

Quote from primary HT "The swimming has worked really well this year - thank you so much for all your organisation and giving the pupils such a positive

experience. The swim gala was a huge success for us and many of those that attended included it in their yearbook as one of their best memories from P7."

Three courses were provided, attended by over 50 school staff who have now been trained in the NRASTC Award which qualifies them as a lifeguard while teaching swimming. More courses are already planned for next session.

Physical Education

The launch of the new PEPAS (Physical Education, Physical Activity and Sport) approach was a great success with over 70 staff attending a conference on a Friday afternoon in May. The approach looks to transition pupils from one school stage to the next, and into the community providing them the opportunity to follow their passion in physical activity or sport.

Sports Development

Successful programmes in football, rugby and racquets have been successfully run by our Sports Development team and the full sports academy resumed operations in badminton, cricket, girls football, hockey, girls netball, rugby and volleyball/beach volleyball.

Music

The Instrumental Music Service (IMS) and Youth Music Initiative (YMI) together deliver free music in all mainstream and some special school for pupils from P1 – S6. IMS is offered from P4/5 – S6 and YMI from P1 – P6 in mainstream schools and up to S6 in Special Schools

Since the drop in numbers during Covid, IMS recovery has been steady. By June 2023, pupil numbers had increased from 3,245 in 2021/22 to over 4,656 with the number of SQA IMS pupils also recovering well. The SIMD profile of IMS broadly reflects that of the city as a whole.

YMI delivered whole class lessons in 2022/23 to 22,195 pupils, exceeding pre-pandemic numbers of around 21,000 pupils. This increase was achieved despite a delay in funding, Lessons were delivered in 5 week blocks to all primary schools with blocks of lessons and bespoke projects in Special Schools. In 2022/23, classes in 90 primary schools and 11 special schools have benefitted from YMI provision as follows.

- Early level: 188
- First level: 473
- Second level: 164
- Special Schools and ESB classes: 46

'A brilliant addition to our class timetable, and we would relish any opportunity for this experience again. Our class loved our YMI music sessions, they were delivered in a very engaging way with lots of patience and understanding of children's additional needs, making it a very inclusive session.' (Primary class teacher)

In 2022/23, our priority was to re-build ensembles, choirs, bands and orchestras at school, learning community and city level. This was achieved with the first concert since 2019 taking place in December 2022. Over 300 pupils from schools across the city participated playing and performing to a high standard. This was a real success as the senior and experienced pupils had left school since the last concert. Younger pupils had little or no previous ensemble/orchestra experience.

Our next steps are to ensure Wider Achievement and SQA awards in music are gained by pupils living across all deciles in the Scottish Index of Multiple Deprivation. We will also introduce an Arts Award for pupils participating in YMI programmes in 2023/23. A further priority for 2023/24 is to address some of the inconsistencies in the allocation of instructor time to schools.

APPENDIX 2

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EDUCATION RENEWAL AND IMPROVEMENT PLAN 2021-2024 (YEAR 3)



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Introduction

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

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

Our data tells us that the persistent poverty-related gaps in attendance, attainment and wellbeing have a real chance of being narrowed more quickly if we continue to improve the skills of our staff, either as leaders or those who work directly with children. The Teachers' Charter and forthcoming Support Staff Charter remain our key drivers for success, however we are also now including curriculum reform to ensure that pathways are relevant and hold equal esteem.

The revised Education Improvement Plan set out on the following pages details the expectations for staff

in schools and learning communities in the final year of this 3-year cycle. It incorporates revisions to the National Improvement Framework, as well as our Edinburgh Imperatives.

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

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

Edinburgh Imperatives and School Improvement Planning Themes 2023-24 are :-



Edinburgh learns for life

Our vision

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

Our mission

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

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

Our goals

Transform

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

Connect

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

Empower

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

Key school actions

NIF1: Improvement in attainment, particularly in literacy and numeracy

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

Action number	Action	2023-24
1.1	Ensure teaching staff complete the Edinburgh Teachers' Charter	
1.2	Revise School/Learning Community Teaching, Learning & Assessment Policy including Quality Calendar, in line with authority guidance	
1.3	Develop (authority) BGE Tracking and Monitoring system	
1.4	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	
1.5	Improve Professional Learning Skills in mathematics – CfE Second Level	
1.6	Implement Edinburgh Learns Digital 2.0 Strategy	
1.7	Revise the Authority Literacy Strategy, including approaches to the teaching of Writing	
1.8	Revise Early Years Literacy & Communication policy in line with authority guidance	
1.9	Revise Early Years Numeracy and Mathematics policy in line with authority guidance	
1.10	Extend Developmentally Appropriate Pedagogy through 3-18	

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

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

Action number	Action	2023-24
2.1	Ensure school leaders and staff attend Leadership for Equity	
2.2	Revise Attendance Procedures	
2.3	Develop and implement Support Staff Charter	
2.4	Review and Deliver Inclusive Practice Training	
2.5	Update EL Assessment & Moderation framework (care experienced, those living in poverty, learning through play)	
2.6	Implement or embed Nurture Training	
2.7	Refresh City of Edinburgh Equity (Poverty Proofing) Framework	

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

- We will ensure equality for all children with protected characteristics
- We will improve the provision to meet the needs of all young people
- We will learn outdoors

Action number	Action	2023-24
3.1	Revise GIRFEC Policy, Procedures and Training (inter-agency)	
3.2	Revise local authority policy to prevent and respond to bullying and prejudice in line with new national guidance	
3.3	Embed Tackling Racist Incidents guidance	
3.5	Revise School/Learning Community Outdoor Education policy	
3.6	Evaluate Wellbeing Bases in Secondary Schools	
3.7	Revise Relationships, Learning and Behaviour Policy (Included, Engaged & Involved)	
3.8	Develop appropriate pathways for all learners as part of the Team Around the Learning Community	

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

- We will develop strategic plans to meet the objectives of the City Vision 2050

- We will review curricular pathways to ensure coherent development of skills
- We will take a learner-led approach to develop a curriculum, and local learning provision, which fully considers interests, passions and ambitions of children and young people

Action number	Action	2023-24
4.1	Align curricular pathways across learning communities to ensure progressive skills development	
4.2	Develop plans for learning for sustainability	
4.3	Develop Transitions Guidance for learners, including those with additional support needs	
4.4	Publish Edinburgh Learns for Life Learning Strategy and Routemap	
4.5	Implement Wider Achievement Framework	

NIF5 : We will place the human rights and needs of every child and young person at the centre of education

- We will review curricular pathways to ensure equalities and rights are evident across all pathways
- We will review the curriculum to include learning for sustainability including environmental integrity, economic viability and the need for a just society
- We will align pathways to provide parity and fairness for all learners
- We will ensure young people's voices have a more strategic impact in Policy and Decision- making

Action number	Action	2023-24
5.1	Review Curriculum Rationale & Pathways to ensure equalities and children's rights, needs and wellbeing are secured	
5.3	All schools develop a Learning for Sustainability plan	
5.3	Ensure children and young people's views inform change and improvement in schools, settings and at Council levels	
5.4	All schools provide opportunities for children and young people to lead learning, change and improvement	

Edinburgh Learns for Life Boards

During Session 2023-24, Head Teachers will chair the majority of the Boards to further develop empowered systems leadership.

Teaching,
learning and
assessment
(including Digital)

Wider
Achievement

Leadership

Learning together

Inclusion

Equalities

DYW (Pathways)

Sustainability

Rights

Equity

Health and
wellbeing

Teacher
Professionalism

Improving Quality
in Learning

Finance

Staffing

Learning
Estates

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Education, Children and Families Committee

10am, Tuesday, 5 September 2023

Learning for Sustainability

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note response to the seven action points from the motion on Learning for Sustainability.
 - 1.1.2 Note the Standards and Quality Report (Appendix 1) which evaluates the work carried out in Session 2022-2023 and the newly created Action Plan for Session 2023-2024 (Appendix 2).

Amanda Hatton

Executive Director of Children, Education & Justice Services

Contact: Lorraine Budge, Quality Improvement Education Officer

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Learning for Sustainability

2. Executive Summary

2.1 This is a report which details the work carried out in schools to develop Learning for Sustainability. It also responds to a Motion by Councillor Burgess requesting a report on how Learning for Sustainability including the climate and nature emergencies can be developed and enhanced. Some actions were noted as part of the motion and addendum that could be taken at Council level:

- *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.*
- *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.*

3. Background

3.1 Learning for Sustainability is a key component of Curriculum for Excellence, is an entitlement for learners and is a core part of teachers' professional standards. It supports the development of knowledge, skills, and values at the heart of the curriculum's four capacities and provides a vehicle for promoting and working towards the UN Sustainable Development Goals.

- 3.2 Learning for Sustainability is a cross-curricular approach which weaves together Global Citizenship, Sustainable Development Education and Outdoor Learning.
- 3.3 Every school is expected to develop a 'whole school' approach to delivering Learning for Sustainability experiences, supported by leadership at all levels.
- 3.4 Every practitioner, school and education leader should demonstrate Learning for Sustainability in their practice.
- 3.5 School buildings, grounds and policies should all support Learning for Sustainability.
- 3.6 A new [Learning for Sustainability Action Plan for 2023-2030](#) was published by the Scottish Government in June 2023. The main aims of the plan are to accelerate Scotland's progress in achieving the Vision 2030 goals and to realise the ambition of Learning for Sustainability being central to Scottish Education.

4. Main report

4.1 ***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.***

4.1.1 A Quality Improvement Education Officer (QIEO) has responsibility for Learning for Sustainability (LfS) as her strategic remit, which also includes school support. The QIEO leads the work of the Edinburgh Learns Sustainability Board and is also a member of the Council's Sustainability Board. The board meets termly to discuss and make decisions to support all schools in becoming sustainable learning settings by 2030. The revised Action Plan (Appendix 2) will inform the work of the board for session 2023-2024.

4.2 ***Including learning for sustainability and climate and nature emergencies in School Quality Improvement Plans.***

4.2.1 Learning for Sustainability has been one of the key priorities within the Council's Education Improvement Plan for three years (2021-2024). Schools are asked to ensure that this is reflected within their own school improvement cycles and plans. Learning for Sustainability champions will undertake the tasks from their dedicated school plan which has been created in conjunction with their school community.

4.3 ***Climate and nature emergency training for all Council teachers and staff.***

4.3.1 Opportunities will be provided for staff and pupils to develop an understanding of climate change education through participation in Climate Fresk training and/or training in Climate Ready Classrooms run by Keep Scotland Beautiful. Thirteen lifelong learning colleagues have been trained as Climate Fresk facilitators to support the rollout of climate change training.

4.4 Set up a short-life working group to consider and bring forward proposals to enhance learning for sustainability and net zero.

4.4.1 A short-life working group was established, and two meetings were held to take forward the actions from the Motion. This working group will now align with the LfS Board. Meetings will take place every eight weeks and will provide an opportunity to update on the progress being made by schools and with the action plan for session 2023-2024. (Appendix 2)

4.5 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.

4.5.1 In session 2023-2024 a more directive approach has been taken with schools to take forward LfS. This includes setting up a network of LfS champions with ring-fenced time. As part of the network, champions will be supported to consider and evaluate how effective their current practice in Learning for Sustainability is and to identify next steps to support further improvement. This information will provide baselines in confidence levels, strengths, and development needs of schools. They will share best practice and celebrate progress at the end of the session.

4.6 Create a sustainability and net zero project officer post to assist the QIEO and support development of learning for sustainability in schools.

4.6.1 It was agreed that there would be much bigger impact by enhancing this budget and sharing among all schools to raise the profile of LfS and to ensure that it is an integral part of the curriculum. As agreed by their Headteachers, two LfS champions have also been given additional time to support the QIEO and the LfS Community of Practice Network.

4.7 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.

4.7.1 As stated, every school has an LfS champion who will become members of a Community of Practice (CoP). Communities of Practice are networks of senior leaders with strategic responsibility for a theme. There will be three focus areas for Learning for Sustainability: Exploring Sustainable Practices, Global Citizenship and International Education, and Outdoor Learning.

4.7.2 Being part of a CoP will provide regular opportunities for champions to come together to plan strategic improvement with their peers and to review the progress being made. Work which is developed through the Communities of Practice will be collated and shared with staff to support practice beyond June 2024. A conference will also be held for schools to share practice undertaken and will allow us to measure progress which has been made over the course of the session.

5. Next Steps

- 5.1 Schools will continue to self-evaluate their practice as part of the school improvement planning cycle, identifying strengths and development needs to further develop Learning for Sustainability.
- 5.2 The revised Action Plan for session 2023-2024 will guide further improvement in schools and will support practitioners and learners to develop their knowledge and skills, benefitting from high-quality Career Long Professional Learning and high-quality learner experiences.
- 5.3 Progress in schools will continue to be regularly evaluated at both school and council level with good practice being identified, celebrated, and shared to the benefit of all learners and practitioners.

6. Financial impact

- 6.1 Any cost regarding improvement work in Learning for Sustainability is carried out within schools. Some budget is being provided to schools for session 2023-2024 to allow Sustainability champions to be released for half a day a week.

7. Equality and Poverty Impact

- 7.1 Work undertaken in Learning for Sustainability involves schools in ensuring that Equalities, Poverty and Children's Rights are given a high profile. Some schools are making good progress in reviewing their curriculum to ensure that all of these entitlements are reflected throughout their curriculum, and it is anticipated that the number of schools in this position will increase over the course of session 2023-2024 due to the focused work being carried out and the investment being provided.

8. Climate and Nature Emergency Implications

- 8.1 Schools are continuing to work towards meeting the targets within the Edinburgh 2030 Climate Strategy, specifically focusing on:
 - 1.2 *Maximise opportunities to focus on climate change across our whole education system, all CEC, and other schools.*
 - 4.1 *Work with young people in schools and in communities, to embed a legacy of change, drawing on COP26 coming to Scotland.*
 - 4.2 *Maximise opportunities to use school buildings and grounds to engage young people on climate change, help reduce schools' emissions and increase their contribution to greenspace and biodiversity.*
 - 4.3 *Strengthen climate change within our curriculum.*
 - 4.4 *Deliver a hydrogen education programme and schools' challenge.*

9. Risk, policy, compliance, governance and community impact

N/A

10. Background reading/external references

- 10.1 Item 9.1 – Motion by Councillor Burgess – Learning for Sustainability and the Climate Emergency. Education, Children and Families Committee, 31 January 2023. ([Link to Agenda Template](#))
- 10.2 Addendum by the Green Group. Education, Children and Families Committee, 31 January 2023 ([Link to Appendix 6](#))
- 10.3 Scotland’s Learning for Sustainability Action Plan 2023-2030: "[Target 2030](#)" [A movement for people, planet and prosperity: Scotland's Learning for Sustainability Action Plan 2023-2030 \(www.gov.scot\)](#)

11. Appendices

- Appendix 1 Learning for Sustainability Standards and Quality Report for Session 2022-2023
- Appendix 2 Learning for Sustainability Action Plan for Session 2023-2024

Learning for Sustainability Standards and Quality Report

Session 2022-2023



Lorraine Budge
Quality Improvement Education Officer
July 2023

What did we do?

- Schools are continuing to work towards meeting the targets within the Edinburgh 2030 Climate Strategy – delivering a net zero, climate ready city plan.
- The Sustainability Board provides regular opportunities for colleagues in a variety of service areas within the council to come together and make decisions which will support all Edinburgh schools in becoming sustainable learning settings by 2030 and where Learning for Sustainability (LfS) is an entitlement for all learners.
- Some schools have begun curriculum mapping work to ensure that LfS is an integral part of their curriculum and that learners are receiving their entitlement in this area. This practice will be used to support schools who are about to embark on this important work next session.
- St Mary's (Edinburgh) RC PS, Carrick Knowe PS and St Peter's RC PS were all nominated for the Sustainable School Award in the Edinburgh Evening News Local Heroes Awards. St Mary's took first place and Carrick Knowe were the runners up. Their strong practice and journey in implementing a whole school approach in LfS was shared with Head Teachers at a conference held in January 2023. The Head Teacher from Boroughmuir High School also shared their work and journey. This provided a valuable opportunity for Head Teachers to consider and evaluate their own practice and to think about next steps required to be taken.
- Significant investment has been provided to support every school in releasing Sustainability champions for half a day a week next session to raise the profile of LfS within their school community and to ensure it is an integral part of their curriculum. Schools have been asked to produce a dedicated plan to detail and support this work taking place and have been supported by having an example plan to help inform and shape their thinking.
- An LfS Twitter page (@EdinburghLfS) was created to showcase and share practice in Edinburgh schools and settings as well as highlighting policy and practice nationally, internationally, and globally.
- There is now a Sustainability Champion in every school.
- A network has been established for Sustainability Champions to promote strategy and to share, promote and celebrate practice on a regular basis.
- Sustainability Champions have benefited from having resources and information shared regularly throughout the session to access Career Long Professional Learning opportunities and to support their work with colleagues and their learners in the classroom.
- A Microsoft TEAM has been created to share identified resources for all three tenets of LfS (Outdoor Learning, Global Citizenship, Sustainable Development) to support LfS Champions.
- An Outdoor Learning toolkit has been launched to support schools with their improvement planning and self-evaluation.
- A council wide subscription for 'Love Outdoor Learning' has been purchased for all schools to support practitioners in providing outdoor learning experiences within their school grounds, local community and beyond.
- An updated process to reintroduce overseas schools' visits was established to ensure that all visits are appropriate, safe, accessible, and relevant to pupils' educational needs as well as aligning to council priorities and minimising financial risks. Schools were also asked to explore different ways to reduce their carbon footprint and a carbon calculator was provided to support this.
- Seven Secondary schools participated in the Edinburgh heat of the Scottish Schools' Hydrogen Challenge. Two schools were unable to participate due to industrial action.
- Thirteen lifelong learning colleagues have been trained as Climate Fresk facilitators to support the rollout of climate change training in schools next session.

What was the impact?

- Learners in Edinburgh are benefitting from a wide range of Learning for Sustainability experiences including participating in circular economy activities, planting and growing food in school allotments and community gardens, planting trees, rewilding community spaces, learning about biodiversity in wildlife gardens, woodlands, and rivers, and participating in litter picking and clean up campaigns in their local community.
- Schools are working with a range of partners including The Green Team, Earth Calling, Sustrans, Ostrero, Water of Leith Conservation Trust, Positive Imaginings, Children's Parliament, Edible Estates, Tree Time, Edinburgh Greenspace, Rhet, Edinburgh Botanic Gardens to support them in providing learners with a variety of rich experiences within their school grounds and their local community.
- Almost all schools provide a residential experience for their learners and most Edinburgh schools visit either Benmore or Lagganlia Outdoor Centres.
- Some schools are participating in various award schemes as part of the work they are undertaking with learners including the RSPB Wild Challenge, John Muir Award, DofE, JASS, Hi5, RRSAs, Eco Schools etc.
- 19 schools (15 primary, 3 Secondary, 1 Special School) have submitted evidence of their Eco Schools work to Keep Scotland Beautiful to successfully renew their Green Flag this session.
- 17 schools (13 primary, 4 secondary) participated in "Live Lessons" provided by Keep Scotland Beautiful to support their climate education work.
- The S2 pupil team from Boroughmuir High School won the National Final of the Scottish Schools' Hydrogen Challenge at Aberdeen Science Centre.
- The S2 pupil team from Leith Academy took third place at the National Final of the Scottish Schools' Hydrogen Challenge.
- Most CEC schools have either registered or are undertaking work directly linked to Rights Respecting Schools. This session, 18 schools (16 primary, 2 secondary) have been awarded Bronze, 6 schools (5 primary, 1 special) have been awarded Silver and 4 schools (3 primary schools, 1 secondary) have been awarded Gold. 1 primary school has been successful in having their gold status reaccredited.

What are our Next Steps?

- Create a Learning for Sustainability strategy, framework, and policy to support all schools in becoming a sustainable learning setting by 2030. The strategy will include our vision for LfS in Edinburgh, support for staff in delivering the vision, resources available to support and details of partner organisations who can support and complement the work taking place in schools and settings.
- Targeted Career Long Professional Learning to build confidence and capacity in staff to ensure that LfS is an entitlement for all learners and to ensure a whole school approach is in place.
- Monthly meetings will be held for LfS champions to promote strategy, share practice, and support collaboration across schools.
- Climate Fresk and Climate Ready Classrooms training to be provided for staff and learners to support understanding of climate change.
- Conference and showcase event held to recognise, celebrate, and share practice across all Edinburgh schools.

- Encourage schools who are not currently engaging with RRSA to participate through sharing work and successes of other schools.
- Encourage schools to participate in projects such as 1.5 Max Project and British Council Guided Partnerships project to support collaboration with climate vulnerable countries.
- Establish an LfS partnership group with national and local partners to support schools with work being undertaken.
- Formally launch the Outdoor Learning toolkit for schools to support improvement work.
- Continue to promote that schools use sustainable forms of transport for any trips undertaken to support reducing their carbon footprint.
- Encourage schools to reduce their energy use and track their journey throughout the year.
- Continue to provide opportunities for staff and learners to develop their understanding of biodiversity and the benefits of rewilding.
- Continue to promote alternative green routes to school, college and work, e.g., cycle, scoot, walk etc.

Learning for Sustainability Action Plan – Session 2023-2024

Our work within schools aligns with the following actions identified within Edinburgh’s Climate Strategy which was published in December 2021:

- 1.2 Maximise opportunities to focus on climate change across our whole education system, all CEC, and other schools.
- 4.1 Work with young people in schools and in communities, to embed a legacy of change, drawing on COP26 coming to Scotland.
- 4.2 Maximise opportunities to use school buildings and grounds to engage young people on climate change, help reduce schools’ emissions and increase their contribution to greenspace and biodiversity.
- 4.3 Strengthen climate change within our curriculum.
- 4.4 Deliver a hydrogen education programme and schools’ challenge.

