

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 7th November, 2023

Dean of Guild Court Room - City Chambers

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

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

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1. Order of business

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

2. Declaration of interests

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

3. Deputations

- 3.1 If any

4. Minutes

- 4.1 Minute of the Education, Children and Families Committee of 5 September 2023 submitted for approval as a correct record 9 - 30

5. Forward Planning

- 5.1 Work Programme 31 - 34
- 5.2 Rolling Actions Log 35 - 72

6. Business Bulletin

- 6.1 Business Bulletin 73 - 82

7. Executive decisions

- 7.1 Outdoor Learning – Benmore and Lagganlia Outdoor Centres – Report by the Executive Director of Children, Education and Justice Services 83 - 120

7.2	Quality Improvement and Scrutiny Update – Report by the Executive Director of Children, Education and Justice Services	121 - 154
7.3	Commissioning and Contract Management Update – Report by the Executive Director of Children, Education and Justice Services	155 - 172
7.4	Revenue Monitoring 2023/24 - Month Five Report – Report by the Executive Director of Children, Education and Justice Services	173 - 176
7.5	Senior Phase Attainment Report – Report by the Executive Director of Children, Education and Justice Services	177 - 190
7.6	Inclusion Review – Report by the Executive Director of Children, Education and Justice Services	191 - 200
7.7	Response to motion by Councillor Mowat - School Admissions and Appeals Planning – Report by the Executive Director of Children, Education and Justice Services (note: Councillor Mowat had been called for this item)	201 - 208
7.8	After School Provider - Additional Support Needs – Report by the Executive Director of Children, Education and Justice Services	209 - 216
7.9	Response to motion by Councillor McKenzie - Early Years – Report by the Executive Director of Children, Education and Justice Services (note: Councillor McKenzie has been called for this item)	217 - 222
7.10	Early Years Capital Programme Update – Report by the Executive Director of Place	223 - 230
7.11	Cameron House Nursery Closure Proposal – Report by the Executive Director of Place (note: Councillors Flannery and Pogson have been called for this item)	231 - 250
7.12	Children’s Services Improvement Plan and Edinburgh Residential Services Improvement Plan Update – Report by the Executive Director of Children, Education and Justice Services	251 - 260

- 7.13** Policy for the Transition from Children to Adult Services - Update 261 - 266
– Report by the Interim Chief Officer, Edinburgh Health and Social Care Partnership, the Executive Director of Children, Education and Justice Services

8. Routine decisions

- 8.1** None.

9. Motions

- 9.1** Motion by Councillor McKenzie - Tynecastle Community Wing:

“Committee:

1. Notes that Tynecastle Community Wing has provided valued community space in Gorgie since the opening of the new Tynecastle High School in 2009.
2. Notes that a decision to stop accepting external lets at the venue was made in August 2023, and regrets that stakeholders were not informed in advance.
3. Thanks officers for supporting affected organisations to relocate, and for their attendance at the Gorgie Dalry Forum on 4 October 2023, where the reasons behind the decision were discussed and community groups were given an opportunity to express their frustration about the decision and make clear their determination to see the return of external lets at the venue.
4. Agrees that external lets should resume at the venue.
5. Agrees that a report will come to this Committee within 2 cycles, outlining:

- a. the factors that led to the decision, including changes in staffing.
- b. the current barriers to the immediate reinstatement of external lets.
- c. a plan to resume external lets safely at the earliest opportunity.”

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)

Angela Campbell, Ruhy Parris and Fiona Beveridge

Parent/Carer Representatives (Non-Voting)

Alex Ramage (Secondary Sector parent/carers representative)

Sara Collins / 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 Dean of Guild Court Room in the City Chambers, High Street, Edinburgh and virtually by Microsoft Teams.

Further information

If you have any questions about the agenda or meeting arrangements, please contact Daniel Baigrie, Committee Services, City of Edinburgh Council, Business Centre 2.1,

Waverley Court, 4 East Market Street, Edinburgh EH8 8BG, Tel 0131 529 4264, email daniel.baigrie@edinburgh.gov.uk / jacqueline.boyle@edinburgh.gov.uk.

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Minutes

Education, Children and Families Committee

10am, Tuesday 5 September 2023

Present:

Councillors Griffiths (Convener), Burgess, Mitchell (substituting for Councillor Cowdy), Davidson, Graham, Glasgow, Hyslop, Jones, Kumar, O'Neill, Young and Younie (substituting for Councillor Young for item 7).

Added Members for Education Items

Religious Representatives

Fiona Beveridge, Angela Campbell and Dr Ruhy Parris (non-voting)

Secondary Sector Parent/Carer Representative

Alexander Ramage (non-voting)

Primary Sector Parent/Carer Representative

Louise Collingwood (non-voting)

1. Minutes

Decision

To approve the minute of the Education, Children and Families Committee of 6 June 2023 as a correct record.

2. Work Programme

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

Decision:

To note the Work Programme.

(Reference – Work Programme, 5 September 2023, submitted)

3. Rolling Actions Log

The rolling actions log updated to September 2023 was presented.

Decision

- 1) To agree to close the following actions:

- Action 1 - Funding for excursions for educational purposes, report by Executive Director of Children, Education and Justice Services; officers to circulate Overseas Excursion Guidance improvement process to members.
 - Action 2 – Holiday Support for children affected by a disability, report by the Executive Director of Children, Education and Justice Services
 - Action 4 – Motion by Councillor Burgess – Outdoor Learning for Edinburgh Schools, report by the Executive Director of Children, Education and Justice Services
 - Action 10 – Outdoor Learning – report by the Executive Director of Education and Children’s Services
 - Action 17 – Edinburgh Secure Services and Residential Estate Update, report by the Executive Director of Children, Education and Justice Services
 - Action 28 – Business Bulletin – Outdoor Learning Update, report by the Executive Director of Children, Education and Justice Services
 - Action 35 - Gaelic Implementation Steering Group
 - Action 38 - Emergency motion by Councillor Young – Ferryhill Primary School, report by the Executive Director of Children, Education and Justice Services. Officers to distribute an update on this item.
- 2) To agree to keep the following actions recommended for closure open:
- Action 6 – Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools 2021-22
 - Action 7 – Motion by Councillor Davidson – Internet Safety
 - Action 18 – Learning Estate Update – 2022 Based School Roll Projections and Secondary Capacity Review
- 3) Officers to ensure that briefing notes are shared with all members including parent representatives where appropriate.
- 4) To otherwise note the remaining outstanding actions.

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

4. Deputations & Presentations

The following deputations and presentations were made to the committee members on 5 September 2023:

a) Presentation from Kirkliston Primary School – Clean Plates Campaign

The prestation from the Kirkliston Primary School was heard. A pupil presented the Clean Plates Campaign which was implemented in school to

reduce food waste. Catering staff were disposing of 6 bags of food waste daily. The cost-of-living crisis was another reason to reduce food waste. The impact on agriculture and environment was noted. The pupil had asked the Headteacher to conduct a survey in her school and presented her findings to the committee based on over 300 responses. The main finding was that most children do not like food served in school. The pupil asked committee members to involve children and catering staff in planning healthy balanced meals to keep plates clean. In high school the pupils had got menu choices, and it means that children know what they are getting so they will enjoy it more and waste less food.

(see item 16 below)

Declaration of Interest

Councillor Young made a transparency statement as the pupil who presented is her daughter.

b) Presentation from Prestonfield Primary School – Jamie Oliver Good Food Award

The Prestonfield Primary School presentation was given by the Headteacher, an Early Years Officer and a parent. The Headteacher expressed a need to establish the community links and parental engagement to reduce the poverty related attainment gap. As a part of the strategy to meet the needs of learners the Family Cooking initiative was designed, and this resulted in winning the National Early Years Jamie Oliver Good Food Award. The presentation expressed concern about inflation as children were coming to nursery hungry and they wanted to do something inclusive, so they invited families to work together. The presentation considered the need to learn healthy habits in early year education. Staff had gone the extra mile to make this programme work. The programme helped to introduce children to food in a positive manner as they cooked together, and some children never experienced this at home. This also helped children to learn more about safety and cooking environment.

c) Presentation from James Gillespie's High School – Gaelic Medium Education

Three members of school staff and four S5 pupils from Higher Gaelic class presented. The presentation considered that it is often perceived the roots of Gaelic belongs to the Highlands and advised the importance of learning this language in Edinburgh too. The staff commitment and hard work to embrace Gaelic medium education was praised. The school's recent award was recognised. The presentation considered the broad offer across different courses which had an impact on Gaelic education and resulted in this award. The young people felt it was an important language and

recognised opportunities at university. The presentation considered job opportunities in singing and teaching.

Declaration of Interest

Councillor Burgess made a transparency statement as his children attend Gaelic Medium Education.

d) Volunteering Matters (in relation to item 11.1 on the agenda - Connected Communities Edinburgh 2024-27 Grants Programme)

Volunteering Matters (and other third sector organisations) were concerned about the decision to prevent any Third Sector organisation with an annual income of £2 million or more, the opportunity to bid for funding through the City of Edinburgh Council, 2024-2027 Connected Communities Fund.

Volunteering matters were affected by this decision, at a time when they were delivering high impact programmes across the city, directly reaching and supporting people and communities that had already been identified by Council members as most in need (SIMD 1 and 2, single parent families and BME), and who had been identified as priorities.

Some of the other charities impacted deliver equally vital services, some very specialist, where there are no viable alternatives available with that expertise within the city. This decision risks restricting the reach and impact of the council's investment. We feel it is vital the investment should be about the individuals and communities you seek to deliver outcomes for, not on an arbitrary value of the size of an organisation's income delivering those outcomes.

Together with the other charities impacted by this decision, the deputation requested that this income cap be removed from the eligibility criteria.

(see item 18 below)

5. Business Bulletin

The Business Bulletin for 5 September 2023 was presented.

Decision

- 1) To note the updates in the Business Bulletin.
- 2) To request a briefing note on Early Years' Change Programme
- 3) To note that a timetable of meetings will be put in place for the Gaelic Implementation Steering Group meetings.
- 4) To note that a briefing note will be circulated on the Holiday Hub Provision.
- 5) To provide members with an update on maintenance costs associated with defibrillators in schools.

(Reference – Business Bulletin, 5 September 2023, submitted)

6. Quality Improvement and Scrutiny Update

Information was provided on a range of Education Scotland (HMI) scrutiny and local authority reviews. The main finding continued to be the need to improve the variability in leadership capacity and teachers, and to provide differentiated learning to meet learners' needs. The Quality Improvement Service would continue to challenge underperformance and promote good practice. Coaching in context would 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. The Edinburgh Learns Teaching and Learning team would continue to work with on a targeted and universal programme of professional learning delivering the Teachers' Charter. Support sessions would be provided to ensure effective tracking and monitoring of attendance, attainment, and pupils' achievements. This would include professional learning which deepens teachers' understanding of national standards to ensure accuracy in professional judgements about progress in learning. All work would be supported by the Education Scotland Attainment Adviser and Equity Lead Officers.

Decision

- 1) To note the strengths and areas for improvement identified through Education Scotland and QICS scrutiny activity.
- 2) To agree next steps at 5.1 – 5.4:
 - 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.
 - 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.
 - 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.
 - QICS to ensure that all actions for improvement are implemented by schools within agreed timescales.
- 3) Officers to ensure that reports on individual schools will be shared with ward members.

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

7. 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

Information was provided to seek an approval to progress three separate statutory consultations. These consultations would 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 had been the subject of various informal engagement processes, with the outcomes of recent engagement in Kirkliston and Gracemount reported in the Learning Estate Update. 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.

Motion

- 1) To note the summary of responses from informal engagement in Kirkliston on the Kirkliston Leisure Centre as the site for a new Kirkliston High School;
- 2) To note the summary of responses from informal engagement in Gracemount on potential sites for replacement of the St Catherine's RC Primary School building
- 3) To approve 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:
 - The relocation of St Catherine's RC Primary School to a new site;
 - The establishment of a new primary school at Builyeon Road in Queensferry with associated catchment changes; and
 - The establishment of a new secondary school in Kirkliston at the Kirkliston Leisure Centre site with associated catchment changes.

- moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To agree 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 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 Councillor Davison, seconded by Councillor Younie

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the summary of responses from informal engagement in Kirkliston on the Kirkliston Leisure Centre as the site for a new Kirkliston High School.
- 2) To note the summary of responses from informal engagement in Gracemount on potential sites for replacement of the St Catherine's RC Primary School building
- 3) To approve 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:
 - The relocation of St Catherine's RC Primary School to a new site
 - The establishment of a new primary school at Builyeon Road in Queensferry with associated catchment changes
 - The establishment of a new secondary school in Kirkliston at the Kirkliston Leisure Centre site with associated catchment changes.
- 4) To agree 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 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.

(References – 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 Place, submitted.)

Declaration of Interest

Councillor Young declared a non-financial interest as the catchment area of the proposed Kirkliston High School affects her children and left the meeting during consideration of the above item.

Angela Campbell made a transparency statement as she is the RC religious representative.

Louise Collingwood made a transparency statement as the Chair of Kirkliston Parent Association.

8. Standards & Quality Report and Education Improvement Plan

A summary was provided on 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. The report identified notable improvements in performance.

The attainment of learners living in SIMD Quintile 5 had also continued to rise and the range of courses and awards expanded to offer more personalised learning pathways.

Decision

To approve the following motion by Councillor Griffiths:

- 1) To note the progress made during the last academic session.
- 2) To note the Education Improvement Plan targets which have been shared with schools, particularly those to Close the Poverty Related Attainment Gap.
- 3) To agree next step at 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”.
- 4) Officers to provide information relating to the level of provision of musical instrument tuition across the school estate.

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

9. Learning for Sustainability

This report detailed the work carried out in schools to develop Learning for Sustainability. It also responded 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.

Motion

- 1) To note the response to the seven action points from the motion on Learning for Sustainability.
- 2) To note the Standards and Quality Report which evaluates the work carried out in Session 2022-2023 and the newly created Action Plan for Session 2023-2024.

-moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To understand 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 Burgess, seconded by Councillor O'Neill

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note response to the seven action points from the motion on Learning for Sustainability.
- 2) To note the Standards and Quality Report which evaluates the work carried out in Session 2022-2023 and the newly created Action Plan for Session 2023-2024.
- 3) To understand 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.

(References – Learning for Sustainability, report by the Executive Director of Children, Education & Justice Services, submitted.)

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

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

Motion

- 1) To approve the transfer of the management of non-sport lets in all secondary schools to Edinburgh Leisure.

- 2) To delegate responsibility to officers to agree the timeline for the phased transfer of the service with Edinburgh Leisure.
- 3) To request an annual report detailing the performance of sport and non-sport let's within secondary schools.

-moved by Councillor Griffiths, seconded by Councillor Graham

Amendment 1

- 1) To approve the transfer of the management of non-sports lets in the 8 secondary schools identified in this report.
- 2) To delegate responsibility to officers to agree timeline for the phased transfer of the 8 identified schools to Edinburgh Leisure.
- 3) To 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.
- 4) To request an annual report detailing the performance of sport and non-sport lets within secondary schools.
- 5) To agree 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 Kumar, seconded by Councillor Hyslop

Amendment 2

- 1) To 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.
- 2) To 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 Councillor Davidson, seconded by Councillor Young

In accordance with Standing Order 22(12), amendment 1 was adjusted and accepted as an addendum to the motion and amendment 2 was accepted as addendum to the motion.

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To approve the transfer of the management of non-sport lets in all secondary schools to Edinburgh Leisure.
- 2) To delegate responsibility to officers to agree the timeline for the phased transfer of the service with Edinburgh Leisure.

- 3) To request an annual report detailing the performance of sport and non-sport let's within secondary schools.
- 4) To approve the transfer of the management of non-sports lets in the secondary schools identified in this report.
- 5) To delegate responsibility to officers to agree timeline for the phased transfer of the 8 identified schools to Edinburgh Leisure.
- 6) 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.
- 7) To 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.
- 8) To 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.

(References – Community Access to Secondary Schools – Transfer of management of non-sport lets to Edinburgh Leisure, report by the Executive Director of Children, Education & Justice Services, submitted.)

11. Children's Services Improvement Plan Update

The report informed on progress that has been made in all areas of the improvement plan. In some areas there had been delay and this primarily related to delay in getting key staff into post.

Motion

- 1) To note the positive progress made against the Children's Services Improvement Plan.
- 2) To scrutinise those areas where progress is slower than planned and ensure effective mitigations are in place.

-Moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To request that committee continues to be updated on the Children's Services Improvement Plan at least every six months.

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

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the positive progress made against the Children's Services Improvement Plan.
- 2) To scrutinise those areas where progress is slower than planned and ensure effective mitigations are in place.
- 3) To request that committee continues to be updated on the Children's Services Improvement Plan at least every six months.
- 4) To note that the regular updates will be provided at every meeting.

(References – Children's Services Improvement Plan Update, report by the Executive Director of Children, Education & Justice Services, submitted.)

12. Edinburgh Secure Services and Residential Estate Update

This report provided the details of the continuous improvements from the last report that went to the Education, Children and Families Committee in April 2023.

Decision

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

(References – Edinburgh Secure Services and Residential Estate Update, report by the Executive Director of Children, Education & Justice Services, submitted)

13. Revenue Monitoring 2023/24 – month three report

This report provided an information on 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.

Decision

- 1) To note the estimated net residual budget pressure of £5.5m at month three.
- 2) A further update report will be provided to Committee later in the year on the month six position.

(References – Revenue Monitoring 2023/24 – month three report, report by the Executive Director of Children, Education & Justice Services, submitted)

14. Active Schools Thematic Review Findings

The report provided 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 would be reflected in the Active Schools Annual Plan for session 2023-24.

The report identified that the 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.

Motion

- 1) To note the strengths and areas for improvement identified through validated self-evaluation activity.
 - 2) To agree next steps at 5.1-5.4:
 - Revise and update the Active Schools Plan during session 2023-24.
 - Ensure the actions of the validated self-evaluation are reflected in the Active Schools Annual Report, included expected outcomes for session 2023-24.
 - Take forward actions from the Active Schools Integrated Impact assessment, see Appendix 2.
 - Publish and share the Wider Achievement Framework for schools
- moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To agree that the revised Active Schools Plan is presented to committee before the end of session 2023-24.

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

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To note the strengths and areas for improvement identified through validated self-evaluation activity.
- 2) To agree next steps at 5.1-5.4:
 - Revise and update the Active Schools Plan during session 2023-24.
 - Ensure the actions of the validated self-evaluation are reflected in the Active Schools Annual Report, included expected outcomes for session 2023-24.
 - Take forward actions from the Active Schools Integrated Impact assessment, see Appendix 2.
 - Publish and share the Wider Achievement Framework for schools

- 3) To agree that the revised Active Schools Plan is presented to committee before the end of session 2023-24.
- 4) To note that the officers will provide more details on registration system to the next committee meeting
- 5) To issue a briefing note about the active schools offer in each school.

(References – Active Schools Thematic Review Findings, report by the Executive Director of Children, Education & Justice Services, submitted)

15. Free Food Provision in Schools - Response to motion by Councillor Davidson

The report responded 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.

Decision

- 1) To note that officers will provide more details on monitoring purchase cards.
- 2) To note the update on food provision in schools.
- 3) To note the challenges that the Council faces with rising costs and inflationary pressures.
- 4) To work underway to tackle food waste in schools.

(References – Free Food Provision in Schools - Response to motion by Councillor Davidson, report by the Executive Director of Children, Education & Justice Services, submitted)

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

Motion by Councillor Griffiths about Prestonfield Nursery's Family Cooking Project Wins Award was presented to committee members.

Decision

To approve the motion by Councillor Griffiths, seconded by Councillor Graham:

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.

17. Emergency Motion by Councillor Griffiths – RAAC in Schools and Emergency Motion by Councillor Young – RAAC in Schools – Funding and Progress

A composite motion was proposed by Councillor Griffiths:

Motion

1) Council to note:

- a. The presence of RAAC in schools across Scotland and that, To date, reinforced autoclaved aerated concrete (RAAC) has been identified in schools in Edinburgh.
- b. That surveys continue across the school estate, with the potential of further RAAC being identified.
- c. That 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.
- d. 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.
- e. That the Department for Education in the UK Government's commitment to pay for emergency mitigation work and funding for longer term refurbishment or rebuilding project to rectify the RAAC issue for over 600 schools in England.
- f. 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.

2) Committee therefore agrees to:

1. Commends the extensive work of officers in finding alternative temporary provision, and to parents/carers and young people for their understanding and support
2. 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 and requesting funding to be made available to carry out these urgent and necessary safety repairs.
3. Calls for the Convener /Council Leader to urgently write to the UK Government to strongly lobby for any UK spending to rectify RAAC in English schools to result in Barnett consequential to be passed to the Scottish Government.
4. Asks that action be taken to ensure that all schools/council buildings with RAAC in Edinburgh are properly identified and requests an urgent briefing note to all elected members within the next week on the number of schools and other council buildings in Edinburgh affected by reinforced autoclaved aerated concrete (RAAC) and detailing what action is being taken to resolve the issue in affected schools and council buildings.
5. asks 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 Councillor Griffiths, seconded by Councillor Kumar

Amendment

1) Council to note:

- a. The presence of RAAC in schools across Scotland and that, To date, reinforced autoclaved aerated concrete (RAAC) has been identified in schools in Edinburgh.
- b. That surveys continue across the school estate, with the potential of further RAAC being identified.
- c. That 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.
- d. 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.
- e. That the Department for Education in the UK Government's commitment to pay for emergency mitigation work and funding for longer term refurbishment

or rebuilding project to rectify the RAAC issue for over 600 schools in England.

f. 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.

2) Committee therefore agrees to:

1. Commends the extensive work of officers in finding alternative temporary provision, and to parents/carers and young people for their understanding and support

2. 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 and requesting funding to be made available to carry out these urgent and necessary safety repairs.

3. Asks that action be taken to ensure that all schools/council buildings with RAAC in Edinburgh are properly identified and requests an urgent briefing note to all elected members within the next week on the number of schools and other council buildings in Edinburgh affected by reinforced autoclaved aerated concrete (RAAC) and detailing what action is being taken to resolve the issue in affected schools and council buildings.

4. asks 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 Councillor Jones, seconded by Councillor Mitchell

Vote

For a motion: - 9 votes

Against For an amendment: - 2 votes

(For the motion: Councillors: Griffiths, Burgess, Davidson, Graham, Kumar, O'Neill and Young

For the amendment: Mitchell and Jones.)

Decision

To approve the following motion by Councillor Griffiths:

1) Council to note:

a. The presence of RAAC in schools across Scotland and that, To date, reinforced autoclaved aerated concrete (RAAC) has been identified in schools in Edinburgh.

b. That surveys continue across the school estate, with the potential of further RAAC being identified.

c. That 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.

d. 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.

e. That the Department for Education in the UK Government's commitment to pay for emergency mitigation work and funding for longer term refurbishment or rebuilding project to rectify the RAAC issue for over 600 schools in England.

f. 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.

2) Committee therefore to:

1. Commends the extensive work of officers in finding alternative temporary provision, and to parents/carers and young people for their understanding and support

2. 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 and requesting funding to be made available to carry out these urgent and necessary safety repairs.

3. Calls for the Convener /Council Leader to urgently write to the UK Government to strongly lobby for any UK spending to rectify RAAC in English schools to result in Barnett consequential to be passed to the Scottish Government.

4. Asks that action be taken to ensure that all schools/council buildings with RAAC in Edinburgh are properly identified and requests an urgent briefing note to all elected members within the next week on the number of schools and other council buildings in Edinburgh affected by reinforced autoclaved aerated concrete (RAAC) and detailing what action is being taken to resolve the issue in affected schools and council buildings.

5. asks 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.

18. Connected Communities Edinburgh 2024-27 – Grants Programme and Motion by Councillor Kumar - Connected Communities Edinburgh 2024-27 – Grants Programme

This report provided detail on the refreshed Connected Communities Edinburgh Grants Programme. This information has been shared with Elected Members in two briefing sessions. It had also been shared with the Community and Voluntary Sector over three engagement events which were led jointly with LAYC and EVOC. The report sought approval to deliver the new 2024 - 27 grants programme according to the process and timeline set out.

Resolution to Consider in Private

The Committee, was requested under Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public from the meeting for this item 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.

Committee agreed to consider the item in public.

Motion

- 1) To 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).
 - 2) Note the cross-party support and approval granted by Elected Members on 22 August 2023.
 - 3) Notes a special meeting of Education Children and Families Committee will be scheduled for award recommendations at the beginning of December.
 - 4) Approve the refinements made to the 2024-27 Grants Programme.
 - 5) Approve the process to determine successful grant applicants.
- moved by Councillor Griffiths, seconded by Councillor Graham

Amendment 1

The following motion by Councillor Kumar was submitted in terms of Standing Order 17.2 and verbally adjusted in terms of Standing Order 22(5):

- 1) Committee notes that at the Education Children and 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.
- 2) Notes that the paper has not been circulated and no record found.
- 3) 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.

- 4) 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.
- 5) Agrees that the third-party grants fund be opened only once approval has been given by committee.
- 6) Agrees that existing grants must be extended while this process is followed to allow for proper committee oversight.
- 7) In accordance with Standing Order 31(1) to refer the decision to Council.

- moved by Councillor Kumar, seconded by Councillor Hyslop

Amendment 2

- 1) Committee notes that at the Education Children and 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.
- 2) Notes that the paper has not been circulated and no record found.
- 3) 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.
- 4) 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.
- 5) Furthermore, extensive briefing work has taken place with sector organisations who expect applications to open later in September.
- 6) 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 Councillor Davidson, seconded by Councillor Young

Vote

To refer the decision to Council: - 5 votes

To not refer the decision to Council: - 6 votes

(For the referral to council: Councillors: Kumar, Hyslop, O’Neill, Burgess, Glasgow

Against the referral to council: Griffiths, Graham, Davidson, Young, Mitchell and Jones)

Decision

In accordance with Standing Order 31(1), the decision was referred to Council.

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Work Programme

Education, Children and Families Committee 7 November 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	April 2024
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 2024
4	Edinburgh Learns Equity	Annual Report	Lorna French	Children, Education and Justice Services	Annual	January 2024
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	January 2024
7	Educational Attainment in Broad General Education	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2024
8	Edinburgh Child Protection Committee Annual Report	Annual Report	Euan Currie	Children, Education and Justice Services	Annual	January 2024
9	Promoting Equality	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2024
10	Edinburgh Learns Inclusion Annual Report	Annual Report	Lorna French	Children, Education and Justice Services	Annual	November 2024
11	South-East Improvement Collaborative	Annual Report	Lorna French	Children, Education and Justice Services	Annual	April 2024
12	Edinburgh Learns Health and Wellbeing	Annual Report	Lorna French	Children, Education and Justice Services	Annual	April 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	April 2024
14	Energy in Schools Update	Annual Report	Peter Watton	Place	Annual	June 2024
15	Performance of sport and non-sports lets within secondary schools.	Annual Report	Linda Lees	Children, Education and Justice Services	Annual	September 2024
16	Children's Services Improvement Plan Update	Six Monthly Report		Children, Education and Justice Services	Six Monthly	April 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	01-03-2022	<u>Report Regarding Petition – Review Cuts to English as an Additional Language Provision for Dalry Primary School</u>	<ol style="list-style-type: none"> 1) English – ASL Standards and quality report to be circulated to members for information. 2) 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: 3) To agree that an update is presented in December 2022 to report on the recommendations and actions detailed in 	Executive Director of Children, Education and Justice Services	<p>November 2023</p> <p>April 2023</p> <p>November 2022</p>		<p><u>Recommended for closure</u></p> <p><u>November 2023</u></p> <p>Item 1.1 - The Language and Literacy report has been be circulated to elected members.</p> <p><u>September 2023</u></p> <p>An update will be included in the Standards and Quality Report</p> <p>The review of the Language and Literacy</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the Integrated Impact Assessment.				<p>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> <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</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							<p>development work. The intended outcomes were achieved, with data showing positive impact on teaching, learning and attainment for learners at all stages of English language acquisition. Phase 3 started in August 2022, with EAL Specialist teachers continuing to support the school to consolidate and embed practice.</p> <p>(2) Evaluative Statement October 2022</p> <p>Almost all (26 out of 30) recommendations and actions have</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							been completed, fully or partially. 4 (out of 30) recommendations and actions are planned. This process is ensuring that we continue to strengthen practice for bilingual and minority ethnic learners to ensure equality of opportunity and outcome.
2	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 schools, including but not limited to: a) Support for Active Schools to promote	Executive Director of Children, Education and Justice Services	September 2023		Recommended for Closure <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>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.
3	27.10.22 (Council)	<u>Motion by Councillor Hyslop – School Bicycle Storage</u>	Requests a report to be submitted to Education, Children and Families Committee, to be referred to Transport and Environment Committee within 3 cycles which outlines potential targets for increasing the uptake of cycling, scooting and skating to school in the City and strategies to meet them. The information to be detailed in the report was included in the approved motion.	Executive Director of Place	January 2024		
4	15.11.22	<u>Attainment in the Broad General</u>	1) To note the update regarding the position in educational attainment in	Executive Director of Children,	April 2023 (Action 4)		<u>November 2023</u>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Education in Edinburgh Primary and Secondary Schools 2021-22</u>	<p>Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022.</p> <p>2) To agree the next steps as outlined in section 5 of the report.</p> <p>3) To agree to receive further annual reports on attainment and improvements in performance.</p> <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>	Education and Justice Services	August 2023 (Action 5)		<p>Workshop being arranged with members.</p> <p><u>September 2023</u></p> <p>Agreed to keep this Action open on 05.09.23 as a workshop is being organised.</p> <p><u>September 2023</u></p> <p>members workshop to be arranged for September</p> <p><u>June 2023</u></p> <p>Literacy update in the Business Bulletin for this meeting, and the Senior Phase Attainment Report went to April 2023 Committee.</p> <p><u>April 2023 Update</u></p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							Item 4 - Literacy Strategy will be written once the results of the review are collated and analysed, further detailed update in the Business Bulletin.
5	15.11.22	Motion by Councillor Davidson – Internet Safety (see agenda)	Committee therefore requests a report to Education, Children & Families within 2 cycles containing the following: <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 promoting internet safety 	Executive Director of Children, Education and Justice Services	November 2023		<u>November 2023</u> Further update in the November Business Bulletin on Internet Safety. <u>September 2023</u> To agree to keep Action 7 open on 05.09.23 – Motion by Cllr Davidson – Internet Safety to provide a further briefing

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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. 				<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
6	31.01.23	<u>Third Party Revenue Grants Programme Extension –</u> report by the Executive Director of Children, Education and Justice Services	<ol style="list-style-type: none"> 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. 2) To agree next steps 5.1 to 5.4. 3) To agree that officers engage with organisations and stakeholders to encourage diverse 	Executive Director of Children, Education and Justice Services	September 2023		<p>Recommended for Closure</p> <p>Decision taken at Full Council September 2023</p> <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>				
7	31.01.23	Teams Around the Learning Communities –	1) To approve proof of concept case studies in the Liberton and	Executive Director of Children,	January 2024		

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			
8	31.01.23	<u>Bikeability in Primary Schools</u> – report by the Executive Director of Education and Children's Services	<p>1) To note the update report and the progress made on the delivery of bikeability in primary schools.</p> <p>2) To note the challenges faced by some schools and the various 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</p>	Executive Director of Children, Education and Justice Services	September 2023		<p>Recommended for Closure</p> <p><u>September 2023</u> Briefing will be provided for the elected members.</p>

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Summer 2023 recess on progress including an update on the work with third party organisations.				
9	31.01.23 (See Agenda)	Motion by Councillor Burgess – Learning for Sustainability and the Climate Emergency	<ol style="list-style-type: none"> 1) Motion approved. 2) To add additional line to section 1: “Recognises that the key role of schools and education are embedded in the Council’s plans to reach Net Zero by 2030.” 3) To add additional bullet points at section 5: <ul style="list-style-type: none"> • Set up a short-life working group to consider and bring forward proposals to enhance learning for 	Executive Director of Children, Education and Justice Services	November 2023		<p>Recommended for Closure</p> <p>Report approved by Committee September 2023</p> <p><u>September 2023</u> Report on the agenda</p> <p>An update was provided in the Business Bulletin for Committee on 27.04.23.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>sustainability and net zero</p> <ul style="list-style-type: none"> • Develop a 'whole-school' approach to learning for sustainability that incorporates teaching, school fabric and emissions, transport, food & drink and the local environment and community • Create a sustainability and net zero project officer post to assist the QIEO and support development of learning for sustainability in schools • Ensure there is a teacher sustainability champion at every 				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			school and allow them at least one period of protected time to support learning for sustainability at their school				
10	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		Recommended for Closure Decision taken by Full Council August 2023
11	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			Recommended for Closure This report has now been to GRBV <u>September 2023</u> The report has been to GRBV on 1 st August 2023 as part of the audit report update and

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							will also be referenced in the Digital Services update at GRBV on 31 st October.
12	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> <p>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</p>	Executive Director of Children, Education and Justice Services			<p><u>November 2023</u></p> <p>Item 1.2 Briefing will be circulated to elected members prior to committee.</p> <p><u>September 2023</u></p> <p>Decision 2) - briefing to be circulated to members</p> <p><u>June 2023</u></p> <p>Decision 3) - update is included in the Business</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			the Consultative Committee with Parents and thereafter to this Committee.				Bulletin for this meeting.
13	27.04.23	Quality Improvement and Scrutiny Update	<p>1) To circulate a briefing paper to members on schools in North Edinburgh. Updates will be included in the reports going forward.</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> <p>4) Officers to confirm with Councillor Walker levels of additional staffing at Pirniehall Primary.</p>	Executive Director of Children, Education and Justice Services			<p><u>Recommended for closure (see item 1)</u></p> <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 October. This</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							contains data which is fully quality assured and submitted to Scottish Government. Decision 3) The Summary letters are available on each school website.
14	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</p>	Executive Director of Children, Education and Justice Services	Ongoing		<p><u>November</u> Report will come to January committee.</p> <p><u>September 2023</u> To agree to keep open this action open on 05.09.23 as a report will come to the next committee with school roll projections.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			for the 7 Primary schools (Appendix 1(a)) and 9 Secondary schools (Appendix 1(b)) that are projected to exceed capacity within the next 2 years.				<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>
15	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			<p>Recommended for closure</p> <p><u>November 2023</u></p> <p>There is a training session scheduled for elected members on 9 November, 2-3pm.</p>
16	27.04.23	<u>Response to Motion by Councillor</u>	To request a progress report to the next Education, Children & Families	Executive Director of Children,			<p>Recommended for closure</p> <p><u>November 2023</u></p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Lezley Marion Cameron – Safeguarding of Children, Young People and Adults at Risk</u>	Committee after the conclusion of the review.	Education and Justice Services			Update is in the Children’s Services and Residential Services Report <u>September 2023</u> Update will be included in the Edinburgh Secure Services Report
17	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	January 2024		
18	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	Chief Officer, Edinburgh Health and Social Care Partnership	November 2023		<u>November 2023</u> On agenda for November 2023

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>by members including why the policy had not been updated before now, the impact not having an updated policy had had on young people affected and consultation with young people making the transition 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>				
19	27.04.23	Health and Wellbeing Update	1) To arrange a standalone briefing session for Committee members on health and wellbeing.	Executive Director of Children, Education and Justice Services	January 2024		<u>November 2023</u> Workshop/briefing session date being arranged for elected members.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) To provide a Business Bulletin update on provision of defibrillators in schools.		June 2023		<u>June 2023</u> A workshop will be arranged with members. Defibrillator update in the Business Bulletin for this meeting.
20	27.04.23	<u>Behaviours of Concern</u>	To request a follow-through report within 18 months.	Executive Director of Children, Education and Justice Services	December 2024		
21	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		Recommended for Closure Added to committee Work Programme <u>September 2023</u> an agenda item going forward.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
22	04.05.23 (Council)	<u>Motion by Councillor Mattos Coelho – Make Public Sexual Harassment Illegal Campaign</u>	<p>Extract from motion with actions:</p> <ol style="list-style-type: none"> To request that the Executive Director of Corporate Services work with trade unions through the joint consultative forum to explore actions to raise awareness and reduce these behaviours through staff networks. 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>Executive Director of Corporate Services</p> <p>Executive Director of Children, Education and Justice Services</p>	April 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	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	January 2024		<u>November 2023</u> Update in the Business Bulletin
24	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			Recommended for Closure <u>September 2023</u> Update in Business Bulletin
25	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		<u>November 2023</u> Update in the Business Bulletin
26	06.06.23	Business Bulletin - Active schools	To invite Sport Scotland to make a presentation to a future meeting of the	Executive Director of Children, Education	tbc		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Thematic Review	committee about Active Schools.	and Justice Services			
27	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		Recommended for closure <u>November 2023</u> Update in the Business Bulletin
28	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		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	06.06.2023	Pathways	Members briefing to be prepared regarding actions to support the 3.9% of young people who do not have a positive destination post school.	Executive Director of Children, Education and Justice Services	November 2023		<u>November 2023</u> Update in the Business Bulletin
30A	01.06.23 (Council)	Motion by Councillor McFarlane – Time for Inclusive Education	<p>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 2023 Page 8 of 24 learning among Edinburgh's primary and secondary teachers.</p> <p>Additionally, Council agrees to commit to publishing our</p>	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>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 host a launch event for the lgbt education.scot national platform in the City Chambers emulating the success in other Local Authorities and</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 overcome them. This should also include additional third sector work in this sphere such as LGBT+ Youth Scotland's Charter programme.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<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 Edinburgh's Education Improvement Plans.</p>				
30B	06.06.2023	<u>Motion by Councillor Davidson –</u>	To add to the report requested at Action 36A above: an update on uptake	Executive Director of Children,	January 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		LGBT Youth Scotland Report	of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents.	Education and Justice Services			
31	06.06.2023	<u>Motion by Councillor Davidson – Free Food Provision in Schools</u>	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		Recommended for Closure <u>September 2023</u> On the agenda for this meeting
32	22.06.23 (Council)	Family Swim Sessions in Braidburn Pool	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	Executive Director of Children, Education and Justice Services	Business Bulletin Update – January 2024 Further Actions – January 2024		<u>November 2023</u> Funding has been awarded for the sessions to continue at Gracemount as instructed by full council. A project group has been set up to look at future provision.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>Committee within 3 cycles.</p> <p>2) Officers to provide a Business Bullitem Update in 2 cycles.</p> <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</p>				<p><u>September 2023</u> Discussions are ongoing with Edinburgh Leisure</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			have been identified and how these will be overcome.				
33	05.09.23	Business Bulletin	<ol style="list-style-type: none"> 1) To circulate a briefing note on Early Years Change Programme 2) A timetable of meetings will be put in place for the Gaelic Implementation Steering Group meetings. 3) To circulate a briefing note on the Holiday Hub Provision. 	Executive Director of Children, Education and Justice Services	November 2023		<u>November 2023</u> Gaelic Implementation Steering Group: Committee Services setting date with officers and members for late November.
34	05.09.23	Quality Improvement and Scrutiny Update	Officers to share reports on individual schools with ward members.	Executive Director of Children, Education and Justice Services	Ongoing		<u>November 2023</u> These will be referenced in the report on November agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
35	05.09.23	<u>Standards & Quality Report and Education Improvement Plan</u>	Officers to provide information relating to the level of provision of musical instrument tuition across the school estate.	Executive Director of Children, Education and Justice Services	November 2023		<u>November 2023</u> A briefing will be circulated to elected members.
36	05.09.23	<u>Community Access to Secondary Schools – Transfer of management of non-sport lets to Edinburgh Leisure</u>	<ol style="list-style-type: none"> 1) To 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. 2) To provide an update at the November Committee about Edinburgh leisure and paying living wage. 	Executive Director of Children, Education and Justice Services	March 2024		Item 2 Link to the report that went to P&S Committee 24 October <u>7.10 Edinburgh Leisure - real living wage - FINAL.pdf</u>
37	05.09.23	<u>Revenue Monitoring</u>	<ol style="list-style-type: none"> 1) A further update report to be provided to Committee later in 	Executive Director of Children,	April 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>2023/24 – month three report</u>	the year on the month six position.	Education and Justice Services			
38	05.09.23	<u>Active Schools Thematic Review Findings</u>	<ol style="list-style-type: none"> 1) Officers to provide more details on registration system to the next committee meeting. 2) To issue a briefing note about the active schools offer in each school. 	Executive Director of Children, Education and Justice Services	November 2023		<p><u>November 2023</u></p> <p>Item 1 - Update in the Business Bulletin</p> <p>Item 2 – Active Schools Offer was circulated to elected members 31 October 2023</p>
39	05.09.23	<u>Free Food Provision in Schools - Response to motion by Councillor Davidson</u>	Officers to provide details on monitoring purchase cards to members.	Executive Director of Place Executive Director of Children, Education	January 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
				and Justice Services			
40	05.09.23	Emergency Motion by Councillor Griffiths – RAAC in Schools	<p>1) The Convener /Council Leader to urgently write to Scottish Government Cabinet Secretary for Education & Skills & COSLA and UK government to request their intervention, support and resources to ensure a plan to respond to RAAC</p> <p>2) To circulate an urgent briefing note to all elected members within the next week on the number of schools and other council buildings in Edinburgh affected.</p>	Executive Director of Children, Education and Justice Services	November 2023		46.2 Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
41	05.09.23	Connected Communities Edinburgh 2024-27 - Grants Programme	Report referred to Council for decision.	Executive Director of Corporate Services	September 2023	Full Council 28 September 2023	Recommended for Closure
42	28.09.23 (Council)	<u>Motion by Councillor McKenzie – Early Years</u>	A report to be presented to November Committee outlining potential changes to services as a result of proposed Scottish Government budget cuts.	Executive Director of Children, Education and Justice Services	November 2023		<u>November 2023</u> Report on the November agenda.
43	28.09.23 (Council)	<u>By Councillor Faccenda - Edinburgh School Uniform Bank</u>	A report to be brought to Education, Children and Families Committee in two cycles detailing current clothing grant uptake and arrangements for uniform banks in schools.	Executive Director of Children, Education and Justice Services	January 2024		


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Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 7 November 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
<p>Item 7 Rolling Actions Log - Motion by Councillor Davidson – Internet Safety</p> <p>As stated in a previous update, the Edinburgh Learns Digital team are working this term on updating <u>previously issued guidance</u> to directly support schools' delivery of digital literacy, cyber resilience, internet safety, and Computing Science.</p> <p>Defibrillators Update Budget £108,000</p> <p>These are the initial proposed costs;</p> <p>350-BAS-XX[1]10 HEARTSINE SAMARITAN 350P WITH 1 X ADULT PAD PAK x 95 (£687.77 per unit) £65,338.15</p> <p>STEEL WALL BRACKET FOR HEARTSINE DEFIBRILLATORS AED/Prep Kit AED/ Wall Sign Sticker/Training x 95 (£332.23 per unit) £31,561.85</p> <p>Grand Total £96,900</p> <p>This will change though as initially we thought we needed 95 but have confirmed with the Contractor we are ordering 85 so the total should reduce by approx. 10%.</p> <p>This will leave a budget for ongoing maintenance costs and replacement pads and batteries over the coming years.</p>	<p>David McKee, Quality Improvement Education Officer (Digital Learning)</p> <p>Gillian Tracey, Directorate Operations Manager</p>
<p>GTC Scotland recognises teacher as a Pioneering Spirit in Equality with Saroj Lal Award</p> <p>The General Teaching Council for Scotland (GTC Scotland) has awarded the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity to Edinburgh Biology teacher Hardeep Kaur.</p> <p>The Saroj Lal Award celebrates the efforts of GTC Scotland registered teachers who challenge adversity in a bit to promote and facilitate a culture and ethos of equality and diversity. The award is linked to teachers' Professional Values of social justice, trust and respect, and integrity and the Standard for Career-Long Professional Learning. This Professional Standard provides an aspirational and developmental framework for teachers in Scotland and supports their professional growth.</p> <p>Hardeep Kaur is a Biology teacher at Portobello High School.</p>	

Update on Educational Materials (item 26 on the Rolling Action Log)

Educational Materials Framework – examining the environmental credentials of educational products

At the 6 June Education, Children and Families Committee, Hope Cottage Nursery delivered a presentation to the Committee setting out the Eco Pledge which the nursery had committed to, including the pledge to source natural not synthetic and to cut out micro and non-recyclable plastics.

In response to Councillor Burgess' question as to how the Council might help support such initiatives the Headteacher identified the need to examine some of the educational resources and products which can be purchased from the Scotland Excel Education Materials Framework on Oracle which claim to be 'eco' or biodegradable' such as eco glitter but which still have negative environmental impacts when they break down, as per the Marine Conservation Society [research](#).

Colleagues from Hope Cottage Nursery and Commercial and Procurement Services held a follow up meeting with Councillor Burgess to identify areas for improvement and initial steps that could be taken to help educational settings improve the choices for sustainable materials and support early learning centres and schools to take further steps to becoming more sustainable. This work is ongoing and improvements will be taken forward over the coming months.

Update on Pathways (item 27 on the Rolling Actions Log)

Steps to minimise 3.9% young people in a negative destination:

- Early intervention through refocussing on the agenda of 16+ meetings. Best practice is being shared with all secondary schools across Edinburgh.
- Increasing schools knowledge of partners available to support young people at risk.
- Young People who are in a negative destination remain on the agenda at 16+ meetings and partners work together to support them.
- Virtual Learning Platform being created to support learners who are not attending school.
- Case studies to be carried out on young people who are in a negative destination to help inform future practice.

Literacy Thematic Review

Phase 1 of the Literacy Thematic Review took place in May 2023, with a focus on Writing. Analysis of the findings evidenced that, in the best examples, a clear vision and literacy strategy was in place, alongside the consistent use of progression pathways to plan learning. Engagement in professional learning was improving teachers' skills and confidence levels but learners needed to be

Maggie Deane,
Commercial Partner,
Commercial and
Procurement Services

Stephen Kelly, Head of
Education (Seconded)
South East
Curriculum & Senior
Phase

Jackie Reid, Head of
Education, Quality
Improvement and the

provided with a range of opportunities to write for a variety of purposes and audiences. Further scrutiny activity has been undertaken, as part of Phase 2 of this thematic review, to ensure a wider range of data is gathered to inform the review of the refreshed Integrated Literacy Strategy.

As for Phase 1, a validated self-evaluation approach has been taken to confirm areas of strength and improvement. The core theme of Phase 2 focuses on the Leadership of Literacy. Four key areas have been identified: Leadership Capacity, Professional Learning, Self-Evaluation, Attainment & Achievement. Scrutiny activity includes meeting with the Head Teacher and wider Senior Leadership Team, shared classroom experience and observations of supported groups and individual learners.

Focus groups with teaching and support staff, learners, and parents/carers have been conducted and reviews of evidence presented in each of the participating schools. Early analysis of findings evidences that, in the best examples, digital approaches are being used well to enhance the teaching of Literacy, clear progression pathways are in place to support the development of skills, staff teams contribute to the leadership of the Literacy strategy, engaging in regular reviews of progress and impact.

The Edinburgh Learns Digital team are currently working on updating [guidance](#) to support schools in the delivery of digital literacy: cyber resilience, internet safety, and Computing Science. This aspect of practice will also be included in the refreshed strategy. Criteria for the selection of schools, who have taken part, include those where there has been a drop or improvement in Literacy attainment. The Report of Findings, and Draft Integrated Literacy Strategy, will be reported to the Education, Children & Families Committee in January 2024.

Care Experienced Week

Care Experienced week 2023 was the 23 – 29 October. The City of Edinburgh Council hosted a range of events to raise awareness of Care Experience and celebrate the Care Experienced Community in Edinburgh. Full details of events held are on the Corporate Parenting web-pages, but included events for children and young people, as well as staff and carers. Included in the week was a remembrance event in West Prince's Street Gardens. A remembrance bench has been placed in the gardens, offering a place for people to go and think of those from the Care Experienced Community that we have lost. The wording of the plaque was agreed by members of Edinburgh Champions Board, who hosted the remembrance event.

School Placements and Capacities

The April report to the Education, Children and Families Committee set out the background on how the capacity of secondary schools was calculated, and the need to review and refresh this process. It was noted that there is currently no national standard for determining secondary school capacity across Scotland: local authorities use different methodologies. Broadly, however, all capacity

Broad General
Education

Emily Dempsey,
Corporate Parenting
Lead Officer

Lorna French, Service
Director of Education,
and Chief Education
Officer

methodologies follow a basic two-stage process which is proposed for Edinburgh. Our current 'notional' school capacities are based on a model of timetabling rather than physical space and are frequently breached in Placing Request Appeals. A short life working group and Placement Panel with Headteachers will determine new capacities and ease the waiting lists for school places.

School Waiting Lists are not yet managed centrally and young people may be on several lists, however current analysis confirms that there is increased pressure on waiting lists, including for special schools.

Meanwhile, to reduce pressure, and in advance of new capacity metrics being formalised, Headteachers have been creative in offering spaces through coursing Senior Phase pupils more flexibly where certain classes in subject columns are full and ensuring that year group numbers are not capped where there is subject choice. Further options include better use of Digital Consortia and deploying primary-qualified staff to teach certain broad general education classes. A report will be brought within 2 cycles to confirm the progress of the SLWG and the Placement Panel.

Active Schools Registration System Update – Action 36 (Item 2) Rolling Actions Log

This bulletin is a response to a committee request from September 2023 committee regarding an update on the Active Schools registration system. A new booking system, Spydus, is now operational and is used by Active Schools Co-ordinators (ASC) for bookings into clubs and courses <https://getedinburghactive.spydus.co.uk/>. This system allows the ASC to choose the opening day and time for bookings, and this is individualised for each Learning Community based on feedback from the school and parents so that it is suitable for local users.

The Active Schools user booklet is in the process of being simplified and will be translated into different languages in order to improve the ability for pupils or parents with English as an additional language to use the system.

Reinforced autoclaved aerated concrete (RAAC) Update

Updates on the current situation at all the schools where RAAC has been identified is provided on the council website. [RAAC – The City of Edinburgh Council](#)

A full update on each building where RAAC has been identified and the financial implications is being prepared for the F&R Committee in January 2024.

Mel Coutts, Wider Achievement & Lifelong Learning Manager (Sport & Physical)

Crawford McGhie, Head of Strategic Asset Planning

The following is a summary of the current situation at each operational school:

- Colinton Primary School
 - no impact on the school operation
 - plans being developed to replace RAAC roofs with phased approach
- Cramond Primary School
 - one classroom block is closed
 - temporary classroom units on site
 - project to replace the roof containing RAAC is progressing with expected site start early 2024
- Currie Community High School
 - old gym block, assembly hall and an art classroom are closed and detailed inspections still in progress
 - newer gym block still in use, some gym classes taking place outdoors
 - assemblies are being delivered online
- Fox Covert/St Andrew's RC Primary School
 - gym hall/dining hall closed but likely to re-open after completion of remedial works estimated for early 2024
 - kitchen closed for longer term but meals being delivered from elsewhere
- Lorne Primary School
 - mitigation completed and classes re-occupied
- Pentland Primary School
 - kitchen and supporting areas not in use but no impact on school operation
 - plans being developed to replace RAAC roofs with phased approach
- Trinity Primary School
 - a classroom area and kitchen not in use
 - temporary classrooms on site
 - project to replace the roof containing RAAC is progressing with expected site start early 2024

Justice Services – Spotlight on Community Payback Order with an Unpaid Work and Other Activity Requirement

The City of Edinburgh Council Justice Services have a well-established and highly skilled team of staff, delivering unpaid work and other activity as part of a [Community Payback Order](#).

This is an Order made by the Court as an alternative to a prison sentence, with unpaid work requirements being between 20 and 300 hours. Other activity can be used for therapeutic, groupwork or vocational learning and Justice services collaborated with Third Sector providers to offer flexible, person-centred opportunities designed specifically to enable participants to learn new practical skills, including skills to improve their circumstances and live crime free lives.

Our projects are community based or for the good of a charity or charitable organisation, to repay the community for the impact of a person's offending behaviour. Our projects include:

- Environmental clear ups and improvements such as planting, weeding, grass cutting, digging, pruning, reinstating, and building paths, painting, slabbing, clearing snow, litter picking, removing graffiti, repairing gravestones. The environmental projects and clear ups not only improved local communities aesthetically but created safer spaces for the public, free of debris and hazards.
- Gardening for vulnerable members of the public
- Improving play structures for in public play areas/nurseries
- Creating scenery backdrops for school and nursery events
- Constructing planters in public green spaces/community facilities
- Building tyre islands
- [Refurbishing bicycles](#) and giving them to people who need them. Communities experiencing poverty and disadvantage benefitted from the unpaid work carried out to repair and recycle old, broken, and discarded bicycles. Unpaid work participants working alongside a workshop supervisor, refurbished and repaired the bicycles and conducted final safety checks overseen by a qualified bike mechanic. These were then donated to a range of charitable organisations which supported healthy living and sustainable transport for those living in poverty/disadvantage.

Feedback from people undertaking unpaid work includes:

I like the active part of the community service, going out and helping the community and feeling productive

I love the fact that I can pay my time back into the community constructively

I enjoyed being out and about and assisting with projects that were of benefit to local communities

Stops me from going to jail, I learn new skills, I meet new people

Most importantly had the chance to repay for my crimes in a safe environment

I like that the work that is being done will benefit the community in some way; seeing the progression if the project gives a sense of accomplishment

The following is feedback from beneficiaries in receipt of services from people undertaking unpaid work, individual Supervisors names have been edited however their hard work and professionalism is also routinely praised:

- *'The community benefitted by having an improved green environment'*
- *'community payback has helped carrying water to plants, cutting down saplings, collecting and distributing bark, removing weeds and cleaning gutters; performing tasks which were beyond the capabilities of our volunteers'*
- *'helped set up our fair, did odd jobs at our community centre and they did a good job, were supervised very well, and always polite; I feel it does benefit the community'*
- *'Willowbrae removal of branches and tidying of open space complex work was done very well and is a real benefit to our residents and community'. 'Hailesland Park snow clearing during bad weather was carried out well and benefitted all people in our area'*
- *'We are s a community-led charity and we have relied heavily on the work of the Community Payback team to get our work off the ground. Without the hard work of the team over the last few months our outdoor spaces would be overgrown and inaccessible. Instead, they are tidy, welcoming, and safe and have been used by many people in the community at a time where opportunities to meet outdoors in pleasant surroundings has been extremely important. The improvements to the outdoor space have been fantastic. We feel the Community Payback team has repaid the community and are very grateful to have received this support - thank you!'*
- *'I have been asked by the committee of the Association to pass on our thanks for all the work that these lads are doing in the Recreation Grounds. They have made an amazing difference to the look of the place. Weeding, litter clearing, cutting back overgrown trees and shrubs, digging, clearing the orchard, preparing, and watering the wildflower meadow, painting the stage - and mending it after vandalism - fixing the wooden fence and painting that too, we would never have been able to do this ourselves. We are most grateful for this help and just hope that the lads get some enjoyment and satisfaction themselves, seeing the transformation they have brought about with their hard work.'*
- *'The men are polite, courteous and hardworking...We look forward to working with the team going forward....the management committee are very grateful to all involved for the great work your teams does for the community'*
- *'I am always happy to have people from UPW who come to our shop to complete their hours. Everyone has been so committed and pleasant and I am always sad to see them go.'*

You will also be interested to know that since February 2011, Local Authorities are required by law to carry out an annual consultation on the unpaid work and other activities element of Community Payback Orders. This information is used to produce an [annual report](#) for [Community Justice Scotland](#) and the Scottish Government. This consultation also generates more discussion with communities about unpaid work opportunities through suggestions being submitted via our [on-line referral form](#).

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Education, Children and Families Committee

10:00 am, Tuesday, 7 November 2023

Outdoor Learning – Benmore and Lagganlia Outdoor Centres

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Support the ongoing rationale and benefits of the Council operating its own residential outdoor centres. The Centres provide Council Schools with access to consistently safe, sector-leading and good value outdoor learning experiences.
 - 1.1.2 Continue to recognise the importance of safe high-quality residential visits which are embedded into the school curriculum.
 - 1.1.3 Note the collaborative working between families, schools, third sector, the Outdoor Learning and Adventure Education Team and wider Council staff.
 - 1.1.4 Note the significant experiences, outcomes and other achievements associated with the Benmore and Lagganlia Outdoor Centres.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Andrew Bradshaw, Wider Achievement and Lifelong Learning Manager (Outdoor Learning and Adventure Education)

E-mail: Andrew.Bradshaw@edinburgh.gov.uk | Tel: 07718 660549

Outdoor Learning – Benmore and Lagganlia Outdoor Centres

2. Executive Summary

- 2.1 This report responds to a request to showcase the Council's Benmore and Lagganlia outdoor centres.
- 2.2 The Council continues to be committed to owning and operating Benmore and Lagganlia. These are widely used and provide safe, relevant and innovative experiences and outcomes. They are highly valued by families and schools and play an important part in Edinburgh pupils' education.

3. Background

- 3.1 The Benmore (Loch Lomond and The Trossachs) and Lagganlia (Cairngorms) Outdoor Centres are owned and operated by The City of Edinburgh Council. They are integral to the Outdoor Learning and Adventure Education (OL&AE) Team, which is part of the Wider Achievement and Lifelong Learning Service. Staff are Council employees, and the Centres operate via the Experience Outdoors brand (Appendix 11.1.2)
- 3.2 The Centres' locations provide outstanding opportunities for children, young people and others to experience inspirational outdoor and adventurous learning in wild surroundings (Appendices 11.3.1 and 11.3.3).
- 3.3 There are significant and sustained benefits of the Council owning and operating these centres (Appendix 11.1.4). This allowed the Council to undertake a prompt sector-leading reopening of the Centres during Covid-19. This was hugely valued by Council staff (for example, Appendix 11.1.13).
- 3.4 The OL&AE Team also comprises the Bangholm Outdoor Centre (Edinburgh) and Risk Factory (Edinburgh). See previous reports in Section 10 regarding the significant work undertaken by these centres.
- 3.5 Residential visits are an integral part of Outdoor Learning (OL). OL is one of the three core strands of Learning for Sustainability, alongside Global Citizenship and Sustainable Development Education. Learning for Sustainability is a core part of the General Teaching Council for Scotland's (GTCS) Professional Standards.
- 3.6 OL is a context for learning rather than a discrete subject. National guidance and resources consistently detail the need for planned, progressive and creative outdoor

learning experiences that are part of the curriculum (10.7-10.10). The Council recognises this includes relevant high-quality residential visits. Overnights, along with frequent onsite and local experiences, are complementary i.e. one should not replace another (see past report - 10.1: January 2023).

- 3.7 Relevant and high-quality residential visits integral to the school curriculum can deliver significant outcomes (10.8 and Appendix 11.1.3 – Benefits of residential visits).
- 3.8 Recent research indicates the cost of attending Benmore and Lagganlia is just below average compared to the rest of the sector. Minimising the cost of the school day continues to be a priority for the Council.
- 3.9 There was a recent proposal via a Scottish Parliament Member's Bill (Liz Smith MSP) to ensure that young people can experience residential outdoor education. Discussions are ongoing (10.12). The Council is well placed to respond to any potential statutory requirements.
- 3.10 Additional background information, data, and recent good practice can be found via past reports (Section 10).

4. Main report

- 4.1 The ongoing success of Benmore and Lagganlia residential visits is attributed to collaborative working between school and their families; third sector, including Friends of Lagganlia / Benmore and John Watson's Trust; and OL&AE staff (Appendices 11.1.7 The Edinburgh Primary Head Teachers' Association, 11.1.6 Benmore and Lagganlia Operations Managers, and 11.1.14 the residential journey).
- 4.2 5863 young people visited Benmore and Lagganlia in 2022/23. This included 82 Council primary schools. The Centres are widely used and skilfully led by the Operations Managers (Appendix 11.1.6). The number of visiting schools is at an all-time high with the Centres operating January to December. City of Edinburgh Council schools are given priority booking. Demand for Benmore and Lagganlia spaces from other local authority schools is very high, reflecting significant national concerns of a sector-shortage of high-quality provision. Staff are highly proficient and committed to delivering sector leading residential visits. Benmore and Lagganlia continue to be an integral part of the Council's approach to education.
- 4.3 Visiting Council schools achieved a high pupil attendance rate - 90.9%. This represents significant collaborative work by schools and OL&OE staff (Appendix 11.1.8). Monitoring continues as Council staff regularly examine how pupils are funded and why some do not attend. Reducing the cost of the school day continues to be a priority for the Council, especially within the current financial climate.
- 4.4 The per head cost of visiting Benmore and Lagganlia is below the current sector average of £400 (4 night-visit). Operating its own centres allows the Council to consistently supply safe, sector-leading and good value experiences to the young people of Edinburgh.

- 4.5 School satisfaction rates continue to be extremely high (Appendix 11.1.9). For example, 97.7% agreed the residential programme was adapted to meet the needs of their participants; 99% of group leaders stated the programme had met or exceeded their expectations and 100% agreed the visit had been a success. Evaluation data indicates areas for future development to avoid complacency.
- 4.6 Effective working between schools, OL&AE and other Council staff, plus families ensure Benmore and Lagganlia residentials are for everyone. This includes supporting pupils with additional support needs (Appendices 11.1.11 and 11.1.12 - Bonaly and Leith Walk primary schools); providing high quality social story packages, including videos (Appendix 11.2.3) and ensuring residentials are integral to 'Getting it right for every child' (GIRFEC) and the Child Planning Meeting process (Appendix 11.2.1). Council schools work creatively. For example, Leith Walk Primary School has developed activities at home and school to ensure pupils are well prepared and reassured (Appendix 11.2.2).
- 4.7 Positive feedback from young people and parents / carers continues to be significant. Appendices 11.4.1 – 11.4.4, including Craigroyston and Oxfangs primary schools, demonstrate various experiences and impacts, many of which cannot be replicated by non-residential visits alone. Families continuously reference the importance of an extended stay in supporting independence and widening horizons, as well as providing new experiences to apply activity skills. Schools report improved peer to peer and pupil to staff relationships (e.g. Appendix 11.1.9).
- 4.8 Effective residential visits are not 'islands of learning'. They are integral to a school's curriculum. Appendix 11.4.3 shows examples from Trinity and Colinton primary schools of purposeful post-visit writing activities. These also support future pupils in preparing for their visit.
- 4.9 Council schools continue to evaluate visits and liaise closely with the OL&AE Team to develop future practice. Appendix 11.4.4 provides examples from Buckstone and Sciennes.
- 4.10 The OL&AE Team routinely explores different ways it can support Council priorities and groups. This is evidenced by recent successful visits from the Edinburgh Children's Board (Appendix 11.1.10). The Centres can provide cost effective solutions with high quality outcomes. The work continues.
- 4.11 Benmore and Lagganlia staff continue to undertake Council adventurous activity technical adviser roles. They support the review and approval of over 1750 annual offsite visits involving 16,360 young people and adults across the Council. These are more complex excursions, including adventurous activity. This innovative approach provides the necessary breadth and depth of expertise to support such rich and diverse activity across the Council. Staff also contribute to national working; enhancing the Council's reputation and bringing direct benefits to the city.
- 4.12 The OL&AE Team continues to develop commercial income to invest in the core residential provision. This has grown to £400k (16% of overall income) with future developments planned. Teams from across the Council continue to support the

Centres' ongoing development, including recent capital works investment and installation of electric vehicle chargers.

- 4.13 Benmore and Lagganlia are an integral part of Edinburgh. They are hugely valued and can continue to deliver a wide range of significant experiences and outcomes across the Council.

5. Next Steps

- 5.1 The OL&AE Team and schools will continue to use self-evaluation and improvement planning to develop residential visits further. The delivery of high-quality residential visits is integral to the Council's recently launched OL Self-Evaluation and Improvement Toolkit: how good is our outdoor learning?
- 5.2 The OL&AE Team has strategic priorities and actions set out in its 2-year action plan (Appendix 11.5.1).
- 5.3 The OL&AE Team will continue to monitor attendance on residential visits to ensure guidance and resources are used to maximise attendance in line with the Council's equity and equality guidance.
- 5.4 Council officers will monitor potential discussions regarding national school residential entitlements and any corresponding funding guidance and resources.

6. Financial impact

- 6.1 Outdoor Learning provision and improvement work are generally managed at the schools and OL&AE Team level. Allocating and monitoring budgets minimises financial risks.
- 6.2 The OL&AE Team aims to meet the day-to-day Centre operational costs via traded income. Income and attendance numbers are at all-time highs balanced against significant rises in operational costs, including staffing and energy.
- 6.3 The Centres' financial performance for the 4 years prior to Covid was very good. A small surplus was generated most years and reinvested in core school residential activity. The pandemic and continued rising fixed costs make for a challenging context. The Centres are recovering well and are on track to return to meeting day-to-day costs, whilst supporting Council priorities.
- 6.4 There is a potential financial risk if establishments do not comply with the Excursions Policy, Excursions Toolbox and Experience Outdoors terms and conditions.