	Outcomes	Tasks	Measuring impact	Timescale	Progress
Curriculum – Leadership, Learning, Teaching, Assessment & Pedagogy	All schools will ensure that Learning for Sustainability is part of their curriculum.	-Sustainability champions will participate in self-evaluation session to ensure that their plan is robust, demonstrable and is supported by leadership at all levels.	-Baseline survey taken at beginning of session 2023/24 to determine confidence levels of school, strengths, and development needs. -Post survey responses will reflect progress made by schools at the end of session 2023/24.	-Baseline survey – September 2023 -Ongoing evaluation encouraged over course of session – data collected at various points -Post survey – June 2024	
	Sustainability champions will develop their knowledge and skills of planning for and delivering high quality LfS	-Provide support and guidance to schools, including making connections across the policy landscape including curriculum reform, UNCRC and	-Participation by Sustainability champions. -Self-evaluation activities will allow data to be collected to evidence progress being made.	-Ongoing monthly meetings throughout session 2023/204	

	experiences.	STEM. -Monthly meetings held termly will promote strategy, provide opportunities to share practice and support collaboration across schools.			
	All staff in Edinburgh schools will benefit from clear guidance.	-Create an LfS strategy, framework, and policy to support all schools in becoming a sustainable learning setting by 2030	-Sustainability Champions will form workstreams to produce materials which will be collated and shared with staff to support practice in LfS beyond June 2024	-Strategy, framework, and policy will be produced by June 2024	
	Edinburgh practitioners will be able to deliver high quality, rich curricular experiences for learners.	-Targeted CLPL will be provided to build confidence and capacity in staff to ensure that LfS is an entitlement for all learners and to ensure a whole school approach is in place.	-Staff reflections achieved through pre and post staff survey responses.	-Ongoing throughout session 2023-2024	
	Learning for Sustainability will be part of the curriculum in all Edinburgh schools.	-Recognise, celebrate, and share practice across all Edinburgh schools	-Conference and showcase event held either in person or online. -Presentations will be shared on an online platform to support further development of practice in future school sessions.	-May/June 2024	

			<ul style="list-style-type: none"> -Practice shared by schools will evidence work undertaken and the impact. -National and local partner organisations to share/promote work and collaborations through a marketplace. 		
Culture – Learner voice, UNCRC, ethos, relationships	Learners in Edinburgh schools will have opportunities to lead learning in their classrooms and beyond to support positive change.	<ul style="list-style-type: none"> -Empower young people to be drivers of change and lead change in their own establishments, local communities and beyond. -Climate Conference led by young people for young people to share work undertaken. 	<ul style="list-style-type: none"> -Learner views collected through discussions/surveys/participation in LfS activities at school and local authority level. -Evaluation of conference experience. 	<ul style="list-style-type: none"> -Ongoing throughout session 2023-2024 -Climate Conference in March 2024 	
	Learners and staff will highlight and share practice which is influencing change at a local level.	-Showcase of learner work undertaken through participation in 1.5 Max Project and British Council Guided Partnerships which supports collaboration with climate vulnerable countries	<ul style="list-style-type: none"> - Learner views collected. -Examples of practice collated and shared. 	-December 2023 and potentially again in March/April 2024	
	Participants will improve their understanding of	-Opportunities will be provided for staff and pupils to	<ul style="list-style-type: none"> -Evaluations obtained for training undertaken. -Examples of action plans 	-Ongoing throughout session 2023-2024	

	climate education.	develop an understanding of climate change education and encourage behaviour change, e.g., Climate Fresk, Climate Ready Classrooms	created shared to support good practice.		
	Increase Edinburgh schools participating in Rights Respecting Schools by 10%.	-Encourage and support schools who are not currently engaging with RRSA yet to participate through sharing work and successes of other school. -Encourage schools to create partnerships to support one another in achieving bronze, silver or gold levels.	-Gather practitioner views from sessions.	-Ongoing throughout session 2023-2024	
	Increase opportunities for learners to develop their awareness of "green" careers.	-Provide opportunities for S2 learners to participate in Scottish Schools' Hydrogen Challenge	-Evaluations of learner and staff participation in workshops and Edinburgh and National finals.	-March 2024	
Community – Place, partnerships,	Increase number of schools working with local partners by 20%.	-Establish an LfS partnership group with national and local partners to support schools,	-Gather feedback from schools and partner organisations. -Share practice being undertaken with schools and partner organisations.	-Meetings held regularly throughout session 2023-2024	

<p>families, local action</p>		<p>staff and learners with LfS work being undertaken. -Provide opportunities for partners to share work being undertaken and initiate opportunities for schools and partners to collaborate.</p>			
<p>Campus – Buildings, grounds, transport, energy and water use</p>	<p>Schools will develop their knowledge and skills of planning for and delivering high quality Outdoor Learning experiences.</p>	<p>-Formal launch of Outdoor Learning toolkit for schools. -Staff will have access to a 2- year CLPL programme to support improvement in Outdoor Learning experiences being planned and delivered for learners. -Significant focus will be on Leadership and Management to support schools with transforming their planning and delivery of Outdoor Learning.</p>	<p>-Case studies of work being undertaken in schools will be developed to share practice and support other schools.</p>	<p>-Formal launch in August 2023. -Ongoing throughout session 2023-2024 -Review of resource in March 2024</p>	

	<p>All schools should use sustainable forms of transport when planning trips.</p>	<ul style="list-style-type: none"> -Continue to promote using sustainable forms of transport for any trips to support reducing carbon footprint. -Schools able to make use of carbon calculator to support this. -Involve learners, staff and parents in making decisions to reduce travel distances and multiple “legs” of their journey. -Explore different providers and check out their “green” credentials. 	<p>-Gather feedback from schools to support continued progress.</p>	<p>-Ongoing throughout session 2023-2024</p>	
	<p>Edinburgh schools will take steps to reduce their energy use, carbon emissions and contribute to addressing the climate emergency.</p>	<ul style="list-style-type: none"> -Continue to encourage schools to sign up to Energy Sparks to support them in reducing their energy use, tracking their journey throughout the year. -Work with pupils from Currie PS and 	<ul style="list-style-type: none"> -Learners from Currie PS will create video and campaign which will be shared with all Edinburgh schools. -Track the number of schools signing up throughout the year. 	<p>-Campaign will be created in September/October 2023 and shared thereafter with schools.</p> <p>-</p>	

		CEC energy colleagues to create a council wide energy campaign and share work already undertaken in this area.			
	Edinburgh schools will support ecosystems being rebuilt within school grounds and local community spaces.	<ul style="list-style-type: none"> -Continue to encourage schools to create a rewilding space within their school grounds or local community spaces in conjunction with partners where possible. -Provide opportunities for staff and learners to develop their understanding of biodiversity and the benefits of rewilding. 	<ul style="list-style-type: none"> -Staff, learner and partner views. -Capture pictorial documentation of rewilding spaces to be shared with others. 	-Ongoing throughout session 2023-2024	
	Increase number of learners and staff walking, cycling or scooting to school and workplaces by 20%	<ul style="list-style-type: none"> -Continue to promote alternative green routes to school, college and work, e.g., cycle, scoot, walk etc -Continue to promote school involvement in 	<ul style="list-style-type: none"> -Gather feedback regarding improvements made in schools. -Gather feedback from Travel team. 	-Ongoing throughout session 2023-2024	

		<p>Active Travel campaigns such as WOW, Big Walk and Wheel, Big Pedal etc.</p> <ul style="list-style-type: none">-Encourage schools to participate in walking bus, bike bus initiatives to reduce car journeys.-Encourage schools to evaluate their school travel plans in collaboration with CEC Transport colleagues.			
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Education, Children and Families Committee

10am, Tuesday, 5 September 2023

Community Access to Secondary Schools – Transfer of management of non-sport lets to Edinburgh Leisure

Executive/routine
Wards

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the transfer of the management of non-sport lets in all secondary schools to Edinburgh Leisure.
 - 1.1.2 Delegate responsibility to officers to agree the timeline for the phased transfer of the service with Edinburgh Leisure.
 - 1.1.3 Request an annual report detailing the performance of sport and non-sport lets within secondary schools.

Amanda Hatton

Executive Director - Children, Education & Justice Services

Contact: Linda Lees, Interim Wider Achievement Service Manager

E-mail: linda.lees@edinburgh.gov.uk

Community Access to Secondary Schools – Transfer of management of non-sport lets to Edinburgh Leisure

2. Executive Summary

- 2.1 This report provides an update for Committee on the transfer of management of community access to non-sport spaces in secondary schools to Edinburgh Leisure.

3. Background

- 3.1 Since 2017, Edinburgh Leisure have managed community access to secondary school sports facilities.
- 3.2 At its meeting on [3 March 2020](#), Education, Children and Families Committee approved (in principle) the extension of Edinburgh Leisure's remit to include the management of community access to non-sport spaces in secondary schools.

4. Main report

- 4.1 Edinburgh Leisure have managed community access to secondary school sports facilities for over five years and through this period have developed a robust booking process and operational infrastructure that has seen usage and net income grow each year.
- 4.2 Given Edinburgh Leisure's expertise in the field of facility management and community access to schools, it is a logical next step to consider the transfer of non-sport lets in secondary schools to the ALEO.
- 4.3 Prior to the Covid-19 pandemic each secondary school was responsible for the management of community access to their non-sport spaces. There was a mixed scene across the city in terms of the level of non-sport community access in secondary schools, with an overview captured in the March 2020 report to this committee.
- 4.4 Post pandemic and removal of all restrictions, non-sport community access has been slow to return and is currently managed by a seconded Business Manager

who administers non-sport let requests for all secondary schools. At present, 7 secondary schools have non-sport lets taking place.

- 4.5 A sustainable management option is therefore required to bring non-sport community access back to pre-pandemic levels and grow this area of business to allow the public to access the fantastic facilities within our secondary school estate whilst increasing income.
- 4.6 The financial model for secondary school sports lets involves Edinburgh Leisure gathering all income, subtracting their costs, and returning the surplus to the Council. The amount returned in 22/23 (not including Wester Hailes High School) was £618k.
- 4.7 Edinburgh Leisure's operational model for sports lets has at least one leisure attendant at each school with a management structure to oversee and develop the service. Some schools, given their size and the amount of activity taking place, have two leisure attendants.
- 4.8 As part of their proposal, Edinburgh Leisure have identified 8 schools that they would want to manage as a phase one of transferring non-sport lets (Broughton HS, Forresters HS / St Augustine's RC HS, Leith Academy, Portobello HS, Gracemount HS, James Gillespie's HS, Balerno HS, Craigroyston HS). The above schools were selected based on historical and current income / usage, geographical spread across the city, optimising net income and scope for future growth.
- 4.9 For sites with only one leisure attendant, Edinburgh Leisure would increase this to two in order to support the increase in activity. Edinburgh Leisure would also require additional management and booking administration resource. The total cost would be approximately £120,000 per annum for implementation of phase one.
- 4.10 Edinburgh Leisure have developed a financial forecast based on 5 spaces available for use, 5 days per week charged at the Council's 23/24 midsize classroom rate. Edinburgh Leisure are also assuming 30% uptake in year 1 with ambition to increase this to 40% in year 2 and 50% in year 3. This model estimates a net income position (total income minus EL's costs) of £383k for phase one in year 1, £551k in year 2 and £719k in year 3.
- 4.11 Edinburgh Leisure have also proposed a management fee of 30% of the net income amount to cover other corporate resources that are not totally dedicated to the project but required in order to put in place the necessary infrastructure and manage through the first year of implementation e.g. Finance, IT, HR. If the above forecast was delivered – the management fee to Edinburgh Leisure would be in the region of £114k for phase one in year 1. The proposal of a management fee was also approved by Edinburgh Leisure's Board when the report in Appendix 1 was considered in May this year.
- 4.12 Edinburgh Leisure will keep a record of the corporate resource to ensure the 30% charge reflects the input from Edinburgh Leisure officers and this will be reviewed by both organisations on an annual basis.

- 4.13 Following review and analysis of phase one, Council and Edinburgh Leisure officers would determine the progression and timeline of future phases and all non-sport community access in secondary schools transferring to Edinburgh Leisure.
- 4.14 Edinburgh Leisure's forecast for net income (without deduction of a management fee) should all 23 secondary schools be transferred, and using the same model as phase one, is £892k in year 1, £1.3M in year 2 and £1.75M in year 3.
- 4.15 Edinburgh Leisure's Board at its meeting on 19 June 2023 confirmed support to progress the transfer of management of non-sport lets.

5. Next Steps

- 5.1 If approved by Committee, Council officers will work with Edinburgh Leisure to agree the timeline for the transfer. The anticipated start date for the transferred service is January 2024.

6. Financial impact

- 6.1 The service has an income target of £370K for non-sports lets. Under the current arrangement, of each school being responsible for the management of lets in non-sports spaces, the income in 2018/19 and 2019/20 was £264K and £285K respectively for all 23 secondary schools. Income for January – March 2023 was £17K for 8 secondary schools and is unlikely to increase above this level of activity in 2023/24 resulting in a budget pressure of approximately £300K.
- 6.2 The transfer of non-sport lets to Edinburgh Leisure should result in an increase of usage by communities and clubs and increase income to the Council. Estimated net income (including deduction of Edinburgh Leisure's management fee at 30% across all years) for phase one in year 1 (2024/25) would be £268K increasing to £386K in year 2 and £504k in year 3. This would reduce the existing budget pressure in year 1 and deliver the income target in years 2 and 3. Edinburgh Leisure will keep records of corporate resource required to support this service and the management fee will be reviewed on an annual basis.
- 6.3 If, following review and analysis of phase one, all 23 secondary schools were transferred, Edinburgh Leisure's estimate for net income (before any corporate management fee) in year 1 would be £892k rising to £1.75m in year 3.

7. Equality and Poverty Impact

- 7.1 The transfer of management of community access to non-sport spaces in secondary schools to Edinburgh Leisure will improve the consistency of access across the city. Facilitating access to these spaces through an improved service will reduce the need for individuals and groups to travel beyond their locality to deliver activities and programmes.

8. Climate and Nature Emergency Implications

- 8.1 Improving access to our secondary estate will be another step towards improving the efficiency of use of the Council's facility infrastructure and a move towards directing use towards our newer buildings and reducing the size of the Council estate. Along with the reduction in travel time and distance the transfer of service to Edinburgh Leisure will have a positive effect on net carbon emissions.

9. Risk, policy, compliance, governance and community impact

- 9.1 There is a degree of risk around the additional infrastructure required by Edinburgh Leisure to deliver the service and the calculations made on the projected income. This could lead to net surplus targets not being met and further pressures placed on department budgets.
- 9.2 Officers at the Council and Edinburgh Leisure would monitor the performance of the service closely and mitigate the risk by minimising the additional infrastructure until required.
- 9.3 Risk is also present in not proceeding with the proposed model in leaving secondary Business Managers to continue to oversee bookings. Inconsistencies of practice based on local decision making and workload could interrupt the ambitions to expand and maximise income.

10. Background reading/external references

- 10.1 [Committee report March 2020](#)

11. Appendices

None

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Education, Children and Families Committee

10:00am, Tuesday, 5 September 2023

Children's Services Improvement Plan Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 To note the positive progress made against the Children's Services Improvement Plan.
 - 1.1.2 To scrutinise those areas where progress is slower than planned and ensure effective mitigations are in place.

Amanda Hatton

Executive Director Children, Education and Justice Services

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Children's Services Improvement Plan Update

2. Executive Summary

- 2.1 Progress has been made in all areas of the improvement plan. In some areas there has been delay and this primarily relates to delay in getting key staff into post.

3. Background

- 3.1 The Executive Director led significant due diligence activity which resulted in a self-assessment and improvement plan which was shared as a B agenda with Committee on 27 April 2023.

4. Main Report

- 4.1 Significant achievements have been:
- 4.1.1 The establishment of a permanent senior team
 - 4.1.2 Recruitment of new social workers and team leaders. We now have 2 practice team vacancies where there were previously 24.
 - 4.1.3 Practice improvement and changes in residential care which are evidenced in inspection and the feedback from young people and independent advocates.
 - 4.1.4 Establishment of an audit programme which is demonstrating practice improvement.
 - 4.1.5 Launch of practice standards which brings clarity of expectation.
 - 4.1.6 Expansion of grow your own scheme – 7 people now being supported to qualify in this way.
 - 4.1.7 Establishment of complex cases panel to ensure senior manager oversight of our most complex children and young people.
 - 4.1.8 Independent Chair of the Child protection committee in post and providing external scrutiny and challenge.
 - 4.1.9 Data cleansing in preparation for Swift replacement challenging but in place.
 - 4.1.10 Project initiated for the creation of an integrated front door.

- 4.2 A number of the areas of the plan are amber because there have been delays in progressing key areas. This has been in the main due to it taking longer than anticipated to get new staff into post. There have also been some delays as more work than initially envisaged has been required in some areas. This is especially in relation to establishing robust data reports.
- 4.3 Whilst improvement is ongoing and there are many positives cultural and practice change of this magnitude is complex and takes time and there is still a significant journey to be undertaken. Some additions have now been made to the improvement plan to reflect this and they include: -
- 4.3.1 Consideration of the development and embedding of a recognised practice model.
- 4.3.2 Leading practice programme to be developed based on the leading for equity approach successfully used in schools.

5. Next Steps

- 5.1 The service will continue to drive the improvement agenda and learn through the process.
- 5.2 This will inform future steps and enable us to capitalise on best practice and build on our strengths in a way that makes the greatest difference for children and young people and their families.
- 5.3 The Improvement Board will have monthly progress reports against the improvement plan and will also receive audit reports. This will be managed under the Corporate Change Programme Board to ensure scrutiny by Corporate Leadership Team.
- 5.4 The Improvement plan will be a live document which drives improvement and where an area is deemed to be completed this will be added to the audit plan to ensure continued compliance.

6. Financial Impact

- 6.1 A report was submitted to Finance and Resources on [10 March](#) which detailed costs associated with temporary staff. An update on the Swift replacement and associated costs will be presented to Finance and Resources on completion of analysis, which should be October 2023.

7. Equality and Poverty Impact

- 7.1 The improvement plan ensures that we are meeting our statutory obligations to the most vulnerable children, young people, and their families in Edinburgh.
- 7.2 Our commitment is to ensure that Edinburgh is the best place to live and grow up.

- 7.3 We are securing connections with community planning partners, strategic partnership groups and the tackling poverty work, seeing poverty as the largest single cause for children and young people coming to the attention of statutory services.

8. Climate and Nature Emergency Implications

- 8.1 There will be no impact on this.

9. Risk, policy, compliance, governance and community impact

- 9.1 The focus of the plan is to improve the children and families social work practice and approach and ensure safety for our most vulnerable children.
- 9.2 It is recognised that children and young people live within families and communities and as such partners are key in driving forward any change agenda.
- 9.3 Whilst we seek the views of children, young people, and their families on an individual basis, we are eager to ensure we enter greater debate around family and community capacity building, codesign and production of services. This will be reflected in our three-year strategy.

10. Background reading/external references

- 10.1 None

11. Appendices

- 11.1 Appendix 1 Updated Improvement Plan

1. Ensuring Safety							Progress	
Review and Strengthen the front door								
Action	Lead	Start	End	Outcome	Evidence	Progress	Progress as 21st August 2023	Progress as of 22/08/2023
<p>Improve team working and develop a learning culture</p> <p>•Currently SCD provides a single point of access to the services that help keep children safe. As part of whole family support there is a need for greater emphasis on supporting and building resilient communities. There will be an increased focus on prevention, early help and asset-based community development working across all life stages.</p>	HOS Early intervention	1st April	Mar-24	Seamless early help offer in place and threshold document agreed by partnership	reduction in the number of needing social work support.	We have a partnership whole family support plan in place and are currently recruiting to the team	Permanent Head of Service in post as of 7th August. Integrated Front Door Project Implementation document now approved at CLT and project manager in place. Strategic and operational boards to be actioned. Partnership whole family support transformation post now recruited and in place. Early help coordinators and participation and business support posts to develop family information directory . Additional team leader post recruitment successful however 5 social work vacancies remain unfilled. Further recruitment in place and agency cover will remain to ensure capacity until recruitment is successful. New model is having positive reduction on work volume going to practice teams.	
<p>•Team to be physically co located with their managers and rota to build in time for team meetings and collaborative time.</p>	HOS Early intervention	Jun-23	Review September 2023	Better team cohesion and support	Reduced sickness improved morale	Additional capacity in the form of a bridging team and a new grade 12 put into the front door	Significant improvement in practice with tighter systems and processes in place. However still recruitment needed as evidenced above. Return to the office tied to wider organisational review of future of work questionnaire to ensure equity.	

•Office space to be re modelled to support collaborative learning and working if necessary	HOS Early intervention	Mar-23	May-23	As above	As above		In progress Strategic Asset Partnership Manager looking at collaborative work space. Police also requesting collaborative space. Some delay because of need to link to wider corporate property strategy which has now been agreed at P and S Committee	
•Working with Education needs to be better supported to ensure that all notifications from police can be effectively communicated to schools and capacity to deliver Girfec can be enhanced through a dedicated point of contact for education colleagues in schools and settings. Therefore an education safeguarding officer will be developed in social care direct.	HOS Early intervention -	Mar-23	Sep-23	Improved communication with schools and education focus in planning	Reduction in repeat referrals from schools, better use of team around the learning community	Post established in the whole family support team – currently out to advert.	Schools safeguarding post out for advert and recruiting. Weekly complex cases panel in place with social care and education to ensure information sharing for our most complex young people. Further work needed to ensure education are equal partners in IRD processes hence this is amber.	
•Development of reflective group learning offer to support team development and consistency of practice.	HOS Early intervention	Apr-23	Programme in place September 2023	Clarity in relation to what good looks like and a body of positive evidence	Case audit 85 percent adequate or above.		Practice standards in place which articulates what good looks like. Audit programme in place and beginning to evidence practice improvement - most recent audits showing all cases had assessment and management oversight. Learning loop from audit still needs to be embedded and further work required on understanding the data now being captured at the frontdoor - hence this is amber.	
Manager oversight from CEC manager on all case decisions in place	HOS Early intervention	1st March	On going	Consistency of decision making	As above	All actions now outcome by a manager	Additional team leaders now recruited. All actions outcomes by a manager. Audit will now be used to ensure this remains consistent	
•Case note type will be used for management oversight		1st April	Review effectiveness June 2023					
•Nothing will be closed or passed to a practice team without manager signing this off.	HOS Early intervention	Mar-23	Posts in place September 2023		All initial contacts screened in 24 hours All children have a chronology in place Initial assessments take place in line with practice standards	Bridging team have added another manager to the team so there are 2 managers in place which is providing additional support and supervision to the team. This post needed to be added to the structure as a permanent post and to provide progression	Completed HOS now in post as of 7th August. Practice change has happened and no child is closed without manager sign off. Audit programme will be used to ensure continued compliance.	