7. Equality and Poverty Impact

- 7.1 Reducing the cost of the school day and removing other barriers to attendance is undertaken by schools.

- 7.2 Guidance, good practice and resources (e.g. [Poverty Proofing \(experienceoutdoors.org.uk\)](https://experienceoutdoors.org.uk)) are used to reduce inequity and inequality.

8. Climate and Nature Emergency Implications

- 8.1 Schools and the OL&AE Team continue to work towards meeting the targets within the Edinburgh 2030 Climate Strategy. Current work includes exploring train travel and developing curriculum resources to understand, measure and reduce carbon footprints whilst on residential visits.

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

- 9.1 The Council's Excursions Policy, excursions toolbox and resources provide ongoing guidance on safety, educational effectiveness, equity, equality and environmental sustainability. Compliance with this guidance will minimise a range of risks. The Excursions Policy will be reviewed within the next 6 months.
- 9.2 Views of parents/carers, families, and young people continue to be gathered by schools and the OL&AE Team. This is part of the planned excursions review plan and general self-evaluation process.

10. Background reading/external references

- 10.1 Outdoor Learning (Update). Education, Children and Families Committee, Tuesday, 31 January, 2023. [General link to meeting documents \(Item 7.10\)](#).
- 10.2 School Excursions – Equity (Further Update). Education, Children and Families Committee, Tuesday, 01 March, 2022. [General link to meeting documents \(Item 7.7\)](#). [Minutes – Section 12](#).
- 10.3 Excursions – Equity Report (Update). Education, Children and Families Committee, Tuesday, 07 December, 2021. [General link to meeting documents \(Item 7.12\)](#).
- 10.4 Excursions – Equity Report. Education, Children and Families Committee, Tuesday, 24 August, 2021. [General link to meeting documents](#).
- 10.5 Outdoor Learning Report. Education, Children and Families Committee, Tuesday, 10 December, 2019. [General link to meeting documents](#).
- 10.6 Proposed Schools (Residential Outdoor Education) (Scotland) Bill. [Scottish Parliament](#).
- 10.7 Curriculum for Excellence Through Outdoor Learning – a planned and progressive approach: <https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>.
- 10.8 Educational value of Scotland's Outdoor Education Centres: <https://www.sapoe.org.uk/links/local-authority-outdoor-education-centres/>.

- 10.9 Education Scotland – Outdoor Learning practical guidance, ideas and support for teachers and practitioners - <https://education.gov.scot/media/0fklf35p/hwb24-ol-support.pdf>
- 10.10 Education Scotland – A summary of outdoor learning resources - <https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/>
- 10.11 The City of Edinburgh Council – experienceoutdoors.org.uk website: <https://www.experienceoutdoors.org.uk/>
- 10.12 Proposed Schools (Residential Outdoor Education) (Scotland) Bill: <https://www.parliament.scot/bills-and-laws/proposals-for-bills/proposed-schools-residential-outdoor-education-scotland-bill>

11. Appendices

11.1 General

Appendix 11.1.1 Benmore and Lagganlia infographic

Appendix 11.1.2 Experience Outdoors brand

Appendix 11.1.3 The benefits of residential visits

Appendix 11.1.4 The benefits of the Council owning and operating its own centres

Appendix 11.1.5 Residentials MATTER – Canal View Primary School

Appendix 11.1.6 Commentary from the Benmore and Lagganlia Operations Managers

Appendix 11.1.7 A statement from the Edinburgh Primary Head Teachers' Association (EPHTA)

Appendix 11.1.8 Benmore and Lagganlia attendance dashboard

Appendix 11.1.9 Benmore and Lagganlia residential visits evaluation data

Appendix 11.1.10 The Edinburgh Champions Board

Appendix 11.1.11 Residentials for EVERYONE: Bonaly Primary School

Appendix 11.1.12 Residentials for EVERYONE: Leith Walk Primary School

Appendix 11.1.13 Residentials MATTER - responding to COVID-19

Appendix 11.1.14 The residential journey – Trinity Primary School

11.2 Pre-Visit

Appendix 11.2.1 Getting Right for Every Child (GIRFEC) and Child Planning Meetings

Appendix 11.2.2 Pre-visit activity by Leith Walk Primary School

Appendix 11.2.3 Social stories and movie clips

11.3 Visit

Appendix 11.3.1 Benmore and Lagganlia adventures via pictures

Appendix 11.3.2 Something different!

11.4 Post-Visit

Appendix 11.4.1 Residentials MATTER - feedback from Craigroyston Primary School
pupils and a parent

Appendix 11.4.2 Residentials MATTER - feedback from Oxfgangs Primary School
pupils and parents

Appendix 11.4.3 Purposeful writing (Trinity and Colinton primary schools)

Appendix 11.4.4 School evaluations (Buckstone and Sciennes primary schools)

11.5 The Future

Appendix 11.5.1 The journey ahead

11.1 General

Appendix 11.1.1 Benmore and Lagganlia Infographic (data accurate up to 06/10/23)

Benmore & Lagganlia in NUMBERS!

5863 young people

attended in 2022/23 **.

90.8%*

attendance rate (22/23).

6248

young people expected
in 2023/24.

About **71,687** school

meals provided (22/23).

Technical advisers @ Benmore
and Lagganlia help to review

and approve over **1,750**

excursions, involving about

16,360 young people

across the Council (adventurous
activity & / or residential).

Young people estimated to have cycled at

least **17,589** miles in total (2022/23).

That's the same as cycling from Edinburgh to

the North Pole **7.5** times (if you could).

Council schools secured / directed at least

£144,260 to support **36.9%**

of CEC young people to visit in 2022/23 °.

84 CEC schools use

Benmore & Lagganlia.

2 EV chargers.

*from submitted data (55
CEC schools)

**CEC and non-CEC



EXPERIENCE OUTDOORS

•EDINBURGH•
THE CITY OF EDINBURGH COUNCIL

Appendix 11.1.2 Experience Outdoors

[Link to Experience Outdoors brand information.](#)

Appendix 11.1.3 The benefits of residential visits

[Link to benefits.](#)

Appendix 11.1.4 The benefits of the Council owning and operating its own centres

[Link to benefits of Benmore and Lagganlia.](#)





The City of Edinburgh Council Outdoor Learning

Residential MATTER!

Cross-Party Group on Outdoor Education

28 March 2023

Extract from minutes

Canal View
Primary School

Ann Moore, Former Head Teacher at Canal View Primary School

We have developed a strong relationship with Lagganlia and the instructors there. The primary school is in a built-up area, and our young people have little access to outdoor pursuits such as canoeing or skiing. The experience goes way beyond the Residential. Young people have a voice in the planning. They find Lagganlia on the map, they share what they think the experience could be like – with teachers and peers – then they meet the instructors and they have questions they want to ask.

The buzz starts from P4, they meet cool, young instructors and see them out in the playground making dens etc. Staff were much more confident as a result of observing, chatting to and getting feedback from instructors. Two-way process, learning from each other, including the children. Very powerful as there are lots of challenges in going away for the first time, the worry of being safe and secure. Prepares them for transition into high school, they start to think – change is good, a necessary part of life, a bit scary but that's how it goes. Young people knew what they wanted to achieve, and they learned about adaptability. Sometimes it was necessary to be flexible, if the weather changed and an activity wasn't available, but they'd carry on and try a new activity and make it happen.

The relationships were improved between staff and children. It had a huge impact for both. Through this experience over more than 9 years, we felt it was crucial that every child had experience of high-quality learning outdoors. We have been lucky; Lagganlia is the gold standard, something the kids will never forget for their whole lives. Former pupils get in touch, remembering the experience. That's also the case for staff who talk warmly about the experience. For young people its development of independence, for us all its sharing and learning together. We do lots of that at school, but going to a wilderness was powerful and we then brought it back to school where children and staff worked together to develop and extend those learning experiences.

Canal View continues to ensure high attendance at Lagganlia. Lagganlia instructors continue to visit the school. The journey continues...

Appendix 11.1.6 Commentary from the Benmore and Lagganlia Operations Managers



Graeme Adams (Operations Manager – Benmore)



Nick March (Operations Manager – Lagganlia)

Benmore and Lagganlia offer young people an opportunity to access a range of adventurous and exciting activities within Scotland's two National Parks. Highly qualified and experienced staff harness their skills to ensure that all young people receive a unique and bespoke residential experience, where challenge and enjoyment are promoted. Whilst activities can be accessed in isolation, the residential experience allows for progression, breadth and depth of transferrable skills. Benmore and Lagganlia work closely with Edinburgh schools to ensure that all Primary 7 receive a unique and personal residential visit as part of their transition process to secondary.

Benmore and Lagganlia value their role in facilitating residential experiences for the young people of Edinburgh. The benefits of working closely with all associated schools allow us to tailor the visit for each class and, indeed, each young person's experience; both pre and post excursion. We pride ourselves on working extremely closely with visiting schools in advance to fine tune all details and cater for everyone's needs; from parents' nights to organising individualised pre visits, and when required, attending child plan meetings to compile social stories, putting the young person at the centre.

Partnerships are key to success and our primary and secondary teaching colleagues from across Edinburgh City play a fundamental part in ensuring every young person has a positive residential experience. The hard work and effort from schools must be commended.

The young people, who are at the heart of everything we stand for and believe in, play the most pivotal role in making the residential experience a success. They bring a wide range of emotions and skills, needs, wants and expectations and it is our duty to respond to and, at times adapt our programmes accordingly. Their interactions and feedback allow us to evaluate our practice, resources and accommodation to ensure we maximise the experience for all.

The positive experience a residential visit can have on a young person is immeasurable. Everyone's experience is unique. Letters, emails, future visits are testament to the success of their stay. Furthermore, some young people have gone on to develop and hone-in-on skills learned and have returned to Benmore and Lagganlia as trainee instructors, and in some cases, permanent outdoor instructors.

From our point of view, the difference we can make to a young person's life can be both exciting and humbling. Providing a safe place for them to explore, build relationships, confidence and self-awareness puts us in a privileged position. They inspire us to be better, to improve and to develop.

Thank you to Edinburgh City Council and everyone who makes Benmore and Lagganlia happen!



The City of Edinburgh Council Outdoor Learning

Residentials MATTER!

The Edinburgh Primary Head Teachers' Association (EPHTA) Committee

Benmore and Lagganlia Outdoor Centres are vital partners for schools to deliver the curriculum and offer a range of wider achievement opportunities.

Residentials at both centres are noted as one of the main Primary School highlights by our learners and for some of our young people this is a once in a lifetime experience. The teams at the centres provide rich and high-quality learning experiences. These build on previous learning in our schools and provide depth to the curriculum.

From our experience in schools of delivering residentials opportunities, it is extremely important that the centres are owned by the Council. The centres and the experiences they provide are safe and the staff teams implement and follow Council policies and procedures.

Staff align with values of CEC schools, working through the resilience programme to match what happens in school. The positive relationships and partnerships between the Outdoor Learning Team and schools ensure that we can provide residential experiences that meet the needs of all our young people, including bespoke programmes for individual learners. These relationships provide valuable support to school staff planning and accompanying learners, as well as reassurance to families, to enable young people's participation.

Schools work hard and effectively to achieve high attendance rates in partnership with the Outdoor Learning Team. The commitment to relationships, inclusion and ethos provided at the CEC centres goes above and beyond and has enabled children who would not have been able to access the experience at other settings to take an active part in residentials.

Appendix 11.1.8 Benmore and Lagganlia attendance dashboard

2022/23 Academic Year		
Remaining data being collated.		
1.1	Number of CEC schools (so far):	68
1.2	Percentage of data returns:	79.1%
1.3	Attendance*:	90.9%
1.4	Number of pupils attending*:	3175
1.5	Number of pupils not attending*:	318
1.6	Percentage paying full cost*:	58.0%
1.7	Percentage not paying full cost*:	42.0%
1.8	Total reduction applied by schools (from mixed sources e.g. PEF, grants and fundraising)*.	£193,134.25
1.9	Average reduction / subsidy per pupil*:	£213.77
*from schools in 1.1.		

Appendix 11.1.9 Benmore and Lagganlia residential visits evaluation data (cumulative)

[Link to evaluation data.](#)



The City of Edinburgh Council Outdoor Learning

The Edinburgh Champions Board

Emily Dempsey

Corporate Parenting Lead Officer

Residential trips for children and young people who are Care Experienced have been on offer since 2016, supported by children's social work staff and in conjunction with Edinburgh Champions Board. To allow for a more tailored package the decision was taken to create a bespoke programme in 2019, and thus, Champs Camp was born.

In 2022, post pandemic, we held Champs Camp at Lagganlia, and having had such a positive experience returned in 2023 and now have a standing annual booking.

Linking in with our own outdoor centre and working alongside our fellow Corporate Parents to deliver these programmes has been a complete game changer. Lagganlia staff have been exemplary in their adaptability to suit the needs of our young people. They have met the young people at their level and taken a person-centred approach to supporting them and tailoring the week to us. Our young people have loved their time at Lagganlia and regularly ask about getting to go back. Our young people can take time to trust and feel safe. The Lagganlia staff are so skilled at making our young people feel accepted and cared for. I can't sing their praises enough.



Edinburgh
Champions Board

Care • Equality • Change

[next page]



The City of Edinburgh Council Outdoor Learning Residentials for EVERYONE - inclusion

Bonaly Primary School

Inclusive Benmore (Autumn 2023)

Benmore Outdoor Centre is a truly magical place that has brought generations of children the most wonderful memories. We are always delighted with the efforts that the centre put into making this residential accessible to all of our learners in P7 at Bonaly Primary. This is done through lots of forward planning, information sharing and great team work.



This was particularly this year for one really amazing pupil at our school, who has a visual impairment. This child was very excited at the prospect of visiting the centre, spending time with her classmates, enjoying the sensory stimulation of the wide variety of flora, and accessing as many activities as possible.



As a school, we had a good idea of how the week would look for this child, through regular communication and planning before our departure. However, what was put in place exceeded expectations. The team's flexibility around her medical and physical needs ensured she was always safe and everything she required was accessible at the centre. The instructors (one in particular, Neil) put a considerable amount of thought into how activities could be adapted, in order to make them inclusive and enjoyable for this child. This involved using a tandem bike to take her on group bike rides and careful guidance and support on the climbing wall. The feeling of pride for all Bonaly staff on seeing this child involved at this level was really wonderful!

Doug Short Bonaly Primary School Group Leader

'My instructor was kind and helpful and I thank him for helping me to ride a tandem for the first time. It felt wobbly at first, but I soon got used to it and I felt really proud of myself for doing it. Another activity I really enjoyed was climbing. Although it was an unusual feeling being off the ground, I enjoyed the challenge of trying to get to the top, and when I did... I felt really proud of myself for doing it!'
P7 Pupil, Bonaly Primary School.



Appendix 11.1.12 Residential for EVERYONE: Leith Walk Primary School
[next page]



The City of Edinburgh Council Outdoor Learning Residentials for EVERYONE - inclusion

Leith Walk Primary School

School, Outdoor Learning and other Council staff work collegiately to maximise attendance.

Leith Walk Primary School's 2022/23 visit to Lagganlia is a fine example. The School worked closely with Lagganlia to create a fabulous week for a P7 pupil with additional support needs. This included liaising with ASLS and Fleet to ensure onsite and offsite access and support. Juniper Green PS kindly swapped a member of staff so there was sufficient 2:1 support.

'Lagganlia was an epic win! I loved it, and want to go straight back. I did climbing and abseiling. Kris was my instructor he was funny and he helped me do things I thought I could never do like kayaking and abseiling.'

Leith Walk P7 pupil

'The trip would not have happened without the hard work of Amy Barr and the School in arranging the correct support and ensuring everything was in place for our son to enjoy this experience with his class. Huge thanks to Blanca and Stuart, who accompanied him. It was crucial in allowing him to experience a taste of independence, much like his peers. The staff at Lagganlia were amazing! Our son absolutely loved it! He was able to try so many activities and have so many adventures that he would never have had access to without all the help from the Lagganlia team.' Pupil's parents





The City of Edinburgh Council Outdoor Learning

Residentials MATTER - responding to COVID-19

Joanne Doddie

Principal Teacher / Support for Learning
Fox Covert Primary School

Outdoor residential experiences are a vital part of our children's education. The opportunities for developing independence, resilience and life-skills cannot be replicated in the classroom environment.

I was recently speaking to a Primary colleague in another council who was surprised to hear that I had recently been on camp and I could feel her sadness as she could not provide the same opportunity for her pupils. This was due to authority guidance at that point. I too, felt sad as I realise the magnitude of what so many children in Scotland are currently missing out on.

The benefits of residentials transcends home and school contexts and also future opportunities - particularly of those children from more disadvantaged backgrounds.

Our pupils were not affected by any Covid cases whilst being away and our school team felt extremely safe during our stay. I understand that the physical health of our children is important. However the positive impact on our children and their families has been monumental and parental feedback supports this too.



The City of Edinburgh Council Outdoor Learning

The Residential Journey

Jacqueline Scott Head Teacher, Trinity Primary School

There is no doubt that a residential visit for all learners is a fabulous experience and we work hard to make sure that no child is unable to take part because of financial reasons or additional support needs, Benmore and Lagganlia are incredibly supportive with this.

What steps do we take when planning?

The Benmore experience sits within our Trinity Learner experience journey and is known to our learners, parents and carers from an early stage.

On their return from Benmore our current P7s share their experience with our current P6s. They have the opportunity to ask them questions and to hear about what happens at Benmore.

P6 Parents / carers then receive information about the date, the expected cost and how payment can be made.

A deposit to secure a place is required at this point. ParentPay allows the cost to be spread.

At this point any parent / carer requiring financial assistance is asked to contact school. We also contact families who we feel maybe reluctant to do this. Our pupil support officer and family support worker assist with this.

School provides financial assistance through allocation of a portion of PEF, application to the John Watson trust and from some parents / carers who pay a bit extra if circumstances allow. We never have any child unable to attend for financial reasons.

Deposit payment is checked and if no deposit paid we speak with learners to ascertain their feelings. On occasion we do have children who do not wish to go. We contact parents / carers and together work with the children to see if we can 'change their mind'. Benmore is extremely supportive in allowing for changes to numbers if minds do change.

Additional support needs - discussion with parents / carers, Benmore staff, school staff and learners means that no child misses out on the opportunity. This may require additional training, additional staff, altered programme etc.

Coaches are booked by school staff.

Prior to visit

Benmore provide easy access to the necessary paperwork including KIC forms and clothing list. This is distributed to parents and carers who complete and return

Learners are given the opportunity to complete a dorm and group request form - we feel it is incredibly important that our learners are given a voice in this to minimise any anxiety about being away from home.

Dorms and groups are made up in accordance with learner info and the necessary spreadsheets completed for Benmore.

Approx two weeks prior to departure an in school evening meeting takes place for parents and carers to share final information and to provide opportunity for questions. We encourage families to bring along any no longer needed items of clothing that might be useful to others and to take anything they can recycle. The emphasis is very much on don't buy anything new!

Staff team meet one week prior to departure to discuss needs, dorms and to decide who brings what snacks!

Departure day

Learners arrive at school for 8.50am. Staff member with overall responsibility for medication meets with parents / carers to ensure forms are completed, medication is correctly labelled etc.

Once registered luggage put on coaches followed by children.

The group are waved off by parents and carers, siblings and their P2 buddies.

Post visit

Our learners write an account of their experience as one of their assessed pieces of writing for the year.

They share with P6 and the cycle begins again.

I cannot emphasise enough how memorable the Benmore experience is for our P7 learners and for the staff who accompany them and are extremely grateful to the City of Edinburgh Council and to the Outdoor Learning team for making it possible.

11.2 Pre-Visit

Appendix 11.2.1 Getting Right for Every Child (GIRFEC) and Child Planning Meetings (CPMs).



The City of Edinburgh Council Outdoor Learning Team

GIRFEC and Child Planning Meetings (CPMs)

School, Centre and other Council staff work effectively to ensure pupils can attend residential visits. This often involves Centre staff attending MS Teams meetings, including CPMs and hosting pre-residential visits by families. This demonstrates the benefits of the Council operating its own centres.

Katharine Mackintosh

Depute Head Teacher, Liberton Primary School

I am responsible at Liberton Primary for planning and leading the P7 residential to Benmore. Increasingly over the years we have seen the hugely positive impact this experience has for our children with additional support needs.

Although there is often a lot of apprehension on the part of learners and their parents/carers beforehand, we have found many pupils in the CPM system have benefitted hugely and the experience is regularly referred to in CPMs as having been a great success. The impact we see is around engagement and participation as well as children developing socially and emotionally. It often leads to adults raising their expectations around what is possible for the child to achieve having seen what is possible in a different context.

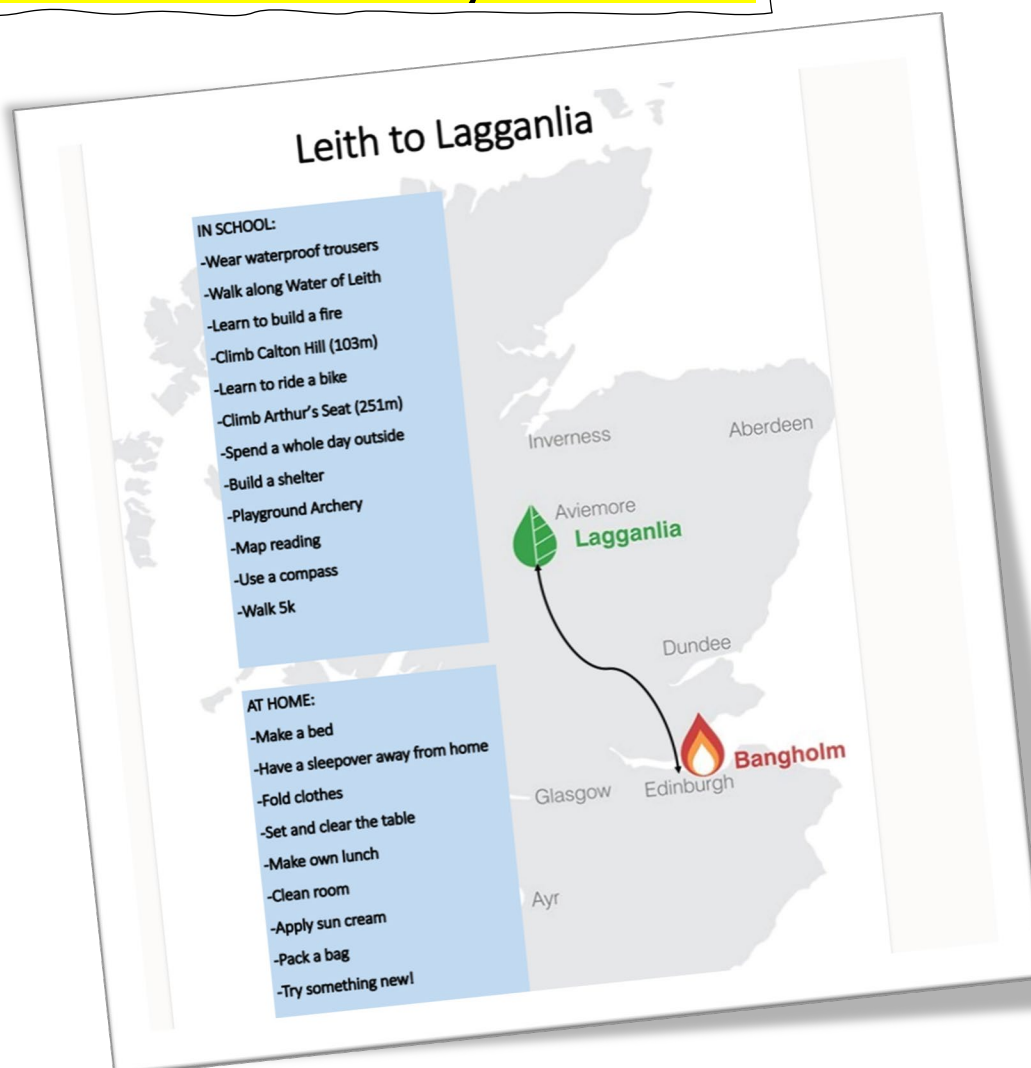
In order to make the experience a success we ensure we have individual plans and meet regularly with parents in the run up to the week away. Sometimes these plans include supports and strategies we find are not needed, partly due to the environment and experience supporting inclusion. The Benmore experience often raises the confidence of children with additional support needs. It contributes positively to preparing them for the changes ahead with transition to high school, through developing strategies to manage new environments and challenge their own and others' perceptions of what they are able to achieve.

The City of Edinburgh Council Outdoor Learning Getting ready for a residential!

Staff at Leith Walk Primary School have devised an innovative programme to support pupils in their preparations to attend Lagganlia. This includes **school** and **home activities**.

This makes a significant difference.

Leith Walk Primary School



Appendix 11.2.3 Social stories and movie clips

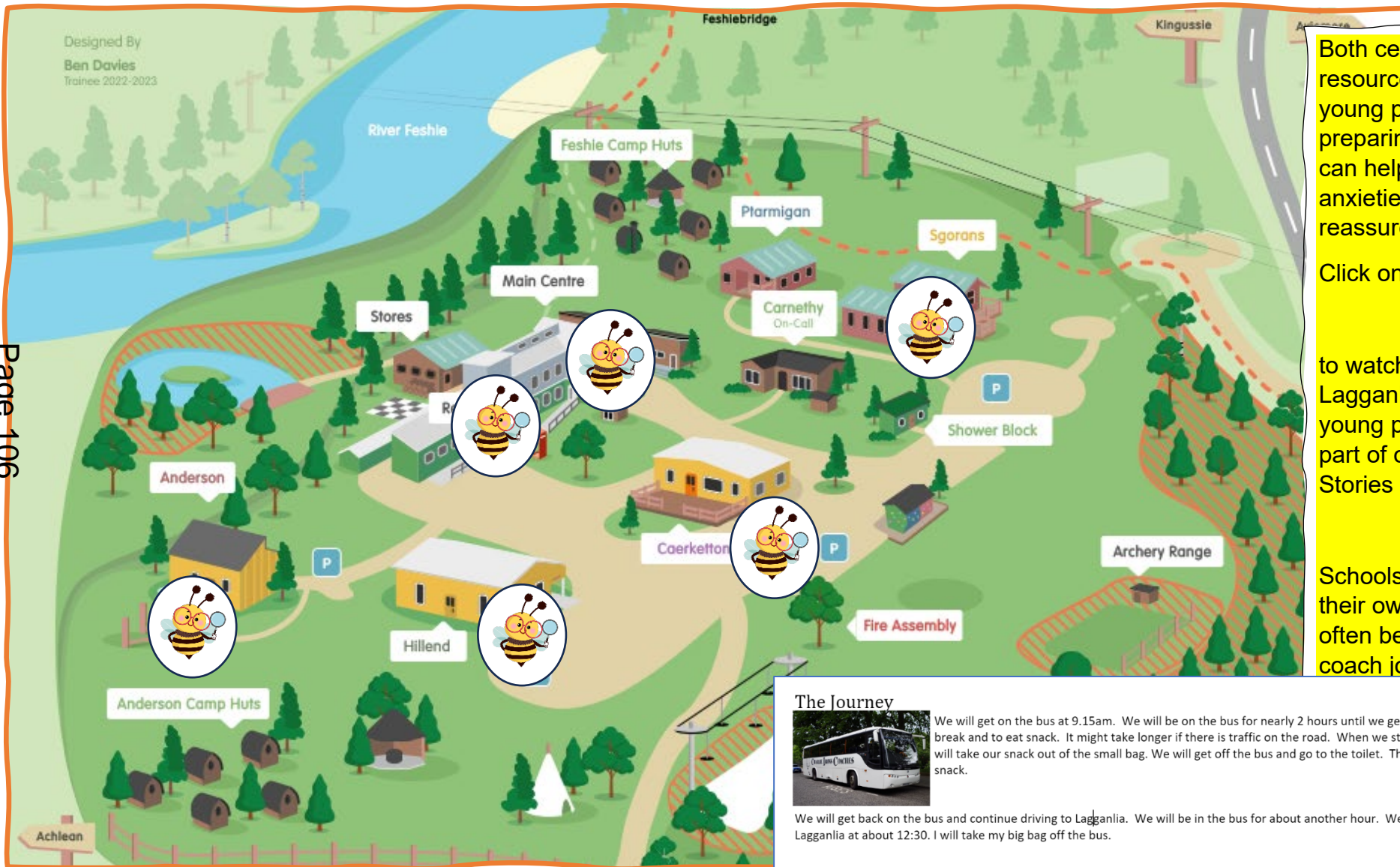
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The City of Edinburgh Council Outdoor Learning

Getting to know Lagganlia!

Designed By
Ben Davies
Trainee 2022-2023



Both centres provide resources to support young people in preparing to visit. This can help with any anxieties and to reassure.

Click on the  to watch some Lagganlia videos for young people. This is part of our Social Stories toolkit.

Schools also produce their own social stories, often beginning with the coach journey.

The Journey



We will get on the bus at 9.15am. We will be on the bus for nearly 2 hours until we get to Pitlochry for a break and to eat snack. It might take longer if there is traffic on the road. When we stop in Pitlochry, we will take our snack out of the small bag. We will get off the bus and go to the toilet. Then we will have our snack.

We will get back on the bus and continue driving to Lagganlia. We will be in the bus for about another hour. We will arrive at Lagganlia at about 12:30. I will take my big bag off the bus.

11.3 Visit

Appendix 11.3.1 Benmore and Lagganlia adventures via pictures

[next page]

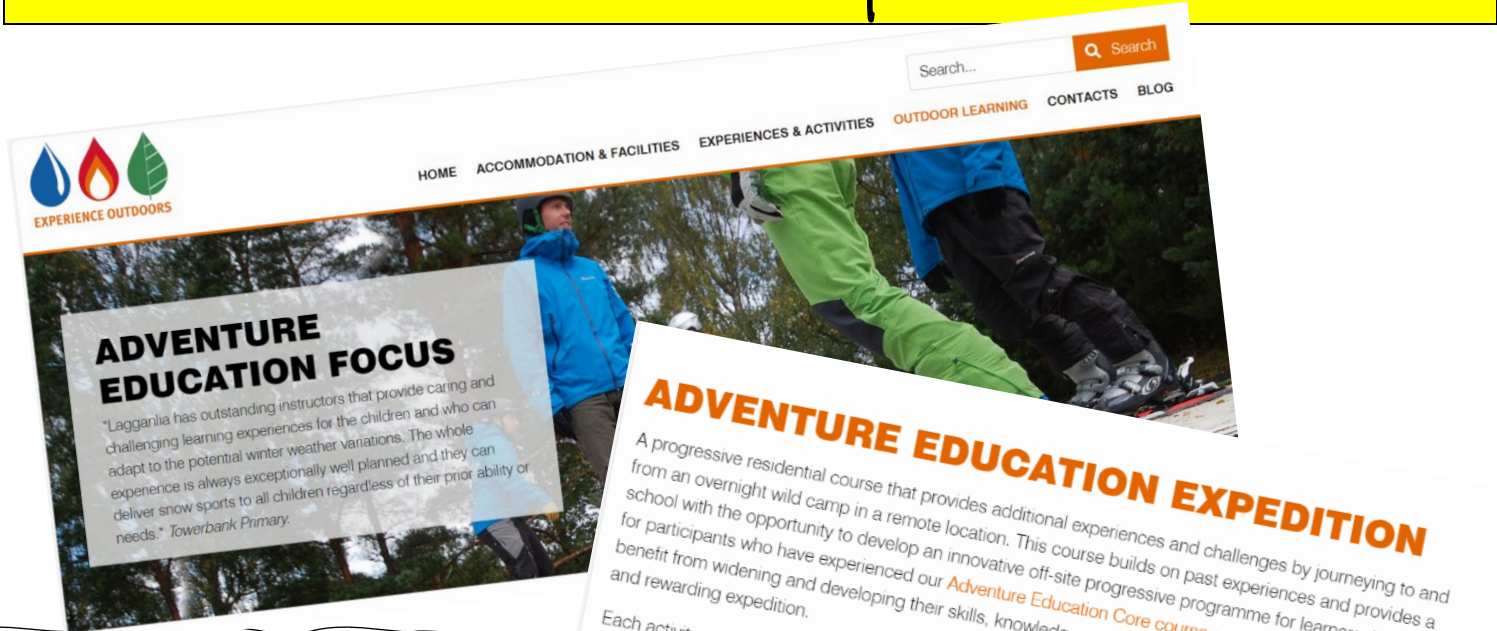
[Link to Benmore photo page.](#)

[Link to Lagganlia photo page.](#)





The City of Edinburgh Council Outdoor Learning Adventure Education Expedition & Focus

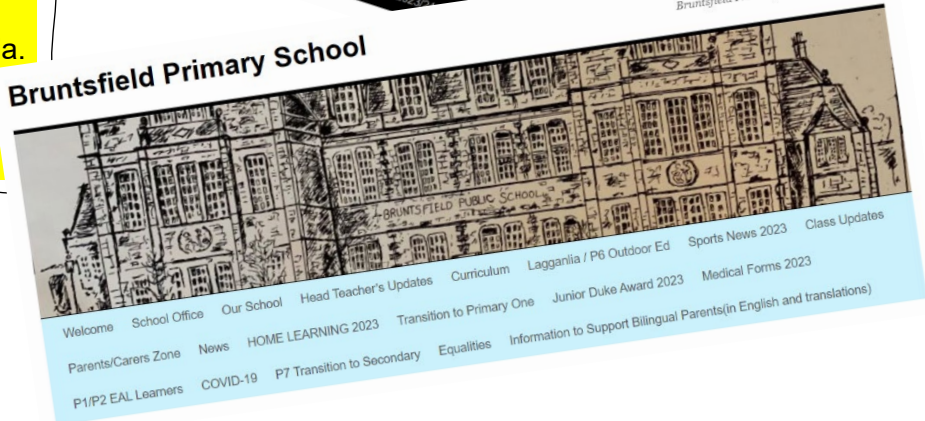


The Council's Outdoor Learning Team provides a range of residential packages:

- [Adventure Education Core](#)
 - [Adventure Education Expedition](#)
 - [Adventure Education Field](#)
 - [Adventure Education Focus](#)
- (e.g. skiing or sailing)
- [Adventure Education Activity](#)
 - [Adventure Education Design](#)
- (bespoke design)

Towerbank PS has a well-established skiing residential at Lagganlia (Focus) and Bruntisfield PS an innovative expedition residential also via Lagganlia.