<ul style="list-style-type: none"> •2 additional staff to be added to the team in the short term to ensure that all contacts can be managed within the week on duty process. •The permanent structure of the team will be enhanced by 6 social workers and 2 student placements in addition to the current senior practitioners in place. This will be done from existing social work establishment as a stronger front door will significantly reduce the amount of work going through to practice teams. Initial data shows that currently only 8 cases per week are moving through. This data will need on going weekly monitoring. 	<p>HOS Early intervention</p>	<p>April 2023</p>	<p>September 2023</p>	<p>Children get a timely response which supports prevention.</p>	<p>Reduction in work going to practice teams</p> <p>No cases on a wait list</p> <p>Decisions making within 24 hours</p>		<p>Reduction in work going to the locality teams is</p>	<p>NE</p>
<ul style="list-style-type: none"> •Recruitment campaign which focuses specifically on the front door to be put in place to recruit permanent staff for both children's and adult services. This will include (and be an opportunity to test) :- 1.A new brand for social work in Edinburgh – Working for Edinburgh Children 2.Recruitment specific microsite 3.Open days with director input and an opportunity to meet potential colleagues and see the offices. 	<p>As above</p>	<p>Apr-23</p>	<p>Sep-23</p>	<p>Front door resilient and well-staffed</p>	<p>Reduction in cases which transfer to practice teams</p> <p>Reduction is staff sickness</p>	<p>Initial open day planned for 3rd May.</p> <p>Comms plan in development for revised campaign.</p>	<p>Successful recruitment at team leader level with high demand for these posts but 5 social work vacancies remain</p>	<p>-13%</p>
<p>Assessment pod in place as a test of concept model</p> <ul style="list-style-type: none"> •Pod is currently live and has reduced significantly the amount of work going through to the practice teams. •Weekly monitoring of this approach is now in place and an options appraisal report will be developed when the team has been in place for 12 weeks. 	<p>HOS Early intervention - Change project lead</p>	<p>Mar-23</p>	<p>May 2023 - formal review</p>	<p>Early support and assessment in place which links to community capacity</p>	<p>Reduction in work going to practice teams</p> <p>No cases on a wait list</p>		<p>The assessment pod has supported 269 children. All have been responded to in 24 hours and have had an assessment completed withing 45 days. Of this group 61 have needed support from the locality teams and 156 have required no ongoing support from social work the rest are supported short term by the assessment pod. . All children have been seen alone.</p>	

Weekly tracking data in place	HOS Early intervention - Change project lead	Apr-23	May 2023 - formal review	Better understanding of need and demand that can be used to inform commissioning and resource allocation	Weekly spreadsheet used at performance management meetings	Data pack developed and in place – beginning to demonstrate reduction in work being passed to the practice teams	11/08/2023 completed and weekly data now moved to monthly progress report from swift rather than weekly manual collection.	
Partnership Whole family support plan in place	HOS Early intervention - Change project lead	Feb-23	Dec-23	Children and their families get earlier support.	Reduction in children who need social work support Reduction in repeat referrals Increase in numbers of GIRFEC plans in place.	Plan in place and agreed by the partnership – funding secured and team out to advert.	Partnership transformation post now recruited to and will support Head of Service .	
Additional senior manager recruited •Interim manager in place to provide additional support •Grade 12 advert out week beginning 27th February •Interviews week beginning 27th March	Exec Director	Mar-23	Sep-23	Additional leadership in place to develop robust early support	Less children require social work support	Interim in post March 2023	Completed Permanent head of service in place 7th August.	
Options appraisal report to move to an integrated front door in place this to include :- -Review the existing contact centre arrangement Development of operational manual to embed consistency approach and thresholds applications -Development of integrated Front Door including Adult Social Care and stakeholders to enable collective decision making -Development of Social Care Direct practice and performance framework -Development of Assessment and Child in Need teams to ensure the children’s needs are assessed and identified at the earliest opportunity in order to provide appropriate support and intervention. This will help the service to reduce re-contact and re-referrals and avoid drift and unnecessary delay	Change Project Lead	Mar-23	Aug-23	Ensure we build our model based on best practice across the country	Report presented to CLT		Project initiation document agreed by Corporate Leadership team. Project manager in place. Project now being monitored as part of the Change Programme.	

<p>Full allocation model in place Review all current waitlist cases and allocate in line with need</p> <ul style="list-style-type: none"> •This is dependent on additional audit capacity 	<p>HOS Practice Teams</p>	<p>Mar-23</p>	<p>Jun-23</p>	<p>All cases on wait list have been allocated</p>	<p>Audit reports in place</p>	<p>we have identified a number of additional audit staff – 2 will start in March and will begin to audit waitlist cases in the north of the city.</p> <p>Senior manager has ensured all waitlist cases have management review and oversight and is working to full allocation.</p>	<p>Whilst caseload averages remain reasonable there is significant variation across the teams and individual team members. There are a number of staff members who have reduced caseloads due to ongoing health issues which will require more support. Additional resources are being moved to the assessment team to ensure children in need are supported in a timely manner. Initial referral discussions will now be managed in a dedicated team and those children needing an annual financial review of their kinship placement will also be supported by a dedicated resource.</p>	
<p>Cease dual allocation to team leaders and managers</p> <ul style="list-style-type: none"> •Current data on case numbers is inaccurate – exercise need to be undertaken to make this accurate. All teams have been asked to complete a data exercise to clarify numbers on current caseloads and the nature of the cases •This will then clarify the number of social workers required to ensure purposeful practice and manageable workloads (no more than 22 children and 15 for those in their first year post qualification) 	<p>HOS Practice Teams</p>	<p>Mar-23</p>	<p>May-23</p>	<p>No cases are allocated to a manager</p>	<p>Case load lists</p>	<p>A caseload exercise has been undertaken.</p> <p>Average caseloads are currently 14.5 based on the data provided.</p>	<p>There are still a small number of children allocated to team leaders but this is temporary as their new social workers are coming into post.</p>	
<p>Revise and re model current duty system leading to allocation by locality</p> <ul style="list-style-type: none"> •This is dependent on the completion of the assessment pod and caseload data identified above. •Working group with all levels of staff represented to devise the new model 	<p>HOS Practice Teams</p>	<p>Mar-23</p>	<p>Aug-23</p>	<p>Children have a social worker they are able to build a relationship with and not have to tell their stories multiple times</p>	<p>All children have an allocated social worker</p>		<p>Draft structure developed and managing change process about to be initiated.</p>	

Re allocate resource between teams to support capacity for full allocation – once the work above has been completed.	HOS Practice Teams	May-23	Sep-23	As above	As above		on track- additional staffing moving to assessment team to support early action and intervention.	
Case audits and QA								
Audit a sample of children on the CP register	CSWO	Feb-23	Mar-23	The quality of practice is understood and we are able to evidence continuous learning and improvement. We are able to identify and celebrate good practice	Audit monthly report Audit action tracker	Plan in place and audit activity re launched in Feb 2023. Moderation, tracking and learning plan needs to be established and embedded.	Completed - audit programme in place and quality assurance framework that includes self-evaluation being developed with managers for full rolled out in September .	
Audit a sample of edge of CP cases	CSWO	Apr-23	Jun-23	As above	As above		24/07/2023 - audit of all children with a CP plan completed and actions for children added to tracker for follow up.	
Audit a sample of CIN cases	CSWO	Apr-23	May-23	As above	As above		24/07/2023 completed and report completed - actions added to tracker for follow up	
Audit a sample of transition cases	CSWO	Apr-23	Jul-23	As above	As above		24/07/2023 completed and report completed - actions added to tracker for follow up	
Audit a sample of through care and aftercare cases	CSWO	Apr-23	Jul-23	As above	As above		24/07/2023 completed and report completed - actions added to tracker for follow up	
Audit sample of emergency reception into care	CSWO	Apr-23	May-23	As above	As above		24/07/2023 completed and report completed - actions added to tracker for follow up	

Monitor and coordinated support for the ESS/RES Consolidated Improvement Plan and the transition from targeted intervention to BAU	HOS Corporate Parenting	Aug-22	ongoing	Children and young people are able to be looked after locally in a placement that is stable and meets their needs.	Improvement board reports demonstrate on going improvement	Improvement board in place since to monitor progress. Reporting in place to each ECF committee. Who Cares give an external review from a child perspective and they are identifying significant positive progress. On going CI programme in place.	27/07/2023 Ongoing. There is also oversight provided to the Children's Services Multi-Agency Quality Assurance (MAQA). This includes service feedback as well as analysis and response to CI reports. Report to each committee on progress	
Develop a document and evidence library	Ops Manager	Apr-23	Jul-23	We have a library of good practice, an evidence base for all aspects of our self-assessment and improvement plan.	Document and evidence library in place and accessible.	Request made to add page to Orb and information being gathered for going live date.	In progress Quality Assurance Team are collating documents for next Inspection as part of inspection planning. Examples of good practice are being captured in audits and examples where possible are reported to committee in the business bulletin.	
SCIM team to take forward the next stage of the review of historic ESS cases	CSWO	Apr-23	Sep-23	Children who may have been subject to historic abuse in our care are supported to tell their story and all appropriate action has been taken	Review reports	External review of possible cases has been commissioned and this is linked to national enquiry. We are now working on a potential redress scheme.	work is ongoing but is delayed pending legal and insurance advice on options in relation to possible redress.	

Section 25 case review completed and improvement plan in place	CSWO	Feb-23	Apr-23	Ensure that children who are cared for but not on an order are in the appropriate place and all family / kinship options have been considered	Review report and action plan in place	Review now completed – child level planning in place – strategic governance systems being developed.	Initial review completed and plans in place for those children. Reviewing office manager has been continuing to review children subject to being looked after under section 25 . This co-hort of children are now to be tracked to ensure permanence planning is progressing.	
Implementation plan for full QA model in place – including each team having their own improvement and QA plan	CSWO	Mar-23	Sep-23	We have a robust understanding of the quality and impact of our practice.	Audit reports Each leader has their own line of sight plan Annual CSWO report	QA framework now developed. Launched with teams April and May for them to then develop their team plans.	Full launch in August and renewed self evaluation to be undertaken in October	
Children's Services and Justice Senior Management Teams will engage in the development of an annual programme of audit	CSWO	Mar-23	May-23	We understand the quality of our practice, have a learning loop in place and capture and build on best practice.	Annual plan in place Evidence of continuous improvement	Draft plan in place	Audit plan in place linked to Quality Assurance Practice Learning Framework, self-evaluation and supervision policy and procedure	
Review complaints process and resource and ensure learning from complaints.	CSWO	May-23	Sep-23	People are listened to, we learn from what complaints are telling us and any themes.	Learning from practice and reduced complaints		24/07/2023 Complaints being looked at regarding resource - QA team focus has been in relation to auditing , and so to change focus on learning from what children and young people are telling us about the service	
Self-assessment in place and agreed with partners	CSWO	Mar-23	Jun-23	Staff and partners are able to articulate where services are strong and what improvement needs to happen. They own the improvement	Self-assessment in place ratified through the partnership and frontline sessions. Each team has their own version of the self-assessment and plan.	Staff engagement and self-assessment events planned April and May.	24/07/2023 self-assessment planned in April and May moved to October given improvement plan and Launch of new ways of working / practice standards in August to ensure self-evaluation can provide more reflection of progress.	
Residential improvement plan								
•Current demand for placements is exceeding supply – emergency measures have been put in place to mitigate this and an ongoing placement sufficiency plan in development.	HOS Corporate Parenting	Mar-23	Jul-23	Children and young people are able to access placements that meet their needs locally	Number of children placed at a distance, placement stability is strong.	Weekly meetings in place – action plan re UASC, in place, governance systems in development, test project with housing in place. Capacity has now improved and enabled children to move back to the city. Tracking system now needs to be embedded.	27/07/2023 Agreement made to review the Senior Management Review Group (SMRG) that meets very second Thursday to review requests for Out of Authority Placements Review of Family Based Care Intake procedures has begun. The new process for care placements will be work flowed and recorded on SWIFT, allowing for reporting. The new process will require more detailed information regarding the reasons why care is required and what the exit strategy is to return the child to their family. Work to provide throughput of young people in our care is beginning to create capacity. As well as new strategies for supporting UASC population, we have also reviewed the use of our in house provision to better meet need. Numbers of children in our care, in out of area residential and in secure are safely reducing.	Children and families strategy to ensure all ch/yp can remain living in Edinburgh with their family or local community, with a plan to expedite ch/yyps plan to return to Edinburgh from out of area residential and foster care arrangements as safe and appropriate.

Supervision recording and improvement							
<ul style="list-style-type: none"> Case supervision to be recorded on a child's file in the specific case note tab so reporting is enabled. 	HOS Practice Teams	Apr-23	May-23	Drift and delay is minimised	Monthly report in place Annual supervision survey		Completed - supervision/ manger consultation tab added to swift. Practice standards rolled out which now has supervision case record recording.
<ul style="list-style-type: none"> Currently supervision focuses predominantly on staff welfare and not case management and case reflection. Leaders of practice across all areas of services need training and support to ensure effective supervision is in place. Therefore training will be commissioned and mandatory for all staff in a management role. 	CSWO	Mar-23	Oct-23	Managers are able to effectively support reflective practice and children get support that makes a difference and delivers positive outcomes.	Monthly report in place Annual supervision survey	SG Chief social work officer asked for support to identify effective development programmes in these areas.	Practice standards launched on 10th August contain requirements in relation to supervision. Supervision policy update is in progress and on track for launch date/ training in October . Corporate learning and development to support with supervision training
<ul style="list-style-type: none"> Supervision policy will be revisited to ensure all staff have at least monthly supervision with those in their first year in practice at least fortnightly. Supervision policy will be revisited to ensure all staff have at least monthly supervision with those in their first year in practice at least fortnightly. 	CSWO	Apr-23	Aug-23	As above	As above		24/07/2023 Supervision policy update is in progress and on track for launch date and training in October .

Howden Hall options report in place to establish an emergency placement and intensive edge of care provision in place.	HOS Corporate Parenting	Jan-23	Jun-23	Edge of care and emergency resource is in place to prevent emergency admission to care which is currently 75%	Reduction in numbers in care and emergency placements.	Formal project in place as part of the change programme	27/07/2023 ESS is now closed as a Secure Unit. The Care inspectorate are indicating a timeframe of 6 months from conception to approval for the re purposing. Initial actions re Registration are in place and we expect a dedicated Inspector to assist us with Registration soon.	Ongoing
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2. Building a Platform for Success

Action	Lead	Start	End	Outcome	Evidence	Progress	
Establish a governance structure for this plan which includes an improvement board with an independent chair <ul style="list-style-type: none"> Independent chair appointed Board in place with care inspectorate and who cares as full members. Frontline practitioner board also in place with 2 seats on the improvement board. Consideration of Trade Union membership 	Service Director	Jun-23	Sep-23	Plan on track	Reports to IB	Requests for frontline board out. Existing IB in place for residential care.	Independant chair of the Child protection committee in post. Re formatted improvement board now managed as part of the change programme. Who Cares independent advocacy, Care Inspectorate and Independant Chair of CPC will all be members. Agenda planning meeting 28th August 2023.

<p>Establish and enhance improvement resource and office of CSWO</p> <ul style="list-style-type: none"> •Separate the CSWO from the Service Director post to provide additional capacity and also separation of quality assurance from the responsibility for practice management. •Review the capacity in the QA service given the needs in both adult and children’s services •Ensure an annual QA plan is in place 	Exec director	Mar-23	Sep-23	Ensure we have capacity in place to support social work improvement across adult and children’s services.	Report to Council	Agreement in principle in place report required to Council and then recruitment process. CSWO post currently being Jed - update June 2023 post agreed through full council and recruitment process in place - target for approval of appointment to September full council	Completed Recruitment process in place - final interviews 29th July 2023.	
<p>Recruitment campaign</p> <ul style="list-style-type: none"> •Develop a rolling annual recruitment plan for social work in Edinburgh informed by the work outlined above in relation to the front door. 	CSWO	May-23	Sep-23	Staff are able to make effective relationships with the people they work for which support change and positive outcomes.	Caseloads remain in tolerance – evidenced in weekly reporting.	Recruitment and retention short life group established	<p>There is now a recruitment program in place, and this is resulting in localised and central recruitment. With a rolling program of recruitment events held in collaboration with HSCP . Two held since April. We had 24 vacancies across the Practice teams - we now have 2.</p> <p>There is also a grow our own initiative in place with Implementation of the HSCP social work student hub, roll out to children's for next co-hort of students . We have recruited two full time Practice Educators to provide intensive support. They will take several final placement students each year and look to retain these students until they finish their course and join as social workers. First year students will also be taken, with final placements sought in the third sector in Edinburgh to again encourage recruitment into the workforce.</p> <p>We have successfully sponsored seven City of Edinburgh employees from across H&SC, C&F and CJ to undertake Post graduate Social Work Course beginning in February 2024. These successful candidates will return to Edinburgh council as social workers on completion of their course.</p>	

<p>Establish an effective communication strategy to support the re launch of social work in Edinburgh to include :-</p> <ul style="list-style-type: none"> •Weekly CSWO blog •Monthly newsletter for partners •Re-establish face to face pride in practice events •Establish a regular pattern of learning events 	Service Director	Jun-23	Sep-23	Staff feel informed and included	Feedback at events	Townhall events in place Comms development group in place.	weekly learning and development CSWO blog will be created once CSWO recruited in permanent position. training needs analysis and training plan to be developed by QA/ L&D. Development day held on the 10th August. Draft comms plan in place.	
<p>Develop a workforce strategy which includes actions to improve:-</p> <p>Student placements and joint appointments with universities (option to buy into the newly created HSCP Student Hub, or develop a city wide hub – centre of excellence that celebrates students and PE as part of wider Learning Culture).</p> <p>Recruitment – specifically development of a new brand for SW in Edinburgh, new advertisement and rolling recruitment process.</p> <p>Develop from your own qualification routes</p> <p>Induction – consider social work academy models used successfully in other local authorities.</p> <p>Career development – this is dependent on the structure review identified below</p> <p>Succession planning – as above</p>	Service Director	Jun-23	Nov-23	Stable workforce who feel included and supported to deliver effective outcomes for the people they serve.	Workforce data considered at monthly performance meetings	<p>Practice educator payments have now been increased to £1000 which has expanded the pool and is comparable with other Local Authorities.</p> <p>Pilot in place for Open University grow your own scheme and costings being developed for a wider scheme as interest in this is high.</p> <p>Initial interest for a post-graduation grow your own programme has seen 18 coming forward for 2 places.</p>	see above	

<p>Develop and begin working to practice standards</p> <ul style="list-style-type: none"> •Draft practice standards for consultation circulated 7th November •Working group in place •Standards launched •Review 	CSWO	Nov-22	May 2023 launch and review November 2023	As above	As above	<ul style="list-style-type: none"> •Draft practice standards for consultation circulated 7th November •Working group in place •Standards in final draft stage currently. 	Practice standards have been rolled out a development day with all managers and team leaders, and will continue to be embedded and monitored via quality assurance activities. Delay in launch as awaiting new service director and senior team coming into post.	
<p>Develop performance tracking and weekly reporting against the practice standards</p>	CSWO	May-23	Review November	As above	As above	As above	In progress and also looking at Scottish Government new data request. launch date	
<p>Enhance the use of swift to improve performance data and weekly reporting</p> <ul style="list-style-type: none"> •Re-establish the use of case note types •Team leaders to do a monthly recording check list on all files 	CSWO	Mar-23	Jun-23	Effective recording in place so children can understand their stories. Performance data to support improvement in place.	Performance reports in place	Casefile check list is in place.	On-going work with Data support and business support to ensure we have a data set to be able to monitor progress. Balanced with no incurred costs given move to new operating system which will provide improved data and performance reports.	
<p>Build a business case for swift replacement and delivery plan.</p>	Service Director	Jan-23	May-23			Full project plan in place as part of the Change Programme	The Business Case for the replacement system was approved at R&F on the 20th June 23. We will now move into the due diligence stage with the preferred vendor. Delivery plan for next steps to be devised, CGI need to be part of this and it will be discussed at SWIFT board replacement Model on 28th June 23. Further paper to be presented to R&F and full council Autumn 23 with plan to commence work with the new provider Jan24	

3. Owning the Change							
Action	Lead	Start	End	Outcome	Evidence	Progress	
Re launch social work with children in Edinburgh – all staff events to launch the new vision, standards, workforce support	Service Director CSWO	Apr-23	Nov-23	Clarity of role and ability to deliver effective outcomes for children	QA reports demonstrate continuous improvement and learning.	Initial launch events in the diary	Re-launch day held in August which was positive and regular bi- monthly sessions to be set up to ensure continued development.
Establish frontline practice boards and working groups	Exec Director	Mar-23	Jul-23	Clarity of frontline issues in place	¼ meetings with Exec Director and part of IB	Managers asked to nominate staff for the board	CSWO setting up Practioner Boards to ensure improved fontline practice issues.
Deliver the review of through care and after care	HOS Corporate Parenting	Mar-23	Mar-24	Young people get consistent support until 26	Reduction in the number of young people supported on duty.	Initial scoping paper in place	27/07/2023 Business Plan to advance an Organisational review of TCAC is near completion - this will be done when Mark Crawford returns from sickness on 07/08/2023. The Champions Board has reviewed what TCAC should be from a service users perspective and we anticipate co- design of the TCAC service.
Devolve budget holding to line managers	Service Director	Oct-23	Mar-24	Budget decision making is made closer to children to ensure more efficient use of resources	Budgets are managed without overspend	Work in place to clarify spend and impact in a number of areas for example, external placements.	Service Director reviewing budget and looking at proposals on track for Mar 24
Consult on structure review to ensure appropriate supervision ratios and capacity to have full allocation in place.	Service Director	Aug-23	Jan-24	Stable workforce who feel included and supported to deliver effective outcomes for the people they serve.	Caseload data Outcome data for children and young people		
Undertake a service review of out of hours	Service Director	Aug-23	Mar-24	OOH practice is good	Audits evidence good practice.		

4. Embedding and Innovating							
Action	Lead	Start	End	Outcome	Evidence	Progress	
Monthly audit and practice improvement cycle in place and evidence of impact, this highlights areas for review and innovation	CSWO	Mar-23	Ongoing	Continuous improvement in place – audit ratings improve month on month	Monthly report		manager and quality assurance team audit program in place and revised monthly report
Review of the rest of the residential estate to ensure we have access to placements which meet the needs of children to be cared for and then effectively move on from care.	Head of Corporate Parenting	Sep-23	Mar-24		Sufficiency strategy in place		Howden Hall being re modelled as an emergency reception into care offer. Revised pathway to ensure unaccompanied asylum seeking children are supported appropriately is in place. Consideration being given to re modelling another of the houses to support moving into independence.
Ensure an effective multi-agency contextual safeguarding policy, procedure including our response to children who go missing and child exploitation. Refreshed training / briefings.	Service Director	May-23	Dec-23		Audits evidence good practice.		Policy and Procedure being updated. Multi-agency discussions taking place in CPC.
Improved child focussed understanding of safe and together approach to domestic abuse - refreshed training/ briefings from audit findings	Service Director	May-23	Dec-23		Audits evidence good practice.		Refreshed training to ensure child is seen as a priority is being developed by L&D.