Click on the pictures to visit the school websites to find out more.



11.4 Post-Visit

Appendix 11.4.1 Residentials MATTER - feedback from Craigroyston Primary School pupils and a parent



The City of Edinburgh Council Outdoor Learning

Residentials MATTER - don't just take our word for it!

Best memory of primary school, learned to be without my phone, learned lots and related this to stuff I'd learned at school like maths. I had to dig deep and conquer my fear of heights. Used my determination to overcome a fear of heights. All round brilliant! Best experience and I would go back in a heartbeat!

Feedback from former P7 pupils at Craigroyston Primary School (now in S1).

The people who were there were loving and caring- they made us feel safe and secure.

I would recommend this experience to everyone - it was amazing. There were some wee accidents, so people had to learn to manage risk.

Comfy beds and nice room: great sleep. Not all about outdoor learning, we did other stuff too. Gorge walking was challenging but great- had to push myself.



Residentials MATTER - don't just take our word for it!

In-depth feedback from a parent at Craigroyston Primary School.

For my daughter - helped her to ride a bike - never interested and she went mountain biking and loved it. Huge increase in confidence and interest in cycling. She still cycles now- all thanks to camp!

Confidence - significant impact, pushed herself and was pushed and supported just the right amount.

She tried new foods so helped her to experiment with foods and social eating.

Offered opportunity to develop her independence, organising herself, her equipment and setting her level of challenge etc.

As a parent, I believe it's essential that our children get the opportunity to experience new places... some of our kids never get beyond the very local spaces - how wonderful to exercise the great outdoors in such high quality environments. Wild - but safe!

Honestly - my child loved it, still talks about! Crucial that they get this opportunity- that the Council offers it and ensures cost is not a barrier is amazing.

Getting a break from technology- away from Social media for a week is hugely beneficial for the children.

Oxgangs Primary School

Pupil feedback

Going to Lagganlia made me feel more confident about myself and my abilities. The staff at Lagganlia really encouraged us to do things that were difficult and challenging.

The staff got to know us and they taught us about ourselves and how to accomplish things.

The staff made us feel more confident about trying scary stuff.

The staff pushed me to get better at things.

I learned more about my strengths and how to get better at new things.

The staff were amazing. They were really funny and helped us to try new things.

I think I made better relationships with all the P7s and with the staff at school.

It was overall amazing and I will tell everyone they should go.

I have made so many memories.

I tried lots of new food.

The whole trip was amazing, everything was great. I loved the gorge walking and abseiling.

Parents' feedback

Our daughter attended Lagganlia as part of the P7 camp last month. She and her friends have looked forward to their P7 camp in Lagganlia since they had heard about it from older children at the school – and the reality more than lived up to the expectation. She referred to it as “the best week of her life”!

We were particularly impressed by the sheer number of new experiences she enjoyed which took her beyond what we would normally have considered her comfort zone, but in a way that she thoroughly enjoyed rather than felt anxious about.

A specific example would be mountain biking: we've tried this with her ourselves without much success, but the guidance and encouragement offered by the staff at Lagganlia, combined with the enthusiasm of participating alongside her friends, really made the difference. She is now keen to try more – which is great news for us!

In summary, our daughter really enjoyed her time at Lagganlia, and we can see the real boost it has given to her confidence in trying new activities.

Our child hasn't stopped talking about camp since the moment she got back! She's essentially been homesick for Lagganlia which is pretty incredible having been there for only a few days. She's been on several Brownie camps before but this was somehow different - she came home a bit more grown-up, a bit more independent, and a bit more confident. Clearly the benefits of this will last far beyond P7.

4 days at Lagganlia had a tremendous impact on my daughter. She absolutely loved it. She loved that they got to try so many activities with their schoolmates and make memories that will last the lifetime. My daughter became so emotional that she cried at school assembly when watching the video from camp and she cried at home again today while watching the video because the camp was so great and she misses the place and experiences so much. Kids are talking that it would be great to go to camp in P6 AND P7 (as some other schools apparently are doing), or to go to Lagganlia again. They have such wonderful memories from the camp, they are still filled with positivity, kindness and love of adventure.



The City of Edinburgh Council Outdoor Learning
Purposeful writing - Trinity Primary School

11.9.23 WALT: describe events and express our feelings.

Steps to Success:

- Write in the 1st person and past tense about your experience.
- Write in a logical order.
- Use figurative language.
- Explain your thoughts and feelings.

During my time at Benmore Outdoor centre, I had the best time. I was a member of Group 5 and a member of Muck, which was my dorm name.

My favourite activity was the Kayaking because I went outside my comfort zone. At first I felt like a baby bird learning to fly, I was so scared shaking like jelly. I took some time to get used to the kayak and after a good 10 minutes or so I was kayaking like it was never my first time.

My best evening activity in my opinion, was the disco. It was so fun screaming our hearts out, staying up late

and listening to our favourite tunes. My all time favourite song from the disco was let it go from ariana grande.

One thing I'll never forget were the breathtaking sites, the beautiful rivers, the magical forests that made me feel as if I was in a fairytale story and the mountain that looks exactly like mount Lee. (Mount Lee based in America, hollywood sign)

One thing that challenged me the most was the forest walk, facing my fears of heights through the pukas glenn, when looking down at the water was a big fright for me.

But as perseverance is one of our school values I persevered and carried on with the forest walk.

Throughout my journey at Benmore I had a wonderful time kayaking, doing the forest walk, dancing under the disco

ball, watching the best movies ever, mountain biking and eating the mouth drooling food.

Effective, independent writing. Next time, use the questions as a guide for each paragraph.

WALT describe and share our experiences, expressing how they made us feel			
Steps to success:	😊	😐	😞
Use descriptive words	Use 3 or less adjectives to describe the experiences.	Use a variety of adjectives (more than 4) to describe the experiences.	Use a variety of adjectives to describe the experiences (use/hear/smell).
Write in 1 st person and past tense	No use of the correct person and tense throughout your writing.	Some use of the correct person and tense throughout your writing.	Consistent use of the correct person and tense throughout your writing.
Explain your thoughts and feelings	Make some reference to what you were thinking and feeling during the experiences (e.g. happy/sad).	Make some reference to what you were thinking and feeling during the experiences using emotive language (e.g. worried/relaxed).	Explain in detail the variety of thoughts and emotions you were feeling during the experiences, and how they affected your behaviour.

Non-negotiables: Capital letters Full stops Check Spelling

11.9.23 WALT: describe events and express our feelings.

Steps to Success:

- Write in the 1st person and past tense about your experience.
- Write in a logical order.
- Use figurative language.
- Explain your thoughts and feelings.

Hello, my name is Megan and I'm going to tell what I did at Benmore.

During my time at Benmore I was part of group 5.

The rest of my group was 2 other girls from my dorm, Eigg, 2 girls from Muck and 5 boys. Our instructor was called Nicki and she helped us with all the activities.

My favourite daytime activity ^{had to be the} was abseiling because you got to climb up rocks and then walk back down backwards.

I felt as free as a bird.

My favourite night activity was definitely the disco on Thursday night. It was so entertaining and enjoyable.

Everyone was dancing and singing along to all the

Songs. I could tell that everyone loved it.

One thing I learned was how to kayak. I was afraid at first, afraid to fall in. But I felt a lot better when I got in the kayak.

Something I will never forget was when Mrs Scott made me and Eijot sit down in the freezing cold water. We got absolutely drenched!

A Trinity Value I displayed was perseverance. I showed this when we were gorgewalking and we had to climb up a massive waterfall, I was really afraid but I did it.

A Learning Power I used during the week was ^{you could say} Have a go Hamster. I at least gave everything ^{of} go, I did try all the activities our group did, even though I was scared for some of them.

Overall, I think it was an ^{extraordinary} extraordinary experience and the next people who go will really enjoy it. My best moment was all of my friends and me rolling down the big grassy hill.

WALT describe and share our experiences, expressing how they made us feel

Steps to success:	😊	😄	😁
Use descriptive words	Use 3 or less adjectives to describe the experiences.	Use a variety of adjectives (more than 4) to describe the experiences.	Use a variety of adjectives to describe the experiences (see/hear/smell).
Write in 1 st person and past tense	No use of the correct person and tense throughout your writing.	Some use of the correct person and tense throughout your writing.	Consistent use of the correct person and tense throughout your writing.
Explain your thoughts and feelings	Make some reference to what you were thinking and feeling during the experiences (e.g. happy/sad).	Make some reference to what you were thinking and feeling during the experiences, using more advanced emotional language (e.g. worried/amused).	Explain in detail the variety of thoughts and emotions you were feeling during the experiences, and how they affected your behavior.

Non-negotiables: Capital letters Full stops Check Spelling

The City of Edinburgh Council Outdoor Learning

Post-visit persuasive writing!

Should I go to camp?

Dear Future p7s,

Around this time next year, you'll be going to Benmore outdoor centre/camp, and I am going to tell you all about it. Hopefully it will convince you to go. Benmore was an amazing experience and I have created so many memories there. The bus ride is only one of the many exciting parts because you know you're on the way but it gets a bit boring halfway through. When you arrive, you'll find out your rooms and make your beds, the beds are a bit squeaky, but you get used to it. Don't worry about sharing showers and people walking in whilst you're using the bathrooms as you have 2 separated showers, and you can lock the door to the toilet. They have a bottom floor, a middle floor and a top floor. I can't tell you much about the top and bottom floor as I was on the middle floor except for the fact they all have fire exits with lights that stay on at night but they're pretty dim.

If you're a picky eater, vegetarian, have allergies or a specific diet not to worry because Benmore provide food for everyone, here is what we had whilst at Benmore. Breakfast: cereal options and bacon rolls, cereal options hash browns beans and toast, cereal options and sausage rolls, cereal options pancakes and toast. Lunch: ham rolls, egg mayo rolls, tuna mayo rolls, cheese rolls and soup with bread every lunch. Dinner: fish and chips with sauce options and a salad option, cheesy pasta bake and salad options, chicken and rice with salad options and on the last day pizza with wedges and sauce. Desserts: chocolate cake, birthday cake, sticky toffee pudding and on the last day waffles with ice cream (optional) and chocolate or strawberry sauce. I'm not gonna go through all of our meals but that's pretty much all of them, if you don't like any of the food they are extremely understanding and always have another option for you.

The activity's keep you busy all day and are very fun, even if you're scared it's so worth it. A few of my favourite activities were gorge walking, abseiling and caving. You do 2-3 activities every day. A morning activity, an afternoon activity and a night activity usually the night activity is a walk or a game. By nighttime you're absolutely shattered and need a good rest. You go to bed at 10 and wake up at 8. Breakfast is at half 8 so you have half a hour to get ready for the day. After tea and cake at 5 you have an hour of free time as dinner is at quarter past 6. After dinner you are given a paper folder thing to write about your day so you can remember what you did at camp, it's basically a diary.

I know some people don't want to go because they don't want to leave their phone but camp is the most fun I've ever had without devices ever. Although you miss your parents it's so much fun and you don't have time to think about how much you miss them. When your doing activities your having too much fun to give them a second thought and when you go to bed your too tired to think about them and maybe you'll think about them at free time but most of the time your too busy or tired to. I also

recommend brining a book as it gives you something to do during free time. I hope this convinced you to go to Benmore.

Should you go to camp?

To Future Primary 7s,

Are you questioning whether you should go to camp? Well I'm here to persuade you to go. At first camp seemed terrifying to me I was adamant about not going but then I realised that it was a once in a life time opportunity and I decided to go and it was one of the best decisions I've ever made camp was amazing and you should definitely go but here are some reasons to persuade you even More to go.

At benmore the instructors are very nice people and if you are ever in doubt about wanting to do an activity they will try to their very best abilities to get you to do it but you will never be forced to do anything you don't want to. The bedrooms at benmore are not luxury but they are nice but the beds are very creaky and the walls are thin so be quite at night and in the bathroom the showers are quite small.

When you get woken up in the morning you go down for breakfast at 8:30 and the food for breakfast is very good you get cereal then toast and a roll that can either have bacon or sausage in it. If you are worried about being bored at benmore you most likely won't be because when you are doing activities they are all fun, everything is really fun you get free time after dinner until the evening activity in free time there are rooms you can go to like the common room which is pretty much just a hall, the lecture hall which has a pool table, football table thing and connect four and then there is the library which is always quite so I'd recommend going there if your wanting to just chill or read.

When it comes to lunch every day you get soup and rolls but it is a new type of soup every day but with the rolls you get a selection of cheese rolls, ham rolls, egg mayo rolls and tuna rolls I highly recommend the cheese rolls but that is my personal opinion. When you have dinner you get different food everyday when we first arrived on the Monday we had fish n chips also highly recommend putting cheese on the chips then on the Tuesday we had pasta bake which was alright on the Wednesday we had chicken and rice also recommend putting cheese on the chicken the chicken was nice and so was the rice that was probably my favourite meal there.

After dinner you get dessert which was ok I only ate one of them so I can't really give my opinion on this one and I can't remember what we even had so your gonna have to figure that one out on your own sorry. Benmore is a great place and I highly recommend you go because you learn new skills and get opportunities that you might never get again also when you go to benmore you cannot bring any electronics so sadly you can't bring your phone but when you are there you don't really even think about your phone because you are always busy either doing activities or stuff during free time. when you go to benmore you learn to be more independent and survive without your tv and phone or your parents which is hard and once you get back home you get a good sense of achievement. I hope this has persuaded you to think about going to camp.

Colinton Primary School

Pupils from Colinton undertake persuasive writing. Their visit provides a purpose / context for writing. The content for the letters was gained form the residential, which then allows the pupils to focus on their writing skills.

The letters are then shared with the next cohort of pupils. This provides a valuable introduction to Benmore.



The City of Edinburgh Council Outdoor Learning

Evaluating the RESIDENTIAL

Buckstone Primary School undertakes effective evaluation with learners, parents / carers and staff each year. They then work with Outdoor Learning Team to develop the following year's visit to Lagganlia. This supports the pre, delivery and post residential work.

Buckstone Primary School - Lagganlia

Learners

If you could change one thing, what would it be?

Is there anything you'd like to have known more about Lagganlia?

Was there anything missing from the kit list that you wish you'd brought?

Parent and Carers

What do you think your child gained most from the residential?

Did you find the camp meeting and online question form ahead of camp helpful? Is there anything you feel we should add?

Did you find the information sent to you via email about Lagganlia helpful? Is there anything you feel we should add?

Is there anything you'd like to have had more information about ahead of the residential?

Anything else you'd like to tell us?

Parent and Carers

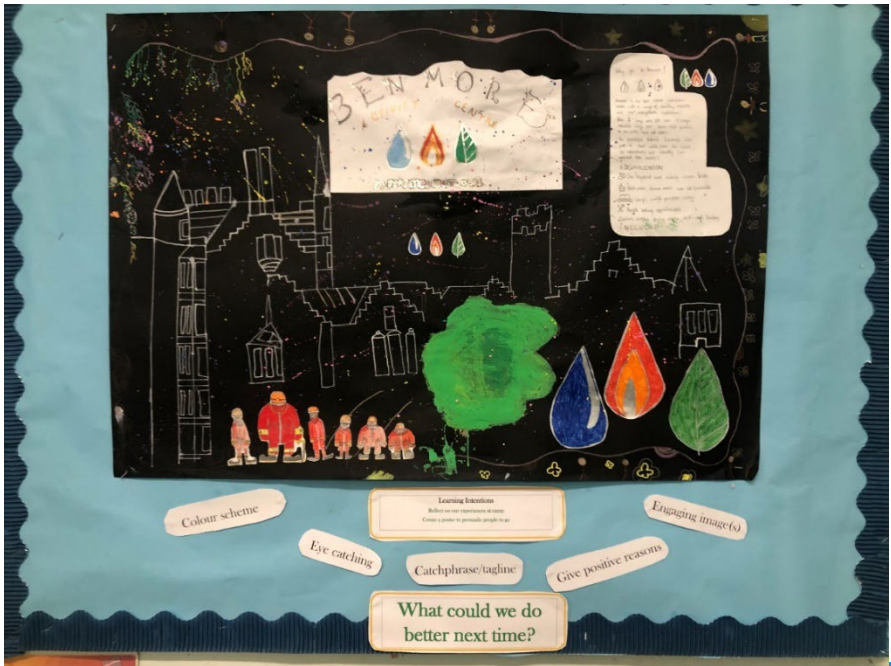
What do you think your child gained most from the residential?

- Confidence in his abilities.
- Trying and enjoying new activities.
- Trying a range of outdoor activities.
- Being able to try new activities and challenging themselves.
- Confidence, time with friends and a chance to try new outdoor activities.
- Experiencing lots of different activities, independence and team work!
- Fun with friends.
- Confidence in themselves.
- An amazing experience that they will never forget.
- It was a wonderful experience and the best thing has been just pushing them out of their comfort zones in many different ways.
- New experiences.
- Self-organisation, trying new things.
- Self-confidence of being away from home for 5 days.
- Confidence.

The City of Edinburgh Council Outdoor Learning Post-visit persuasion writing and evaluation

Sciennes Primary School undertake persuasive writing and create displays to support the following year group. This helps to reassure their peers and provides a valuable introduction to Benmore. Lots of schools encourage their current year groups to support the next group. This can also include parents and carers.

Sciennes Primary School - Benmore



Pupils are also asked about what support they need for their next visit (Lagganlia).

Any targets for Lagganlia?

- To be more confident.
- To be better at making my bed.
- Survive a whole-day adventure.
- To be more organised.
- To not forget to pack and shove everything in my suitcase on the Friday morning.



11.5 The journey ahead

Appendix 11.5.1 The journey ahead



The City of Edinburgh Council Outdoor Learning

The JOURNEY continues!

Development priorities include:

- Develop a new 3 to 5-year business plan. Support meeting day to day costs.
- Continue to monitor and maximise attendance.
- Create new pre and post visit resources. Embed within the Edinburgh school curriculum.
- Embed high quality residential visits in the recently launched OL Self-Evaluation & Improvement Toolkit.
- Implement the new MS Teams pre-visit toolkit to support safe and effective planning and delivery.
- Expansion of the Epics Adventure programme via Bangholm Outdoor Centre; to support pupils' readiness for Benmore and Lagganlia.
- Support schools in contributing to the Edinburgh 2030 Climate Strategy. Understand, measure and reduce carbon footprints; building on existing resources including new EV chargers and solar panels. Develop train travel and measuring carbon footprints. **Make integral to the curriculum.**



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Education, Children & Families

10:00am, Tuesday, 7 November 2023

Quality Improvement and Scrutiny Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the strengths and areas for improvement identified through Education Scotland and the Quality Improvement Service scrutiny activity.
 - 1.1.2 Agree next steps at 5.1 – 5.5

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 scrutiny and local authority reviews undertaken by the Quality Improvement Service. Our relentless focus on improving the quality of learning, teaching and assessment is showing strong signs of success, through increased consistency and greater understanding of the pace of change in schools. Almost all schools make good use of the high quality supports available such as the Edinburgh Learns Teachers' Charter, Leadership for Equity and other aspects of the professional learning offered.
- 2.2 Where school improvement is a concern, our model of intense support has been shown to be highly effective, with improvements in attainment, including an increased confidence and rigour in teachers' professional judgements about progress in learning. We continue to support schools in ensuring rigour in their self-evaluation grades ensuring engagement with the performance framework "How Good Is Our School? 4" (see background reading.)
- 2.3 Findings from scrutiny activity are used to inform new models of support and challenge which secure improvements in practice and outcomes for learners. This includes the implementation of a refreshed model of intensive Pre-inspection support. Progress with identified areas for improvement during inspections is tracked rigorously by Quality Improvement Officers within agreed timescales. Overall, the work of the Quality Improvement Service, in supporting school improvement, is highly evaluated by Head Teachers and is resulting in marked improvements across many measures.

3. Background

- 3.1 Education Scotland has inspected the following schools using the short model of inspection.

- Rowanfield Special School, in May, 2023,
- Stockbridge Primary School and Nursery Class in June, 2023
- Sciennes Primary School and St Leonard's Nursery Class in June, 2023

This model evaluates two key Quality Indicators from the Performance Framework How Good Is Our School? 4 (See background reading)

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

The Quality Improvement Service provided intensive support to ensure that each school was well prepared for their inspection. A Supported Self-evaluation process was undertaken in Stockbridge and Sciennes Primary Schools in February and March 2023, respectively, which were reported to Committee in June 2023. Officers from the Quality Improvement Service participated in Shared Classroom experiences in Rowanfield School. Clear strengths and areas for improvement were identified as part of these review processes.

3.2 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

3.3 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 receive targeted pre-inspection support.

3.4 A summary of identified strengths and areas for improvement should be made available on school websites for interested stakeholders to access. This includes, parents/carers, partners and Ward Councillors.

3.5 The Quality Improvement Service has implemented a refreshed pre-inspection support model from August 2023.

3.6 Where a satisfactory evaluation is given as part of an inspection, the quality improvement service will provide an intensive level of support to ensure improvements are made within an agreed timescale.

4. Main report

4.1 Rowanfield Special School

In May 2023, Education Scotland inspectors visited Rowanfield Special School undertaking a short model inspection. Here are Education Scotland’s evaluations:-

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

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

4.2 Sciennes Primary School

In June 2023, Education Scotland inspectors visited Sciennes Primary School undertaking a short model inspection. Here are Education Scotland’s evaluations:-

School

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

St Leonard’s Nursery Class

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Very Good
3.2 Securing Children’s Progress	Very Good

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 2. The link to the more detailed full summarised inspection findings, is detailed in the letter (report), and referenced below as background reading.

4.3 Stockbridge Primary School

In June 2023, Education Scotland inspectors visited Stockbridge Primary School undertaking a full model inspection. Here are Education Scotland’s evaluations:-

School

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

Nursery Class

Quality Indicator	Evaluation
2.3 Learning, Teaching & Assessment	Very Good
3.2 Securing Children’s Progress	Good

The letter issued to parents & carers (report), identifying strengths and next steps is attached as Appendix 3. The link to the full summarised inspection findings, is included in the letter (report), and referenced below as background reading.

4.4 Follow-Through Visits

- Holy Cross Primary School (Appendix 4) - appropriate progress made
- St Francis Primary School (Appendix 5)- appropriate progress made
- St Ninian’s Primary School (Appendix 6) - some progress made

4.5 Supported Self Evaluation

- Leith Walk Primary School
- Tollcross Primary School
- Roseburn Primary School
- Forrester High School

A summary of the strengths and areas for development is detailed Appendix 7.

For all internal and external review activity Quality Improvement Education Officers will ensure all recommendations are implemented within agreed timescales.

4.6 Model of Pre-Inspection support

The quality improvement service has used findings from external and internal scrutiny activity to refine and improve the model of pre-inspection support. This involves an intensive level of activity to ensure the consistency of high-quality learning experiences, rigorous self-evaluation to support quality indicator grades and a deep analysis of the journey of attainment over time. Early analysis of impact, on improving outcomes, is positive.

4.7. Post- Inspection Support

The quality improvement service provides intensive levels of support to schools who receive a satisfactory evaluation as part of their inspection. A clear plan for improvement, within an appropriate timescale, is agreed with the Head Teacher of these schools. Progress is tracked rigorously and reported to the Service Director and Heads of Education weekly.

5. Next Steps

- 5.1 The Quality Improvement Service 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 each cycle.
- 5.2 The Quality Improvement Service 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 The Quality Improvement Service will 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 The Quality Improvement Service will ensure that all actions for improvement are implemented by schools within agreed timescales.
- 5.5 The Quality Improvement Service will implement and evaluate the refreshed approach to pre-inspection support for schools.

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 QIEOs will continue to evaluate Standards & Quality reports and share local knowledge to maintain an accurate Capacity & Risk Register to inform prioritised support. This will include an analysis of quality indicator grades (1.3, 2.3, 3.2, 3.2) which schools self-evaluate. QIEOs will provide intensive levels of support for priority schools adopting a coaching in context approach. This will include a focus on schools in areas of high deprivation to ensure equity of outcomes for our most disadvantaged learners.
- 7.2 Focused work will continue to provide guidance and support to priority schools in order to narrow the poverty-related attainment and attendance gaps. 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 There are no identified Climate and Nature emergency implications contained in this report.

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 The Quality Improvement Service 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. Progress reports are provided to the Service Director and Heads of Education weekly.
- 9.3 The Quality Improvement Service 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 Rowanfield Special School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [rowanfield-school-sif-290823.pdf](#)

10.3 The Sciennes Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [sciennes-ps-sif-190923.pdf](#)

10.4 The Stockbridge Special School Summarised Inspection Findings (SIF) is available on the Education Scotland website at: [stockbridge-psnc-sif-190923.pdf](#); [stockbridge-ps-sif-190923.pdf](#)

11. Appendices

Appendix 1- Rowanfield Special School Inspection Report

Appendix 2 - Sciennes Primary School Inspection Report

Appendix 3 – Stockbridge Primary School Follow Inspection Report

Appendix 4 – Holy Cross Primary School Follow-Through Report

Appendix 5 – St Francis Primary School Follow-Through Report

Appendix 6 – St Ninian’s Primary School Follow-Through Report

Appendix 7 – Supported Self Evaluation Report

29 August 2023

Dear Parent/Carer

In May 2023, a team of inspectors from Education Scotland visited Rowanfield School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- Staff have a nurturing approach across the school. They respond sensitively to children's emotions, helping children to engage successfully in learning activities.
- Staff help children to attend school successfully and be more included in school life. Teachers provide a predictable, stable environment which children respond well to.
- School staff make effective use of outdoor learning areas including the local woodlands. Children participate well in healthy activities including team building exercises and nature walks. This is helping to develop courageous, curious, creative and compassionate children.

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

- Senior leaders and staff should develop more personalised and consistent ways to assess and record children's progress in learning. This will help ensure that all staff are clear about children's levels of attainment, enabling them to plan appropriate next steps in learning.
- Staff should continue to raise children's attainment in reading, writing and numeracy.

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

Here are Education Scotland's evaluations for Rowanfield School

Quality indicators	Evaluation
Learning, teaching and assessment	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	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [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.

Tracie McEwan
HM Inspector

19 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Sciennes Primary School and St Leonard's Nursery School. 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.

- Children across the school and nursery are enthusiastic learners. They are keen to develop further their skills and knowledge across the curriculum.
- Staff in both the school and nursery work well together and have created a supportive and collaborative culture within their teams.
- The high quality of the outdoor environment in the nursery is supporting children to explore, investigate and make very good progress in their learning.
- Children in the school make good progress in their learning and have high levels of attainment in literacy and numeracy.

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

- Improve approaches to assessing and tracking children's progress in literacy and numeracy. This will help to ensure that planning for future learning is fully matched to children's needs and includes appropriate challenge.
- Develop a shared understanding of high-quality learning and teaching. This will support senior leaders and teachers to build on current examples of effective practice and provide greater consistency across the school.
- Offer well-planned opportunities for children across the school to take on a range of meaningful leadership roles that support school improvement. This will provide an important context for children to achieve and enable them to develop skills for learning, life and work.

We gathered evidence to enable us to evaluate the school's work using 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 Sciennes Primary School and St Leonard's Nursery School

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

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very 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: [Reports page | Inspection reports | Education Scotland](#)

What happens next?

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

M. A. Speirs
HM Inspector

19 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Stockbridge 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.

- Nursery staff respond very well to children's interests in the well-planned learning environment. They are improving children's wellbeing through sensitive and thoughtful interactions.
- The headteacher and depute headteacher are supporting staff well to improve learning and teaching across the school.
- All staff across the school and nursery are working positively to improve children's experiences. They provide a nurturing safe environment for children to learn.
- Staff across the school and nursery know children and their families very well. They are proactive in taking steps to reduce any barriers to learning.

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

- Teachers should continue to develop approaches to planning and delivering high-quality learning, teaching and assessment.
- Senior leaders and staff should continue to improve approaches to raising attainment, particularly at early level in literacy.
- Practitioners should continue to improve children's progress in literacy and numeracy in the nursery.

We gathered evidence to enable us to evaluate the school's work using 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 Stockbridge Primary School and Nursery Class

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

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	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: [Find an inspection report | 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.

Stuart Cathro
HM Inspector

Appendix 4 Holy Cross Primary School Post-inspection Visit by City of Edinburgh Council 12 June 2023

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

- Continue to develop a framework for assessment and ensure systems for tracking and approaches to monitoring progress in learning, lead to raising attainment.
- Further develop self-evaluation to ensure robust evidence informs improvement planning and the impact of new initiatives.

Education Scotland and the Care Inspectorate Evaluation October 2018

School	Holy Cross Primary	Learning Community	St Thomas of Aquins		
Roll	264	Care Experienced %:	0%		
SIMD 1 and 2% :	19.3%	% EAL	38.6%		
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019		4	4	4	5
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
97.2%	87.5%	93.5%	97.2%	83.3%	93.5%	100%	91.7%	100%	100%	91.7%	91.3%

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Holy Cross Primary School	95%	93%	98%	93%
St, Mary's Primary School Edinburgh	91%	87%	93%	93%
St, Mary's Primary School Leith	86%	77%	90%	90%
St. John's Primary School	89%	82%	93%	87%

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Literacy	Numeracy	Total	Literacy	Numeracy	Q1	Q5	Gap	Q1	Q5	Gap
0	0	0	11	11	11		100%			100%	

The Post-inspection Visit

In order to report on progress, a team of council officers visited the school and nursery on 12th June 2023. The team consisted of four Quality Improvement Education Officers. The team carried out joint shared classroom experiences with a member of Senior Leadership Team to nine classes and the nursery. The team met with the school's Senior Leadership Team to discuss progress with areas of improvement identified by HMIE in October 20218. The team also met with the following focus groups: teaching staff, support for learning staff, nursery practitioners, pupils, parents/carers and the Parent Council Chair.

Findings of the Visit: progress with areas of improvement

Continue to develop a framework for assessment and ensure systems for tracking and approaches to monitoring progress in learning, lead to raising attainment.

Strengths/progress made

The Nursery team are reflective and have approached significant leadership changes positively, maintaining high quality delivery for the children in the setting. The nursery environment, outside and inside, is of a high quality and offers children opportunities to lead their own learning, supported where appropriate, by sensitive interactions from the adults around them. This environment offers choice and challenge for children within the setting.