Education, Children and Families Committee

10am, Tuesday, 5 September 2023

Edinburgh Secure Services and Residential Estate Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the positive progress in the report and agree to further updates to Education, Children and Families Committee.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Steve Harte, Head of Corporate Parenting

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Edinburgh Secure Services and Residential Estate 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 April 2023.

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 Continue to deliver on the Improvement Plan; updates have been shared with members.
 - 3.1.2 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.
 - 3.1.3 Continue to report at each cycle the ongoing improvement work.

4. Main report

- 4.1 Following a review of children entering residential care in Edinburgh, we identified a significant number of children, around 75%, are accommodated on an emergency basis, including those in Out of Authority placements. We considered the range of residential care offered in Edinburgh, and visited other Local Authority Areas to understand how they addressed the issue of emergency placements. We concluded that the most effective and efficient model was to create an Emergency Reception House where we can expedite assessments of need, return children home where safe to do so, and match children into appropriate accommodation if required.
- 4.2 To create an emergency reception house, we engaged in consultation to look at whether Edinburgh should continue to have an in-house Secure Service or repurpose the building to deliver services differently making better use of our current provision. Edinburgh is the only local authority in Scotland that still delivers Secure Services in-house, all other local authorities, including Edinburgh (through

out of authority placements) procure specialist provisions on a needs basis. There has been a consistent reduction in the need for secure care within Edinburgh; in 2021/22 there was a 48% reduction in the number of children and young people entering secure care and a 33% reduction in the average length of time that children and young people are required to stay in secure. Alongside this, there was a 78% reduction in the use of out of authority secure care for Edinburgh's children. Previously analysis has indicated that outcomes for children and young people in secure are poor and there is a high likelihood of young people returning to secure.

- 4.3 A project group was set up which included representatives from HR, Education, Children's Services and other areas and support was provided by a Project Manager from Corporate Services. Several options were discussed and following lengthy consideration, a new model for enhancing and improving our facilities for children received into care in an emergency was agreed. This was completed on 30 June 2023. Secure Services is currently in the initial stages of being repurposed to an emergency reception house to manage children requiring accommodation in an emergency and minimise disruptions to the other residential houses.
- 4.4 The project group in their findings noted the benefits reported by other local authorities from having an emergency reception house which enables focus on early intervention and direct access to multi-agency/whole system approaches that will enhance the support on offer for family reunification. There are currently a number of different services across the city, delivering early and preventative intervention. Aligning these services enables a pathway which is better equipped to meet the needs of young people and their families, through support which will enable them to stay safely with their families and communities.
- 4.5 Feedback from consultations and discussions with professionals and young people has highlighted that we are not always delivering a clear pathway for emergency placements, by having an emergency reception house, this will alleviate the pressures when requiring to find a placement at very short notice, provide a leaner and more targeted approach to how young people are received into care and demonstrate Edinburgh's commitment to delivering the Promise.
- 4.6 As Secure Services operate at a reduced capacity due to restrictions, the introduction of an emergency reception house will provide an increase in overall placement capacity within the service. This will reduce the need for out of authority placements, and associated disruption for young people and their families. It will also reduce costs and as there will be no reduction in staffing numbers, alleviate some of the current pressures faced by the service to fill vacancies.
- 4.7 It should be acknowledged that prior to the decision to repurpose Edinburgh Secure Service significant progress was made improving the culture and practice within the Service which led to improved outcomes for young people. (See appendix 2 for details)
- 4.8 Whilst Edinburgh Secure Service is undergoing the required changes and adaptations required, the Improvement Plan for the remaining residential houses will continue to support improvement across the wider residential service.

- 4.9 Edinburgh Secure Service took part in the Evaluation of the Promise – Rethinking Restraint pilot. Learning from Edinburgh Secure Services involvement with this Pilot will be implemented within the repurposed emergency reception house and within all other houses across the service. All houses are working towards becoming restraint free and work on achieving this outcome will be guided by the learning from this pilot.

5. Next Steps

- 5.1 The Improvement plan will continue its improvement activity.
- 5.2 During the month of October as part of the Improvement Plan and quality assurance triangulation practice, there will be a focus on audits around staff supervision alongside the use and recording of restraints.
- 5.3 Managers recently met with the Care Inspectorate to give notification and discuss changes to registration; this could take around six months. The key benefit of making this application early will mean it will be allocated to a Registration Inspector who can carry out site visits and advise us on the Building Good Care Homes for Younger People Standards.
- 5.4 The project working group will undertake actions aligned to prepare for opening of the new emergency reception house and the Senior Manager is working closely with colleagues in Estates to discuss the logistics and costs associated with reconfiguration of the building.
- 5.5 Continue to report updates to the Education, Children and Families Committee on progress and a proposed opening date will be provided in due course. Elected Members will be given an opportunity to visit prior to the building becoming operational.

6. Financial impact

- 6.1 There are no financial implications.

7. Equality and Poverty Impact

- 7.1 There are no direct impacts on Equality and Poverty.

8. Climate and Nature Emergency Implications

- 8.1 By reducing the number of children cared for in Out of Authority placements there will be a reduction in the carbon footprint from families and staff travelling extended distances to visit children in care.

9. Risk, policy, compliance, governance, and community impact

- 9.1 The Quality Assurance Service have oversight of the Improvement Plan and support the Service to undertake the relevant improvements required.
- 9.2 Who Care's Scotland and the Care Inspectorate are members of the Improvement Board.
- 9.3 The Care Inspectorate undertake regular inspections of our houses. The outcomes of these inspections are used to help monitor the progress of the Improvement Plan.
- 9.4 There are no implications for existing policies of the council.

10 Background reading/external references

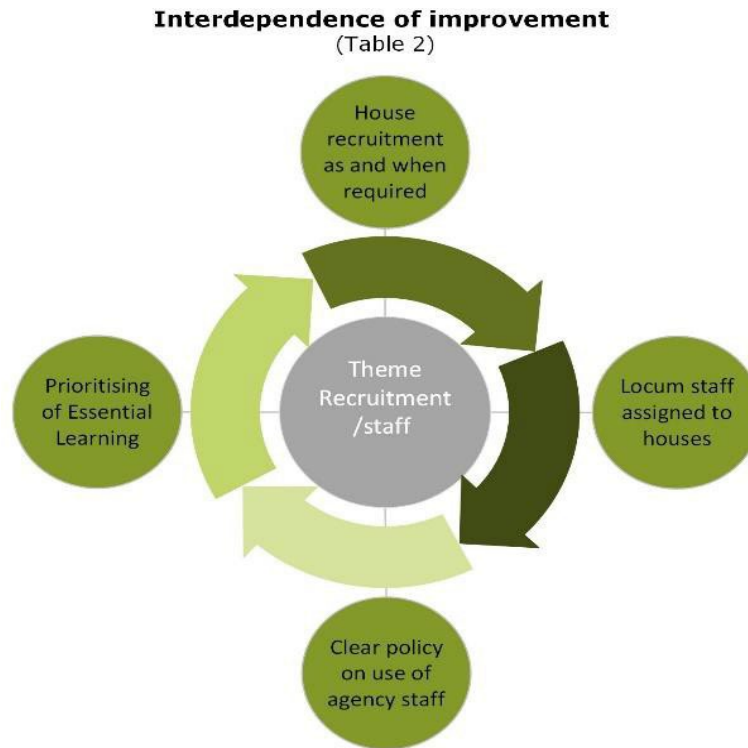
- 10.1 [Tuesday 15 November 2022](#)
- 10.2 [Thursday 31 January 2023 \(Pages 89-106\)](#)
- 10.3 [Thursday 27 April 2023, \(Pages 133-128\)](#)
- 10.4 [Helping to Keep the Promise that Scotland Must Strive to Become a Nation That Does Not Restrain its Children. Evaluation of The Promise – Rethinking Restraint Pilot. Report for Aberdour Child Care Trust and Kibble](#)

11 Appendices

- 11.1 Appendix 1 - Examples of interdependence of the improvement plan
- 11.2 Appendix 2 - Update on the 123 Milestones for the ESS and Residential Improvement Plan (RAG status)
- 11.3 Appendix 3 - Edinburgh Secure Service, Residential and short break Care Inspectorate grades

Appendix 1

Examples of interdependence of the improvement plan



Milestones across the improvement plan are interdependent on each other. Focusing on the theme recruitment provides a useful illustration of these interdependencies.

Historically recruitment of residential staff occurred as an annual citywide event. Since 2022, our residential managers recruit to vacancies as and when required. This allows for targeted recruitment including matching skill sets for their house.

Consequently, the size of the locum bureau has been reduced and locum staff are aligned to specific houses. This allows houses to provide effective supervision and support to locum staff whilst ensuring locum staff undertake essential learning and practice to the high standards we expect. This also enhances relational approaches with our young people as the number of staff involved in their care is minimised.

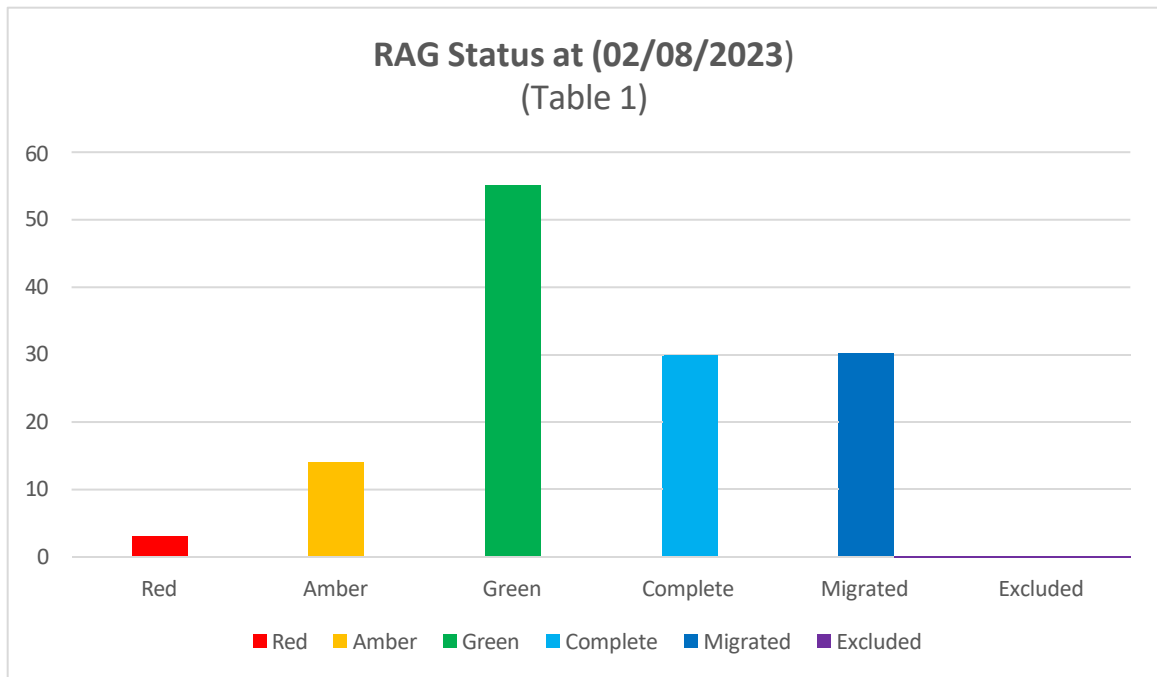
Agency staff are now only used when all other options have been considered. Procedures are in place to ensure all agency staff supplied to the council have the appropriate qualifications and are correctly registered with the Scottish Social Services Council (SSSC) to undertake work in residential childcare. There is an expectation that all staff working in houses will complete all the essential learning required to work in the field of residential childcare. An example of this is the prioritisation of staff completing Child Protection Training and training on the Allegations of abuse against members of staff.

The milestones that have been completed under this theme reflect the determination to safeguard and promote the wellbeing of our young people in our care by:

- recruiting the right people at the right time,
- reducing the number of non-permanent staff by aligning a smaller locum bureau staff group to houses,
- reducing the use of agency staff,
- and ensuring staff who look after our children have the right training and awareness to assist young people to develop into adulthood in a safe and nurturing environment.

Appendix 2 - Update on the 123 Milestones for the ESS and Residential Improvement Plan (RAG status)

- Overview of Improvement Plan milestones
- Completed milestones has increased from 22 to 29 since the last report.
- There has been a reduction of Red milestones from five to three since the last report.
- There has been a reduction of one Amber milestone, from 15 – 14 since the last report.
- There are two milestones which are now excluded from the Improvement Plan as these are aligned to Edinburgh Secure Services. They are still active and related to monitoring of CALM accreditation in secure staff group (this will switch to the same milestone covering all other residential staff) and a questionnaire for lead professionals to report on observed culture and dynamic. Now the service no longer operates as a secure house, these milestones are no longer relevant (for example single separation practice which does not occur in any other children's house).
- Seven milestones (1, 10, 19, 20, 21, 84 and 110) have been excluded from the improvement plan because they specifically related to Edinburgh Secure Service.
- Table 1.1 Outlines the RAG Status of the Improvement Plan as of 2 August 2023. The plan remains on track and there is confidence that progress is being made to improve the care we provide to our young people.
- Of the three red milestones (below), two relate to a wider review of Council Policies and Procedures (undertaken in another workstream within the Department, which is out with the control of the improvement plan), and one relates to the completion of complaints training by all staff (which has been impacted by staff absences). Team Mangers in houses are prioritising the completion of this training.



RAG Definitions explained.

Red: The milestone is in trouble/risk of failure and requires senior management intervention or actions required are out with the scope of the improvement.

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

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

Complete: The milestone tasks have been completed. There may still be ongoing assurance activity connected the milestone in-line with the project's quality assurance triangle.

Migrated: Refers to milestones that are duplicates

Excluded: A millstone which is no longer relevant because it was specific to ESS

Appendix 3

Edinburgh Secure Service, Residential and short break Care Inspectorate grades

The Care Inspectorate uses a grading system 6 (Excellent) to 1 (Unsatisfactory) when assessing our registered services against the themes,

- How well we support children and young peoples' rights and wellbeing?
- How good is our leadership?
- How good is our staff team?
- How well is our care and support planning?

An explanation for each grade is given on page 3.

Inspections are unannounced and each will focus on a different theme. The table below outlines the substantive grade for each house based on the last grading given from the Care Inspectorates for each theme.

House	Substantive Grade					Last Inspected
	<i>How well do we support children and young peoples' rights & wellbeing</i>	<i>How good is our leadership?</i>	<i>How good is our staff team?</i>	<i>How good is our setting?</i>	<i>How well is our care and support planned?</i>	
54 Oxfgangs	5	5	5	4	4	05/03/2020
Drylaw	4	3	3	4	5	23/03/2023
Heathervale	3	4	5	4	3	01/02/2023
Moredun	4	2	4	4	4	07/09/2022
Northfield	3	5	5	4	3	12/09/2019
Southhouse	2	5	5	5	4	23/12/2022
Seaview	5	3	5	5	5	21/01/2020
*Edinburgh Secure Service	2	2	3	3	2	30/05/2022
** Edinburgh Secure Services (Close support)	2	4	5	4	4	02/02/2023

*Edinburgh Secure Service is no longer a registered service; therefore, Care Inspectorate reports are no longer available online.

**Edinburgh Secure Service (Close Support) includes registration for Chalmers, Calton, and Alison House

Following inspection houses are required to provide the Care Inspectorate with an Improvement Plan outlining actions that will be taken to address identified areas of concern. As part of the ESS, Residential and Short Breaks Improvement Plan a Multi-

Agency Quality Assurance Group has been set up in Children's Services as part of this groups work going forward all Care Inspectorate Reports and associated improvement plan will be shared and reviewed by this group. This will provide high level management scrutiny and assurance the areas for improvements and requirements are taken forward in a timely manner across all our houses.

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Education, Children and Families

10.00am, Tuesday, 5 September 2023

Revenue Monitoring 2023/24 – month three report

Executive/routine
Wards

Routine
City Wide

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the estimated net residual budget pressure of £5.5m at month three.
 - 1.1.2 A further update report will be provided to Committee later in the year on the month six position.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Revenue Monitoring 2023/24 – month three report

2. Executive Summary

- 2.1 The reports sets out the projected month three revenue monitoring position for Children, Education and Justice Services, based on review of expenditure and income to end of June 2023, and projections for the remainder of the year.

3. Background

- 3.1 The total 2023/24 net budget for Children, Education and Justice Services is £449.5m.
- 3.2 This report sets out the projected revenue monitoring position for 2023/24, based on analysis of known pressures and mitigating savings identified to date.

4. Main report

Overall Position

- 4.1 Children, Education and Justice Services is projecting a net budget pressure of £5.5m at month three.

Forecast Pressures and Mitigation

- 4.2 Significant gross elements of pressure within the forecast include £3.0m in Children's Services for residential and secure accommodation. While numbers in external residential accommodation are decreasing this remains above budgeted levels and placement costs continue to increase.
- 4.3 Pressures of £2.5m are also forecast within Home to school transport, primarily reflecting the combined impact of growing service demand, contract inflation and shortfalls against previously approved savings targets. A further reduction of £6.0m in ringfenced Scottish Government funding for Early Years following the transition to a fully needs-based allocation methodology has contributed to in-year pressure of £3.5m. Shortfalls against approved savings of £0.8m are also reflected in the forecast.

- 4.4 At this stage, anticipated net mitigations across the wider service of £4.3m have been identified, comprising a £1.8m allocation from the £5m Council-wide inflationary contingency approved as part of the 2023/24 budget and £2.5m of non-recurring service underspends, resulting in an overall £5.5m residual pressure.
- 4.5 The Executive Director of Children, Education and Justice Services is fully committed to making all efforts to identify management action to reduce the projected net pressure.
- 4.6 A further update will be provided to Committee at the November meeting.

5. Next Steps

- 5.1 Work is ongoing to identify mitigating measures to manage financial risks and take remedial action, where any further adverse variances become apparent.

6. Financial impact

- 6.1 The report highlights a projected net budget pressure of £5.5m for 2023/24. This position is subject to active monitoring, management of risks and identification of further mitigation.

7. Equality and Poverty Impact

- 7.1 There are no direct relevant impacts arising from the report's contents.

8. Climate and Nature Emergency Implications

- 8.1 There are no direct relevant impacts arising from the report's contents.

9. Risk, policy, compliance, governance and community impact

- 9.1 There are no direct relevant impacts arising from the report's contents.

10. Background reading/external references

- 10.1 None

11. Appendices

- 11.1 None

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Education, Children and Families Committee

10am, Tuesday, 5 September 2023

Active Schools Thematic Review Findings

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through validated self-evaluation activity.
 - 1.1.2 Agree next steps at 5.1-5.4

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Active Schools Thematic Review Findings

2. Executive Summary

- 2.1 This report provides an overview of the findings of Active Schools Thematic Review which took place in May 2023. The findings from the review validated many identified strengths and confirmed areas for improvement. Actions will be reflected in the Active Schools Annual Plan for session 2023-24
- 2.1 Overall, Active Schools in Edinburgh is meeting the objectives set by sportscotland by encouraging more children to be more active, more often, particularly in areas of deprivation. Coordinators work closely with school teams to analyse and meet the needs of their communities. Tracking and monitoring of Active Schools uptake is effective in the majority of learning communities, however more could be done to track and monitor the wider achievement of individual learners to inform planning by Active Schools Coordinators. This will also ensure that tailored activities are provided which address some of the identified barriers to inclusion. In the best examples, schools integrated Active Schools into their learning culture and strongly promoted the opportunities available. The ASC (Active School Coordinator) had a high profile and visibility as a core member of the extended school team. In schools where the views of children, young people and their families were actively sought, activities were more relevant and there was a higher uptake.
- 2.2 Benchmarking across other major local authorities provided helpful information in continuing to embed the non-charging model and to learn of approaches taken to improve tracking and monitoring solutions. These will be followed up by the Wider Achievement Steering Group, along with the forthcoming publication of the Wider Achievement Framework

3. Background

- 3.1 sportscotland's national Active Schools programme supports the development and delivery of high-quality sport and physical activity opportunities to all children and young people. This is an established programme that has been operating for 16 years across all local authorities.
- 3.2 One of sportscotland's key commitments is to ensure Active Schools programmes are free for all children and young people. Providing free access ensures that more

children and young people can be physically active and realise the many benefits this brings.

- 3.3 Targeting provision to improve the uptake of physical activity requires clear needs analysis and tracking and monitoring across learning communities. A thematic review was undertaken to gauge the effectiveness of the delivery model. This included a review of the newly established 'free' model
- 3.4 To assist with the review a benchmarking exercise took place to compare the Edinburgh delivery model of Active Schools to that in other similar sized local authorities, and to identify areas of best practice.
- 3.5 Four Learning Communities were selected for analysis: Broughton Liberton, Portobello and St Augustine's. Selection was based on the four quadrants of the city with a mix of schools in different areas/demographics. The following Primary schools were visited: Prestonfield Primary School, St David's Primary School, St Cuthberts Primary School, Flora Stevenson Primary School, Granton Primary School, Towerbank Primary School, Royal High Primary School, Portobello High School, Liberton High School.
- 3.6 The people involved in gathering the data were as follows: Wider Achievement & Lifelong Learning Manager (Sport & Physical Activity); Quality Improvement Education Officer; Edinburgh Learns Senior Development Officer Equity & Closing the Gap Strategy; sportscotland Partnership Manager; Active Schools Manager; Community Sport Hub Manager; Development Officer (Community Sport Hubs); Critical friends from Local Authorities (Dundee, Fife & Renfrewshire); Active Schools Coordinators; Head Teachers / teachers / school staff; Parent focus groups and Pupil focus groups
- 3.7 Criteria for the selection of other local authorities included those of similar size in population to Edinburgh.

4. Main report

- 4.1 Appendix 1 "*Key Findings from Active Schools Thematic Review*" details the key strengths and areas for improvement for each of the core themes.
A summary of the main themes are included below:
- 4.2 Core Theme 1: How is Active Schools delivered across schools in Edinburgh?
Analyse the current Active Schools delivery model looking at its effectiveness in learning communities located in different areas/demographics of Edinburgh.
 - The understanding of Active Schools in our school communities.
 - Accessibility and sign-up for Active Schools
 - Meeting the needs of learners
- 4.3 Core Theme 2: The impact of the new delivery model in Edinburgh
Compare the Edinburgh delivery model of Active Schools to other similar sized local authorities including Fife, Aberdeen, Glasgow, Renfrewshire, Dundee and North Lanarkshire.

- What are the barriers to participation?
- What would reduce these barriers?

4.4 Core Theme 3: Tracking and Monitoring of the Active Schools programme

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.

- Do schools track the participation of young people in Active Schools activities?
- How is the participation of young people in Active Schools activities tracked? When is it tracked? By whom? How often?
- Evidence of best practice of Tracking and Monitoring Active Schools participation.

Appendix 4 describes some of the areas of good practice in Edinburgh with a series of case studies.

5. Next Steps

- 5.1 Revise and update the Active Schools Plan during session 2023-24.
- 5.2 Ensure the actions of the validated self-evaluation are reflected in the Active Schools Annual Report, included expected outcomes for session 2023-24.
- 5.3 Take forward actions from the Active Schools Integrated Impact assessment, see Appendix 2.
- 5.4 Publish and share the Wider Achievement Framework for schools

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 The Wider Achievement and Lifelong Learning Service (WA&LL) has ensured that addressing poverty and inequality is embedded across all the service areas.
- 7.2 Active Schools is strengthening its plan in partnership with sportscotland to ensure that sport and physical activity opportunities are accessible to our most disadvantaged children and young people.

8. Climate and Nature Emergency Implications

- 8.1 WA&LL staff are encouraged to undertake Climate Fresk Training, with several already having done so. At least 2 Development Officers are trained to deliver Climate Fresk Training to other colleagues, partners and young people.

- 8.2 Some online delivery during Covid was very successful. Teams are continuing online and/or hybrid delivery options where possible and where effective for learners, reducing the need for travel.

9. Risk, policy, compliance, governance and community impact

- 9.1 Engagement took place with Active Schools Coordinators, local authority representatives, senior leaders in schools (via focus groups and surveys), with young people, parents and carers from the schools visited as part of the review (focus groups).
- 9.2 The recommendations in the report do not impact on an existing policy of the Council.

10. Background reading/external references

- 10.1 <https://education.gov.scot/improvement/self-evaluation/HGIOS4>
- 10.2 <https://sportscotland.org.uk/media/8073/active-schools-report-national.pdf>
- 10.3 <https://sportscotland.org.uk/media/8078/active-schools-report-city-of-edinburgh.pdf>.

11. Appendices

- 11.1 Appendix 1 – Key Findings from Active Schools Thematic Review (draft)
- 11.2 Appendix 2 – Active Schools Integrated Impact Assessment
- 11.3 Appendix 3 – Local Authority Comparator Table
- 11.4 Appendix 4 – Active Schools Thematic Review Case Studies

Active Schools Thematic Review- May 2023 DRAFT



Section 1: Context and rationale

1.1 Context

sportscotland's national Active Schools programme is dedicated to developing and supporting the high-quality sport and physical activity opportunities for children and young people. Active Schools programmes take an inclusive approach and provide targeted opportunities where there is identified need, before school, during lunchtime and after school. This is an established and highly valued programme that has been operating for 16 years across all local authorities.

One of the [key strategic priorities for local authorities](#), set by sportscotland, was to “work with partners to provide accessible and inclusive opportunities for children and young people to be active in the schools and education environment and include work to ensure that the Active Schools programme is free for all children and young people by the end of this parliament. One of the key commitments in the 2021-22 Programme for Government was to ensure that the Active Schools programme is free for all children and young people, thus removing the cost barrier that means some children and young people cannot afford to take part. Providing free access will ensure more children and young people have the opportunity to be physically active and realise the many benefits this brings.”

1.2 Active Schools in Edinburgh

The Edinburgh Learns for Life vision is a fairer healthier greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. Active Schools in Edinburgh strongly articulates with this vision and the three related goals. **TRANSFORM:** We will provide inclusive, equitable valuable sport and physical activity opportunities. **CONNECT:** We will use a place-based approach to build collaborative and sustainable learning communities and networks where sport and physical activity will be more accessible. **EMPOWER:** We will co-create the environments where young people can lead and shape their own learning

1.3 Rationale for the Thematic Review

The Thematic Review of Active Schools sought to establish the effectiveness of the programme by sampling provision across a range of schools. The Review aimed to gather information on how well the program was meeting its stated aims of making more children, more active, more often, as well as targeting specific demographics, including children and young people living in areas of deprivation and improving access for children with additional support needs.

The review also sought information on the recent changes to the model of charging which had resulted in all activities being free to access. Some stakeholders raised concerns that the Active Schools 'free' model could disadvantage learners who were taking part in other extra-curricular activities.



Executive Summary

Overall, Active Schools in Edinburgh is meeting the objectives set by sportscotland by encouraging more children to be more active, more often, particularly in areas of deprivation. Coordinators work closely with school teams to analyse and meet the needs of their communities. Tracking and monitoring of Active Schools uptake is effective in the majority of learning communities, however more could be done to track and monitor the wider achievement of individual learners to inform planning by Active Schools Coordinators. This will also ensure that tailored activities are provided which address some of the identified barriers to inclusion. In the best examples, schools integrated Active Schools into their learning culture and strongly promoted the opportunities available. The ASC (Active School Coordinator) had a high profile and was highly visible as a core member of the extended school team. Gathering the views of children, young people and their families is crucial to ensuring continued success, and to tailoring activities of interest, as well as times and dates which suit best.

Benchmarking across other major local authorities provided helpful information in continuing to embed the non-charging model and to learn of approaches taken to improve tracking and monitoring solutions. These will be followed up by the Wider Achievements steering group, along with the forthcoming publication of the Wider Achievements Framework

Section 2: Findings

The findings were captured through focus groups and questionnaires. A parent survey was sent to all schools in the 4 learning communities. 223 responses were received. The 9 schools involved in

the field study were asked to organise pupil, parent and staff focus groups representing a range of involvement with Active Schools.

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

Core Theme 1 – How well is Active Schools delivered across schools in Edinburgh?

- Understanding of Active Schools in our school communities.
- Accessibility and sign-up for Active Schools
- Meeting the needs of learners

Strengths:

- All respondents spoke very positively about the Active Schools programme and how it has returned following the loss during Covid-19 pandemic restrictions.
- Almost all families are aware of Active Schools and a programme of activities is delivered in their school.
- Some schools have well established systems to develop, track and monitor impact of Active Schools programme in their school community.
- Almost all families are aware that there is no charge for Active Schools' activities and value this.
- The majority of families are aware that there is support to access clubs/activities through the Active Schools programme.
- The majority feel that the needs of learners is being met through Active Schools.

Areas for improvement:

- All schools and ASCs should ensure they have a mechanism to promote the role of Active Schools and engage all learners and families in the creation of a programme of activities which meets their needs, including for learners with additional support needs
- All schools and ASCs should track and monitor to ensure all learners are accessing activity beyond the school day; incorporating information from schools on access to and impact of wider achievement; consideration should be given to a Pupil Activity Survey combined with SEEMIS information to provide comprehensive data for ASCs on all pupils' activity levels.
- Schools and ASCs should ensure equity of access to the Active Schools booking system; ASCs should ensure that timing and availability of activities meets the needs of the school community they serve.

Feedback from Parents/Carers

Are you aware of the Active Schools programme? (0 point)

[More Details](#)

● Yes	195
● No	28



Is your young person currently participating in any extra-curricular activities offered through the Active Schools programme?

[More Details](#)

[Insights](#)

● Yes	106
● No	61
● Unsure	7



Feedback from Learners

Were you or your young person involved in deciding which activities would be offered by Active Schools?

[More Details](#)

[Insights](#)

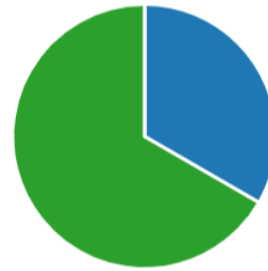
● Yes we were consulted	15
● No we were not consulted, the ...	91



Are you ever asked your views about what activities are offered? (0 point)

[More Details](#)

● Yes	3
● Sometimes	0
● No	6



Feedback from Staff

- The minute there was a free club, rates in clubs went up. The minute there is no charge, there is a positive difference.
- (free of charge) ... takes away the additional cost barrier for those with more than one child. Active Schools' offering is still the same programme, only limited by capacity/coaches/space in school. Tasters work well and senior learners from Secondary school leading sessions with support work well also.
- Online is fine - frustration is sessions fill up so quickly and a lot of learners miss out.
- Problems with bookings. Some families don't have the literacy/digital literacy levels. When it was paper, there was a higher rate of participation in our community. Parents need more support. Paper copies were easier to follow up when learners were slipping through the net and not accessing activity. Now it's harder for them to see who's not booking or trying to book.



Core Theme 2 -The impact of the new ‘no-charge’ delivery model in Edinburgh

- What are the barriers to participation?
- What would reduce these barriers?

Strengths

- In some schools the no-charge model was noted to have increased the willingness of learners to join clubs and try new activities, resulting in more inclusive activities
- Strong relationships have developed between ASC and school Senior Leadership Teams in the majority of schools
- In most schools, learners in the lowest SIMD are targeted by ASCs to be involved in Active Schools programmes.
- The increased access to free provision has resulted in more learners benefitting from Active School links to wider community opportunities with local partner organisations.
- Transition programmes are welcomed and are reported to make a positive difference to pupil confidence.

Areas for improvement:

- Continue to promote physical activity opportunities to all parents and children; consider alternative methods of communication that don't involve technology, and in different languages.

Active Schools Thematic Review

- Create a more consistent approach to the provision taster sessions so that children gain confidence in new activities/opportunities.
- Promote the social as well as the competitive aspect of physical activity.
- Enhance the connection between PE and Active Schools
- Review the application process for accessing clubs so that it is fairer.
- Continue to recruit high-quality volunteers and increase the number and range of activities on offer.
- Continue to target specific groups of young people including those with ASN and engage these groups in the decision making of activities offered.

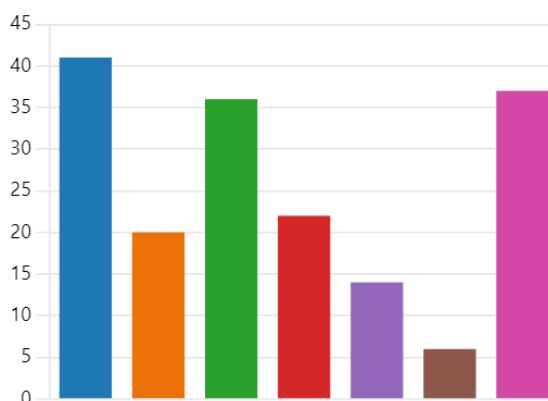
What are the barriers to participation?

A parent survey across the 4 learning communities had 223 responses. The main reason for non-attendance at Active Schools activity was 'lack of interest in the activities offered' followed by 'unable to attend at the times offered'. 'Other' reasons included: their friends weren't going; unable to get a space; lack of support for those with additional support needs. See graph below:

7. Please indicate any barriers which may have impacted on your young person's participation in the Active Schools programme.

[More Details](#)

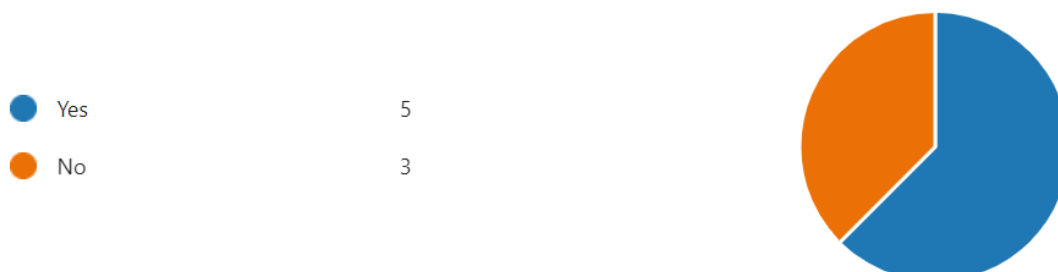
● Lack of interest in activities offer...	41
● Unaware of activities on offer	20
● Unable to attend at the times ac...	36
● Unsure how to sign up to activit...	22
● Concerns about costs involved	14
● No additional support provided ...	6
● Other	37



Parent feedback

Does the current free for participant Active Schools programme meet the needs of you as a parent?

[More Details](#)

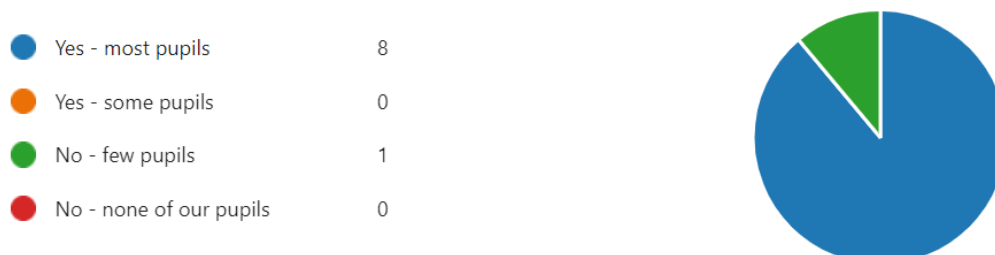


- Some parents were unaware how to sign up due to language/literacy/technology issues
- If they live far away from the school transport home can be a barrier for some pupils.
- The age differences in learners attending clubs puts some learners off.
- A wider range of activities would help increase participation.
- Communication – needs to be clear and simplified when a change takes place.
- If the family/parents are not active they are less likely to encourage their children to take part in Active Schools.
- More taster sessions can help encourage the inactive children.
- There is a lack of racial diversity and a need to encourage families from different backgrounds to participate in Active Schools.

Staff feedback

Does the current free for participant Active Schools programme meet the needs of the pupils in your school?

[More Details](#)



- Some young people have a difficult home life and need to feel safe to participate after school and then travel home themselves.
- There may be some cultural barriers including family inactivity, religious commitments after-school, negative attitude to staying in school after core hours, perception about the need to have high levels of core fitness
- Children in poverty are targeted where schools are aware.
- Some parents will not engage with any form of communication used by the school. There is a need to go out to these families and work with them to ensure their learners who are keen to be involved in Active Schools clubs get involved.

Learner feedback

(57 learners were involved in the 9 focus groups)

- Many learners enjoyed Active Schools clubs for; fitness, being with friends, having fun, doing an activity that you like, being healthy, enjoying teamwork, enjoying the support and encouragement of coaches, gaining experience and confidence, experiencing new challenges.
- Learners prefer a smaller age-range for clubs. When older children are in the club, the younger ones can feel intimidated.
- A lack of confidence in ability, or embarrassment can put some young people off attending a club.
- Some learners have other activities on after school and therefore can't attend the AS club.
- Some learners who have needs like ASD are reluctant to attend clubs.

Evidence of good practice: St Cuthbert's RC Primary School

Why Active Schools works so well at St Cuthbert's

- St Cuthbert's adopted a whole school approach with Active Schools embedded in the school ethos.
- The school benefited from the high profile and presence of the ASC in the school including; regular drop ins to check on clubs, meeting with the HT and HWB contact, delivery of assemblies and assisting with events and Bikeability.
- ASC put updates in the school family newsletter every few weeks, as needed.
- New ideas or projects are discussed with HT first. HT is supportive of Active Schools work, and this has led to a strong working relationship.
- Regular chats and catch ups with school staff and the HWB contact, a class teacher. This HWB contact has made a big impact due to close working with ASC.
- Targeted work – staff speak to ASC about any targeted pupil in their class who would benefit from being more active. This works well and 2 learners with ASN took part in the new Irish dance club this term.
- 3 parents and 2 staff now lead ECA which is good progress for St Cuthbert's.
- Strong connections with local community contacts have been developed and there is currently a good link with Carlton Cricket club. The school cricket club was arranged in response to a request from the pupils. Fallon Academy of Irish Dance delivered a block of dance which was a great success and will be continuing free of charge.
- The ASC has built good relationships with parents and the parent council who are supportive of Active Schools.
- Clubs are scheduled every day of the week, are free and fully subscribed.
- The school was awarded the sportscotland GOLD sports award, the first school in Edinburgh to achieve this. They also received their GOLD Rights respecting schools award, supported by the ASC.

The new school management team are supportive of HWB and physical activity. The ASC has worked hard to achieve a strong working relationship with school management. The school benefits from: sports leaders in the school delivering sports for 5 weeks in term 2; transition projects; development of P7 sports leaders; advice on sports equipment; support for city events; advice to staff; support for cycle training, delivery of assemblies; or speaking with the school sports committee.



To identify areas of best practice or new models, either in Edinburgh or elsewhere, to implement in learning communities where the current model is less effective.

Core Theme 3 – Tracking and Monitoring of the Active Schools programme.

- Do schools track the participation of young people in Active Schools activities?
- How is the participation of young people in Active Schools activities tracked? When is it tracked? By whom? How often?
- Evidence of best practice of Tracking and Monitoring Active Schools participation.

Strengths:

- The majority of schools track the wider achievement of young people. In the best examples, this was led by SLT and involved multiple tracking points throughout the year using Microsoft Forms to collect data.
- The majority of schools have a created a tracking and monitoring spreadsheet to store details of activities that young people are involved in. Most of these tracking systems have the ability to cross reference a range of demographic data to identify trends.
- The majority of schools use their tracking system to target young people who are inactive. In the best examples, schools reserve places for young people who are inactive to allow them opportunities to participate.
- In a few schools, a Family Link Worker makes contact with home to support participation.
- In a few schools, SLT have individual discussions with targeted young people to identify their interests and support participation.

- A minority of schools celebrate the participation of young people in Active Schools activities. In the best examples this is celebrated through a celebration board and / or “Champion of the week.”


Areas for improvement:

- All schools should ensure they have an effective tracking system for wider achievement and the participation of young people in Active Schools activities.
- Ensure that the activities of young people are tracked at least twice a year, to allow targeted interventions throughout the session.
- Use an effective method of data collection to record the Active Schools activities that young people are involved in. Edinburgh may wish to adopt the model used in East Renfrewshire whereby young people are asked to complete a Pupil Activity Survey, which is combined with data on SEEMIS. This information provides the Active School Co-ordinators (and the school) with key information about each individual from how active they are, to their first language, or any Additional Support Needs. This then allows for more targeted and individualised supports to be put in place to support more young people to be active.
- Consider timing of data collection – August identified as a useful time when data can be gathered, alongside other annual data check information.
- Arrange key times throughout the year for school staff to meet with the Active School Co-ordinator to analyse the participation data and target young people who are inactive. Using a system to RAG pupils, may be helpful.

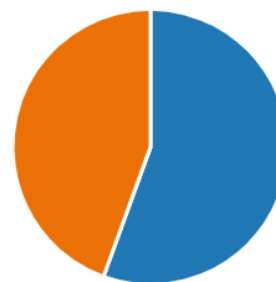
Feedback from Staff:

8. Do you track the wider achievement of pupils in your school? (0 point)

[More Details](#)

 Insights

- Yes 5
- No 4



- We have an ASC Wider Achievement Tracker detailing what every pupil has done across the whole year. We are now able to identify learners who have not done anything and target them. We aim to have each child participating in four activities throughout the year. (Granton Primary School)
- We track wider achievement each term. Teachers share this information in meetings with SLT and we discuss opportunities for involving inactive learners with the ASC and target places for these learners. (St Cuthbert’s Primary School)
- We gather information from learners three times a year. The Principal Teacher has inputted data into a comprehensive document and cross referenced with SIMD/attainment levels, year group breakdowns etc. It is very visual and contains graphs, percentages etc. with key aims and action points. This process allows the PT to identify the inactive/disengaged

children and speak to them about what they might like to do. (The Royal High Primary School)

- We try to target learners not involved in sport to find out what they would like - personal touch. (Flora Stevenson Primary School)
- We have plans in place to track wider achievement but don't at moment (Prestonfield Primary School)
- The school could do more to track activities, which would help with targeting and assisting young people with their development (Liberton High School)

Feedback from pupils

- Each term, twice a term, we get asked by teachers what we take part in out with school (The Royal High Primary School).
- Our teachers ask us each term what things we do outside of school. (St Cuthbert's Primary School)
- We have informal conversations with the PE dept or teachers, but we are not asked formally what activities we are involved in out of school. (Portobello High School)
- We just tell the teachers at the end of the day or tell them as part of a writing task. (Towerbank Primary School)

Evidence of best practice – The Royal High Primary School

The Active Schools programme has a good provision and variety of opportunities to allow all children to take part and compliments the value the school places on inclusion. The ASC is very supportive and the school feels that the programme is really meeting the needs of the community. Active Schools at the Royal High Primary School is broader than just being about physical activity and is about encouraging young people to be active in a general sense, through participation in other activities such as musical theatre, drama and chess.

The PT has responsibility for tracking wider achievement, including participation in Active Schools activities. This information is gathered three times each academic year. The PT uses a comprehensive document to cross-reference participation in Active Schools activities with key demographic data, such as year group breakdowns and SIMD data. It is very visual and the data collected can be used to inform key action points. In the first round, it showed a clear link between participation in wider achievement (including Active Schools activities) and increased attainment.

The tracking and monitoring process has allowed the school to identify the inactive/disengaged young people and meet with them, individually, to discuss what activities they might like to be involved in. The school compares data, after each round of tracking, to identify any trends or learners of concern. The aim is to develop the tracking system further and to continue to implement year on year to build a picture of the impact of Active Schools involvement in attainment levels. The school are happy to share the document as best practice across the authority.

Section 2: Benchmarking with other Local Authorities

Summary of Local Authority approaches to Active Schools charging

The Edinburgh model of no charge for Active Schools term-time activities is replicated across Fife, Glasgow, Aberdeen, North Lanarkshire, Renfrewshire and Dundee. These local authorities moved to the no charge model within the last 3-4 years and have approached the various challenges that this change brought in different ways.

For more detail on the Active Schools model in each of the above Local Authorities, see Appendix 3: Local Authority Comparator Table.



Appendix 2

Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed
Please state if the IIA is interim or final

1. Title of proposal

Active Schools no cost model.

Wider Achievement and Lifelong Learning - Active Schools have adopted a no cost model for participants. This was implemented in August 2021 aligning to the national policy by sportscotland

sportscotland's national Active Schools programme is dedicated to developing and supporting the delivery of high quality sport and physical activity opportunities to all children and young people, taking an inclusive approach and providing targeted opportunities where there is a need before school, during lunchtime and after school. This is an established programme that has been operating for 16 years across all local authorities. It has always been the intention that activity delivered through Active Schools should be free to the participant. However, due to local context there has been some charged activity in some areas. This policy aims to ensure that all school sport provision delivered through the Active Schools programme is free to the participant, ensuring cost is not a barrier to participation.

sportscotland has worked with all 32 local authorities to ensure there is a full understanding of the policy that all Active Schools activity should be free to participants. We identified the small number of local authorities where some charging currently exists within the Active Schools programme. sportscotland is now working closely with those local authorities to identify ways for the local Active Schools teams to phase out all charges to the participants within their programmes. Recovery from the pandemic has allowed several local authorities and leisure trusts to reset charging and offer Active Schools activity free of charge.