Nursery planning is child centred and responsive, which means that the experiences on offer build on the interests of children in the setting. There are systems in place to ensure that all children are observed across the setting, using the 'focus child' approach. The focus child approach used in Nursery provides a detailed snapshot of children's progress at specific points across the year. The Nursery team have identified that they now need to explore ways to offer further challenge and depth to children.

The ethos in the nursery is warm and welcoming, with children who are comfortable to seek support from adults in the setting. The team work to establish positive relationships with their families, including a very supportive process to transition new families into nursery.

Across the school, relationships are strong. There is a calm, purposeful and inclusive ethos across the school in which learners are engaged and interact well during activities. A variety of teaching and learning methods were used to ensure pupils were engaged. In some classrooms, assessment is for learning strategies were used, effectively deployed digitally in the upper school by pupils to self-assess their learning and to collate pupil feedback.

Pupils and parents have worked collaboratively on school priorities as part of their Pupil Voice Groups currently in place. These include Pupil Rights, Equalities, Eco, Fair trade, Outdoor Learning and Digital Learning. Pupils spoken to were keen to talk about the impact of this work and their involvement. This has increased pupil engagement and ownership.

Teaching staff across the school liaise with stage partners and plan using the four contexts of learning. This includes planning assessments which are developing staff confidence and professional judgement to assess pupils' progress.

Teaching staff plan and track targeted interventions for groups of pupils in receipt of Pupil Equity Funding. Next steps and interventions are identified through personal, targeted and universal supports. Current Interventions put in place has improved attainment in literacy for most learners. This is enabling staff to address barriers to learning and to plan responsively.

Next steps/continue to

The Nursery team should use the child-centred pedagogical cycle to ensure that their approaches are balanced between child-led and adult initiated, while being manageable and sustainable for the team.

Whilst the Nursery benefits from welcoming families from many different backgrounds, there is scope to explore diversity across the environment. This would support all children and families to be able to find themselves across the environment.

Lessons need to be differentiated appropriately. Work should continue to ensure pace and challenge and learners are given the opportunity to apply and deepen their learning. The good practice observed in Primary 6 and 7 should be built up on to create a whole school approach of the use of Assessment is for Learning strategies and to provide feedback to pupils that support their next steps in their learning.

The school should moderate the methods used in planning to establish a consistent approach across the school that is progressive and includes planned assessments within its Learning, Teaching and Assessment Policy.

Further develop self-evaluation to ensure robust evidence informs improvement planning and the impact of new initiatives

Strengths/progress made

Pupils, staff and parents'/carers' views have been gathered and used to support on-going improvement across the school and nursery. The Nursery team reflect on their practice and observations of children. The Head teacher makes use of self-evaluation data gathered in the nursery to measure progress and to identify further next steps .

The school has used surveys to evaluate the progress of initiatives implemented and their impact. Survey data has captured how nurture approaches used in school have helped children to be ready to learn and how they use strategies to build resilience. After the roll out of the Digital learning Empowered Learning programme a staff survey identified a growing confidence in the use of iPads to support learning and teaching.

The parents /carers in the focus group felt listened to and their suggestions acted upon. They commented on the support provided for individual learners and the regular communication they receive about their children's learning and progress.

Next steps/continue to

The Nursery team would benefit from a strategic approach to self-evaluation and improvement as part of the wider school. All practitioners should continue to take a role in self-evaluation and leading aspects of the nursery development plan.

The Head Teacher and Depute Head Teacher should work together with the Early Years Officer to develop a strategic overview to support the improvement of the nursery to ensure sustainability of approaches and leadership at all levels.

The school's and nursery's strategic overview should include a Quality Assurance calendar specifically focused on the school and nursery improvement plans respectively and key national documents such as the Care Inspectorate Framework, How Good is Our School (version 4) and How Good is our Early Learning and Childcare. As part of the development of the strategic yearly overview, the Deputy Head Teacher and Early Years Officer should explore the use of the document

“Capturing and Monitoring Children’s Progress” within regular progress meetings. Within the school, a Learning, Teaching and Assessment Policy should be created that links to the Quality Assurance calendar to establish a strategic overview of how teaching and learning is tracked and monitored. There is scope to devise a new recording format for Shared Classroom Experiences that also links to the school’s Learning, Teaching and Assessment Policy.

Conclusions

The school provided evidence which demonstrated the change/progress they have made since the school was inspected in 2018. The school and nursery have made appropriate progress with the two identified areas for improvement. The next steps identified for both areas of improvement outlined above should be implemented within session 2023-2024. The creation of a robust quality assurance calendar will ensure progress continues to be made and to support tracking of this further progress.

The following table shows the self-evaluation gradings detailed in the School’s Standards & Quality Report (June, 2023). The Follow Through team are in agreement with these evaluations.

Self-evaluation gradings, Holy Cross Primary School Standards & Quality Report (June, 2023).

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

Appendix 5
The City of Edinburgh Council
Follow Through Report
St Francis RC Primary School
June 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. St Francis RC Primary School was inspected in May 2019.

During the inspection visit in 2019, Education Scotland evaluated the school as follows:

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

The 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.

- Raise attainment through high-quality learning, teaching and assessment at all stages.
- Develop approaches to teachers' planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.

School Profile (*some data taken from Focus tool 2021/22)

School	St Francis RC Primary	Learning Community	Holyrood RC HS			
Roll	268	Care Experienced %:	1%*			
SIMD 1 and 2% :	86.2%*	% EAL	56.3%*			
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2	
HMIE Primary (date published) March 2019			3		3	
School Standards & Qualities (2023)		5	5	5	5	

ACEL data 2023

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
86%	90%	81%	82%	73%	78%	88%	90%	90%	92%	87%	84%

Focus Comparator Tool (21-22 data)

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
St Francis' RC Primary School	87%	73%	88%	87%
St Catherine's RC Primary School	72%	73%	93%	72%
Clovenstone Primary School	71%	67%	79%	69%
Sighthill Primary School	74%	67%	83%	69%

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit	Num	Total	Lit	Num	Q1	Q5	Gap	Q1	Q5	Gap
93	81	89	0	0	0	87%	N/A	N/A	96%	N/A	N/A

Post Inspection Visit

In June 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council visited St Francis RC Primary School. They visited classes and worked closely with the Head Teacher, the senior leadership team and wider staff to evaluate the progress and improvements which the school had made with the recommendations detailed in the inspection report.

Follow Through Report

Overview of observations

During the local authority follow-through visit in June 2023, the visiting team observed positive relationships between staff and pupils in all learning episodes observed. Most learners were motivated and engaged in all lessons observed and had a clear understanding of what was expected of them.

There was a positive ethos evident throughout the school with a nurturing approach clearly implemented in almost all classes observed. The pupils who were spoken to described being very happy in St. Francis and commented that they felt safe, happy and supported in the school.

The staff all have a good knowledge of their pupils and tracking of individual progress is supported by clear quality assurance and self-evaluation procedures. This informs interventions, curriculum development, effective use of resources and a wide range of universal and targeted supports at all levels.

School staff have a very clear sense of the importance of the school in the community. This extends to the after-school provision and holiday provision through the “Holidays Matter” programme, alongside provision of resources for home learning.

Area for improvement 1: Raise attainment through high-quality learning, teaching and assessment at all stages.

The school can demonstrate raised attainment in all areas of the curriculum from 2019-2023. This is evidenced through the following authority data (no 5-year comparative data for Listening & talking):

	Primary 1	Primary 4	Primary 7
Numeracy	+ 5% (92%)	+7% (87%)	+6% (84%)
Reading	+4% (86%)	+ 25% (90%)	-15% (81%)
Writing	=0% (82%)	+8% (73%)	+14% (78%)

The school’s attainment consistently performs above schools with similar socio-economic demographics within the City of Edinburgh Council in most attainment measures.

A consistent approach from P1-P7 in the teaching of numeracy using has been developed and has been well received by learners and parent/carers. All families have received concrete resources to support learning from home through numeracy. Family learning sessions have also supported this approach. This consistent approach has contributed to improvement in numeracy outcomes in all stages.

Progress in numeracy learning is assessed on a weekly basis for each individual pupil . These assessments are used to plan learning for the next week, and ensure appropriate pace, challenge and support for all learners.

Pupils who are identified as requiring further support in numeracy engage in the Stages of Early Arithmetical Learning (SEAL) approach. This approach is based on research which ensures the development of children’s numerical knowledge ensuring clear understanding of strategies. Progress is regularly reviewed and updated, allowing pupils to move up a level or to access further supports as required.

The whole school writing policy, utilising the Read, Write, Inc approach is evident throughout the school. Pupils have a writing folio where they store their latest and best pieces of writing. The writing folios are moderated 4 times per year, with detailed feedback given to each pupil on specific and personalised targets. Pupils maintain the folio throughout their school life and this can be used to evidence progress to learners, teachers, SLT & Parent/carers. New targets are set and planning around learning is based on these targets. This approach has seen significant improvement in writing attainment over the past 5 years. Staff feel more confident in their attainment judgements and the progress is evidenced in a tangible document.

STAR reading assessments are used in a systematic and personalised way throughout the year to determine progress in reading for every pupil. The planned learning reflects this for every pupil. All pupils know their level and then utilise the levelled texts that reflect this. Pupils have set targets to allow them to progress within a level or progress beyond the expected levels.

Throughout the follow-through visit, pupils observed were engaged in their learning. All pupils spoken to could talk about their progress in learning and provide evidence of this in jotters, iPads and in their Numeracy and Writing Folios.

The nurturing approach, evident in all classes, enabled appropriate challenge and support to ensure pupils are progressing and achieving.

Area for improvement 2: Develop approaches to teachers' planning of all curricular areas to strengthen the way in which the school can assess and track children's progress and improve attainment.

Pupils in all classes receive differentiated support and challenge in one of three ways for every curricular area. These groups are fluid with learners accessing different levels of support and challenge for different aspects of their learning. These are:

- **Focus:** Pupils who may require some support and/or intervention and are not yet "on track" at the expected developmental stage in that area.
- **Core:** Pupils who are "on track" within the expected developmental stage and will work towards achievement at the level.
- **Challenge:** Pupils who require some acceleration in their learning and are working at a level beyond the expected developmental stage in that curricular area.

This approach allows staff to plan an appropriate curriculum for individuals and groups, providing proportionate pace and challenge for pupils.

Staff are provided with detailed transition folios for their class. This is used at the beginning of the year to ensure planning for learning meets the needs of all learners in every class. This also provides all previous assessment and tracking data for the class. Staff are given time to use this data and familiarise themselves with all pupils within the classes.

All staff engage in three tracking/attainment meetings per year. This is a robust process which identifies targets and plans for the learning of every pupil. Alongside attainment, the staff also discuss attendance and how they are addressing any concerns.

Through the tracking/attainment meetings staff provide evidence to SLT of assessment judgements they have made. They also discuss and review any interventions they have provided to support learners. As the year progresses, any targets or interventions are quality assured and the impact is measured, with support plans and interventions updated.

Tracking attainment meetings are used to identify pupils who will be referred to a wide range of internal and external supports and services. The school run a wide range of learning interventions which are delivered to both individuals and groups. These include: SEAL, Literacy groups, EAL (group and individual), 1:1 tutoring, Nurture groups, Reading groups. These supports and interventions are quality assured, reviewed and the impact measured throughout the year. Pupils can move in and out of the support groups as appropriate.

Pupils update their writing folios frequently and all work is returned with detailed feedback on the benchmarks. This provides specific work targets for each pupil and supports judgements for attainment tracking. The pupils maintain their Writing folios throughout their school journey again providing evidence of progress and latest and best work.

The writing folios are reviewed in four moderation activities throughout the year. The CEC moderation cycle is used which informs forward planning for learning and assessments as well as teachers' judgement on progress in learning.

A youth worker has been appointed who provides in school support for pupils and families, as well as an after-school club and a “Holidays Matter” programme, where pupils attend a holiday school environment. Staff volunteers support this programme, helping to continue to build up community links and address gaps in learning for the most vulnerable learners. This has had a positive impact on attendance and consequently attainment.

The Senior Leadership Team has developed very clear curriculum maps to support pace, challenge and progress. This is supplemented by the wide range of supports detailed above and helps inform the robust and detailed tracking process that is in place currently.

The Senior Leadership Team and School staff can demonstrate a good understanding of every learner and their needs and have evidence to support these judgements.

Summary

The Quality Improvement Education team found that St Francis RC Primary School had made appropriate progress in both areas highlighted by Education Scotland in 2019 and agree with the QI gradings in the Standards and Quality report for 2023.

The Quality Improvement Education Officer for the school will continue to work with the Head Teacher and staff to provide support and to challenge progress to lead to further improvements in attainment. This will continue to be reported to parents and carers through the Standards and Quality report at the end of each session.

Appendix 6
The City of Edinburgh Council
Follow Through Report
St Ninians RC Primary School and Nursery Class
June 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.

St Ninians RC Primary School was inspected in April 2019. In June 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, visited St Ninians Primary School. 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 as follows:

Quality Indicator	Evaluation
2.3 Learning, teaching and Assessment	Good
3.2 Raising attainment and achievement	Good

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

- Continue to raise attainment and improve progress for all children in writing and numeracy.
- Share best practice to ensure consistency in high quality learning and teaching.

School Profile (*some data taken from Focus tool 2021/22)

School	St Ninian's RC Primary	Learning Community		Holyrood RC HS	
Roll	215	Care Experienced %:		1%*	
SIMD 1 and 2% :	53%*	% EAL		45.1%*	
Scrutiny Grades		QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019			4		4
School Standards & Qualities (2023)		4	4	4	4

There will be further examination of evidence to support the Standards & Quality Self – evaluation grades.

ACEL data 2023

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
74%	40%	62%	74%	35%	60%	74%	51%	65%	74%	51%	61%

Focus Comparator Tool (21-22 data)

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
St Ninian's RC Primary School	68%	63%	78%	71%
St David's RC Primary School	61%	52%	78%	60%
St Joseph's RC Primary School	86%	82%	89%	82%
Craigentenny Primary School	61%	57%	72%	58%

Stretch Aims

Q1			Q5			Literacy			Numeracy		
Total	Lit	Num	Total	Lit	Num	Q1	Q5	Gap	Q1	Q5	Gap
40	23	25	3	2	3	57.5%	66%	8.5%	66%	100%	34%

Overview of observations

In all classes observed, and in all interactions with pupils and staff, there was a positive, friendly and happy environment evident. Relationships were strong between pupils and the staff across the school.

The pupils spoken to commented that they were “very happy” and that they “loved” their school. They felt that they were well supported and had an adult they could speak to when required and that they were learning well.

In some classes observed, the quality improvement team saw evidence of Assessment is for Learning (AIFL) strategies being used well. Differentiation was evident in most classes.

Digital learning was evident in the P6 & P7 classes with some effective use of digital tools such as “padlet” to enhance learning and promote collaboration.

Most learners spoken to were fully engaged and understood their tasks and what success looked like.

Consistent of approach in the use of Assessment is for Learning Strategies on some good practice already evident in some classes.

Differentiation is an improvement focus for Session 2023-2024. This should aim to provide appropriate pace and challenge for all learners at all stages.

The school should continue their programme of professional learning, and sharing good practice to develop consistently high-quality pedagogy across the school.

Area for improvement 1: Continue to raise attainment and improve progress for all children in writing and numeracy.

The table below demonstrates the attainment in writing and numeracy from 2019-2023. There is no data available for 2020, due to the pandemic.

	Primary 1				Primary 4				Primary 7			
	'19	'21	'22	'23	'19	'21	'22	'23	'19	'21	'22	'23
Numeracy	84%	74%	68%	74%	58%	70%	71%	51%	76%	76%	71%	61%
Writing	49%	74%	64%	74%	60%	65%	63%	35%	61%	62%	63%	60%

This attainment table shows that attainment has shown some improvement in areas through the years, particularly P1 Writing and P4 Numeracy (2021 & 2022) with some areas maintaining very consistent year on year attainment levels (P1 Numeracy, P7 Writing).

The 2023 data has shown some significant dips in attainment. Primary 4 were raised as a concern throughout the session (2022-2023) and the data in both numeracy and writing has dropped. 50% of learners have English as an additional language and have been assessed at Stage 3 level of proficiency in English.

As a result of this data the school will receive intensive support from the Quality Improvement Service throughout the session 23-24.

The Head Teacher has re-introduced (2023-2024) a tracking & monitoring system which will track progress and attainment of every child rigorously. This data will be analysed in four tracking/attainment meetings across the year, with all class teachers, to identify appropriate interventions and attainment targets for all pupils. The impact of interventions will be tracked systematically.

School staff are working with the Edinburgh Learns team which has supported collaborative planning for learning, particularly in Numeracy. There is a Learning community Numeracy Strategy for session 2023-2024 which is being supported by the Numeracy development officer with all staff undertaking professional learning in January 2024. The aim is to provide a consistent approach to the teaching methodology in areas of numeracy that have been identified in the learning community as areas for improvement.

School staff will continue to develop a consistent approach to the teaching of writing and literacy. Professional learning, to support this, is being delivered to all staff to build on that which was delivered in session 2022-2023.

Schools staff engage with the moderation cycle to ensure consistency in planning, pedagogy and teachers' professional judgements. This is particularly focussed on writing as the data indicates that this remains the main area for development.

Area for improvement 2: Share best practice to ensure consistency in high quality learning and teaching.

The Head Teacher has developed a programme of professional learning aimed at ensuring consistency in pedagogy.

Engagement with professional learning in literacy methodology has begun and will continue through session 2023-2024. Teaching methodology training sessions in 2022-2023 (6 sessions) were focussed on teaching of writing.

The implementation of the Read, Write, Inc has led to some improvement in reading scores for learners across the school. This consistent approach has been shared with all staff in the school.

A learning community approach to development of Numeracy methodology is planned for the session 2023-2024 and is supported by the Edinburgh Learns team. This will strengthen the development of consistent practice and provide opportunities for moderation of standards and sharing of good practice.

A collaborative approach to the planning of learning for all levels has been implemented across the school. Assessment opportunities are planned using the Education Scotland benchmarks. This has led to a collaborative and consistent approach to assessments and greater rigour in teachers' judgements about progress in learning.

Summary

The Quality Improvement Education team found that there was evidence that St Ninians RC Primary School had shown some areas of progress in both areas highlighted by Education Scotland in 2019. The identified dip in areas of attainment in session 22-23 indicates that there remains further progress to be made in these areas. It is imperative that future planning and professional learning supports this area for improvement. The Headteacher has a clear strategy and timeline to raise attainment supported by rigorous tracking and monitoring systems and appropriate professional learning.

The Quality Improvement Education Officer for the school will continue to work with the Head Teacher to provide support and to challenge progress and attainment 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.

Improving Quality in Learning
Supported Self Evaluation
November, 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.

Leith Walk Primary School

A team of officers took part in a Supported Self Evaluation visit on 3rd and 5th May 2023 with phase two of the visit taking place on 21st September 2023. Phase 2 was focused on Universal and personalised support. The team participated in shared classroom experience visits across the school. They met with the Senior Leadership Team, teachers, middle leaders, support staff, parents/carers, partners and pupils. All classes, stages and levels were visited during the process. Leith Walk is a school identified for an intensive level of support and the QIEO meets fortnightly with the HT and DHT to monitor progress with the School Improvement Priorities and strategies to raise attainment. The Headteacher was newly appointed in January, and the DHT has returned to her post having been in a seconded post for 18 months.

Strengths

- Staff report that the strategic direction, and the vision for the school moving forward, is positive. They feel empowered by the evolving structured approach introduced to support quality assurance activity, self-evaluation and Tracking and Monitoring of attainment and achievement.
- There is a clear nurturing approach evident throughout the school at all stages.
- In classes visited, almost all learners were keen to engage in learning and make positive progress with their learning..
- School staff have established a range of pupil voice groups to provide leadership opportunities.
- There is positive engagement with the wider community including working with a range of partners.
- Wider achievement activities, and engagement with active schools, have been recognised through an Active Schools award. A significant amount of activities, groups and clubs are available to pupils.
- A programme of outdoor learning opportunities is provided for all learners through engagement with partner agencies and the local community. This is responsive to the needs of learners who attend school and live in an urban location.
- Positive relationships and ethos are evident at all levels with staff, pupils and the wider school community.
- A clear vision for addressing the need for improvement in attainment is established; underpinned by an evolving strategy to achieve this.
- Learning through Play has been developed to support developmentally appropriate learning.
- A collaborative approach to school improvement planning, which involves all stakeholders, has been developed.

Areas for Improvement

- The Senior Leadership Team should continue to develop teacher empowerment through engagement with attainment data which enables them to plan appropriate learning experiences for all learners.
- The Headteacher should now embed a clear quality assurance calendar to rigorously track incremental improvements in attainment and approaches to teaching, learning and assessment.

- The Senior Leadership Team should develop approaches to differentiation to support inclusive practice, pace and challenge for all learners.
- The Senior Leadership Team should develop consistency in pedagogical approaches, including collaborative planning across a level. This should be clearly stated in the Teaching, Learning and Assessment Policy.
- All practitioners should engage in the Teachers' Charter professional learning offer, linking this clearly to the PRD process.
- The school staff should continue to develop relationships, engagement and involvement with the Parent/carer body and wider community to support school improvement.
- The Headteacher needs to ensure engagement with the Edinburgh Learns team to support the running of school improvement groups, focusing on differentiation, developing evidence of assessment and increasing confidence and rigour in teachers' professional judgements about learners' progress.
- Assessment is for Learning strategies should be further developed to support learners' progress.

Tollcross Primary School

To support the school's self-evaluation, a team of council officers and headteachers visited the school on 6th and 7th September 2023. The team consisted of two Quality Improvement Education Officers, an ASL Service DHT and two primary headteachers from the James Gillespie's Learning Community. The team observed eleven lessons, covering every year group, alongside a member of the Senior Leadership Team. The team also led focus groups with a range of stakeholders, pupils, parents/ carers, partners and staff. The team met with Young Leaders, the Health and Wellbeing and Equalities groups.

Strengths

- The headteacher and staff have created a sense of belonging and purpose throughout the school. Tollcross is a nurturing, inclusive school with a positive, calm, and supportive ethos.
- Across the school there is a strong ethos of staff collegiality and positive working relationships. Staff work well as a team and are committed to making a difference to children in their care.
- High quality development work has taken place to improve the curriculum, using an improvement cycle model based on professional learning and research.
- All staff participate in professional learning to improve their skills and contribute to school improvement groups.
- Effective self-evaluation approaches are in place which lead to future improvement.
- Classroom spaces and resources are well organised and are conducive to positive learning and teaching. The purpose of learning is understood by almost all pupils.
- In the majority of classes, the steps to success (success criteria) were shared with learners.
- In most classes, there were high expectations for learners.
- Across the school, a shared understanding of the structure of a lesson was evident.
- Most lessons included a starter linked to prior learning and made use of active learning strategies.
- "Tollcross Counts" is the approach developed to defines the structure of numeracy lessons.
- In most lessons, learning was differentiated. This was most evident in how pupils with English as an additional language were supported using a variety of digital supports that enabled them to work independently or as part of a group.
- Most teachers used effective questioning as part of their teaching. Questioning was used to assess pupils' understanding as part of the teachers' wide use of Assessment is For Learning strategies.

- In the majority of lessons, pupils were given 1-1 feedback from their teacher, linked to their learning and next steps. Pupils valued the importance of feedback to support their learning.
- Across the school there is a strong ethos of staff collegiality and positive working relationships.
- Teachers engage in moderation activity to support rigour in professional judgements about progress in learning.
- The school staff work well with partners to provide both universal and targeted support for learners.
- Tracking and monitoring approaches support improvements in attainment. There has been a significant increase in attainment in P1 and P4. Almost all P1 pupils achieved Early Level in literacy and numeracy. Almost all Primary Four achieved First Level in literacy and numeracy.

Areas for Improvement

- Staff should continue to extend their skills in providing evaluative feedback to help pupils identify their own targets in literacy, numeracy and health and wellbeing.
- The tracking of pupils' progress towards achievement of a level should be extended beyond literacy and numeracy. This will support raising attainment even further.
- Review how collegiate planning provides appropriate support and challenge for all learners across stages and levels.
- Teaching Staff should develop their use of the Education Scotland Benchmarks to devise high quality assessments to further support their professional judgements of achievement of a level.
- Continue to build on the strong links made with partners to further enhance curricular experiences for learners.
- School staff should continue to embed children's rights across all aspects of their work.
- School staff should continue to offer a range of clubs and activities to support wider achievement and plan interventions to support learner participation.

Roseburn Primary School

A team of officers and headteachers took part in the Supported Self-Evaluation visit on 12th and 13th September. The team participated in shared classroom experience visits in the school and nursery, accompanied by a member of school SLT. They met with the SLT, teaching staff, support staff, parent/carers, partners and learners. All class teachers were visited during the process. The school motto is "Dream, Believe, Achieve". Relationships are key to the school community and are based on the Roseburn values of: Rights, Relationships, Respect, Resilience and Responsibility.

Strengths

- Senior leaders provide strong, collaborative leadership. Their aspirational vision is evident and recognised by the school community. There is a strong sense of empowerment across the school, with staff and pupils having a range of opportunities to contribute to school improvement and knowing they have a voice.
- There are well established systems in place for self-evaluation which enables routine gathering of information throughout the year to support their improvement journey. A range of quality assurance data includes feedback from all stakeholders; shared classroom experience; robust tracking and monitoring; and analysis of performance data.
- School staff collaborate effectively with external partners and community organizations to provide a range of learning experiences and enhance the learning pathways available to pupils.

- School staff communicate effectively with the community to promote an ethos and culture of inclusion, participation, and positive relationships.
- The learning environment is built upon positive, nurturing relationships. Classroom environments are calm and well-resourced. This supports both learning and inclusion.
- Play pedagogy is valued and understood. Inclusive classrooms, with a wide range of differentiated, open-ended learning experiences and resources, support learner engagement.
- Staff at Roseburn are committed to providing a safe, supportive and happy school. The school achieved its Gold Rights Respecting Schools Award in May 2021, and the main articles from UNCRC continue to underpin its ethos. The principles are understood by staff, pupils and the school community.
- Pupils self-assess their wellbeing needs termly using the Wellbeing Indicators. This enables teachers to identify pupils' wellbeing concerns and put appropriate strategies in place to address these. Learners also have regular conversations with staff enabling their social and emotional needs to be met. Impact of these support is monitored, inking at termly tracking meetings.
- A clear assessment strategy, robust professional dialogue and moderation activity underpins staff confidence in using the Education Scotland benchmarks in making professional judgements about progress in learning.
- Attainment over time is tracked using EDICT, and the school's own tracking system, which is critical in monitoring progress throughout the year and at cohort level.

Areas for Improvement

- Embed practitioner enquiry into practice as a means of evidencing the impact of change to support improved outcomes for learners.
- Continue to develop the engagement of all stakeholders in the review of the School Improvement Plan and identification of future priorities.
- Assessment of learning should inform teacher's planning in particular, differentiation. This will ensure lessons are pitched appropriately and provide pace and challenge for all learners.
- Consider the role of learners in the planning of learning. The pupils at Roseburn are articulate and enthusiastic. They have a voice in school improvements and this should be extended to allow more leadership of their own learning.
- As planned, continue to develop the outdoor space to provide a more user-friendly play and learning environment. This will support the work planned to develop a progressive outdoor learning approach across the school.
- Continue to develop equalities work with a focus on parental engagement and further celebration of diversity across the school community.
- Working with the children, continue to develop wider achievement opportunities and consider how skills progressions can be linked through the tracking of wider achievement.

Forrester High School

A team of officers and headteachers took part in a Supported Self-Evaluation visit 5th and 6th September . The team participated in shared classroom experience visits in classes and the Enhanced Support Base, accompanied by a member of the school's senior leadership team, where possible. They met with all three Depute Head Teachers and the Senior Development Officer to discuss specific quality indicators linked to areas of lead responsibilities. Officers met with focus groups from: support staff and partners, parents/carers, curriculum leaders, class teachers and young people from S1-S3 and senior phase S4-6. All Forrester High School class teachers, except one who was absent, were

visited during the process. The school's Head Teacher reported absent from work prior to the visit. School staffing has been particularly challenging over session 2022-23 with significant absence and vacant posts. Support for Learning and Mathematics departments continue to have vacancies at time of the Supported self-evaluation process. An intensive level of support is provided to the school by the Quality Improvement Education Officer and Head of Education.

Strengths

- The school's values focus on the motivating statement "Together we respect, believe, achieve' and the rules for learning: Ready, Respectful, Responsible . These provide a visible consistent reference point and are a source of aspiration for all in Forrester High School.
- The effective work to improve relationships across the school is helping to establish a calm, secure and safe environment to support more effective learning and teaching with young people who are eager to engage in their learning.
- The Senior Leadership Team and school staff demonstrate exemplary trauma-informed practice in their support of all young people, staff and the wider community.
- The Head Teacher and Senior Leadership Team focus appropriately on raising attainment and ensuring positive outcomes for young people. Senior leaders ensure self-evaluation, and the improvement agenda are informed by a strong understanding of the school context, including through the analysis of high-quality data.
- The recently developed Learning and Teaching Strategy and the 'Forrester in Action' overview is beginning to provide a consistent structure to the learning experiences of young people.
- In most lessons, teachers gave feedback on learning enabling young people to focus on areas for improvement in the task. In the best examples, feedback was provided on an individual basis allowing young people to identify gaps and next steps in their learning.
- Pupil Equity Funded interventions are beginning to have a positive impact on targeted young people with attainment for the lowest attaining 20% of young people higher than virtual comparator schools.
- External partnerships such as Street league and RUTS, have been used in a responsive and flexible way to support alternative pathways and curriculum for identified groups and individuals. This has allowed some young people to access qualifications and experiences they were previously disengaged from and has had a positive impact on attendance.
- A Senior Development Officer (Pupil-Equity Funded) delivers well planned interventions to a targeted group of young people. This has improved the attainment of non-attenders with ten of these young people achieving at least 2 qualifications, with some achieving 4 or more.

Areas for Improvement

- Senior leaders should take immediate steps to ensure leadership of change is well-paced with appropriate, clear priorities for improvement in which the roles of all stakeholders are clearly understood. This should include a clear and shared understanding of effective leadership at all levels.
- As a priority, The Senior leadership team should implement robust tracking and monitoring systems to ensure a clear understanding of progress of every learner. This will support staff more effectively to identify and evaluate the interventions which will improve attainment and achievement for all young people.
- Building on the commitment to improvement, staff should define and agree their expectations of high-quality learning, teaching and assessment to ensure a consistent approach across the school evident through the work started on 'Forrester in Action'. This should help to ensure an

inclusive learning environment which provides flexible pathways to meet the wider range of needs across all young people.

- The Senior Leadership Team should continue, as planned, to relaunch the school values statement to bring this “to life” in every- day school life.
- Staff should develop the use of the United Nations Convention on the Rights of the Child (UNCRC) to support the work on school values as well as work on other opportunities to develop learner participation such as a Pupil Equalities Group.
- Staff should continue to develop further their confidence in using information about the social context, such as socio-economic factors, to support planning and decision-making to ensure improved positive outcomes for all young people.
- Teaching staff should ensure the purpose of learning is clear and referred to throughout all lessons, to check learners’ understanding. This should be implemented with immediate effect.
- Learners should be provided with opportunities to lead their own learning and to co-construct success criteria.
- Learning experiences should be differentiated to meet the needs of all learners effectively.
- School staff should provide more opportunities within lessons for collaborative learning to increase learner engagement and participation.
- Staff should engage further in professional learning focused on the key components of Edinburgh Learns Teachers’ Charter and use the strong examples of practitioner enquiry identified consistently across the school to ensure consistently high-quality learning.
- Continue to develop the curriculum to create more inclusive and accessible pathways for all young people. There is a need to identify senior pathways for young people accessing the Enhanced Support Base and Wellbeing Hub.
- Review the presentation policy to ensure all faculties are aspirational in the number of young people being presented for National Qualifications.
- Review coursing of all young people to ensure they have at least 5 qualifications which are achievable despite barriers to learning, in particular attendance.
- Track wider achievement opportunities and the impact/added value for each individual young person.

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Education, Children and Families Committee

10:00 am, Tuesday, 7 November 2023

Commissioning and Contract Management Update

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 additional resources allocated to the Commissioning Team to ensure best value in the commissioning processes for Children, Education and Justice Services directorate.
 - 1.1.2 Note the Scottish Government direction towards an integrated partnership approach to commissioning for outcomes, supported by the provision of additional funding.
 - 1.1.3 Note the need for in-sourcing where the risk associated with outsourcing cannot be safely managed by Council officers.
 - 1.1.4 Note the volume of the contracts across the Directorate which have not been monitored to the appropriate level of scrutiny due to lack of resources.
 - 1.1.5 Note the plan to consider all contracts coming to an end with the view to:
 - 1.1.5.1 not retender where the requirement, policy and/or practice have changed, ended, or been commissioned via other means;
 - 1.1.5.2 re-tender with a more focussed city-wide poverty lens, prioritising the voice of children and young people;
 - 1.1.5.3 reinvest the budget to support service reviews including in-sourcing;
 - 1.1.5.4 save where the requirement has been fulfilled and the contract is no longer appropriate to continue.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Commissioning and Contract Management Update

2. Executive Summary

- 2.1 This report provides an overview of the current commissioning and contract management activity in the Children, Education and Justice Services Directorate, including the need to streamline the monitoring of the spend and forecast to support budget process and service planning.

3. Background

- 3.1 The Children, Education and Justice Services third party revenue budget equates to £90m over approximately 170,000 transactions per annum.¹
- 3.2 This budget is committed to a number of contracts, grants and service level agreements, whilst a minor percentage of this spend is non-compliant. Work is currently underway to ensure due diligence and compliance across all areas of the Directorate.
- 3.3 Of the existing active contracts, some have been ongoing for several years, and / or extended under Terms and Conditions, Contract Standing Orders or approved by Finance and Resources.
- 3.4 Although these routes are compliant with Contract Standing Orders, it must be noted that extending a contract as a preferred / standard option does not provide an opportunity to consider whether this is still fit for purpose given the many changes that the community has gone through in the last few years.
- 3.5 The recently created Strategic Planning and Commissioning Team has been examining the current landscape of third-party agreements with the aim to rationalise and renegotiate those which are no longer fit for purpose, or no longer align with the Service priorities.
- 3.6 The team has submitted a briefing paper to the Executive Director of Children, Education and Justice Services evidencing the lack of resources to progress this

¹ Details are provided in Appendix 1. Due to the large volume of data, it is recommended to access the document via the link provided in paragraph 10.1 which shows all City of Edinburgh regulated contracts.

task, including the major risk of not monitoring the performance on the desired outcomes for children, young people and their families.

4. Main report

- 4.1 A Joint Commissioning Group (JCG) has been formed under the direction and supervision of the Edinburgh Children's Partnership. The group includes three statutory partners and two third sector representatives.
- 4.2 The Terms of Reference of the JCG state that a multi-agency approach must be taken to ensure that commissioning flows from strategic planning and population need whilst responding promptly to new policy and legislative changes. Ongoing innovation and improvement must also be part of the process the Partnership signs up to.
- 4.3 As part of this work, all non-core funds allocated to the city are being scrutinised and discussed jointly, to reassure the Children's Partnership that resources are being utilised in the best interests of Edinburgh children, young people and their families.
- 4.4 The Directorate has a duty to consider the priorities of the Children's plan, alongside the City priorities. This includes the discussion around existing contracts which were set up for requirements which are now within the remit of the Children's Partnership, for example whole family wellbeing and preventative services, to transform the way services support families.
- 4.5 The long-term plan that the Commissioning team will be progressing involves considering all external spend, shifting the balance towards joint approaches to poverty, prevention, early intervention, health and wellbeing.
- 4.6 Phase one of the plan – ongoing - includes the analysis and classification of all external spend, with specific focus on those contracts coming to an end in the next three years. In order to minimise the impact of change on organisations, there will be no expectation to serve notice on existing contracts currently in line with key performance indicators (both qualitative and quantitative) unless these contracts are coming to their natural end.
- 4.7 If the contract helps the Council discharge statutory duties, Phase 2 will look at tightening control and rationalising the supplier base, to allow additional focus on quality assurance and performance. This will secure best value in the budget we protect towards the best outcomes for our children and young people.
- 4.8 If the contract was awarded and implemented for a specific purpose tied to a limited time/value implication, Phase 2 will look at the outcomes achieved via the contract and whether the project can now self-sustain. Failing this, the agreement will not be renewed when it comes to its natural end.
- 4.9 If the agreement addresses a requirement that no longer exists, or is being delivered via alternative means (including in-house services), Phase 2 will look at the additional capacity the provider brings to the service and consider a) whether

this is required and b) whether meets best value. Failing this, the agreement will not be renewed when it comes to its natural end.

- 4.10 If the agreement addresses a requirement that is outwith the Council's remit to deliver, and whose responsibility should lie with another partner, then Phase 2 will look at bringing this to the Children's Partnership attention to allow joint consideration of needs. The agreement will not be renewed when it comes to its natural end.
- 4.11 Grant funding agreements awarded to the community and voluntary sector will be monitored in line with the criteria set out in each grants programme.

5. Next Steps

- 5.1 Committee is asked to note that implementing lessons learned means that assumptions to automatically extend contract will be challenged.
- 5.2 Work is actively underway to ensure there is minimal impact on the service users, who will be guaranteed delivery of statutory and critical services with no gap in funding. All other services will be reviewed and assessed against the contract performance and required model of delivery.

6. Financial impact

- 6.1 As Phase 1 of this work is approaching its completion, we have identified a substantial sum of money that we will be able to reinvest to improve the service delivery, including both the degree of quality and the response time.
- 6.2 Children's Services improvement plan will benefit from a more responsive service and wraparound packages of care to support children stay in the city.
- 6.3 Finance for Equity strategy will benefit from a fair and more equitable model of support to the learners.
- 6.4 Organisational reviews already approved by Committee may benefit from an alternative model of delivery of the service.

7. Equality and Poverty Impact

- 7.1 Integrated Impact Assessments (IIA) will be completed by Officers in collaboration with the incumbent providers in advance of their agreement ending. To support sustainability of these provisions, the City of Edinburgh Council commits to continue to fund the providers to collaboratively produce meaningful integrated impact assessments with the aim of mitigating the impact of the change on all involved.

8. Climate and Nature Emergency Implications

- 8.1 If any is identified, the IIAs will be able to capture and mitigate impact.

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

9.1 If any is identified, the IIAs will be able to capture and mitigate impact.

10. Background reading/external references

10.1 The Contract register published on the City of Edinburgh Council website.

11. Appendices

11.1 Appendix 1 Extract of the contract register (Children, Education and Justice Services Directorate)

Primary Contract Reference	Secondary Contract Reference	Contract Name	Brief Contract Description	Contract Award Date	Contract Start Date	Contract End Date (not including extensions)	Contract End Date (including extensions)	Identifier	Estimated Contract Value	Supplier Name	Type of contract: Goods / Services / Forward
CF0000	1087239	Project Agreement - Unitary Charge Contract	PPP - Public Private Partnership	01/04/2009	01/04/2009	31/03/2039	31/03/2039	Contract - Single Supplier	£600,000,000	Axiom Education Edinburgh Ltd	Services
CF0000	1040297	Project Agreement - Unitary Charge Contract	PPP - Public Private Partnership	01/04/2001	01/04/2001	31/03/2031	31/03/2031	Contract - Single Supplier	£800,000,000	The Edinburgh Schools Partnership Ltd	Services
CT0375	CT0375	Independent Advocacy and Children's Rights Service	Independent Advocacy and Children's Rights Service for children and young people up to the age of 18 who are Looked After and Accommodated in terms of the Children (Scotland) Act 1995 or the Children's Hearings (Scotland) Act 2011 and / or involved in the Child Protection process as per the Edinburgh and Lothians Inter-Agency Child Protection Procedures (2015).	01/03/2016	01/04/2016	31/03/2019	31/03/2024	Contract - Single Supplier	£1,010,000	Who Cares Scotland	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Header Line	£5,763,140	Framework - see Supplier Contract Line	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Supplier Line	£1,033,956	Lothian Community Transport Services	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Supplier Line	£1,275,235	South Edinburgh Amenities Group Ltd SEAG	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Supplier Line	£430,000	Pilton Equalities Project	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Supplier Line	£335,000	Dove Centre	Services
SF0000	SF0063	Public Social Partnership	To develop a genuine and lasting partnership between the City of Edinburgh Council and the Community Transport sector in Edinburgh to support the remodelling and development of innovative, integrated and flexible transport solutions and to build the capacity of the Community Transport sector so as to be able to deliver these solutions in the future	17/03/2016	01/04/2016	31/03/2019	31/07/2023	Framework - Supplier Line	£2,156,175	Handicaps (Lothian) Dial A Ride	Services
CT0550	CT0550	James Gillespie High School (Galliard Tty)	James Gillespie High School High School Campus Monthly Service Payment	11/05/2016	01/04/2015	31/03/2040	31/03/2040	Framework - Header Line	£89,950,000	Framework - see Supplier Contract Line	Services
CT0550	CT0550	James Gillespie High School (Galliard Tty)	James Gillespie High School High School Campus Monthly Service Payment	11/05/2016	01/04/2015	31/03/2040	31/03/2040	Framework - Supplier Line	See Framework Header Line for Value	James Gillespies Campus Subhub Ltd	Services
CM0000	CM0006	Seemis Software Contract for Schools	Seemis Software Contract	09/08/2016	01/04/2016	31/03/2021	31/03/2026	Contract - Single Supplier	£2,800,000	The SEEIMS Group	Services
CT0236	CT0236	Inclusive Childcare Support Services	The Inclusive Childcare Support Service will support the inclusion of children and young people with additional support needs in mainstream childcare settings. The service delivery is based on a reducing dependency increasing capacity model. Support is provided to childcare settings to build staff skills, knowledge and confidence to include children and young people with additional support needs within normal staff ratios. A minimum of 40 Children and Young People per annum will be included successfully at mainstream childcare settings. This will include 30 new Children and Young People.	09/09/2016	01/04/2017	31/03/2019	31/07/2023	Contract - Single Supplier	£1,247,229	Capability Scotland	Services
CT0466	CT0466	Residential Care for Young People	The City of Edinburgh Council requires flexible residential placements for nine young people looked after by the Council. The service includes accommodation comprising 2 separate units; one unit for young people aged 15 plus and over and the other is for vulnerable pregnant teenage mums or teenage mums with young babies. The overall requirement of this contract is that young people will be placed in an establishment that is able to provide a high quality, stable, safe, supportive and enabling residential 'home base'.	09/12/2016	01/04/2017	31/03/2021	31/03/2024	Contract - Single Supplier	£6,851,066	Dean & Cawin Trust	Services
CM0000	CM0016	Voluntary Sector Infrastructure Support Services	To support the Voluntary Sector to be confident, well informed, well trained and able to fully engage with strategic and thematic partnerships at a city and locality level	14/01/2016	01/04/2016	31/03/2019	31/03/2024	Contract - Single Supplier	£532,530	Edinburgh Voluntary Organisations Council	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	The Scottish Government has committed to providing additional funding in the form of Pupil Equity Funding (PEF), to schools as part of the Scottish Attainment Challenge programme. Head Teachers will have access to the full amount of funding, the use of which is at their discretion and they will be expected to use their professional judgement, follow the Scottish Government Guidelines relating to PEF spending and provide clear rational and analysis of all PEF expenditure.	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Header Line	£4,000,000	Framework - see Supplier Contract Line	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Achieve Training Ltd	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Action For Children	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 5 - External Tutors/Additional Support	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Apex Scotland	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 2 - Clubs (After School/ Breakfast)	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Barnardos Scotland	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Bright Light t/a Couple Counselling Lothian	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Canongate Youth Project	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Children 1st	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Chroma	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Citadel Youth Centre	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Community Help and Advice Initiative - CHAI	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Crossreach SP	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Cyrenians	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The University of Abertay Dundee	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Eco Drama	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 2 - Clubs (After School/ Breakfast)	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Enable Scotland	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Friends of the Award in Edinburgh and Lothians	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Glasgow Science Centre Limited	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Impact Arts (Projects) Limited	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Lifelink	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Move On	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Multi Cultural Family Base	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	NoTooth Limited	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	People Know How	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Pilton Community Health Project	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Place2Be	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Quarriers Homes	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Rathbone Training	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Rewise Learning Limited	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Rural & Urban Training Scheme Ltd	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	School of Hard Knocks	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Scottish Association for Mental Health	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Screen Education Edinburgh	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Smart Play Network	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Springsboard	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Strange Town Theatre Company	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Space @ Broomhouse Hub	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Drama Studio	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Fruitmarket Gallery	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Junction Young People Health and Wellbeing	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Moment is Now	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Spark	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Venture Studios Ltd	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Walk the Talk Scotland Ltd	Services
CT2232	CT2232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Wester Hailes Youth Agency	Services
CT2263	CT2263	Information & Advice Service for Black & Ethnic Minority (BME) Carers	Information & Advice Service for Black and Minority Ethnic carers of disabled children and young people	19/01/2018	02/04/2018	31/03/2019	31/03/2024	Contract - Single Supplier	£295,507	The Action Group	Services
CT0526	CT0526	Lot 1 Managed support services; Children and Young People with Additional Support Needs	Additional support for learning is support that is additional to, or different from, the educational provision made generally for children or young people of the same age in schools within the education authority.	29/03/2018	01/04/2018	31/03/2021	31/03/2024	Contract - Single Supplier	£7,604,580	Barnardos Scotland	Services
CM0000	CM0145	CHAS (Children's Hospice Association)	Respite Care	01/04/2018	01/04/2018	31/03/2021	31/03/2024	Contract - Single Supplier	£375,544	Childrens Hospice Association Scotland	Services

CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	My Adventure Edinburgh Ltd	Services
CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Action for Children Services Limited	Services
CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Therms Training and Consultancy	Services
CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Health Opportunities Team	Services
CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 4 - Creative Engagement	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	WHALE Arts Agency	Services
CT269	SX13217	Washroom Solutions	Washroom Solutions & Products/Services	01/10/2018	01/10/2018	30/09/2022	03/09/2023	Framework - Header Line	£900,000	Framework - see Supplier Contract Line	Goods
CT269	SX13217	Washroom Solutions	Washroom Solutions & Products/Services	01/10/2018	01/10/2018	30/09/2022	03/09/2023	Framework - Supplier Line	See Framework Header Line for Value	Hey Girls CIC	Goods
CT269	SX13217	Washroom Solutions	Washroom Solutions & Products/Services	01/10/2018	01/10/2018	30/09/2022	03/09/2023	Framework - Supplier Line	See Framework Header Line for Value	Initial Washroom Solutions v/a Rentol Initial Services Ltd	Goods
CT256	CT256	Back to Laboratory Saliva - Based Test Kits and Screening for Controlled and Illegal Drugs	Back to Laboratory Saliva - Based Test Kits and Screening for Controlled and Illegal Drugs	13/11/2018	19/11/2018	18/11/2021	18/11/2021	Contract - Single Supplier	£37,480	Abbott Toxicology Limited	Services
CT257	CT257	Mediation Service for Children with Additional Support Needs	Mediation Service for Children with Additional Support Needs	25/03/2019	01/04/2019	31/03/2022	24/03/2024	Contract - Single Supplier	£85,000	Common Ground Mediation Ltd	Services
CT256	CT256	Adult Adoption Counselling Services & Information Exchange Services	Adult Adoption Counselling Services & Information Exchange Services	28/03/2019	01/04/2019	31/03/2023	31/03/2026	Contract - Single Supplier	£430,920	Scottish Adoption Association	Services
RE000	RE0322	British Sign Language Interpretation, Translation and Communication Support	British Sign Language Interpretation, Translation and Communication Support	28/03/2019	01/04/2019	31/03/2020	28/06/2024	Contract - Single Supplier	£566,290	Deaf Action	Services
CT280	CT280	Provision of 16+ TCAE Services	The City of Edinburgh Council Intensive Care and After Care (TCAE) Service requires the support of an external Provider to deliver	09/04/2019	01/08/2019	31/07/2022	31/07/2024	Contract - Single Supplier	£891,982	Barnardos Scotland	Services
CM000	CM0367	Emergency transfer into secure care for young people	Emergency transfer into secure care for young people	30/04/2019	01/04/2019	31/03/2020	30/06/2023	Contract - Single Supplier	£59,596	Real Care Support Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Baldy Bane Theatre Company	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Be Buddies SCIO	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Caber Enterprises Ltd	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Columbia 1400 Staffin Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Earth Calling	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh and Lothians Greenspace Trust	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Grampian Training Services Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 3 - Counselling Support and Advice Services	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Home Link Family Support	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Lead a Bright Future CIC	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Love Learning Scotland SCIO	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	MCR Pathways	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Mindsets (UK) Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 3 - Counselling Support and Advice Services	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Oxris Educational Woodhall Spa Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Pilton Youth & Childrens Project	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Resiliate Ltd	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Scottish Sports Futures	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 5 - External Tutors / Additional Support	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Spartans Community Football Academy	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 5 - External Tutors / Additional Support	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Speech and Language Zone	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Tatty Bumpkin Edinburgh West	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Conservation Volunteers	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Hive of Wellbeing Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Prince's Trust	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 1 - Activity Based Learning	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Speech Language Communication Company	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 3 - Counselling Support and Advice Services	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Therapeutic Counselling Services Ltd	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	YMCA Edinburgh	Services
CT259	CT259	Provision of Young Peoples Services	The YPS works with vulnerable young people, between the ages of 12-17, who require additional support as a result of complex needs and risk. The Service is flexible in its approach to addressing a range of issues for children and their families and has been in place since 2015.	16/04/2019	01/08/2019	31/07/2022	31/07/2024	Contract - Single Supplier	£624,954	Action for Children Services Limited	Services
CM000	CM0376	Annual Subscription to Fostering Network	Annual Subscription to Fostering Network	16/05/2019	01/04/2019	31/03/2020	31/03/2026	Contract - Single Supplier	£96,800	The Fostering Network	Services
CM000	CM0387	CEC Annual Contribution to LEAPS	CEC Annual Contribution to LEAPS	15/05/2019	01/04/2019	31/03/2022	31/03/2025	Contract - Single Supplier	£440,000	University of Edinburgh	Services
CPC/RL/01/2019	CPC/RL/01/2019 Mini Comp CT2751	Salon Equipment and Furniture	To provide Salon Equipment and Furniture for the Council to continue to provide Hair and Beauty as part of the school curriculum.	06/06/2019	10/06/2019	09/06/2022	09/10/2023	Call Off from Framework Mini Comp	£1,000,000	Salon Services Limited	Goods
CT2645	CT2645	Mainstream Activities Inclusion Project	To support mainstream settings, activities and clubs to become more inclusive of disabled children and young people during the school holidays.	17/06/2019	21/06/2019	20/06/2022	20/06/2024	Contract - Single Supplier	£223,514	Capability Scotland	Services
CT232	CT232 (PEF 2)	Open Framework Pupil Equity Funding	Lot 6 - Mentoring	15/06/2018	09/07/2018	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	The Brilliant Club	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Articulate Language Camps LLP	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 5 - External Tutors and Additional Support	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	DO BE Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 5 - External Tutors and Additional Support	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	PBSUK Limited	Services
CT232	CT232 (PEF 3)	Open Framework Pupil Equity Funding	Lot 7 - Pupil Workshops	02/05/2019	16/05/2019	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	Sinclair Wellbeing and Training Solutions Ltd	Services
CT232	CT232 (PEF 1)	Open Framework Pupil Equity Funding	Lot 3 - Counselling, Support and Advice Services	04/09/2017	08/09/2017	07/09/2019	30/06/2023	Framework - Supplier Line	See Framework Header Line for Value	With Kids	Services

CM0000	CM0404	Annual Membership of Adoption and Fostering Alliance	Annual Membership of Adoption and Fostering Alliance	29/05/2019	01/04/2019	31/03/2020	01/04/2024	Contract - Single Supplier	£50,041	Adoption and Fostering Alliance Scotland	Services
CM0000	CM0407	Counselling services for school pupils	Counselling services for school pupils	08/07/2019	29/06/2019	28/06/2020	30/06/2024	Contract - Single Supplier	£56,610	Minam McHardy	Services
CM0000	CM0436	Welcome packs for the Duke of Edinburgh Award	Welcome packs for the Duke of Edinburgh Award	26/07/2019	01/04/2019	31/03/2020	30/06/2024	Contract - Single Supplier	£115,000	The Award Scheme Ltd	Services
CM0000	CM0424	CLA Education Licence	CLA Education Licence	05/08/2019	01/04/2019	31/03/2020	15/06/2023	Contract - Single Supplier	£507,927	The Scottish Government	Services
CT2320	CT2320	Emergency Mental Health Support - Children & Young People	To provide mental health nurses and/or mental health support workers to support young people who are suicidal, self-harming or involved in other life threatening behaviour.	14/08/2019	01/09/2019	31/08/2024	31/08/2029	Contract - Single Supplier	£255,000	Scottish Nursing Guild	Services
CT2699	CT2699	Wellbeing Services for Black Asian Minority Ethnic (BAME) Women who have experienced domestic abuse	Wellbeing Services for Black Asian Minority Ethnic (BAME) Women who have experienced domestic abuse. Including complimentary therapies, group work, drop in advice service and counselling.	30/09/2019	01/04/2020	31/03/2025	31/03/2027	Contract - Single Supplier	£896,884	Sacro	Services
CM0000	CM0465	Supply of baby and toddler equipment for foster care / emergency foster care placements	Supply of baby and toddler equipment for foster care / emergency foster care placements	18/09/2019	01/10/2019	30/09/2020	31/03/2024	Contract - Single Supplier	£50,000	John Winstanley & Company Ltd	Services
CM0000	CM0473	Annual Membership to Youngscot	Annual Membership to Youngscot	23/10/2019	01/04/2019	31/03/2020	31/03/2024	Contract - Single Supplier	£71,970	Young Scot	Services
CM0000	CM0475	The Employment of Psychologists to provide independent assessments to support Permanence Order applications for looked after accommodated children	Psychologists to provide independent assessments to support permanence order applications for looked after children	27/05/2019	01/09/2019	31/12/2019	31/03/2024	Framework - Header Line	£212,765	Framework - see Supplier Contract Line	Services
CM0000	CM0475	The Employment of Psychologists to provide independent assessments to support Permanence Order applications for looked after accommodated children	Psychologists to provide independent assessments to support permanence order applications for looked after children	27/05/2019	01/09/2019	31/12/2019	31/03/2024	Framework - Supplier Line	£51,083	Psychology Service Scotland Limited	Services
CM0000	CM0475	The Employment of Psychologists to provide independent assessments to support Permanence Order applications for looked after accommodated children	Psychologists to provide independent assessments to support permanence order applications for looked after children	27/05/2019	01/09/2019	31/12/2019	31/03/2024	Framework - Supplier Line	£58,704	Clinical Psychology Partnership Ltd	Services
CM0000	CM0475	The Employment of Psychologists to provide independent assessments to support Permanence Order applications for looked after accommodated children	Psychologists to provide independent assessments to support permanence order applications for looked after children	27/05/2019	01/09/2019	31/12/2019	31/03/2024	Framework - Supplier	£66,978	Reynolds Associates	Services
CT2687	SKL0717	Trade Materials Framework	The Council has the requirement to adopt and implement the Scotland Land Framework for the Supply and Delivery of Trade	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Header Line	£195,000	Framework - see Supplier Contract Line	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Arco Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Brammer UK Limited	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Buntl Greenham	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Cromwell Tools Limited	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools, Lot 3 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Decco Limited	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools, Lot 3 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Highland Industrial Supplies Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools, Lot 3 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	P F Cusack Tools Supplies Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General and Ground Care Tools, Lot 3 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	S.I.L.S Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 2 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Invision Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 3 - General Ironmongery, Fixings, Adhesives, Sealants and Silicons	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Stax Trade Centres Plc / a / d / F Wishart & Company Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 4 - Paint and Paint Sundries	15/11/2019	19/11/2019	16/02/2021	31/03/2023	Framework - Supplier Line	See Framework Header Line for Value	Bell Decorating Group Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 4 - Paint and Paint Sundries	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Crown Paints Limited	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 4 - Paint and Paint Sundries	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Imperial Chemicals Industries Limited	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 4 - Paint and Paint Sundries	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	PPG Architectural Coatings UK Ltd	Goods
CT2687	SKL0717	Trade Materials Framework	Lot 4 - Paint and Paint Sundries	15/11/2019	19/11/2019	16/02/2021	30/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Valtti Ltd	Goods
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	The open Framework, who will provide care and support to Edinburgh's Children and Young People with disabilities and their families, in line with Options 2, 3 & 4 of the Social Care (Self-Directed Support) (Scotland) Act 2013	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Header Line	£4,000,000	Framework - see Supplier Contract Line	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Aberfour Child Care Trust	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 2 - Activities for Children, Young People and their families. Lot 3 - Emotional and Mental Health Support for Children, Young People and their families. Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Barnardos Scotland	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 2 - Activities for Children, Young People and their families. Lot 5 - Support to Young People towards independence.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Capability Scotland	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Emotional and Mental Health Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Crosscreek SP	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families. Lot 4 - Practical Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Enable Scotland Ltd	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families. Lot 2 - Activities for Children, Young People and their families. Lot 4 - Practical Support for Children, Young People and their families. Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Firsthand Lothian	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Activities for Children, Young People and their families. Lot 5 - Support to Young People towards independence.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Link Living Ltd	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families. Lot 2 - Activities for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Lothian Autistic Society	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families. Lot 2 - Activities for Children, Young People and their families. Lot 4 - Practical Support for Children, Young People and their families. Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Mochridhe Support Service /a Mochridhe Ltd	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Emotional and Mental Health Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Penumbra	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 2 - Activities for Children, Young People and their families. Lot 3 - Activities for Children, Young People and their families. Lot 5 - Support to Young People towards independence.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	People Know How	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Emotional and Mental Health Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Sacro	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Scottish Autism Lothian	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 1 - Short breaks for Children, Young People and their families. Lot 4 - Practical Support for Children, Young People and their families. Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	The Action Group	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 5 - Support to Young People towards independence. Lot 6 - Any other support which the family feel will best support them and has been agreed by the Council.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	Richmond Fellowship Scotland	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Emotional and Mental Health Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	The Venture Trust	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 3 - Emotional and Mental Health Support for Children, Young People and their families.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	With kids	Services
CT2223	CT2223	Open Framework for Support Services Under Option 2, 3 & 4 of The Social Care (Self-Directed Support)(Scotland) Act 2013	Lot 5 - Support to Young People towards independence.	28/10/2019	08/11/2019	07/11/2023	07/11/2023	Framework - Supplier Line	See Framework Header Line for Value	With You Limited	Services