See further detail in **3** below.

2. What will change as a result of this proposal?

Active Schools no longer charge the participant, parent or carer for any Active Schools run extra-curricular activity during term time.

3. Briefly describe public involvement in this proposal to date and planned

The proposed changes were requested by the main external funder of Active Schools, sportscotland, who have stated from the inception of Active Schools that activities run by Active Schools should be free to the participant. As such, this change was non-negotiable. Therefore, there was no public involvement in the decision making.

Prior to the decision being confirmed, a Risk Register meeting was held in March 2021, which included 3 Head Teachers and 2 Active Schools Co-ordinators to discuss the changes that were being proposed. Potential risks were highlighted, and actions were put in place to reduce the risk. Discussions have taken place with parent councils and schools, and further involvement with parent councils, schools and colleagues nationally and locally are planned. (February to June 2023).

The proposed changes and risks were presented to the Senior Leadership Team and elected members in March 2021 following the Risk Register meeting and report.

4. Is the proposal considered strategic under the Fairer Scotland Duty?

Yes

5. Date of IIA

January 2022 to May 2023

6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Main stakeholder is the Council.

Name	Job Title	Date of IIA training
Mel Coutts	Wider Achievement & Lifelong Learning Manager (Sport & Physical Activity) (Report writer)	December 2021
Jude Salmon	Active Schools Manager	December 2021
Linda Lees	Head of Wider Achievement & Lifelong Learning (Lead Officer)	
Ryan McGill	Active Schools Coordinator	
Lorraine Dickson	Active Schools Coordinator	
Annemarie Procter	Depute Head Teacher – EAL and Gypsy Roma Traveller Support / Equalities Lead	December 2019

7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need	SEEMIS reports	<p>Active Schools aim to support the whole school population from P1 to S6 in all Edinburgh state schools. These changes could affect the whole school population.</p> <p>These changes have the potential to positively affect children from low-income families or children who are inactive.</p> <p>The data tells us that there is lower participation in Physical Activity by some groups e.g. Girls / BME this is particularly the case in areas of deprivation. The change allows us to target those groups more effectively.</p>
Data on service uptake/access	MySport data	<p>The pandemic impacted available workforce significantly which has affected the ability to provide activities, this is a separate factor to the change in the charging policy.</p> <p>Furthermore, there has been a shift in focus towards the inactive, specifically in areas of socioeconomic deprivation, and to other targeted groups. This has resulted in increased number of opportunities being available for some targeted groups and specific areas.</p> <p>There has been a reduction of Active Schools opportunities in more affluent areas. However, overall number of Active Schools opportunities offered has been broadly maintained, plans are developing to increase access and uptake across the city where Active Schools activity levels are low regardless of income.</p>
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	SEEMIS report – area deprivation	<p>The change to free participation in Active Schools removes the cost barrier for children and young people in areas of deprivation / living in poverty</p>
Data on equality outcomes	MySport reports	<p>The change to free participation in Active Schools supports the intended outcomes of increased participation in physical activity by children and young people: from minority ethnic backgrounds; in families where an adult or child is disabled; living in deprived areas and/or in poverty. (We know that children in families from minority ethnic backgrounds and in families where a child or adult is disabled are at most risk of poverty and there are cumulative barriers to participation in physical activity.)</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Research/literature evidence	<p>Impact of child poverty - Child poverty overview - Child poverty - Children - Population groups - Public Health Scotland</p> <p>NEW REPORT SHOWS THE IMPACT OF POVERTY ON SCOTLAND'S YOUNG PEOPLE - Scottish Sports Futures (ssf.org.uk)</p> <p>On Track: Research & data spotlight (sportsotland.org.uk)</p> <p>Disability-Sport-Review-Aug-2021-final.pdf (oss.scot)</p> <p>14 Sport - Scottish Government Equality Outcomes: Ethnicity Evidence Review - gov.scot (www.gov.scot) – this is from April 2013</p>	<p>Poverty Children born into poverty are more likely to experience a wide range of health problems, including poor nutrition, chronic disease and mental health problems. Poverty puts an additional strain on families, which can lead to parental mental health and relationship problems, financial problems and substance misuse.</p> <p>One in four children in Scotland live in poverty and one in five live in absolute poverty. These young people are more likely to be less physically active; are at higher risk of obesity; have higher levels of stress and depression; and experience social isolation, shame and stigma.</p> <p>Girls Boys are more likely to meet recommended physical activity levels than girls, including school-based activities (76% of boys compared to with 67% of girls) and excluding school-based activities (66% and 55% respectively).</p> <p>Disability DISABILITY AND SPORT PARTICIPATION DATA FROM THE NATIONAL SURVEYS From the Scottish Health Survey (2018) it is possible to link limiting longstanding illness (disability) to sporting activity to assess the extent by which disability impacts on sporting participation compared to the able-bodied population. In the younger age group (2-15 years old) the proportion of children who undertook any sporting activity in the disabled group was 12% vs 81% for those who reported no limiting longstanding illness. For adults (16-74 years old) the corresponding participation was 33.4% vs 52.7%. This data for Scotland is comparable to that for England and Wales (29.3% vs 51.4%, Taking Part Survey, 2012/13).</p> <p>Ethnicity Provision of tackling racism and racial inequality in sport - data gathering and analysis services, Sheffield Hallam on behalf of UK Sport, 2021 – see attached 14.2 In the <i>Scottish Health Survey 2012</i>¹³², Pakistani respondents were the least likely to achieve the recommended physical activity levels (27% did so compared to the national average of 38%) and were also the least likely to participate in sport (30% compared to 49% on average). This finding corresponds with other research</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	Anecdotal	<p>(2010)¹³³ that found that, in Britain, Pakistani individuals and south Asian ethnic groups generally, are less likely to be sufficiently active. An earlier study (2007)¹³⁴ highlighted gender differences in the levels of physical activity within ethnic groups: Pakistani respondents were found to be less active overall, but also with a gender difference most prominent in the younger age groups. No other ethnic groups in the <i>Scottish Health Survey</i> were significantly different from the national average in relation to physical activity or sport participation.</p> <p>14.3 In a summary of sports equality research in the UK covering a period of 15 years¹³⁵, the EHRC reports that:</p> <ul style="list-style-type: none"> • The overall participation rate for ethnic minority people in sport was 40%, compared with the national average of 46%; and • The lowest participation rates were among Indian (31%), Pakistani (21%) and Bangladeshi (19%) women (citing the <i>National Survey of Ethnic Minorities and Sport</i>, 1999). <p>By removing the cost, Active Schools can offer every child and young person across the 121 schools in Edinburgh an opportunity to take part in an Active Schools extra-curricular activity.</p> <p>There are clear challenges for children and young people with protected characteristics and their equitable access to sport and physical activity.</p> <p>We recognise the disproportionate impact that the COVID-19 pandemic has had on children and young people with protected characteristics and the cumulative impact of intersectionality, in particular of ethnicity, disability and poverty.</p>
Public/patient/client experience information	Yes	Partnership meetings with sportscotland and the council informed the council decision to agree to the changes whereby participants would not be charged for any Active Schools run activities. Embedded is a communication document produced in collaboration with sportscotland and shared with schools and parent councils.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	<p>Meeting with parents 19th June</p> <p>Phone call with parent 6th July 2023</p>	<p>Parent conversations revealed that the change to no fees for extracurricular activity has made it easier for parents who normally wouldn't consider extracurricular activity for their children. The change resulted in more variety and opportunity for young people who would otherwise remain uninvolved. The change has enabled us to reach more children. However, in some cases, the quantity and quality can be limited which can mean for some young people who might want to succeed in a specific activity there is no visible or available pathway for them.</p> <p>Overall a positive view of Active Schools and removal of charges is welcome in the current economic crisis. The activities allow children to socialise with children in different classes, be active, generate interest in sports and overall provide a good experience, including going to other schools to participate. Coaches are professional and give updates to parents on the children at end of the sessions.</p> <p>Booking system: doesn't work for parents who work all day or who otherwise can't check emails until the end of the day. By the time they check at the end of the day, all the spaces were gone meaning that some pupils were automatically disadvantaged.</p> <p>Some families, where English is a second language, are not aware of the Active Schools programme and can't use the on-line systems because language is a barrier. Some of these families feel able to trust the teachers in the school. For that reason, emails are better to come from someone they know in the school rather than the Active Schools Co-ordinator.</p> <p>Suggested that a nominated person from the school sends the emails about the Active Schools programme. If it comes from someone they don't know they won't follow up. If it comes from someone in the school that they know, then they can follow up with the teacher who they feel able to trust.</p>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Evidence of inclusive engagement of people who use the service and involvement findings	No	
Evidence of unmet need	SEEMIS and MySport data	<p>The core principles of Active Schools is free provision of extra-curricular activity for all participants and this has been the case since the beginning of Active Schools. Edinburgh’s model charged for such activities and in February 2021 the Council agreed that Edinburgh’s model needed to change to ensure we were complying with the core principles and the partnership agreement between The City of Edinburgh Council and sportscotland.</p> <p>As we move through change, unmet need could be revealed. Targeting will allow us to address that more effectively.</p>
Good practice guidelines	Yes. Sportscotland and Local Authority information.	<p>All 32 local authorities are asked by sportscotland to ensure all activities are free to the participant. Edinburgh were not the only local authority charging participants for activities, however, since the pandemic, all local authorities are transitioning to a no cost model. Large local authorities including Renfrewshire and Fife and Tayside moved to free sessions before or at the same time as Edinburgh.</p>
Carbon emissions generated/reduced data	No	
Environmental data	No	
Risk from cumulative impacts	Yes – risk register	<p>In March 2020 HTs from both primary and secondary schools, along with 2 Active Schools Co-ordinators met to carry out Risk Workshops. Under ‘service delivery’ medium to low risk was found in Programming with schools; range of activities; reduction in service; managing change and equity. Increased political and parental interest was beyond what was expected, therefore there are plans in place to address this.</p>
Other (please specify)	No	
Additional evidence required	No	

8. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive Active Schools have realigned their focus of targeted work to ensure they reach pupils in most need of support and who benefit the most from being physically active. Active schools are working towards narrowing the gap between those who can and can't access physical activity. However, Active Schools will continue to offer a universal extra-curricular activity programme to all children and young people. Everyone will have an opportunity to be able to attend extra-curricular activity sessions free of charge. It is hoped that this will support pupils to reach the minimum exercise recommendations, contribute positively to the GIRFEC process and contribute significantly to improved health and wellbeing of the pupils. It also is in line with Active Scotland's outcome Framework: More Active: Wellbeing and Resilience: People & Places: Stay Active: Participate, Progress & Achieve: Physical Confidence & Competence. This is an inclusive approach to reducing inequalities.</p>	<p>Specifically young people with a protected characteristic E.g. girls, BME, young people with a disability, or other ASN</p>
<p>Negative Whilst the offer of extra-curricular activities will be offered to all, volunteers to deliver the sessions or funding to pay coaches will need to be sourced both of which may initially lead to a reduction in offer of extra-curricular activity. Those areas where high levels of charged for activity were once offered may be affected the most. Lower quality of delivery – variable level of experience / qualifications can lead to variable quality of delivery. More volunteers in affluent areas versus more deprived areas. Different leadership approaches to parental involvement have variable effects on parental volunteering in Active Schools. There could be a risk of girls' participation in higher SIMD areas falling We need to address how Families living in poverty within higher SIMD areas can access free/low-cost opportunities</p>	<p>Young people in affluent areas, specifically girls or with protected characteristics.</p>
<p>Environment and Sustainability including climate change emissions and impacts</p>	<p>Affected populations</p>
<p>Positive</p>	
<p>Negative</p>	
<p>Economic</p>	<p>Affected populations</p>

Economic	Affected populations
<p>Positive The changes that have been made to Active Schools contributes to the council’s commitment to eradicating poverty, as outlined in the City Plan and echoed in the Education Improvement Plan and they are now fully in line with these commitments. Active Schools will provide an extra-curricular activity programme free to the participant, as it is important for children to access high quality physical activity at no cost Increased physical activity and associated physical and mental health outcomes will lead to improved economic outcomes through positive destinations, e.g. further education, employment opportunities.</p>	<p>The most positively affected by the change are: children and young people living in poverty / areas of deprivation; from minority ethnic backgrounds; with a disability.</p>
<p>Negative Children living in poverty in higher SIMD deciles may have less access to Active Schools</p>	<p>Pupils from low income families living in higher SIMD deciles, especially those with the protected characteristics of Sex, Ethnicity, Disability.</p>

9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children’s rights, environmental and sustainability issues be addressed?

None

10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.

A two page summary of Active Schools, including most frequently asked FAQs which has been endorsed by sportscotland was distributed to schools, (HT, DHT, PE curricular leaders, admin teams and PE specialists), parent councils and Active Schools Co-ordinators. This was supported by elected members. (See section 7 for the document).

11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

N/A

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Ensure this informs the Active Schools plan for 2023-24	Mel Coutts: Wider Achievement Manager Jude Salmon: Active Schools Manager	November 2023	November 2024
Ensure clear communication is sent to all relevant parties affected by the changes to ensure there is an understanding as to why the changes have been made and the effect of the changes	Jude Salmon: Active Schools Manager and Co-ordinators	February 2022	n/a
Active Schools Co-ordinators (ASCs) to discuss with school teams the implication of the changes and work with them to find solutions to ensure an extra curricular programme runs in every school	Active Schools Co-ordinators	February to April 2022	Ongoing
Raise awareness with parent councils that some pupils may not be able to afford activities and offer solutions.	Jude Salmon: Active Schools Manager	August 2023	Ongoing
Create a policy/agreement for ASCs to support parent councils to release free spaces to young people who cannot afford to pay.	Jude Salmon: Active Schools Manager	December 2023	March 2024
Children living in poverty in higher SIMD deciles may have less access to Active Schools – schools use PEF / Active Schools source funding.	Jude Salmon: Active Schools Manager	October 2023	December 2023
The Active Schools offer could be lower due to inability to generate income. Take forward creative ways	Jude Salmon: Active Schools Manager	May 2023	Ongoing

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
to increase volunteer recruitment.			
Offer training to volunteers to support children with ASN	Jude Salmon: Active Schools Manager	August 2023	December 2023
Produce guidance to Parent Councils on how to ensure Equity and Equality	Jude Salmon: Active Schools Manager. Annemarie Procter: Depute Head Teacher – EAL and Gypsy Roma Traveller Support / Equalities Lead	December 2023	March 2024
Make the booking system fairer to ensure that families have an equal opportunity to book spaces – accounting for families who can't regularly access email or where English is a second language.	Jude Salmon: Active Schools Manager	October 2023	March 2024

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

No

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Data will be collected using MySport, (a monitoring tool provided by Sportscotland) for all Active Schools activities, breaking down usage by SIMD, Disability, ASN, Gender.

Wider data including all extracurricular activity including those who will continue to charge will be collected termly.

All data collected will be reviewed and analysed against SEEMIS.

16. Sign off by Head of Service

Name

Date

17. Publication

Completed and signed IIAs should be sent to:

integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care

sarah.bryson@edinburgh.gov.uk to be published at www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/

Appendix 3 Thematic Review – Local Authority Comparator Table

Local Authority	Model Description	Active Schools priorities	Areas of success	Areas for development	Participation rates- (distinct pupil numbers) 2021/22	Active Schools Co-ordinator Full Time Equivalent
Edinburgh	No charge to pupils. Activities are mostly volunteer-led and some organisations are paid. Holiday camps are chargeable although some are provided free. Universal provision offered, but increasingly targeted. ASCs deliver leadership and bikeability in curriculum in addition to other training courses.	Leadership Community Engagement Volunteers Equity, Diversity and Inclusion	80% deliverers recruited are volunteers	Some schools have lost some or all Active Schools clubs Participation of people with protected characteristics	18,290 (34%)	20
Fife	No charge to pupils. Funding sourced by ASCs or ASM often from localities. ASCs deliver leadership and bikeability in the curriculum in addition to other training courses.	Participation Equity, Diversity, and Inclusion Workforce Young People Impact & Profile	Work aligned to Education team priorities: Attainment, Attendance Positive Destinations.		13,887 (28%)	21.17

Glasgow	No charge to pupils. Most deliverers are paid teachers or coaches. Funding of c£330k pa from PEF is given to schools to fund PEPAS agenda. ASCs deliver leadership in the curriculum (no other delivery)	<p>Out of school hours activity</p> <p>Diversity</p> <p>Developing young workforce</p> <p>Positive Destinations</p> <p>Events</p> <p>Equity, Diversity and Inclusion</p> <ul style="list-style-type: none"> • Ethnicity • Disability • Care Experienced • Gender • Poverty 	Strong integration with Education, ASCs work closely with QIOs and feature in each school's improvement plan.		27,762 (39%)	27.3
Aberdeen	No charge to pupils. Most deliverers are volunteers, some paid coaches. Funding is sourced by ASCs in each cluster, which is mainly through PEF/local funding streams	<p>Building & maintaining relationships</p> <p>partnership working</p> <p>volunteer development</p>	ASCs ask school leads to identify priority pupils prior to bookings going 'live'. ASC team are also trained on trauma to understand behaviour.		9,689	

	<p>Bikeability is delivered by the Adventure Aberdeen team. ASCs involved with assemblies and health weeks during curricular time. Leadership training is delivered by ASCs.</p> <p>Active Schools team located in the trust.</p>	leadership				
North Lanarkshire	<p>No charge to pupils. 80% deliverers are volunteers, 20% are paid. Funding provided by PEF in each school.</p> <p>ASCs organise taster sessions through local clubs during curricular time and deliver Bikeability with school staff.</p> <p>ASCs also deliver specific training, including teacher CPD and Young Leaders programmes and run events during curricular time.</p>	Inclusion	The AS team are training staff and buying additional equipment to ensure all activity sessions are fully inclusive. They are also using additional resources that help them to adapt activities.		10,600 (21%)	23

Local Authority	Model Description	Active Schools priorities	Areas of success	Areas for development	Participation rates- (distinct pupil numbers) 2021/22	Active Schools Co-ordinator FTE
Renfrewshire	<p>Active Schools in the trust. Strong links to Education.</p> <p>Track pupils' activity outwith school/Active Schools.</p> <p>Used to charge and stopped after covid.</p> <p>Schools do an annual sponsored event to raise funds for providing clubs free of charge.</p> <p>ASCs bring paid coach and invoice the schools.</p> <p>Quartiles 1&2 receive funds from Education to pay for AS.</p> <p>Sports Leadership is delivered in high schools, 2 periods a week.</p> <p>CPD for teachers – twilight.</p> <p>Non-affluent schools – apply for external funding – try for volunteers, student placements, club volunteers.</p> <p>Red-flag non engaging schools.</p>	<p>Inactive pupils and their families, pupils with a disability,</p> <p>LGBTQ pupils</p> <p>Looked After and Accommodated (LAC) Children</p>	<p>Targeted work, pupil surveys to establish activity levels including sport outwith school. Focusing on pupils doing 3 hours or less a week. Received 18000 returns from a total of 24000 pupils – included question on swimming ability.</p> <p>Helps the ASCs to target the inactive.</p>	<p>Volunteer recruitment.</p> <p>Looking at new ways of doing this as there is a heavy reliance on volunteers especially without funding, and unease over potential budget cuts to good programmes.</p>	<p>8,973 = 38% of total school roll</p> <p>50% of the primary school roll</p> <p>22% secondary</p> <p>24% ASN engaged in extra-curricular delivery.</p> <p>76% of their deliverers are voluntary</p>	<p>13.2FTE</p> <p>Also had 4 SDOs – tweaked JDs and converted them to ASCs – funded by council.</p>

<p>Dundee</p>	<p>Active Schools in the Leisure Trust. Removed charge for ECA in Jan 2020. Previously there were private clubs coming into schools and charging. Director of C&F service was involved, and informed of what clubs were charging – cost of the school day – Backlash from affluent areas – parents wanted to pay. Trust wanted to charge too to generate income, backlash from Elected Members as well. Lost 100 teachers on the back of covid. Stress is higher. Got into habit of leaving early etc. Work with hard-to-reach groups. Council wants AS back from trust, working on a paper. Teachers are main deliverers, also students – (approx. 100) deliver. Senior leadership</p>	<p>Inclusion</p> <p>ASN inclusion officer (prog for gov)</p> <p>Active Girls – challenge.</p> <p>Workforce development.</p>	<p>AS Assistant posts (5 now, could rise to 8) fully funded by schools (£30k per post) PEF money used to pay for it. Posts are to support pupils who need it the most. Is effective in raising attainment. Involved in holiday programmes. Sometimes used to tackle healthy weight.</p> <p>Kit for All project – donations. Link to what the kids need.</p>	<p>Workforce development Thrive training. Plan, do, review. To address this.</p>	<p>6777 (37%)</p>	<p>10FTE</p> <p>22 staff 11 ASCs 8 AS Assts 2 rugby posts funded by cashback and schools. Deliver in 2 deprived clusters. 1 inclusion officer</p>
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	<p>programme – senior pupils deliver. Minimal parents, and a few random vols. Campaign. 260 pupils signed up for 25 leadership courses, various deliverers, curriculum time, all happens for 1 week in June. Some courses cost money, sometimes schools pay the course fee for the pupils.</p>					
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Appendix 4

Drummond Community High School Case Study– Active Schools Leadership Programme

While recruiting for Young Ambassadors and Young Leaders before the summer holidays in 2022 the young people from Drummond High School did not show any interest in applying or attending Sports Council meetings. The Active Schools Co-ordinators, (ASCs) rely on the assistance of the Health and Wellbeing team in the High School to encourage pupils to put their name forward as this team has more face-to-face contact with the pupils.

In the new academic year, 2022/23 the ASC delivered an “Introduction to Coaching Children”, (ICC) course to the Sport and Recreation class in S4. Whilst delivering this course, the ASC realised one of the young people within this class had the potential to be a fantastic role model and voice for the school.

After the ICC course the ASC asked the young person to join the Drummond Community High School Young Leaders team, which they did and from then have gone strength to strength. They have been instrumental in several events within and outside the school including transition clubs for the new P7s on visit days, helping and organising a charity event for the whole school They also volunteered weekly for an Active Schools Club and most recently Active Schools Games @ the Hub. While supporting the Games @ the Hub event, the coaches they supported were very impressed with their skills and encouraged the ASC to put the young person forward for a professional coaching qualification and asked if the young person would consider joining their club as a young coach.

The young person has applied to be on the City of Edinburgh Young Peoples Sports Panel and has also committed to going on the SFA 1.1 course and deliver a learning community primary club with a fellow senior pupil in the next academic year.