SXL1018	SXL1018 Direct Award CT2696	First Aid Materials and Associated Products	Lot 1 - First Aid Materials & Associated Products	15/11/2019	19/11/2019	30/09/2021	30/05/2023	Call Off from Framework Direct Award	£135,000		Aero Healthcare Ltd	Goods
CT2689	SXL0638	Audio Visual Equipment Framework	The Council has a requirement to adopt and implement the Scotland Excel Framework for the Supply, Delivery and Installation.	15/11/2019	19/11/2019	31/03/2023	30/11/2023	Framework - Header Line	£3,000,000		Framework - see Supplier Contract Line	Goods
CT2689	SXL0638	Audio Visual Equipment Framework	Lot 1 - Audio Visual Equipment, Lot 2 - Solutions, Lot 3 - Additional Subject Needs	15/11/2019	19/11/2019	31/03/2023	30/11/2023	Framework - Supplier	See Framework Header Line for Value		AVM Kinly Ltd	Goods
CT2689	SXL0638	Audio Visual Equipment Framework	Lot 4 - Event Hire Equipment	15/11/2019	19/11/2019	31/03/2023	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Inight Direct UK Ltd	Goods
CT2689	SXL0638	Audio Visual Equipment Framework	Lot 5 - Services, Repair and Maintenance of Audio Visual Equipment	15/11/2019	19/11/2019	31/03/2023	30/11/2023	Framework - Supplier	See Framework Header Line for Value		SSUK Limited	Goods
CT2763	SXL0338	Building Materials Framework	The Council requires the adoption and implementation of the Scotland Excel Building and Timber Materials Framework.	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Header Line	£215,000		Framework - see Supplier Contract Line	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials, Lot 4 - Timber Fencing	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Building Supplies Distribution Limited	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials, Lot 4 - Timber Fencing	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Jeonson Ltd	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials, Lot 4 - Timber Fencing	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		MMT Timber Scotland Limited	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials, Lot 4 - Timber Fencing	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		National Timber Group Scotland Limited	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Rowan Timber Supplies (Scotland) Limited	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		St Andrews Timber Supplies Ltd	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials, Lot 4 - Timber Fencing	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Thorncroft Sawmills Ltd	Goods
CT2763	SXL0338	Building Materials Framework	Lot 3 - Sheet and Timber Materials	15/11/2019	19/11/2019	31/03/2022	30/11/2023	Framework - Supplier	See Framework Header Line for Value		Travis Perkins Trading Company Ltd	Goods
CM0000	CM0534	Muirhouse Youth Development Group - Scottish Attainment Challenge	Muirhouse Youth Development Group - Scottish Attainment Challenge	23/01/2020	14/08/2019	02/07/2021	31/12/2024	Contract - Single Supplier	£96,400		Muirhouse Youth Development Group	Services
CM0000	CM0517	Teaching and educational materials for Curriculum for Excellence	Teaching and educational materials for Curriculum for Excellence	03/02/2020	01/01/2020	31/03/2021	01/07/2023	Contract - Single Supplier	£86,987		Twinli Ltd	Services
CM0000	CM0520	Mathematics development resource for primary schools	Mathematics development resource for primary schools	03/02/2020	01/01/2020	31/03/2021	31/08/2023	Contract - Single Supplier	£297,157		Sumdog Ltd	Services
CT2622	CT2622	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	31/01/2020	12/02/2020	12/02/2024	11/02/2024	Framework - Header Line	£400,000		Framework - see Supplier Contract Line	Services
CT2622	CT2622	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	31/01/2020	12/02/2020	11/02/2024	11/02/2024	Framework - Supplier	See Framework Header Line for Value		See Consultancy Limited	Services
CT2622	CT2622	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	Framework for Independent Psychological Assessments (Performance Planning and Performance Order Applications)	31/01/2020	12/02/2020	11/02/2024	11/02/2024	Framework - Supplier	See Framework Header Line for Value		Jenny Clear Foley v/a Clear Psychology	Services
CT9676	CT9676 Direct Award FMT039	Maybury Primary School	Provide full design services to build New PS and NHS GP Surgery	14/11/2019	14/11/2019	15/08/2022	15/08/2024	Call Off from Framework Direct Award	£2,076,750		Faithful and Gould	Consultant
CM0000	CM0535	Assessment Data Provider for Schools	Assessment Data Provider for Schools	17/02/2020	01/02/2020	31/03/2021	30/09/2024	Contract - Single Supplier	£445,024		GL Education Group Ltd	Services
CM0000	CM0567	Specialist care services for a child in the care system	Provision of Services for a Child in the Care System	19/03/2020	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£350,000		Credo Care Ltd	Services
CT0763	CT0763	Supply of Audiobooks & Large Print Books of named authors from W F Howes Ltd	Supply of audiobooks and large print books to libraries	30/04/2020	01/05/2020	30/04/2022	30/04/2023	Contract - Single Supplier	£77,931		W F Howes Ltd	Services
CT0823	SXL0219	Secure Care Services Framework 02-19	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply of Secure Services.	17/06/2020	18/06/2020	31/03/2022	31/03/2024	Framework - Header Line	£4,000,000		Framework - see Supplier Contract Line	Services
CT0823	SXL0219	Secure Care Services Framework 02-19	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply of Secure Services.	17/06/2020	18/06/2020	31/03/2022	31/03/2024	Framework - Supplier	See Framework Header Line for Value		Kibble Education & Care Centre	Services
CT0823	SXL0219	Secure Care Services Framework 02-19	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply of Secure Services.	17/06/2020	18/06/2020	31/03/2022	31/03/2024	Framework - Supplier	See Framework Header Line for Value		Rosie Secure Accommodation Limited	Services
CT0823	SXL0219	Secure Care Services Framework 02-19	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply of Secure Services.	17/06/2020	18/06/2020	31/03/2022	31/03/2024	Framework - Supplier	See Framework Header Line for Value		St Marys Kenmore	Services
CT0823	SXL0219	Secure Care Services Framework 02-19	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply of Secure Services.	17/06/2020	18/06/2020	31/03/2022	31/03/2024	Framework - Supplier	See Framework Header Line for Value		The Good Shepherd Centre Bishopston	Services
CM0000	CM0593	Cloud-based access to a range of multimedia content for schools	Cloud-based access to a range of multimedia content for schools	17/06/2020	22/06/2020	31/03/2021	30/06/2025	Contract - Single Supplier	£264,144		Clickview Limited	Services
CT2628	CT2628	Private Sector Leasing	Managed Services for Private Sector Leasing Temporary Accommodation.	01/04/2020	01/04/2020	31/03/2025	31/03/2030	Contract - Single Supplier	£52,277,000		C-Urib 6 Ltd PSL	Services
CT0800	CT0800	Short breaks for Children with Disabilities - Barnardo's Cairn	A direct award to Barnardo's Scotland to provide a residential service of short breaks for children with disabilities.	01/04/2020	01/04/2020	31/03/2021	30/04/2023	Contract - Single Supplier	£930,000		Barnardo's Scotland	Services
RM3741	RM3741 Direct Award CM0595	Replacement Newcraighall Primary School	Provide full design services to build New PS	14/11/2019	14/11/2019	15/08/2023	15/08/2024	Call Off from Framework Direct Award	£1,757,000		Faithful and Gould	Consultant
ESPO 628	ESPO 628	Security and Surveillance Equipment & Services	Security and Surveillance Equipment & Services	01/05/2019	01/05/2019	30/04/2022	30/04/2023	Framework - Header Line	External Framework		Framework - see Supplier Contract Line	Services
CM0000	CM0602	Football Academies to Support Attainment	Football Academies to Support Attainment	08/07/2020	01/06/2020	25/06/2021	31/07/2023	Contract - Single Supplier	£386,992		Gold and Gray Soccer Academy Ltd	Services
CM0000	CM0603	Attainment Tracking System in Schools	Attainment Tracking System in Schools	15/07/2020	01/08/2020	31/12/2020	30/06/2024	Contract - Single Supplier	£172,000		Edict Training Ltd	Services
SXL1317	SXL1317 Direct Award CT0765	Call-off for the Supply, Delivery, Installation and maintenance of water coolers and associated consumables	The Council has the requirement to adopt and implement the Scotland Excel Framework for the Supply, Delivery, Installation and maintenance of water coolers and associated consumables	19/07/2020	20/07/2020	19/07/2022	19/05/2023	Call Off from Framework Direct Award	£120,000		Culligan (UK) Limited	Services
CT1294	CT1294 Mini Comp CT0827	Supply of Hand Sanitiser Utilising The Scotland Excel Framework For The Supply & Delivery Of PPE	Long term supply of hand sanitiser for use in Dispensers in Schools, Nurseries and Corporate/Localities offices	27/08/2020	28/08/2020	27/08/2023	27/08/2023	Call Off from Framework Mini Comp	£450,000		Lion Safety Ltd	Goods
CM0000	CM0617	Software which facilities Looked After young people to feedback and voice opinions as well as training on the system	Software which facilities Looked After young people to feedback and voice opinions as well as training on the system	26/08/2020	01/09/2020	31/08/2022	01/08/2023	Contract - Single Supplier	£54,636		Mind of My Own Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Header Line	£12,000,000		Framework - see Supplier Contract Line	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Abertour Child Care Trust	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Acorn Care and Education Limited	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Action For Children	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Applied Care and Development Limited	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Capability Scotland	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Carevisions t/a Carevisions Group Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Cleareview Care Limited	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Crossreach SP	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Cyrenians	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Dunedin School	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		East Park t/a East Park School	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Greenleaf House Co Limited	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Harmony Education Trust Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Moore House School Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Ochil Tower School Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Primrose Health Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Scottish Autism	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Seamab School	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Snowdon School Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		Spark of Genius Training Ltd	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		The Governors Of The Donaldson Trust t/a The Donaldson Trust	Services
CT2713	CT2713	Residential Care, Special Schools and Supported Accommodation	Framework Agreement to provide care for Young persons	01/07/2020	08/07/2020	07/07/2024	07/07/2024	Framework - Supplier	See Framework Header Line for Value		The Royal Blind Asylum & School	Services
CM0000	CM0626	Curriculum delivery support for primary schools	Curriculum delivery support for primary schools	06/10/2020	01/10/2020	31/03/2022	31/08/2023	Contract - Single Supplier	£145,000		Renaissance Learning UK Ltd	Services
CT2484	CT2484	Edinburgh Carer Supports	Lot 7 - Young Carer Support	30/09/2020	05/10/2020	04/10/2025	04/10/2028	Contract - Single Supplier	£1,317,129		Space @ Broomhouse Hub	Services
CT2484	CT2484	Edinburgh Carer Supports	Lot 7 - Young Carer Support	30/09/2020	05/10/2020	04/10/2025	04/10/2028	Contract - Single Supplier	£2,634,259		Edinburgh Young Carers Project	Services
CT2484	CT2484	Edinburgh Carer Supports	Lot 7 - Young Carer Support	30/09/2020	05/10/2020	04/10/2025	04/10/2028	Contract - Single Supplier	£1,317,129		Capital Carers Ltd	Services
CM0000	CM0650	Flexible and Alternative Curriculum Support for Young People - Letha Academy	Flexible and Alternative Curriculum Support for Young People	11/01/2021	01/08/2020	31/08/2021	31/12/2023	Contract - Single Supplier	£70,700		Scan Academy SCIO	Services
RM6088	RM6088 Mini Comp CT0862	Principal Contractor for construction works at Bangholm Outdoor Centre	Main works at Bangholm Outdoor Centre	12/01/2021	12/01/2021	01/04/2022	01/04/2022	Call Off from Framework Mini Comp	£9,372,712		McLaughlin and Harvey Limited	Works
CM0000	CM0665	Hearing devices for the hearing impaired	Hearing devices for the hearing impaired	04/02/2021	01/02/2021	31/12/2023	31/12/2023	Contract - Single Supplier	£80,000		Phonak Group Ltd	Services
CM0000	CM0645	New Queensferry High School	Build a new school and associated landscape. Demolish existing school and create playing fields, Finance and maintain.	14/06/2018	01/04/2018	08/03/2021	31/03/2045	Call Off from Framework Direct Award	£39,978,348		QHS DBFMCD Limited	Works
RM6088	RM6088	Construction Works and Associated Services	Construction Works and Associated Services	31/10/2019	31/10/2019	30/10/2026	30/10/2026	Framework - Header Line	External Framework		Framework - see Supplier Contract Line	Works
CM0000	CM0660	Building/repair services for Benmore Outdoor Centre	Building/repair services for Benmore Outdoor Centre	09/03/2021	22/02/2021	31/03/2023	31/03/2025	Contract - Single Supplier	£55,322		Stewart Shaw Ltd	Services

CM000	CM0679	The Employment of Psychologists to provide independent assessments to support Permanence Order applications for looked after accommodated children	Psychologists to provide independent assessments to support permanence order applications for looked after children	09/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£54,668	Dr Gary MacPherson	Services
CM000	CM0682	Adoption Services	Adoption Services	23/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£300,000	St Francis Children's Society	Services
CM000	CM0683	Adoption Services	Adoption Services	23/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£500,000	Scottish Adoption Association	Services
CM000	CM0684	Adoption Services	Adoption Services	23/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£500,000	Barnardos Scotland	Services
CM000	CM0685	Adoption Services	Adoption Services	23/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£500,000	St Andrews Childrens Society Ltd	Services
CM000	CM0686	Adoption Services	Adoption Services	23/03/2021	01/04/2020	31/03/2021	31/03/2024	Contract - Single Supplier	£200,000	St Margarets Children & Family Care	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements Lot 2 - Specialist Placements Lot 3A - Short Breaks (Mainstream) Lot 3B - Short Breaks (Specialist)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Header Line	£36,405,000	Framework - see Supplier Contract Line	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 2 - Specialist	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Aberford Child Care Trust	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 2 - Specialist, Lot 4 - Continuing Care, Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Action For Children	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Barnardos Scotland	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Carevisions Fostering Ltd	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Carolina House Trust	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Foster Care Associates Scotland Limited	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 2 - Specialist, Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Dean & Caxton Trust	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Foster Care Connect Ltd.	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Fostering People Scotland Limited	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Fostering Relations Limited	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Fosterplus Fostercare Ltd	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	JMT Care Services Ltd	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	National Fostering Agency	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 2 - Specialist Placements, Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Quarters Homes	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 5A - Permanent Placement (Mainstream)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	St Andrews Childrens Society Ltd	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	Swiss Foster Care Scotland Ltd	Services
CT7222	CT7272	Fostering & Continuing Care Framework	Lot 1 - Mainstream Placements, Lot 2 - Specialist Placements, Lot 3A Short Breaks (Mainstream), Lot 3B - Short Breaks (Specialist), Lot 4 - Continuing Care, Lot 5A - Permanent Placement (Mainstream), Lot 5B - Permanent Placement (Disability)	16/03/2021	01/04/2021	31/03/2021	31/03/2025	Framework - Supplier Line	See Framework Header Line for Value	The Adolescent and Childrens Trust	Services
CT0897	CT0897	Re Development of WHEC (Weston Halls Education Centre), PHASE 1	Re development Works at WHEC	12/04/2021	12/04/2021	31/07/2022	31/07/2022	Call Off from Framework Mini Comp	£1,082,152	Morrison Construction	Works
CM000	CM0692	Venue for Adventurous Activity days for primary school children	Venue for Adventurous Activity days for primary school children	21/04/2021	01/05/2021	31/03/2022	31/10/2024	Contract - Single Supplier	£75,000	South East Scotland Regional Scout Council	Services
CT2823	CT2823A	Term Time Support for Children And Young People With Disabilities	Provide The Term Time Support Provision For The Summer School Term	06/05/2021	26/04/2021	02/07/2021	31/07/2023	Contract - Single Supplier	£159,320	Scotland Yard Adventure Centre Ltd t/a The Yard	Services
CT2823	CT2823B	Holiday And Term Time Support For Children And Young People With Disabilities (Complex Needs)	Set Up And Operate The Oadlands Hubs For Children With Complex Health And Care Needs Over The Six-Week Holiday Period	06/05/2021	09/07/2021	13/08/2021	31/07/2023	Contract - Single Supplier	£424,000	Scotland Yard Adventure Centre Ltd t/a The Yard	Services
CT2823	CT2823C	Holiday Support For Children And Young People With Disabilities	Provide The Holiday Support Provision For Children And Their Carers	06/05/2021	09/07/2021	13/08/2021	31/07/2023	Contract - Single Supplier	£106,200	Scotland Yard Adventure Centre Ltd t/a The Yard	Services
RM6088	RM6088 Mini Comp CT2292	Pre-Construction Contract for Maybury Primary School	Design and cost services for the pre-construction of Maybury Primary School	30/03/2021	01/04/2021	02/10/2021	01/02/2024	Call Off from Framework Mini Comp	£175,000	Morrison Construction	Works
CT0145	CT0145 Mini Comp CT0915	Extension of Boroughmuir High School	works contract for the extension of Boroughmuir High School	21/01/2021	14/03/2021	03/06/2022	03/06/2022	Call Off from Framework Mini Comp	£6,558,240	John Graham Construction Ltd t/a Graham Construction	Works
CM000	CM0696	Licence - recording of air radio and television broadcasts	Licence - recording of air radio and television broadcasts	15/04/2021	01/04/2021	31/03/2022	31/03/2024	Contract - Single Supplier	£188,001	Centre for Education & Finance Management Limited	Services
CT2216	CT2216 Direct Award CT2841	Multi-Discipline Design Team for Currie High School	Design Team services for Currie High School	20/05/2021	20/05/2021	19/05/2023	19/05/2023	Call Off from Framework Direct Award	£3,580,863	Faithful and Gould	Consultant
CM000	CM0699	NHS Service Level Agreement	Service Level Agreement contracts for children's services with the NHS to commission additional services to ensure that children have timely access to health services appropriate to their additional needs (pre- and post-school and out-of-school)	20/05/2021	01/03/2021	01/04/2023	01/08/2023	Contract - Single Supplier	£2,292,940	NHS Lothian - Lothian Health Board	Services
CT0871	CT0871	Edinburgh and Midlothian Offending Recovery and Support Service	The Service will work primarily with people over the age of 18, from Edinburgh and Midlothian, who are in the justice system, and meet the criteria for support. Support will be tailored to the individual and will include: <u>•</u> specialist support for <u>•</u> children, <u>•</u> young people and	07/06/2021	07/06/2021	26/04/2024	26/04/2026	Contract - Single Supplier	£2,137,359	Change Grow Live Services Ltd	Services
CT0918	CT0918	Personal Care for a Young Person with Complex Disabilities	Care at Home for Young Person with a disability	01/06/2021	01/06/2021	31/08/2022	31/08/2023	Contract - Single Supplier	£170,968	Enable Scotland	Services
CM000	CM0705	COP 26 events - CCTV cameras	COP 26 events - CCTV cameras	21/06/2021	30/06/2021	30/06/2024	30/06/2024	Contract - Single Supplier	£91,000	Wireless CCTV Ltd	Services
CM000	CM0708	Parent evening booking system	Parent evening booking system	26/07/2021	01/04/2021	31/03/2022	01/09/2023	Contract - Single Supplier	£80,331	Groupcall Ltd	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Header Line	£900,000	Framework - see Supplier Contract Line	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Laura Innes Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Rachael Penzance Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Aileen Storie Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Donna Thomline Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Maria Campbell Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Karen Wringe t/a Lenymuir Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Sarah Aikew t/a Rowenberry Mini Kindy	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Angela McKelican	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Louise McMahon	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Debbie Anne Rutherford t/a Aileen Bunny Childcare	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Elaine Wallace t/a Pink and Blue SQ Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Giillian Lane	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Ruth Ritchie Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Shannon Lindsay	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Heather Gray	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Lisa Campbell	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Roslin Kibble	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Dawn MacNamara	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Hakima O'Sulli	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Angela Cassidy	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Dawn Glanville	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Erin Forsythe	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Susan Bailey	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Elizabeth Steele t/a Lizzies Day care Childminding	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Lisa Ross	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Nancy Morris	Services
CM000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Anji Franks t/a Parkview Childminding Service	Services

CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Sylvia Nash	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Magret Elvin	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Jade Buchan t/Little Angels Childminding Service	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Mrs Dorothy Jarrett	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Josephine Murray t/a Be Nurtured Childminding	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Nikki Reynolds	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Sharon Strain Childminding	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Simonetta Gonuh	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Lucy MacDonald Childminding	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Linda Hazelwood	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Megan Anderson	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Lauren Summers	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Cherry Rogers	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Fiona's Childcare Service	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Laura Buckley t/a ABC Childminding	Services
CM0000	CM0712	Accommodation for supported child	Accommodation for supported child	11/08/2021	01/07/2021	27/01/2022	31/12/2023	Contract - Single Supplier	£79,763	Fresh Start Independence Project Ltd	Services
CM0000	CM0716	Local Authority Group Membership	Local Authority Group Membership	19/08/2021	01/04/2021	31/03/2022	31/03/2025	Contract - Single Supplier	£69,756	Connect	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Lauren Summers	Services
CT2845	CT2845	Provision of Various Apprenticeships and Qualifications	Lot 1 - The Provision of Foundation Apprenticeships Social Services (Children and Young People) at SCQF level 6	18/08/2021	30/08/2021	29/08/2023	29/08/2025	Framework - Supplier Line	£96,000	North Edinburgh Childcare	Services
CT0943	SXL220	Educational Materials 2021-2025	Lot 1 - General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 4 Bespoke Diaries	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Header Line	£5,000,000	Framework - see Supplier Contract Line	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Bishop Sports & Leisure Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 5 Early Learning Materials	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Collaborate & Innovate Ltd t/a Cozy Direct	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 Board, Card and Paper & Exercise Books	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	CPP Trading Group t/a Clyde Paper & Print	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Eastern Shires Purchasing Organisation (ESPO)	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 Board, Card and Paper & Exercise Books, Lot 5 Early Learning Materials, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Findel Education Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Foams 4 Sports Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 Board, Card and Paper & Exercise Books	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Grosvenor House Papers Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 Board, Card and Paper & Exercise Books	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Hamelin Brands Limited	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 4 Bespoke Home Diaries	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Inc Dot Com Limited	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 8 Scientific Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Invois Scientific Limited	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 1 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Kent County Council	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 5 Early Learning Materials	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Muddy Faces Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Newitt & Co Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 1 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	The Consortium for Purchasing & Distribution Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 1 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	TTS Group Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 8 Scientific Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Scientific Laboratory Supplies Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Seawhite of Brighton Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 3 Board, Card and Paper & Exercise Books	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	W Enterprises (Aberdeen) Ltd	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 8 Scientific Equipment, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	WF Education Group Limited	Goods
CT0943	SXL220	Educational Materials 2021-2025	Lot 1 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 4 Bespoke Home Diaries, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 8 Scientific Equipment, Lot 9 Sports Equipment	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Yorkshire Purchasing Organisation	Goods
SXL2019	SXL2019 Mini Comp CT0845	Contract for Furnishings and Furniture for Temporary Accommodation	Furnishings and Furniture for Temporary Accommodation - Mini Competition utilising Lot 2 New Furniture of the Scotland Social Domestic Furniture and Furnishing 2019 Framework Agreement	07/09/2021	14/09/2021	13/09/2024	13/09/2025	Call Off from Framework Mini Comp	£4,000,000	CF Services Ltd	Goods
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Ewa Kazanowska	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Shelley Illingworth	Services
CT7293	CT7293/1a/A	Community Mental Health Fund	Community Mental Health Fund Lot 1a - Locality South East 1 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£268,355	Home Link Family Support	Services
CT7293	CT7293/1a/B	Community Mental Health Fund	Community Mental Health Fund Lot 1a - Locality South East 1 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£304,950	Crossroads SP	Services
CT7293	CT7293/1a/C	Community Mental Health Fund	Community Mental Health Fund Lot 1a - Locality South East 1 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£190,445	Canongate Youth Project	Services
CT7293	CT7293/1b/B	Community Mental Health Fund	Community Mental Health Fund Lot 1b Locality South East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£127,485	Edinburgh and Lothians Greenspace Trust	Services
CT7293	CT7293/1b/C	Community Mental Health Fund	Community Mental Health Fund Lot 1b Locality South East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£128,205	U-Evolve	Services
CT7293	CT7293/1b/D	Community Mental Health Fund	Community Mental Health Fund Lot 1b Locality South East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£128,865	Edinburgh Old Town Development Trust	Services
CT7293	CT7293/1d/A	Community Mental Health Fund	Community Mental Health Fund Lot 1c and 1d - Locality South West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£99,800	Space @ Broomhouse Hub	Services
CT7293	CT7293/1d/B	Community Mental Health Fund	Community Mental Health Fund Lot 1c and 1d - Locality South West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£262,530	Scottish Association for Mental Health (SAMH) t/O Thriving South West	Services
CT7293	CT7293/1d/C	Community Mental Health Fund	Community Mental Health Fund Lot 1c and 1d - Locality South West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£250,498	Big Hearts Community Trust	Services
CT7293	CT7293/1d/D	Community Mental Health Fund	Community Mental Health Fund Lot 1c and 1d - Locality South West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£264,578	With Kids	Services
CT7293	CT7293/1f/A	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£150,000	The Junction Young People Health and Wellbeing	Services
CT7293	CT7293/1f/B	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£140,000	The Citadel Youth Centre	Services
CT7293	CT7293/1f/C	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£65,000	Multi Cultural Family Base	Services
CT7293	CT7293/1f/E	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£65,000	Pilmey Development Project	Services
CT7293	CT7293/1f/F	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£65,000	The Ripple Project	Services
CT7293	CT7293/1f/G	Community Mental Health Fund	Community Mental Health Fund Lot 1f - Locality North East 2 - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£65,000	YMCA Edinburgh	Services

CT2793	CT2793/1gh/A	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£351,989	Circle	Services
CT2793	CT2793/1gh/B	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£144,000	Granton Youth Ltd.	Services
CT2793	CT2793/1gh/C	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£274,500	Intercultural Youth Scotland	Services
CT2793	CT2793/1gh/D	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£120,475	Muirhouse Youth Development Group	Services
CT2793	CT2793/1gh/E	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£341,745	Stepping Stones North Edinburgh	Services
CT2793	CT2793/1gh/F	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£123,865	Wester Halles Youth Agency	Services
CT2793	CT2793/1gh/G	Community Mental Health Fund	Community Mental Health Fund Lot 1g, 1h and 1i - Locality North West - Collaborative local supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£123,935	Pilton Youth & Childrens Project	Services
CT2793	CT2793/2a/A	Community Mental Health Fund	Community Mental Health Fund Lot 2a and 2b - Social and Family Adversity - Collaborative city-wide supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£604,610	Barnardos Scotland	Services
CT2793	CT2793/2a/B	Community Mental Health Fund	Community Mental Health Fund Lot 2a and 2b - Social and Family Adversity - Collaborative city-wide supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£272,400	Families Outside	Services
CT2793	CT2793/2a/A	Community Mental Health Fund	Community Mental Health Fund Lot 2c - Neuro-developmental Diversity - Collaborative city-wide supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£160,234	Tailor Ed Foundation	Services
CT2793	CT2793/2a/B	Community Mental Health Fund	Community Mental Health Fund Lot 2c - Neuro-developmental Diversity - Collaborative city-wide supports for children and young people	04/10/2021	11/10/2021	10/10/2024	10/10/2026	Contract - Single Supplier	£189,541	Autism Initiatives UK	Services
CT0943	SXL1220	Educational Materials 2021-2025	Lot 1 General Education Materials, Lot 2 Arts and Crafts Materials, Lot 3 Board, Card and Paper & Exercise Books, Lot 4 Bespoke Home Diaries, Lot 5 Early Learning Materials, Lot 6 Additional Support Needs (ASN) Products, Lot 8 e-Learning, Environment, Lot 9 Sports	16/08/2021	06/09/2021	31/08/2024	31/07/2025	Framework - Supplier Line	See Framework Header Line for Value	Anderson Scientific Limited	Goods
CM0000	CM0742	iPad Repairs	iPad Repairs	04/11/2021	01/09/2021	31/08/2023	30/11/2023	Contract - Single Supplier	£212,872	Simply Fix It Limited	Services
CT2793	CT2793/1a/A	Community Mental Health Fund	Community Mental Health Fund Lot 1E - Locality North East 1 - Collaborative local supports for children and young people	22/11/2021	01/12/2021	31/10/2022	10/10/2026	Contract - Single Supplier	£416,480	Lets Talk (Young People) CIC	Services
CT2793	CT2793/1a/B	Community Mental Health Fund	Community Mental Health Fund Lot 1E - Locality North East 1 - Collaborative local supports for children and young people	22/11/2021	01/12/2021	31/10/2022	10/10/2026	Contract - Single Supplier	£65,280	Edinburgh and Lothians Greenspace Trust	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Sylvia Borowiak	Services
SXL0215	SXL0215 Mini Comp C10956	Maintenance And Operational Inspection of School Synthetic 3G and 26 pitches	maintenance and inspection of school synthetic pitches including risk assessment	03/01/2022	03/01/2022	02/01/2023	02/01/2024	Call Off from Framework Mini Comp	£238,018	SPORTEX Group Ltd	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Stacey Munro	Services
CM0000	CM0758	Educational Classcharts app for schools	Educational Classcharts app for schools	25/02/2022	06/12/2021	05/12/2024	31/12/2024	Contract - Single Supplier	£180,000	TES Global Limited	Services
CM0000	CM0770	Health and Wellbeing Support programme	Health and Wellbeing Support programme	28/03/2022	01/04/2021	30/06/2023	30/06/2024	Contract - Single Supplier	£118,000	She Scotland CIC	Services
CM0000	CM0771	Motivational programme for young people to help establish reflection and positive culture	Motivational programme for young people to help establish reflection and positive culture	28/03/2022	01/03/2022	30/06/2023	31/12/2023	Contract - Single Supplier	£89,154	TDK (Scotland) Ltd	Services
CT1067	CT1067	Travel Service	Travel Service for Friends and Families of Offenders in Scottish Prisons	13/04/2022	11/04/2022	10/04/2024	10/04/2026	Contract - Single Supplier	£86,204	Sacro	Services
CT2755	CT2755	Short Breaks for Disabled Children and Young People with Complex Care Needs	The service is to provide over night short breaks support for children with Severe Intellectual Disability (ID) and Autism Spectrum Disorder (ASD). The children are referred from 4 Local Authorities West Lothian.	31/03/2022	01/04/2022	31/03/2027	31/03/2032	Contract - Single Supplier	£11,925,000	Action For Children	Services
CT1066	CT1066	Victim Support	Provision of Victim Support for Victims and Witnesses of Crime in Edinburgh	09/05/2022	25/04/2022	24/04/2022	24/04/2024	Contract - Single Supplier	£108,108	Victim Support Scotland	Services
CM0000	CM0776	Balance of care review	Balance of care review	10/05/2022	01/06/2022	01/11/2022	31/12/2023	Contract - Single Supplier	£171,500	Josephine Lee Social Work Solutions Limited	Services
CM0000	CM0777	Parental engagement system for children's learning and development	Parental engagement system for children's learning and development	06/04/2022	01/03/2022	29/02/2024	29/02/2024	Contract - Single Supplier	£120,000	Learning Journals Ltd	Services
CM0000	CM0781	Anti-Racist and Pro Black education project for Liberton High School	Anti-Racist and Pro Black education project for Liberton High School	15/06/2022	01/06/2021	31/07/2022	31/07/2024	Contract - Single Supplier	£157,700	Intercultural Youth Scotland	Services
CT1086	CT1086	Willow Proposal - Edinburgh Community Food	Provides support to vulnerable people in the justice system with nutrition and wellbeing and prevent them falling into food poverty during the COVID-19 recovery period.	08/06/2022	20/06/2022	20/06/2023	31/03/2024	Contract - Single Supplier	£72,878	Edinburgh Community Food Limited	Services
CM0000	CM0783	Provision of food and drink supplies relating to Ukrainian refugee welcome	Provision of food and drink supplies relating to Ukrainian refugee welcome	29/06/2022	01/04/2022	31/03/2023	30/06/2023	Contract - Single Supplier	£148,000	Edinburgh Community Food Limited	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Header Line	£205,000	Framework - see Supplier Contract Line	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Band Supplies Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Chamberlain Music t/a Fredrick Hyde Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Haydock Music Limited	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Normans Musical Instruments	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Rainbow Musical Instruments Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Robert Geary Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Stringers of Edinburgh Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	The Wind Section Ltd	Goods
CT1154	SXL1321	Musical Instruments Framework	Musical Instruments Framework	16/06/2022	24/06/2022	30/11/2024	30/11/2025	Framework - Supplier Line	See Framework Header Line for Value	Yorkshire Purchasing Organisation	Goods
RM6183	RM6183 Mini Comp C12824	Booking system for Adult Education Programme and Sports Unit	New Booking system (Chica's REMS) for delivering the bookings and management information for Adult Education and Sports Unit. Replaces SPVDUS.	11/07/2022	06/06/2022	01/09/2027	01/09/2027	Call Off from Framework Mini Comp	£206,683	Softcat PLC	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Caroline McHugh Childminding	Services
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Header Line	£294,000	Framework - see Supplier Contract Line	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Bibliotheca Ltd	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Bolinda UK Ltd	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	EBSCO International Inc	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	OverDrive Inc	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Universcroft Large Print Books Ltd	Goods
CT1156	SXL1021	Digital Publications and Services	Supply of e-books, e-audiobooks, E-magazines and e-comics	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Wheelerplatform Limited	Goods

CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Provision of Adult and children fiction & non-fiction books, reference & foreign language, audio large print, general books DVDs and educational textbooks	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Header Line	£3,080,000	Framework - see Supplier Contract Line	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 1 - Adult Fiction and Non-Fiction, Lot 2 - Children's Fiction and Non-Fiction, Lot 3 - Reference and Foreign Language Books, Lot 4 - General Library Books	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Askeys and Holts Library Services Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Blackwell UK Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 8 - Bright Red Publishing	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Bright Red Publishing Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 1 - Adult Fiction and Non-Fiction, Lot 2 - Children's Fiction and Non-Fiction, Lot 3 - Reference and Foreign Language Books, Lot 4 - General, Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Browns Books	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 3 - Reference and Foreign Language Books, Lot 4 - General, Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	EBSCO International Inc	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Glowworm Books and Gifts Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 11 - Hodder Gibson & Lot 18 - Rising Stars UK	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Hachette UK Distribution Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Kelvin Books Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 7 - General Textbooks, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Oxford University Press	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 1 - Adult Fiction and Non-Fiction, Lot 2 - Children's Fiction and Non-Fiction, Lot 4 - General Library Books	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Peters Bookselling Services	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 2 - Children's Fiction and Non-Fiction, Lot 3 - Reference and Foreign Language Books, Lot 4 - General Library Books, Lot 5 - Audio Books, Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Scotia & Chameleon Books Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 3 - Reference and Foreign Language Books	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Star Books International	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 5 - Audio Books & Lot 6 - Large Print Books	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Unverscraft Large Print Books Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 7 - General Textbooks, Lot 8 - Bright Red Publishing, Lot 9 - Capstone Global Library, Lot 10 - Harper Collins, Lot 11 - Hodder Gibson, Lot 12 - Jolly Learning, Lot 13 - McGraw Hill, Lot 14 - Nelson Thornes, Lot 15 - Oxford University Press, Lot 16 - Pearson	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	Waterstones Booksellers Ltd	Goods
CT1155	SXL0921	Library Books, Educational Textbooks and Multimedia Supplies Framework	Lot 5 - Audio Books & Lot 6 - Large Print Books	09/08/2022	01/08/2022	31/07/2025	31/07/2026	Framework - Supplier Line	See Framework Header Line for Value	W F Howes Ltd	Goods
CT2761	CT2761	Therapeutic Services for Bereaved Children and Young People	Therapeutic Services for Bereaved Children and Young People	16/08/2022	01/09/2022	31/08/2025	31/08/2027	Contract - Single Supplier	£240,000	Richmonds Hope Bereavement Project	Services
CM0000	CM0709	Childminders in partnership with CEC	Deliver funded early learning and childcare to eligible 2 year olds and 3 and 4 year olds.	25/06/2021	16/08/2021	14/08/2024	14/08/2024	Framework - Supplier Line	See Framework Header Line for Value	Deborah Dickson Childminding	Services
CM0000	CM0790	Refugee English Language Teaching and Cultural Integration Support	Refugee English Language Teaching and Cultural Integration Support	01/09/2022	16/07/2022	31/03/2023	30/09/2023	Contract - Single Supplier	£90,822	The Welcoming Association	Services
CM0000	CM0791	Refugee English Language Teaching and Cultural Integration Support	Refugee English Language Teaching and Cultural Integration Support	01/09/2022	16/07/2022	31/03/2023	30/09/2023	Contract - Single Supplier	£52,089	Shahlyia	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Header Line	£50,000	Framework - see Supplier Contract Line	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	C & M Environmental Limited	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	Catering Supplies & Repairs Co Ltd	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	Fusion C/LC Limited	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	ITW Limited	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	Lovats Catering Engineering Services Limited	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	Merchant City Refrigeration (Scotland) Ltd	Services
CT2860	SXL1921	Repair and Maintenance of Catering Equipment	Repair and Maintenance of Catering Equipment	20/09/2022	20/09/2022	30/04/2025	30/04/2026	Framework - Supplier Line	See Framework Header Line for Value	ScoMac Catering Equipment Ltd	Services
CT2868	CT2868	Peer Support - Edinburgh Women's Aid	Peer Support and Associated Goods/Services	06/10/2022	10/10/2022	09/10/2023	31/03/2024	Contract - Single Supplier	£65,472	Edinburgh Womens Aid Limited	Services
CM0000	CM0799	Supply of school uniforms	Supply of school uniforms	05/10/2022	01/10/2022	31/10/2023	31/10/2023	Contract - Single Supplier	£108,000	BE Uniforms Ltd	Services
CM0000	CM0806	Wellbeing Support and Life Coaching Programme for Young People	Wellbeing Support and Life Coaching Programme for Young People	24/10/2022	01/08/2022	31/07/2023	31/12/2023	Contract - Single Supplier	£90,000	Humanutopia Limited	Services
CT2864	CT2864	Cyrenians - Gardening and Food Pantry	Delivery of gardening and food pantry services for Justice Services	10/10/2022	10/10/2022	09/10/2023	31/03/2024	Contract - Single Supplier	£68,481	Cyrenians	Services
CM0000	CM0807	Pupil education and development through musical based initiatives	Pupil education and development through musical based initiatives	12/10/2022	10/10/2022	31/08/2023	31/08/2023	Contract - Single Supplier	£50,760	National Youth Choir of Scotland	Services
CM0000	CM0815	Resource support for children's placements	Resource support for children's placements	05/12/2022	05/12/2022	31/03/2023	30/09/2023	Contract - Single Supplier	£492,000	Pertemps Professional Recruitment Limited	Services
CM0000	CM0818	Laundry Services for Lagganla Outdoor Centre	Laundry Services for Lagganla Outdoor Centre	15/12/2022	01/12/2022	31/03/2024	03/10/2024	Contract - Single Supplier	£84,000	Fishers Services Ltd	Services
CM0000	CM0820	Emergency catering for Ukrainian arrivals at the Welcome Hub	Emergency catering for Ukrainian arrivals at the Welcome Hub	13/01/2023	23/01/2023	31/10/2023	31/10/2023	Contract - Single Supplier	£60,000	North Edinburgh Arts Ltd	Services
CT1033	CT1033	Supply Workers Booking system	Direct award using Scotland Excel 0421 Teacher Booking	23/02/2023	01/02/2023	28/02/2026	28/02/2029	Call Off from Framework Direct Award	£236,250	Teacher Booker Ltd	Services
CT0989	CT0989	Specialist Day and Residential Support for Children and Young People with a Disability	The residential/day short breaks service is commissioned to provide a minimum of 10 children and young people at any one-time day short breaks (in the home, community or building based)	09/05/2023	09/05/2023	30/04/2028	30/04/2033	Contract - Single Supplier	£5,137,234	Barnardos Scotland	Services
CT2976	CT2976	Temporary Accommodation Units For Unaccompanied Asylum-Seeking Children	The Provision of a Temporary Accommodation Unit x 3 for Unaccompanied Asylum-seeking Young People	05/05/2023	01/04/2023	31/03/2024	31/03/2025	Contract - Single Supplier	£471,580	Benchmark4 LLP	Services
CT2977	CT2977	Support Service For Unaccompanied Asylum-Seeking Children (UASC) Living in Independent Accommodation	Contract for the Support Service For Unaccompanied Asylum-seeking Young People	19/05/2023	01/04/2023	31/03/2024	31/03/2025	Contract - Single Supplier	£166,762	Cyrenians	Services
CT2940	SXL1022	First Aid Materials	First Aid Materials	31/05/2023	01/06/2023	08/01/2026	08/01/2027	Framework - Header Line	£297,000	Framework - see Supplier Contract Line	Goods
CT2940	SXL1022	First Aid Materials	General First Aid Materials	31/05/2023	01/06/2023	08/01/2026	08/01/2027	Framework - Supplier Line	See Framework Header Line for Value	Aero Ltd	Goods
CT2940	SXL1022	First Aid Materials	Automated External Defibrillators (AEDs) and Emergency Asthma Inhalers	31/05/2023	01/06/2023	08/01/2026	08/01/2027	Framework - Supplier Line	See Framework Header Line for Value	Aero Healthcare Ltd	Goods
CT2867	CT2867_1	Holiday support for disabled children and young people (lot 1)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2024	31/05/2029	Contract - Single Supplier	£308,654	Lothian Autistic Society	Services
CT2867	CT2867_2	Holiday support for disabled children and young people (lot 2)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2026	31/05/2029	Contract - Single Supplier	£1,304,495	Lothian Autistic Society	Services
CT2867	CT2867_4	Holiday support for disabled children and young people (lot 1)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2026	31/05/2029	Contract - Single Supplier	£185,120	Barnardos Scotland	Services
CT2867	CT2867_5	Holiday support for disabled children and young people (lot 2)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2026	31/05/2029	Contract - Single Supplier	£734,196	Capability Scotland	Services
CT2867	CT2867_6	Holiday support for disabled children and young people (lot 3)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2026	31/05/2029	Contract - Single Supplier	£2,174,044	Scotland Yard Adventure Centre Ltd t/a The Yard	Services