Please see below comments from the guidance teacher of the young person following the work they have done with Young Ambassadors, Leadership programme and helping with the events:

Guidance Teacher comments:

I am delighted to support the young person as I have known them in a guidance capacity since August 2019 and it has been a pleasure to see them develop and gain confidence as they enter S5.

Coming from a family background of White-Gypsy/Travellers, the young person has throughout their time at school aimed high with their attendance and focus on school subjects with a particular emphasis on the classes in Craft & Design and in PE, in many ways already going beyond the level of attainment of the young person’s cousins. Confident in PE from an early age with a real competitive nature, they use this skill well in team sports. A delight in the class and very respectful, the young person has not always taken up challenges available and has needed prompting to go beyond their comfort zone.

Participating in the Sports Ambassadors and the Young Leader Programme, they are more confident and focused, taking up the opportunities both in school as well as outside school. In school, as part of the Wider Achievement Programme, the young person is offering their support with junior PE classes and is regarded as a supportive and useful member of the PE teaching team. While outside

school, they are to be part of the cluster primary Judo club with the chance at gaining a coaching award.

As the young person moves through S5 into S6, the confidence gained through the Young Leader Programme will allow them to widen their career exploration and consider options that they had previously thought were beyond them. While being a natural leader throughout school, they now seem more ready to volunteer and take up opportunities, thus further enhancing their personal skills and qualities with the potential of 'breaking the class ceiling' of the traditional routes associated with White-Gypsy/Travellers in terms of attainment and prospects.

Trinity Learning Community Primary School Case Study - Ukrainian Families: Fun Friday sessions

From January 2023 the Trinity Learning Community had over 70 Ukrainian children attending P1-7. Active Schools worked with the primary schools, Trinity Academy, Citadel Youth Centre and Destination Judo to provide free opportunities for families to come along to fantastic new Trinity Academy sport facility and enjoy some Sport & Play.

The pupils had the opportunity be active, have fun, try out different sports whilst parents/guardians had a space to chat, work and relax in the breakout area.

The Activity sessions were run by Destination Judo during the February holiday alongside senior pupil volunteers.

We then followed up the Judo Camp sessions with our Fun Fridays which were led entirely by senior pupils from Trinity Academy, 12.45-2.15pm on Friday afternoons.

"I want to thank you for the February Holiday Judo Camp. My son woke up early with pleasure on holidays (usually it's too hard to wake him up each time) to attend the judo.

As he said, it was fun and cool. Great sessions or active kids!"

Quote From Parent

"The kids loved it and had a great time! Always happy to walk in and left happy. We especially liked Holiday Judo Camp. The children had fun and enjoyed their time. Get to know different sports. Also thank you for the opportunity to wait for the children inside, for free tea and coffee."

Quote from Parent

I absolutely loved volunteering for the Fun Fridays program. It felt like I was really helping Ukranian families, even if it was just by giving parents a couple of hours of peace and quiet. The children were lovely, and it was so special getting to know them all really enjoyed this experience and would love to do something like this again.

Quote from Senior Pupil

It was a wonderful thing to be a part of and something that I would take part in again. Communication was difficult but the joy the kids found in hula hoops and trying different sports was infectious no matter how difficult it was to keep up with their endless energy and enthusiasm.

Quote from Senior Pupil



IMPACT

Overall, there were around 10 Families and 13 pupils who came to the FREE sport & activities, led by a brilliant group of 10 senior pupils. Many of the families were being housed on the Cruise Ship in Leith. Edinburgh. This meant not a lot of room or privacy for the kids and families. Not only do the free activities allow the young people space to play and be active but the parents/carers appreciated the time, space and hot drinks provided to them to allow to work, chat or enjoy some quiet time.

St Crispin's Special School – Case Study – Using Parkour to support Motor Skills Development in Children with ASN project

Following on from positive feedback received from teachers and parents in mainstream Active Schools Parkour activities, it was agreed to develop Parkour based sessions for children who require a significantly modified learning environment in the Special School Learning Community. St Crispin's special school agreed to pilot the project in collaboration with the Active Schools co-ordinator, Jill Coleman and a coach from Active Schools, Kirsten Altenbach. The PE teacher, Rory Grant would play a crucial role within this project.

Quote "The decision to bring parkour to the special learning community felt fresh and was really exciting to be a part of."

Rory Grant PE Teacher

Kirsten who has been mentored by Jill is a Parkour coach who works with the community club Access Parkour. Kirsten worked closely with Rory in preparation for the Parkour sessions, undertaking observation sessions, utilising the school's communication support materials and structuring the sessions to be similar to the schools PE lesson to aid a seamless transition for the class to help keep children calm and engaged. Rory as well as Pupil Support Assistant's supported children throughout the sessions.

Kirsten used gymnastic equipment to create activity courses and obstacles for pupils to manoeuvre over, under and around, which they took to brilliantly. She incorporated dance and music into these sessions which created a fun and lively atmosphere.

Active Schools funded the 5-week pilot project and due to its success and the schools' appetite to continue these sessions, a further 5 weeks were added, also funded by Active Schools.

The school reported that pupils engaged positively with the sessions and enjoyed the playful approach applying the skills they had been introduced to through Parkour. The introduction of Parkour was embraced by the school who evidenced its ability to help build confidence and motor skills in their pupils, many of whom struggle with more competitive learning environments.

Being able to engage children in a physical activity that excited them and brought joy had obvious physical health benefits and also helped to boost endorphin levels and lower stress and anxiety, which can be an issue for many of the pupils within the school as a result of their disability.

Quote: "Having Parkour delivered at St Crispin's was extremely beneficial for our young people. The benefit of having an expert deliver lessons focusing on important skills such as balancing and jumping was brilliant for the pupils physical and mental wellbeing".

Rory Grant PE Teacher St Crispin's.

Education, Children and Families Committee

10.00am, Tuesday, 5 September 2023

Free Food Provision in Schools - Response to motion by Councillor Davidson

Executive/routine
Wards

Routine
All

1. Recommendations

- 1.1 It is recommended Education, Children and Families Committee notes:
 - 1.1.1 The update on food provision in schools;
 - 1.1.2 The challenges that the Council faces with rising costs and inflationary pressures; and
 - 1.1.3 Work underway to tackle food waste in schools:

Paul Lawrence

Executive Director of Place

Contact: Chris Ross, Catering Operations Manager

E-mail: Christopher.ross2@edinburgh.gov.uk | Tel: 0131 123 4567

Free Food Provision in Schools - Response to motion by Councillor Davidson

2. Executive Summary

- 2.1 This report responds to a motion approved by Committee on 6 June 2023 by Councillor Davidson on Free Food Provision in Schools. The motion requested a report in one cycle outlining the current challenges with the procurement process and what solutions could make the food easier to obtain.

3. Background

- 3.1 This report was prepared in response to the following motion which was agreed at Education, Children and Families Committee on [6 June 2023](#). Committee notes:
- 3.1.1 The Cost-of-Living Crisis is still very much a reality for many children and families across the city and has had an impact on the wellbeing on young people, particularly in terms of hunger.
 - 3.1.2 That well-fed young people have better academic opportunities and wellbeing and that as of February 2023, 25 Council-run secondary schools across Edinburgh provide some form of breakfast club, and 15 distribute free food in other ways.
 - 3.1.3 Teachers from multiple schools have raised concerns about the cost of sourcing food through the approved Council procurement channel.
- 3.2 Therefore, committee requests a report in one cycle outlining the current challenges with the procurement process and what solutions could make the food easier to obtain.

4. Main report

Food Service Sector

- 4.1 Food contracts are negotiated through the Scottish Government's procurement service – Scotland Excel. The primary role of these contracts is to provide a stable

pricing structure across the 32 Scottish Local Authorities and to mitigate inflationary pressures (currently on food at 17.2%)

- 4.2 The Council utilises these frameworks for both large national suppliers (such as Brakes) and small local suppliers (such as George Anderson and Sons). These products are primarily used in schools and care homes to feed the 23,000 pupils and 600 residents whose meals are provided by the Council's catering service each day.
- 4.3 The Foodservice industry remains under constant and seemingly continuous pressures. These pressures include:
 - 4.3.1 Trying to build back following the pandemic;
 - 4.3.2 Recent increases in energy costs;
 - 4.3.3 Continued staffing shortages;
 - 4.3.4 Supply chain issues; and
 - 4.3.5 Food inflation, with predicted future inflation expected to be at a higher rate due to Russia's invasion of Ukraine. (Year-on-year inflation in the foodservice sector hit 17.2% in 2023. The double-digit increase was fuelled by challenges including a surge in demand, the lingering impacts of the pandemic, additional costs of trade after Brexit and increases in energy and packing prices.)
- 4.4 Due to the nature of the contracts, suppliers tend to only sell products in large "wholesale" packaging. This is due to several factors but primarily cost for the operator and that the vast majority of small pack sized products are bought up and monopolised by the retail sector (which means that wholesalers costs for the hospitality trade are significantly higher with uncompetitive prices).

Council Procurement and Food Supplies for Schools

- 4.5 As a result of the suppliers "cost to serve" – namely the cost of picking and delivery to schools - there are minimum order values for Council premises. Settings such as breakfast clubs and after school clubs mitigate this through buying in bulk, with the school office co-ordinating orders for any food-based activities. In high schools, Health and Food Technology (HFT) leads will place orders weekly for goods required for cookery lessons.
- 4.6 The vast majority of products listed on Oracle can be used in the wide variety of settings across the Council – with over 85% of Council buildings receiving one or more deliveries of food stuffs per week.
- 4.7 For smaller settings and one-off purchases, the Council has an agreed process of buying retail items from the main supermarkets through a purchase card. This is usually held by the school Business Manager, with the expenditure forming part of the school's budget.

School Food

- 4.8 The City of Edinburgh Council are bound to comply with the Scottish Government's legislative requirements for school food in Scotland. This dictates the quality and nutritional value of all food consumed on school premises.
- 4.9 Food waste education is promoted in schools and menu items and products are monitored regularly to ensure they are within the legislation. ParentPay is utilised for menu ordering to allow the kitchen to only produce meals that are ordered by parents.
- 4.10 Council officers have been heavily involved in the provision of meals for the city's "Discover!" holiday activity provision and more recently "Epic Days". This service provides high quality, nutritious lunches to those who may go without during school holiday periods.

5. Next Steps

- 5.1 Council officers will continue to encourage the use of purchase cards for purchasing retail items from local shops and will continue to monitor the range and requirements of products available for school food provision.

6. Financial impact

- 6.1 All costs of food provision in schools are contained within the schools' allocated budgets.
- 6.2 Free School Meals are funded by the Scottish Government

7. Equality and Poverty Impact

- 7.1 The provisions and accessibility referred to in the report highlight the approach to food across the service. The Council's approach to food supports equality across the service and allows access to food to all service users.

8. Climate and Nature Emergency Implications

- 8.1 As a public body, the Council has statutory duties relating to climate emissions and biodiversity. The Council:-

"must, in exercising its functions, act in the way best calculated to contribute to the delivery of emissions reduction targets"

(Climate Change (Emissions Reductions Targets) (Scotland) Act 2019), and

“in exercising any functions, to further the conservation of biodiversity so far as it is consistent with the proper exercise of those functions”

(Nature Conservation (Scotland) Act 2004)

- 8.2 The City of Edinburgh Council declared a Climate Emergency in 2019 and committed to work towards a target of net zero emissions by 2030 for both city and corporate emissions and embedded this as a core priority of the Council Business Plan 2023-27. The Council also declared a Nature Emergency in 2023.

Environmental Impacts

- 8.3 Food waste in schools plays a pivotal role in environmental impact.
- 8.4 The Council utilises the ParentPay system to ensure only meals ordered by parents are produced – this has reduced kitchen waste by 22% since the system was introduced. Each kitchen has a clear food bin where the unit manager can review and record the items being wasted, which is then collated by a central team to identify any items proving high waste for product re-engineering.
- 8.5 The biggest waste comes from plate waste (i.e. waste from meals served but not eaten). Schools are responsible for managing this process, within the guidance provided.
- 8.6 The Council has food and health education frameworks for each level to guide progressive delivery of the curriculum. Food waste features at each level through the journey of food, identifying how to prevent food related waste and food safety to reduce spoilage.

9. Risk, policy, compliance, governance and community impact

- 9.1 This paper seeks to clarify the access to food by various Council stakeholders. It also seeks to address the consultation with stakeholders in allow various methods of procuring food products this is consistent with the Council’s commitment to ensuring that everyone’s voices are heard and listened to.

10. Background reading/external references

- 10.1 None.

11. Appendices

- 11.1 None.

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by virtue of paragraph(s) 6 of Part 1 of Schedule 7A
of the Local Government(Scotland) Act 1973.

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Addendum by the Liberal Democrat Group

Education, Children & Families Committee

5 September 2023

Item 7.2 – Learning Estate Update

Add

1.1.3.4 agrees that, in furthering the proposals for the Kirkliston High School, officers should:

- a) ensure that pupils at a new high school have complete access to the full curriculum.
- b) deliver proper solutions with respect to parking facilities for high school school staff, and mitigation of other transport issues identified in the transport assessment, prior to the opening of a new high school.
- c) maintain and, where possible, expand the leisure facilities and services which are available to the local community.

Moved by: Cllr Euan Davidson

Seconded by: Cllr Lewis Younie

Addendum by the Liberal Democrat Group

Education, Children & Families Committee

5 September 2023

Item 7.3 – Standards & Quality Report, and Education Improvement Plan

Inserts 1.2:

- 1.2 While noting the Improvement Plan, Committee recognises that the objectives do not include specific measurable targets with dates and statistical values. Committee therefore asks officers to bring an updated plan to the November committee which adds this information against all objectives where possible.

Moved by: Cllr Euan Davidson

Seconded by: Cllr Louise Young

Addendum by the Green Group

Education, Children and Families Committee

5 September 2023

Item 7.4 - Learning for Sustainability

Add to recommendations:

- 1.1.3 Understands that the provision of teacher-time in schools for session 2023-24 has been funded through budget flexibility, therefore requests that this provision is included as a specific line in the draft council budget so that political groups can decide on future funding.

Moved by: Councillor Steve Burgess

Seconded by: Councillor Kayleigh O'Neill

Amendment by the SNP Group

Education, Children and Families Committee

5 September 2023

Item 7.5 – Community Access to Secondary Schools – Transfer of Management of Non-sports Lets to Edinburgh Leisure

Deletes all and replaces with:

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

- 1.1.1 Approve the transfer of the management of non-sports lets in the 8 secondary schools identified in this report.
- 1.1.2 Delegate responsibility to officers to agree timeline for the phased transfer of the 8 identified schools to Edinburgh Leisure.
- 1.1.3 Request an update report in 6 months detailing level of access by community groups and performance of sport and non-sport lets within secondary schools.
- 1.1.4 Request an annual report detailing the performance of sport and non-sport lets within secondary schools.
- 1.1.5 Agrees to defer decision to transfer management of non-sports lets in all secondary schools to Edinburgh Leisure following scrutiny of annual report in 1.1.4.

Moved by: Councillor Simita Kumar

Seconded by:

Addendum by the Liberal Democrat Group

Education, Children & Families Committee

5 September 2023

Item 7.5 – Community Access to Secondary Schools

Add:

- 1.1.4 Ensure that any transfer of management to Edinburgh Leisure does not include delegated control over the setting of hire fees, which should continue to be set as part of the Council's annual budget.
- 1.1.5 Consider if the decision at Full Council for a move to paying the living wage for Edinburgh Leisure staff, will have any financial impact of this report and ask Officers to provide an update at the November Education Committee.

Moved by: Cllr Euan Davidson

Seconded by: Cllr Louise Young

Addendum by the Green Group

Education, Children and Families Committee

5 September 2023

Item 7.6 - Children's Services Improvement Plan Update

Add to recommendations:

- 1.1.3 Requests that committee continues to be updated on the Children's Services Improvement Plan at least every six months.

Moved by: Councillor Steve Burgess

Seconded by: Councillor Kayleigh O'Neill

Addendum by the Green Group

Education, Children and Families Committee

5 September 2023

Item 7.9 - Active Schools Thematic Review

Findings

Add to recommendations:

1.1.3 Agrees that the revised Active Schools Plan is presented to committee before the end of session 2023-24.

Moved by: Councillor Steve Burgess

Seconded by: Councillor Kayleigh O'Neill

Amendment by the Liberal Democrat Group

Education, Children & Families Committee

5 September 2023

Item 9.2 – Motion by Councillor Kumar – Community Grants

Deletes from “No record found” and replace with:

Notes that Committee Members were invited to attend a briefing on 22nd March, during that meeting no concerns were raised regarding the criteria under which the scheme was proceeding.

Notes that extensive work has taken place in conjunction with LAYC and EVOC on designing a process to be inclusive and supportive to third sector organisations.

Furthermore, extensive briefing work has taken place with sector organisations who expect applications to open later in September.

Therefore, resolves that whilst Committee expresses concerns about the governance issues surrounding the initial criteria setting process, agrees that the scheme should proceed on the current timetable to provide stability and reassurance for third sector recipients and applicants.

Moved by: Cllr Euan Davidson

Seconded by: Cllr Louise Young

Emergency Motion by the Administration

Education, Children & Families Committee

5 September 2023

Emergency Motion: RAAC in Schools

Committee notes the RAAC in schools across Scotland, and was previously identified in Cramond and Trinity Primary Schools

Commends the extensive work of officers in finding alternative temporary provision, and to parents/carers and young people for their understanding and support

Notes the Department for Education in England has provided funding to respond to RAAC in over 600 schools

Calls for the Convener /Council Leader to urgently write to Scottish Government Cabinet Secretary for Education & Skills & COSLA to request their intervention, support and resources to ensure a plan to respond to RAAC can be delivered with the appropriate resources.

Moved by: Cllr Joan Griffiths

Seconded by: Cllr Margaret Graham

Emergency Motion by the Liberal Democrat Group

Education, Children & Families Committee

5 September 2023

Emergency Motion RAAC in schools - funding and progress

Council notes:

To date, reinforced autoclaved aerated concrete (RAAC) has been identified in seven schools in Edinburgh.

- a. Surveys continue across the school estate, with the potential of further RAAC being identified.
- b. Mitigation measures are putting huge pressure on schools, with learners being displaced, and large parts of some schools being inaccessible for many months to come.
- c. At present, all costs associated with RAAC are unplanned and unbudgeted, including rehousing of pupils, building works and other associated costs, which are creating additional financial pressure on the Council.
- d. Since no additional funding has been provided by the Scottish Government yet, this may result in cuts to other vital areas of council spending to meet the pressure.

Committee therefore requests:

1. That the Convener of Education, Children and Families Committee writes to the Cabinet Secretary for Education and Skills requesting funding to be made available to carry out these urgent and necessary safety repairs.

2. That regular updates are provided to the committee, through the business bulletin, detailing the actions being taken to mitigate the presence of RAAC, the impact those measures are having on school operations and the financial impact of works.

Moved by: Cllr Louise Young
Seconded by: Cllr Euan Davidson

Emergency Motion by Councillor McKenzie

Education, Children and Families Committee 5 September 2023 Tynecastle Community Wing

Committee:

Notes:

1. Tynecastle Community Wing has provided valued community space in the Gorgie through external lets for many years.
2. A decision to stop external lets due to undefined 'health and safety concerns' has been made by officers.
3. 'Rainbow Recovery', a support group for families affected by addiction, and 'Home Start Edinburgh', which runs support groups for families with young children, have now been asked to move to alternative venues.
4. Consistency of venue is vital for the success of these initiatives, and it would be very damaging for them to move to alternative venues.

Regrets:

4. The decision to stop external lets was not communicated to elected members, and community groups who used the facility on a regular basis only became aware of the decision when they attempted to make bookings.
5. That no health and safety concerns were raised with the affected organisations and no attempts were made to support them to remain at Tynecastle Community Wing.

Agrees:

6. That 'Rainbow Recovery' and 'Home Start Edinburgh' will be supported to continue operating from Tynecastle Community Wing with immediate effect.
7. That further external lets are offered from Tynecastle Community Wing at the earliest opportunity.
8. A briefing note should be circulated to Committee members and ward councillors outlining how the decision to stop external lets was made, how it was communicated to stakeholders and how it will be reversed.

Moved by: Councillor Ross McKenzie

Seconded by:

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CITY OF EDINBURGH COUNCIL

Item No 3

EDUCATION, CHILDREN & FAMILIES COMMITTEE

5 SEPTEMBER 2023

DEPUTATION REQUESTS

Subject	Deputation
3.1 In relation to Item 11.1 on the agenda – Connected Communities Edinburgh 2024-27 Grants Programme	Volunteering Matters

Information or statements contained in any deputation to the City of Edinburgh Council represent the views and opinions of those submitting the deputation. The reference to, or publication of, any information or statements included within a deputation, including on the City of Edinburgh Council's website, does not constitute an endorsement by the City of Edinburgh Council of any such information or statement and should not be construed as representing the views or position of the Council. The Council accepts no responsibility for comments or views expressed by individuals or groups as part of their deputations.

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Education, Children and Families Committee

10:00 am, Tuesday, 5 September 2023

Connected Communities Edinburgh 2024-27, Grants Programme

Executive/routine
Wards

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the work done to date, including the Briefing Sessions delivered to Elected Members and the Community and Voluntary Sector, in partnership with LAYC (Lothian Association of Youth Clubs) and EVOC (Edinburgh Voluntary Organisations' Council).
 - 1.1.2 Note the cross-party support and approval granted by Elected Members on 22 August 2023.
 - 1.1.3 Notes a special meeting of Education Children and Families Committee will be scheduled for award recommendations at the beginning of December.
 - 1.1.4 Approve the refinements made to the 2024-27 Grants Programme.
 - 1.1.5 Approve the process to determine successful grant applicants.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Linda Lees, Wider Achievement Services Manager

E-mail: linda.lees@edinburgh.gov.uk

Connected Communities Edinburgh 2024-27, Grants Programme

2. Executive Summary

- 2.1 This report provides detail on the refreshed Connected Communities Edinburgh Grants Programme. This information has been shared with Elected Members in two briefing sessions. It has also been shared with the Community and Voluntary Sector over three engagement events which were led jointly with LAYC and EVOC. The report seeks approval to deliver the new 2024 – 27 grants programme according to the process and timeline set out.
- 2.2 The refined programme has been developed through a partnership with LAYC and EVOC on behalf of the community and voluntary sector.
- 2.2.1 The programme has a new name: Connected Communities Edinburgh, 2024-27 Grants Programme.
- 2.2.2 The 5 Funding Priorities have been combined into 3 broader Funding Strands.
- 2.2.3 Organisations are required to complete a Pre-Application Eligibility Checklist to ensure they are eligible for this funding stream.

3. Background

- 3.1 The Council provides ‘funding to support activities that will help it to meet its commitments to the City and where the organisation does not have sufficient resources to deliver those activities on a self-sustaining basis itself’.¹
- 3.2 The 2020-23 Grants Programme awards will come to an end in March 2024, following ECF Committee approval of a 7 month extension.
- 3.3 The clarified criteria, refined process and refreshed application format have been discussed and developed through the meaningful collaboration between CEC, LAYC and EVOC. The outcomes for the programme are aligned with the CEC business plan, with particular focus on tackling poverty.

¹ Grant Standing Orders, paragraph 1.2.3

- 3.4 The basis for these developments was to ensure lessons were learned from the previous grants process. It reflects feedback from the sector, with an emphasis on partnership, and aims to ensure the process works for the sector as a whole.
- 3.5 NHS Lothian and Police Scotland are also partners in this process and have committed funding to this programme.
- 3.6 On 22 August 2023, cross-party support was granted by ECF Elected members to proceed with briefing sessions to the sector to give an opportunity for engagement, questions and clarifications (appendix 1)

4. Main report

Refined Programme Process:

- 4.1 The five Funding Priorities of the 2020-23 Grants Programme have been combined into three Funding Strands. Funding Priority 4 (positive destinations) and Funding Priority 5 (alcohol and substance abuse prevention) are integrated into Funding Strand 1 and 2 respectively:
 - 4.1.1 Funding Strand 1: Learning outcomes for disadvantaged children, young people and families in Edinburgh.
 - 4.1.2 Funding Strand 2: Health and wellbeing outcomes for children, young people and families in Edinburgh.
 - 4.1.3 Funding Strand 3: Youth and children's work in Edinburgh.
- 4.2 These three Funding Strands are for direct service delivery, support and coordination, each with a focus on benefitting children, families and communities. Organisations may not apply to more than one Funding Strand each of which has a minimum of £10k and a maximum of £100k per year.
- 4.3 These Funding Strands have been clearly explained in further detail at briefing sessions. The Funding Strands are intentionally broad, to encourage a wide variety of proposals contributing towards the collective goal of reducing the outcome gap for those who experience the greatest inequality. Further guidance for organisations will be issued when the programme opens for applications. This helps ensure a positive, equitable and inclusive future for our city.
- 4.4 For robust governance and prevent any potential conflicts of interest, a separate Managed Fund has been created to support intermediary organisations (such as LAYC and EVOC). It would be unethical for these partners to be in competition for award with the networks they support.

Application Process:

- 4.5 **Connected Communities Edinburgh** has a sharper focus, designed to support local, community-based organisations whose services are informed by local knowledge and intelligence. As such, the first step of the application process will be the completion of a Pre-Application Eligibility Checklist, whereby organisations will

self-evaluate the suitability of their organisation/project/proposal to the programme (appendix 2).

- 4.6 Section 1 of the Eligibility Checklist asks organisations if they are based in / delivering work in Edinburgh; if their organisation holds charitable status, and if their organisation's annual income is under £2 million. Answering 'NO' to any of these questions means the organisation is ineligible.
- 4.7 To target support to local, community-based organisations, the criteria of direct work in Edinburgh and an annual income of under £2 million have been introduced. This reflects feedback and lessons learned from the previous Grants programme.
- 4.8 The eligibility requirement to hold charitable status has been introduced to provide best value through the scrutiny that comes from Scottish Regulated Charity pluralistic board structure². Scottish Charity Law is the gold standard for voluntary sector governance. CICs (Community Interest Companies) are regulated by Companies House which takes a light touch regulatory approach. CIC's have a basic asset lock, and their structure lacks the transparency and robustness of regulated Scottish charities.
- 4.9 Section 2 of the Eligibility Criteria will inform the review, mapping and weighting of the funding across different funding streams, frameworks, programmes, and localities. This allows the CEC/LAYC/EVOC partnership to identify potential gaps in service delivery across the city, which will then be addressed in the awarding process.
- 4.10 Section 2 will not be scored but demonstrates how effectively public money is used to deliver improved outcomes across the city. It seeks transparency around any potential for double funding or duplication.
- 4.11 Desired Outcomes: Once organisations have completed the Pre-Application Eligibility Checklist and decided which Funding Strand to apply through, they will be asked to rank the City Priorities (Addressing poverty and inequality in Edinburgh, working towards a sustainable future in Edinburgh, ensuring wellbeing and equalities are enhanced for all) in order of importance to their proposal. They will also be asked, how their project/proposal contributes to the delivery of the city priorities. This is not a scored question; the intention is to ensure robust monitoring and reporting on outcomes and encourage organisations to think about how their proposal/project contributes towards these aims.

Application Form:

- 4.12 The new Application Form has been refined based on feedback and lessons learned. It only asks relevant questions, designed to be straightforward to complete and assess. The new Form seeks clear and concise information about the proposal and budget. Applicants will be asked to build an annual uplift of no more than 2.5% into their proposals, ensuring they are not receiving stand still funding each year. The new application form will contain the scoring criteria and weighting to allow the organisations to make the strongest applications possible.

² Grant Standing Orders, paragraph 6.3 Funding and Sustainability 'Prior to any award of a grant exceeding £25,000 the financial sustainability of the applicant organisation shall be assessed'.

4.13 The new process also allows for partial Awards to be made with potential for ensuring more funding can be directed to where the need is greatest. If a partial award looks likely, the organisation will be advised and through discussion, may be asked to submit further information. This will be in advance of final decisions enabling organisations to plan ahead.

Scoring and Assessing:

4.14 Applications will be scored using a weighting matrix that incorporates a multiplier. The multiplier allows for more subtle scoring and a greater number of final scores. This ensures no-one can predict/influence the scores and avoids large numbers of organisations being scored the same. This helps determine where full or partial awards may be granted. Each Funding Strand will have different weighting, reflecting the overall purpose of and criteria for the Funding Strand.

4.15 Applications will be scored by officers and partners who have a good working knowledge of the city, local priorities and needs. This will include CEC, NHS, BAME and third sector representatives, young people and potentially Police staff. Once the assessment and scoring is complete, the recommendations will be moderated by a Panel comprised by an independent Chair, EVOC and LAYC representatives. The outcome will be discussed with ECF Elected Members before being shared with Committee in a special meeting in December 2023.

4.16 Below is an example of the scoring matrix and multiplier for FUNDING STRAND 1 showing how it works.

Panel member: Assessor 1	organisation: EXAMPLE A			organisation EXAMPLE B			organisation: EXAMPLE C		
Weighted criteria	Score	Multiplier	Total	Score	Multiplier	Total	Score	Multiplier	Total
Clearly identified evidence of need score out of 6	6	X 6	= 36	6	X 6	= 36	6	X 6	= 36
Quality of learning opportunity Score out of 5	2	X 5	= 10	5	X 5	= 25	3	X 5	= 15
Consideration of protected characteristics Score out of 4	2	X 4	= 8	3	X 4	= 12	2	X 4	= 12

Confidence of intended impact Score out of 3	3	X 3	= 9	3	X 3	= 9	2	X 3	= 6
Total Score (max = 86)		final total:	= 63		final total:	= 82		final total:	= 69

4.17 Below is an example of how the scores are collated and used to inform recommendations. The scores from Assessor 1 above are highlighted in yellow.

	Assessor 1	Assessor 2	Assessor 3	Assessor 4	Assessor 5	Total
Organisation A	63	57	68	67	75	Sub totals in red 330
Organisation B	82	76	62	62	76	348
Organisation C	69	49	63	60	61	301

5. Next Steps

- 5.1 Committee is asked to note that implementing lessons learned from the 2020-23 Grants Programme has been, and will continue to be, key in the development of Connected Communities Edinburgh. This, along with feedback from the sector have formed the basis of discussions with LAYC and EVOC.
- 5.2 Work is actively underway to ensure there is no gap in funding for organisations directing services to those with protected characteristics and BAME groups. Addressing poverty and inequality will run through all Funding Strands, ensuring funding is reaching those who need it most in Edinburgh.
- 5.3 Pending approval of the process, the programme is scheduled to open to applications week beginning 11th September. A special ECF Committee meeting will be arranged at the beginning of December where award recommendations will be presented for approval.

6. Financial impact

- 6.1 The annual budget for Connected Communities Edinburgh is £3,519,461.
- 6.2 Organisations funded through the current grants programme all benefitted from the extension to March 2024. However, Connected Communities Edinburgh is a new three-year grant programme and some organisations may not be successful. They

should be considering an exit strategy/mitigation as part of their planning and while applying to the new grants programme.

7. Equality and Poverty Impact

- 7.1 Connected Communities Edinburgh encourages and supports a wide variety of proposals contributing towards the collective goal of reducing the outcome gap for those who experience the greatest inequality and ensuring a positive, equitable and inclusive future for our city.
- 7.2 An IIA will be completed by CEC, LAYC and EVOC and discussed with Elected Members prior to recommending the awards.
- 7.3 A delay to the planned timeline will create a gap in awarding grants for new applications. This will impact organisations and the people benefitting from services that support people affected by poverty and inequality.

8. Climate and Nature Emergency Implications

- 8.1 An IIA will be completed by CEC, LAYC and EVOC and discussed with Elected Members prior to recommending the awards.

9. Risk, policy, compliance, governance and community impact

- 9.1 The refined programme has been developed collaboratively through a partnership with LAYC and EVOC on behalf of the community and voluntary sector.
- 9.2 Briefing Sessions have been delivered to the community and voluntary sector who have welcomed the collaborative nature of the process and the programme itself.
- 9.3 Feedback has been very positive with questions and clarification points being published together with the application guidelines.

10. Background reading/external references

- 10.1 Programme background: : 2020/23 Communities and Families Grants to Third Parties Programme, 2020/23 Third Party Revenue Grants Programme Extension

11. Appendices

- 11.1 Appendix 1 Connected Communities Edinburgh presentation slides
- 11.2 Appendix 2 Pre-Application Checklist draft
- 11.3 Appendix 3 Draft Weighting and Scoring Matrix



Connected Communities Edinburgh, 2024-27 Grants Programme

Refreshing the programme, simplifying the process, working together

Connected Communities Edinburgh

2024-27 Grants Programme



BRIEFING SESSION

Contents

This presentation will cover:

- Brief context
- Work done to date
- Funding Strands
- Eligibility criteria
- Timeline

Context

- The 2020-23 Third-Party Revenue Grants Programme was approved for a 7-month extension until March 31st 2024.
- The 2020-23 Programme saw 75 awards granted to organisations across Edinburgh.
- The aim of Connected Communities Edinburgh is to continue supporting the invaluable work local, community-based organisations do for the children, young people, families and communities of our city.

Context: Process

- Connected Communities Edinburgh will continue to be a **protected grant funding programme**. This means it will not be competitively tendered via a procurement process.
- There will be no gap in funding due to the extension period of the 2020-23 programme.

Context: Budget

- The budget for Connected Communities Edinburgh is **£3.5m pa** with contribution from the NHS and Police Scotland.

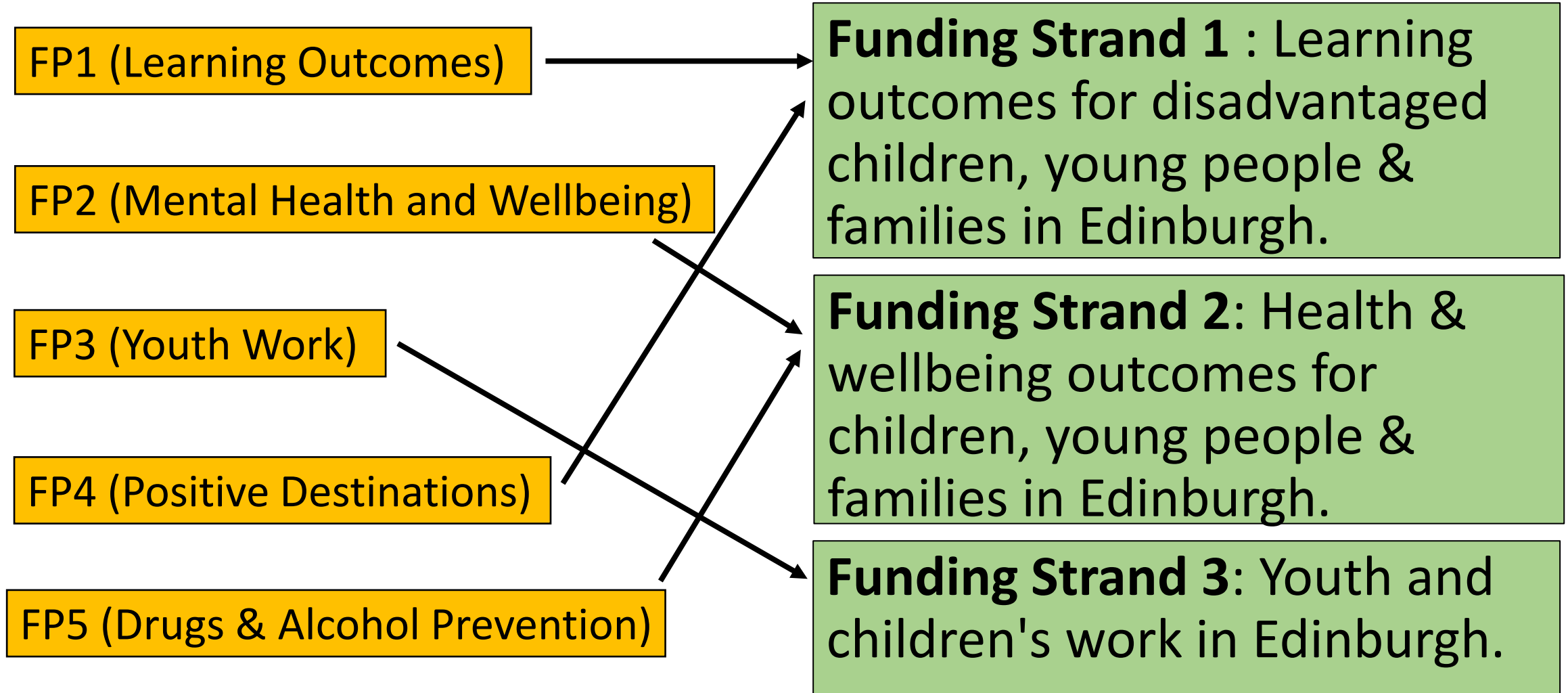
Work done to date

- CEC and LAYC entered into a **meaningful collaboration**, with support from EVOC.
- Learning lessons from the 2020-23 Grants Programme has formed the basis of discussions and decisions made:
 - Protected characteristics
 - Areas of deprivation across the city
 - Locally responsive, locally focused

Refined Process

- We have introduced streamlined, sharper priorities.
- The 2020-23 programme contained 5 funding priorities, each with specific outcomes expected.
- These previous 5 funding 'priorities' have been combined into 3 'funding strands'.

Funding Strands



NOTE: Organisations can apply through one Funding Strand

Funding Strand 1: Learning outcomes for disadvantaged children, young people, and families in Edinburgh

- Funding Strand 1 focuses on delivering learning opportunities and outcomes for disadvantaged children and families in Edinburgh. Consider **what the learning outcomes of your proposal/project are** and **which disadvantage(s) your proposal addresses**. The guidelines for Funding Strand 1 encourage a wide variety of proposals addressing local need.
- **'Learning Outcomes'**: this strand focuses on SQA/accredited forms of learning outcomes and learning outcomes in a wider sense (outdoor learning, creative learning, personal and social development outcomes etc.).
- **'Disadvantaged'**: an increasing numbers of children and families are facing poverty. Poverty affects every area of the city, with high concentrations of poverty found in all 4 localities. If addressing poverty, consider what your proposal/project does to alleviate the impacts of poverty on learning in the widest sense.
- As well as poverty, examples of disadvantages children, young people and families face are race, gender, sexuality, disability, intersectionality between various protected characteristics, those who are care experienced and those who are young carers.

Funding Strand 2 : Health and wellbeing outcomes for children, young people, and families in Edinburgh

- It is paramount that children, young people, and families in Edinburgh can access support when struggling with their mental health or improving/developing their wellbeing. Funding Strand 2 broadly focuses on **what your project/proposal does to support children, young people and/or families in Edinburgh with their mental health and wellbeing and how your proposal/project will aid participants in reaching their full potential, with focus on early intervention and prevention approaches.**
- **‘Mental health’**: children and young people in Edinburgh, and across Scotland, are facing a growing mental health crisis, exacerbated by the current landscape of lasting and devastating impacts of the Covid-19 pandemic, climate change and the cost-of-living crisis. Since the pandemic, 39% of 11–24-year-olds in Scotland have reported concerns about their mental wellbeing.
- **‘Wellbeing’**: wellbeing can include a myriad of factors, for example: physical wellbeing, substance misuse, sexual health and wellbeing, lack of access to opportunities, social isolation, and many more.

Funding Strand 3 : Youth and children's work (5-25) in Edinburgh

- Funding Strand 3 focuses on the provision of youth and children's work in Edinburgh. Edinburgh's children and young people benefit from a rich landscape of services across the city. Universal and targeted youth work has been evidenced to produce benefits and positive outcomes in health and wellbeing, educational outcomes, employability, personal and social development, and intercultural learning. The positive changes youth work spaces bring to people and communities are innumerable and can last a lifetime. **Detail what youth work and or children's work services your project/proposal offers and what positive outcomes delivery will produce for children, young people, and families in Edinburgh.**

Application

- The refreshed programme will have a sharper focus, with clearer aims.
- Connected Communities Edinburgh will focus support to **local, community-based organisations**.
- Organisations will be required to complete an **eligibility checklist** prior to application.
- Eligible organisations must deliver **direct work in Edinburgh**, hold a **charitable status**, and have an **annual income of less than £2 million**.

Links with the City Priorities

After choosing which Funding Strand to apply through, you will then be asked to rank and explain how your project/proposal addresses the City Priorities:

- 1. Ending poverty and preventing adverse outcomes such as homelessness and unemployment**
- 2. Becoming a net zero city**
- 3. Ensuring wellbeing and equalities are enhanced for all**

Robust and Impartial Application Assessment

- Minimum and maximum budget for each funding strand: £10,000-£100,000 per year.
- Organisations should plan their budget to include a yearly uplift of 2.5%.
- There will be a **marking matrix** to ensure grants are awarded by the most fair, transparent and equitable means possible.
- The above will provide flexibility for partial awards.
- Poverty and inequality runs through all 3 funding strands.

Application process



Complete 'Pre-Application Eligibility Checklist'



Choose which Funding Strand to apply under (1,2, OR 3)



Complete Application Form



Submit Application Form

- Application open: **11th September 2023**
- Application closed: **13th October 2023**
- Grants Approval: **ECF Committee**
- Grants Award : **1st April 2024**

Key dates

Appendix 2 CONNECTED COMMUNITIES EDINBURGH, Grants Programme 2024-27

Pre-Application Eligibility Checklist

CONNECTED COMMUNITIES EDINBURGH

Pre-Application Checklist

SECTION 1		YES	NO
1.1	Does your organisation hold charitable status?		
1.1a	If your organisation does not hold charitable status, are you <i>currently</i> in the process of applying for charitable status? (Evidence required)		
1.2	Is your organisation based in the city of Edinburgh?		
1.3	Does your project/proposal meet at least one of our funding strands?		
1.4	Are your organisation's accounts independently scrutinised?		
1.5	Does your proposal deliver <u>direct</u> services to children, young people and/or families in Edinburgh?		
1.6	Is your organisation's annual income less than £2 million?		

If you have answered 'NO' to any question in Section 1 your organisation is not eligible for Connected Communities Edinburgh. Please do not submit an application for this fund.

If you answered NO to Q 1.1 but YES to Q 1.3, you may submit an application, but you must provide evidence of you application to become a registered charity.

Appendix 2 CONNECTED COMMUNITIES EDINBURGH, Grants Programme 2024-27

Pre-Application Eligibility Checklist

Your answers to question 2 will not be scored but will help us understand how public money delivers outcomes across Edinburgh. Answering YES to any of these questions does not exclude you from applying if you are eligible, nor will it affect decision to fund (Section 1), and ensures no duplication.

SECTION 2			
2.1.	If your organisation has a contract with CEC/Health and Social Care and Capital City Partnership, please briefly describe how your proposal complements, expands and/or is additional to work you are undertaking through your existing contract with the Council (max 250 words). This includes contracts, frameworks, service level agreements.		
2.2	If your organisation receives any other funding from CEC/Health and Social Care and Capital City Partnership, please briefly describe how your proposal complements, expands and/or is additional to work you are undertaking through your existing contract with the Council (max 250 words).		

SECTION 2		
2.3	Which localities in the city will your proposal address? <i>(Please X all which apply, note: you can X as many localities as your proposal will focuses support to, e.g. if you are a Citywide organisation you may X all 4 localities or if your proposal is to address identified need in smaller areas in different localities you should X which localities)</i>	
1	North West locality	
2	North East locality	
3	South East locality	
4	South West locality	

CONNECTED COMMUNITIES EDINBURGH

Appendix 4

Funding Strands: DRAFT Weighting and Scoring criteria.

Funding Strand 1 Learning outcomes for disadvantaged children, young people & families in Edinburgh.		Funding Strand 2 Health & wellbeing outcomes for children, young people & families in Edinburgh.		Funding Strand 3 Youth and children's work in Edinburgh	
Focuses on learning opportunities for people facing greatest disadvantage and addressing identified need.	6	Focuses on delivering outcomes that help improve wellbeing, where there is an identified need.	6	Focuses on the provision of youth and children's work (age 5 – 25 or 26 if care experienced) in Edinburgh.	6
Includes both accredited learning and informal learning delivering personal and social outcomes.	5	Includes both physical, social and mental wellbeing.	5	Includes both universal and target youth and children's work.	5
Aims to alleviate the impact of poverty and other disadvantage through learning.	4	Aims to benefit those facing greatest disadvantage and/or who face barriers through an early intervention and prevention approach.	4	Aims to realise positive outcomes in health and wellbeing, education and learning employability, personal and social development, and intercultural learning.	4
Considers the needs of people with protected characteristics.	3	Considers the needs of people with protected characteristics and those who are socially isolated and/or disabled and/or struggling with their mental health.	3	Considers the needs of children and young people, particularly where a need is clearly identified.	3
Includes care experienced and young carers.	2	Includes substance misuse, sexual health and wellbeing, lack of access to opportunities and social isolation.	2	Includes creative, accessible (application form) solutions that reach out to include children and young people least likely to engage	2
Benefits at least one of the 6 poverty priority groups	1	Benefits at least one of the 6 poverty priority groups	1	Benefits at least one of the 6 poverty priority groups	1

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