CT2867	CT2867_3	Holiday support for disabled children and young people (Lot1&Lot2)	Holiday support for disabled children and young people	23/05/2023	01/06/2023	31/05/2026	31/05/2029	Contract - Single Supplier	£991,305	The Action Group	Services
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Provision for branded merchandise and souvenirs for outdoor centres	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Header Line	£90,000	Framework - see Supplier Contract Line	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Allway Promotions Limited	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Banner Group Ltd	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Niwart Ltd T/A Extravaganza Promotional Merchandise	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	PGF Brand Attraction EU Ltd T/A BrandHub	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Stamps Direct Ltd	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Streamline Corporate Limited	Goods
CT1204	ESPO 164_22	Branded Merchandise for Outdoor Centres	Lot 1 - Promotional And Personalised Products	17/05/2023	21/04/2022	31/03/2026	31/03/2026	Framework - Supplier Line	See Framework Header Line for Value	Sycal Umbrellas Print and Promotions Ltd	Goods
ESPO 92_21	ESPO 92_21 Direct Award CT2877	Bulk gas	The supply of bulk gas and rental of gas tanks for Benmore and Lagganilla Outdoor Learning Centres.	23/06/2023	10/07/2023	09/07/2028	09/07/2028	Call Off from Framework Direct Award	£225,000	Calor Gas Ltd	Goods
CM0000	CM0835	Accommodation for unaccompanied asylum seeking children	Accommodation for unaccompanied asylum seeking children	01/08/2023	01/08/2023	30/01/2024	30/01/2024	Contract - Single Supplier	£172,900	Vivre Stays Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Sports and Physical Activities providers to make sports and physical activities accessible to a wide range of children and young people, supporting them to maintain their health and wellbeing, as well as build their confidence and social networks.	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Header Line	£6,000,000	Framework - see Supplier Contract Line	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Access Parkour Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Allen Rock	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Aquatic Learning Swim Schools	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Big Hearts Community Trust	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Bridge 8 Hub CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	City of Edinburgh Basketball Club	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Corylus Horticulture CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Dunedin Fencing Club	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Earth Calling	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edible Estates CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh and Lothians Greenspace Trust	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh Dance Academy Limited	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh Karate Shizen	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh Leisure	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Edinburgh South Community Football Club	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Erskinder Forest School	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Evolution Swim School CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities and Lot 2 - Residential Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Friends of the Award in Edinburgh and Lothians	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Gold and Gray Soccer Academy Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	GSTennisCoaching	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Heart of Midlothian PLC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Hibernian Community Foundation Limited	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	House of Jack CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Impact Arts (Projects) Limited	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	KIC Dance Company Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Live It Dance Studios Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Love Outdoor Learning	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities and Lot 2 - Residential Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Metro Outdoors Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities and Lot 2 - Residential Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Muirhouse Youth Development Group	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	My Adventure Edinburgh Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	NUVOJ Junior Volleyball Club	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	OutdoorClassrooms.Scot Ltd	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	PassionFusion	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Pentland Gymnastics Club	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Port Edgar Watersports CIC	Services
CT1201	CT1201	Flexible Framework Agreement for Sports and Physical Activities for Children and Young People	Lot 1 - Day Sports and Physical Activities	01/08/2023	01/08/2023	31/07/2027	31/07/2031	Framework - Supplier Line	See Framework Header Line for Value	Rowanbank Environmental Arts & Education CIC	Services

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Education, Children and Families

10.00am, Tuesday, 7 November 2023

Revenue Monitoring 2023/24 – month five report

Executive/routine
Wards

Routine
City Wide

1. Recommendations

- 1.1 Members of the Education, Children and Families Committee are asked to note the estimated net residual budget pressure of £5.5m at month five.
- 1.2 A further update report will be provided to Committee later in the year on the month eight position, including progress in mitigating pressures to achieve a balanced position for the 2024/25 revenue budget.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Revenue Monitoring 2023/24 – month five report

2. Executive Summary

- 2.1 The reports sets out the projected month five revenue monitoring position for Children, Education and Justice Services, based on review of expenditure and income to end of August 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 continues to project a net budget pressure of £5.5m at month five, this is unchanged from the previous report.

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 Work is ongoing to address the pressures in Children's Services through developing provision and support within the city to reduce reliance on expensive external placements.
- 4.4 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 travel demand board has recently been established to consider how to address the demand pressures in this area and will report back to committee in due course.

- 4.5 Reduced Scottish Government funding for Early Years following a change in funding methodology has contributed to in-year pressure of £3.5m in this area. An update on Early Years funding is considered in a separate report on the agenda.
- 4.6 The Strategic Programme Board have been asked to provide support to ensure the delivery of early learning and childcare across the city aligns with the councils Medium Term financial plan and remains with budget.
- 4.7 In year shortfalls against approved savings of £0.8m are also reflected in the forecast. This is due to delays in implementing the approved savings, it is however anticipated that these savings will be fully delivered in the new financial year.
- 4.8 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 service underspends, resulting in an overall £5.5m residual pressure.
- 4.9 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.
- 4.10 It is also anticipated that the work noted in the paragraphs above will contribute to a balanced budget position for the service in 2024/25.
- 4.11 A further update will be provided to Committee at the January 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.
- 5.2 Given the range of pressures outlined in this report and the Council-wide budget reports, Executive Directors will be required to bring forward measures to offset residual service pressures.
- 5.3 The month five report acutely emphasise the importance of proactive management of pressures and delivery of approved savings in maintaining the integrity of the budget framework. Given the extent of subsequent years' funding gaps, early action is required to deliver robust savings proposals, aligned to the priorities set out in the Council's business plan.

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 Whilst the report provides forecasts of financial outturn based on financial performance and conditions existing on 31 August 2023, there remains a risk that changing circumstances and events will result in further budget pressures.

9.2 All current and emerging risks will be subject to ongoing tracking, development of mitigation measures and review for the remainder of 2023/24.

9.3 Financial performance will be tracked by Children, Education and Justice Senior Management Team and service management teams to identify and mitigate emerging financial risks.

9.4 There are no health and safety, governance, compliance or regulatory implications arising from this report.

10. Background reading/external references

10.1 Revenue Monitoring 2023/24 – month three report
<https://democracy.edinburgh.gov.uk/documents/s60502/7.8%20-%20Revenue%20Monitoring%20202324%20Month%20Three%20Report.pdf>

11. Appendices

11.1 None

Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Senior Phase Attainment Report

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools, during session 2022-23.
 - 1.1.2 Note the continued hard work of young people, staff, parents and carers to support the successful delivery of qualifications in session 2022-23.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Attainment in the Senior Phase, 22-23

2. Executive Summary

- 2.1 This report provides the members of the Education, Children and Families committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council secondary schools for the Senior Phase (S4 to S6) for the academic session 2022-23.
- 2.2 The Annual Participation Measure demonstrates that our positive destination results are the best on record and that the gap in this measure between the most and least deprived is the narrowest on record.
- 2.3 For the cohorts S4, S5 and S6 the attainment in City of Edinburgh schools has improved relative to the virtual comparator in most measures. The poverty related attainment gap in these cohorts has narrowed across most measures when comparing to 2019 pre-pandemic levels.
- 2.4 The attainment of learners in receipt of free school meals and those learners who are looked after is significantly below the virtual comparator measure.

3. Background

- 3.1 The report on attainment in the Senior Phase has previously been brought to committee in March or April as the national Senior Phase benchmarking tool for attainment and achievement, Insight, analyses the attainment of school leavers. Leavers' data is published in February. This new November report will provide analysis of SQA performance by cohort (S4, S5 and S6) in three key areas: Literacy and Numeracy, Improving Attainment for All and Depth and Breadth measures. Reporting by cohort enables us to make comment on the performance of all Senior Phase learners at the earliest opportunity.
- 3.2 This report will use the Annual Participation Measure 22-23 from Skills Development Scotland to comment on the performance in improving leaver destinations
- 3.3 There will be an update in April on the performance of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation.

- 3.4 There have been different approaches to awarding attainment in each year since 2019. This means that comparisons of attainment between years should be treated with caution.

4. Main report

- 4.1 **Positive Destinations (Table 1):** The Annual Participation Measure: percentage of 16-19 year-olds participating in education, employment or training for all young people in Edinburgh is 95%. This is the highest figure since the publication of this measure in 2016. The Annual Participation Measure for those young people in the least advantaged 20% is 91.4% and the in most advantaged 20% it is 97.8%. These results have never been higher and at the same time, the gap of 6.4% has never been narrower.
- 4.2 **Literacy and Numeracy (Table 2):** The percentage of learners in S4 and S5 achieving SCQF level 4 or level 5 Literacy is above that of the virtual comparator. The percentage of learners in S4 and S5 achieving SCQF level 4 or level 5 numeracy is similarly above the virtual comparator. In S6 the percentage of learners achieving SCQF level 4 or level 5 Literacy is slightly below (within 0.3%) that of the virtual comparator and in Numeracy slightly above the virtual comparator in both levels.
- 4.3 **Attainment for All (Graphs 1-3):** This measure demonstrates the attainment of the lowest performing 20%, the middle 60% and the highest performing 20%. This is an important measure as it directs attention to the performance of all learners. In S4 the performance of the lowest 20%, middle 60% and highest 20% are all above the virtual comparator. Similarly, in S5 the performance is above the virtual comparator in all three measures, most statistically significantly so for the highest performing 20%. In S6 the lowest performing 20% is slightly lower than the virtual comparator while the middle 60% is greater and the highest 20% is much greater than the virtual comparator.
- 4.4 **Breadth and Depth in S4 (Tables 3 & 4):** Across most measures the attainment of the S4 cohort is above its virtual comparator. This represents a marked improvement when compared to 2019, particularly in the 5 awards at SCQF level 5. The gap between the least and most advantaged learners in this cohort has narrowed in most measures since 2019. The gap in 5 awards at SCQF level 5 is at its narrowest on record, however it remains unacceptably high.
- 4.5 **Breadth and Depth in S5 (Tables 5 & 6):** Across most measures the attainment of the S5 cohort is above its virtual comparator. This represents the best performance against the virtual comparator in the last five years across all measures. The gap between the least and most advantaged learners in this cohort is at its lowest level in five years in all but one measure. The gap in Higher performance is narrowing but remains unacceptably high.
- 4.6 **Breadth and Depth in S6 (Tables 7 & 8):** In the majority of measures the attainment of the S6 cohort is above its virtual comparator. The performance

against the virtual comparator for learners gaining at least one Advanced Higher is the best on record. The gap between the least and most advantaged learners in this cohort has narrowed at Higher when compared to 2019. However, over the same period the gap in Advanced Higher performance has widened.

- 4.7 The improvement in performance in breadth and depth measures is partly due to the excellent work Edinburgh schools are doing in planning a wider range of pathways through the introduction of vocational qualifications and awards. Schools are working to ensure that these vocational pathways have parity of esteem. The main vocational course award is the National Progression Award. In 2019 we had 296 NPA passes, in 2022 we had 765 NPA passes and in 2023 we have had 941 NPA passes across 40 vocational courses.
- 4.8 **Attainment of identified groups (Table 9):** The attainment for most identified groups is broadly in line or above the virtual comparator. The performance of EAL learners and those learners identified in insight as Minority Ethnic is difficult to comment on because of the large numbers of young people coming into Edinburgh schools this year as a result of conflict in their home countries. The attainment of learners in receipt of free school meals and learners who are looked after is significantly below that of the virtual comparator.

5. Next Steps

- 5.1 Set cohort stretch aims - 3 or more SCQF level 5 awards for S4 and 3 or more SCQF level 6 awards for S5. Review progress against all stretch aims three times per year through rigorous tracking and monitoring. This tracking will pay particular attention to the attainment of looked after learners and the effectiveness of the interventions designed to support them.
- 5.2 Provide timely and rigorous support and challenge for identified schools with areas of under-performance in the measures detailed in this report.
- 5.3 Work through the Pathways board to develop communities of practice that will improve the various curriculum pathways across all Edinburgh Schools to meet the needs and ambitions of all Edinburgh's young people.
- 5.4 Work through the Corporate Parenting Board to review the priorities of care experience funding to ensure that there is more focus on measures designed to raise attainment.
- 5.5 Produce and implement an Accredited Pathways Framework to ensure that all partnership work with third party organisations in the Senior Phase is focussed on gaining awards on the SCQF framework and that the success of this work is tracked against agreed outcomes.

6. Financial impact

- 6.1 There are no clear financial impacts associated with this review at this time.

7. Equality and Poverty Impact

- 7.1 All actions to improve inclusion are also driven by the need to close the poverty related attainment gap and meet the duties of the Equalities Act.

8. Climate and Nature Emergency Implications

- 8.1 As a public body, the Council has statutory duties relating to climate emissions and biodiversity.

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

- 9.1 Raising attainment and positive destinations is monitored through the Schools Risk and Capacity Register, as well as the Education Risk Register.

10. Background reading/external references

- 10.1 Summary of the Independent Review of Qualifications and Assessment considered alongside its key recommendations can be found here; [The Independent Review of Qualifications and Assessment: The Review and its Key Recommendations - Independent Review of Qualifications and Assessment: review and key recommendations - gov.scot \(www.gov.scot\)](#)
- 10.2 [Are NPAs really a qualifications reform trailblazer? | Tes](#)

11. Appendices

- 11.1 Appendix 1 – graphs and tables
- 11.2 Appendix 2 – key attainment measures
- 11.3 Appendix 3 – SCQF levels

Appendix 1 – graphs and tables

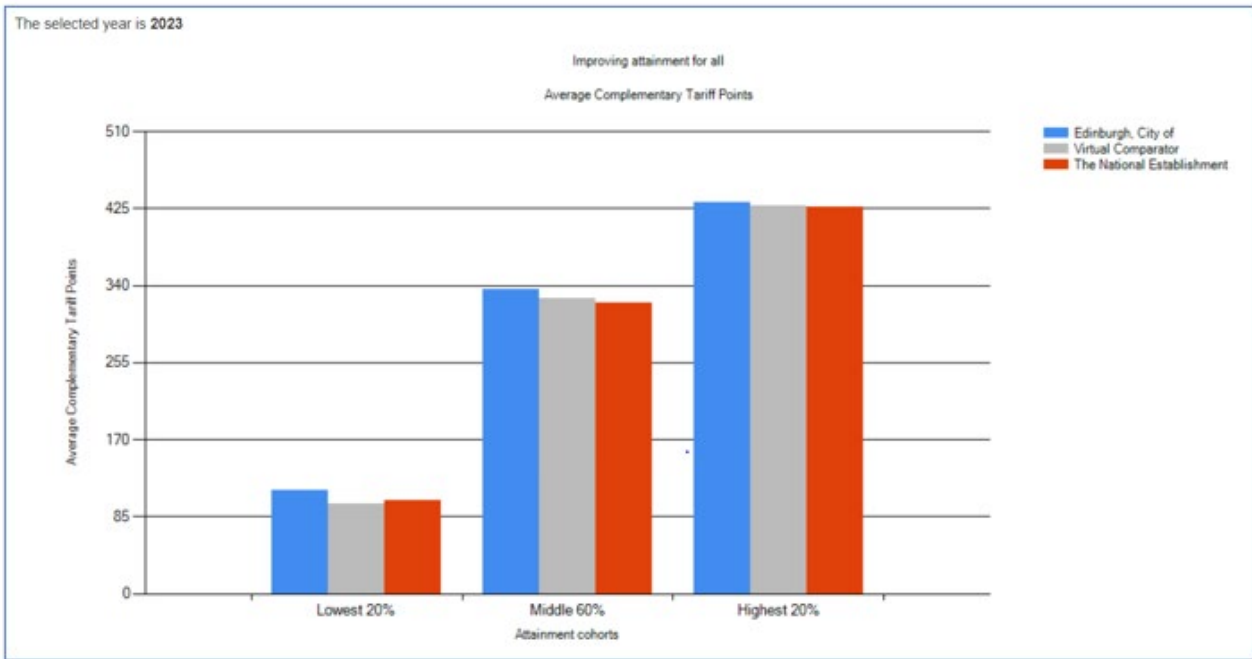
Table 1: Annual Participation Measure

	NIF Measure: percentage of 16–19-year-olds participating in education, employment or training			
	All pupils	SIMD Quintile 1	SIMD Quintile 5	Gap (Q5 – Q1)
APM 2020-21	92.52%	87.61%	96.57%	9.0pp
APM 2021-22	91.95%	86.36%	96.48%	10.1pp
APM 2022-23	95.0%	91.4%	97.8%	6.4%
Stretch aim to be achieved 2022-23	93.00%	88.00%	97.00%	9.0pp

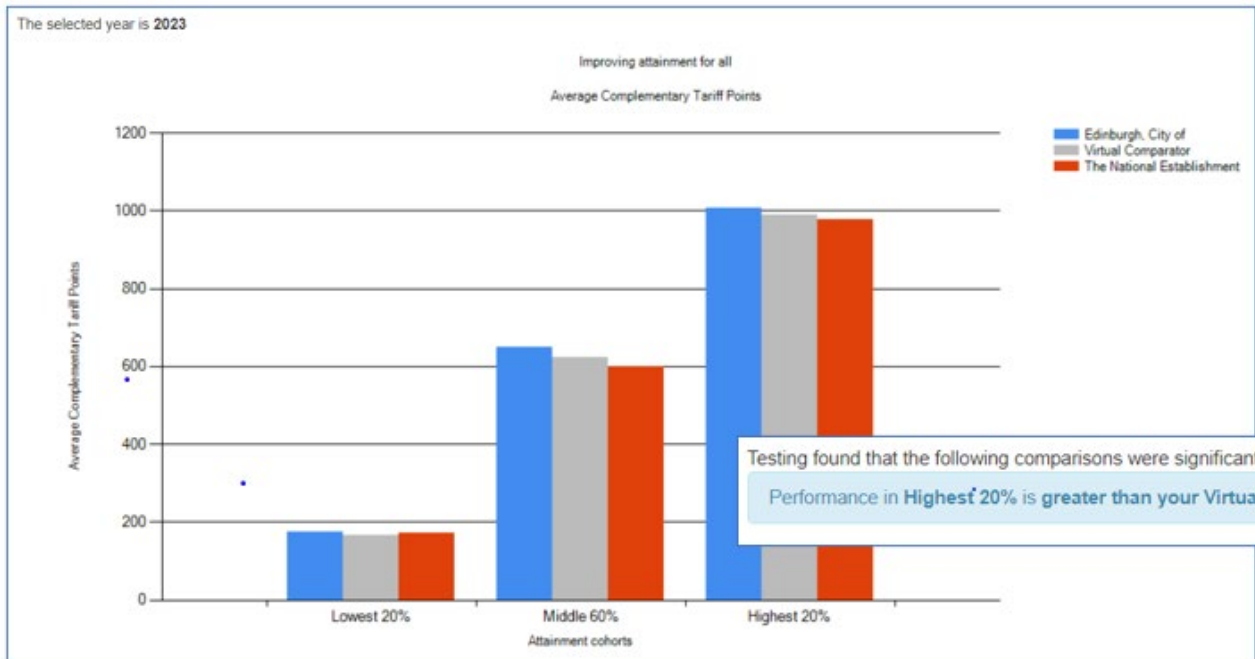
Table 2: Attainment in Literacy and Numeracy SCQF Levels 4 & 5 for S4, S5 and S6

	Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
S4	Edinburgh, City of	2023	93.17	92.35	79.01	67.18	4117
S4	Virtual Comparator	2023	91.79	87.75	75.73	64.51	41170
S5	Edinburgh, City of	2023	96.01	94.49	88.55	78.47	3484
S5	Virtual Comparator	2023	94.93	92.61	86.36	76.24	34840
S6	Edinburgh, City of	2023	97.76	96.99	95.53	88.94	2460
S6	Virtual Comparator	2023	98.01	96.55	95.8	88.15	24600
	Statistically greater than the VC	Literacy and Numeracy SCQF Level 4 and Level 5, S4, S5 and S6					
	In line with VC						
	Statistically lower than the VC						

Graph 1: Improving Attainment for All: S4 Performance



Graph 2: Improving Attainment for All: S5 Performance



Graph 3: Improving Attainment for All: S6 Performance

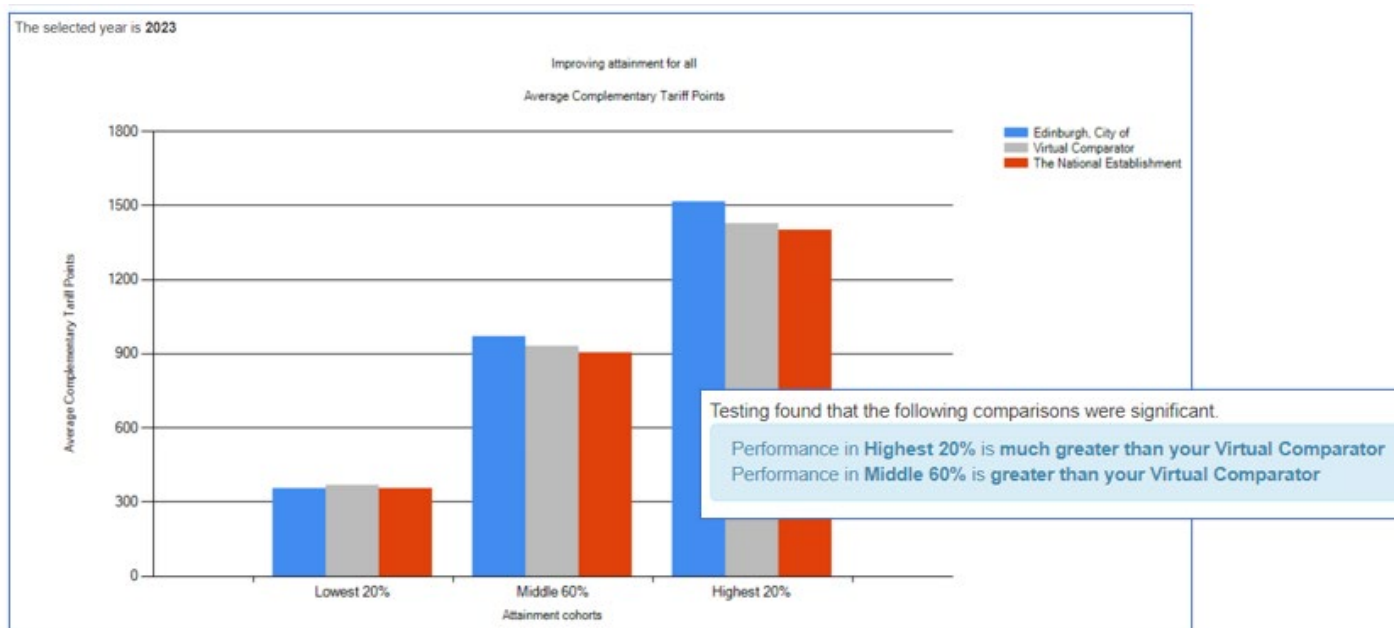


Table 3: Breadth and Depth measures, all candidates in S4 Vs virtual comparator

	2023				2022				2019		
	All Candidates				All Candidates				All Candidates		
All SCQF	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5		
1 or more	97.89	96.33	84.21	97.74	95.80	84.78	97.98	95.09	83.09		
3 or more	94.44	91.16	71.05	94.45	91.58	70.89	93.36	88.18	66.92		
5 or more	88.37	83.68	57.3	88.90	84.22	57.34	87.14	80.29	52.07		
	Virtual Comparator			Virtual Comparator			Virtual Comparator				
	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5		
1 or more	97.13	95.37	84.63	96.85	95.01	84.77	96.99	95.15	84.46		
3 or more	92.23	89.27	70.09	92.41	89.61	70.06	92.81	89.81	68.65		
5 or more	84.99	80.92	55.81	85.80	81.60	56.23	84.72	80.24	53.58		
	Gap			Gap			Gap				
1 or more	0.76	0.96	-0.42	0.89	0.79	0.01	0.99	-0.06	-1.37		
3 or more	2.21	1.89	0.96	2.04	1.97	0.83	0.55	-1.63	-1.73		
5 or more	3.38	2.76	1.49	3.1	2.62	1.11	2.42	0.05	-1.51		
Gap measures ragged comparing actual data with virtual comparator											

Table 4: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S4

	2023 Q1 v Q5			2022 Q1 v Q5			2019 Q1 v Q5		
	Quintile 1			Quintile 1			Quintile 1		
All SCQF	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	96.21	93.03	72.74	97.05	92.35	73.42	96.91	91.44	69.99
3 or more	91.81	84.35	51.59	92.48	85.64	50.34	89.2	79.52	44.18
5 or more	83.62	70.78	32.89	84.43	74.09	32.35	81.07	67.46	25.39
	Quintile 5			Quintile 5			Quintile 5		
	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5	% SCQF Level 3	% SCQF Level 4	% SCQF Level 5
1 or more	98.82	98.18	93.5	98.59	98.30	94.49	98.84	98.26	93.55
3 or more	97.05	96.06	87.13	96.89	96.68	87.70	97.11	95.62	86.27
5 or more	94.29	93.04	78.33	94.49	93.29	78.87	94.21	92.22	76.26
	Gap			Gap			Gap		
1 or more	2.61	5.15	20.76	1.54	5.95	21.07	1.93	6.82	23.56
3 or more	5.24	11.71	35.54	4.41	11.04	37.36	7.91	16.1	42.09
5 or more	10.67	22.26	45.44	10.06	19.2	46.52	13.14	24.76	50.87
Gap measures ragged comparing 2023 with 2019 data									

Table 5: Breadth and Depth measures, all candidates in S5 Vs virtual comparator

S5	2023		2022		2019	
	All Candidates		All Candidates		All Candidates	
All SCQF	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	92.14	74.31	92.43	73.94	91.11	71.04
3 or more	82.86	56.37	83.90	55.39	80.07	50.97
5 or more	71.67	33.70	71.25	32.72	66.23	28.75
	Virtual Comparator		Virtual Comparator		Virtual Comparator	
	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	91.61	73.90	92.85	73.47	92.46	72.14
3 or more	83.23	54.35	84.51	54.67	82.65	51.91
5 or more	72.40	32.06	73.28	30.93	69.42	29.3
	Gap		Gap		Gap	
1 or more	0.53	0.41	-0.42	0.47	-1.35	-1.1
3 or more	-0.37	2.02	-0.61	0.72	-2.58	-0.94
5 or more	-0.73	1.64	-2.03	1.79	-3.19	-0.55
Gap measures ragged comparing actual data with virtual comparator						

Table 6: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S5

S5	2023		2022		2019	
	Q1		Q1		Q1	
All SCQF	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	84.74	55.96	85.26	51.69	82.6	50
3 or more	67.73	30.52	67.85	27.35	62.67	24.32
5 or more	52.15	14.94	48.31	14.21	44.76	9.63
	Q5		Q5		Q5	
	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6	% SCQF Level 5	% SCQF Level 6
1 or more	96.69	89.18	97.74	88	96.4	85.77
3 or more	93.81	76.88	94.39	75.68	91.8	72.16
5 or more	87.19	51.91	86.98	48.64	82.25	46.58
	Gap		Gap		Gap	
1 or more	11.95	33.22	12.48	36.31	13.80	35.77
3 or more	26.08	46.36	26.54	48.33	29.13	47.84
5 or more	35.04	36.97	38.67	34.43	37.49	36.95
Gap measures ragged comparing 2023 data with 2019						

Table 7: Breadth and Depth measures, all candidates in S6 Vs virtual comparator

S6	2023		2022		2019	
	All Candidates		All Candidates		All Candidates	
All SCQF	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7
1 or more	91.99	50.24	90.09	49.09	89.05	42.23
3 or more	79.27	13.13	77.50	12.84	75.19	8.18
5 or more	63.25		60.45		57.46	
	Virtual Comparator		Virtual Comparator		Virtual Comparator	
	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7
1 or more	91.93	42.24	92.10	45.6	91.16	37.89
3 or more	80.16	8.64	80.59	8.03	76.55	6.33
5 or more	64.41		64.56		58.45	
	Gap		Gap		Gap	
1 or more	0.06	8	-2.01	3.49	-2.11	4.34
3 or more	-0.89	4.49	-3.09	4.81	-1.36	1.85
5 or more	-1.16		-4.11		-0.99	
Gap measures ragged comparing actual data with virtual comparator						

Table 8: Breadth and depth measures, Quintile 1 Vs Quintile 5 in S6

S6	2023		2022		2019	
	Q1		Q1		Q1	
All SCQF	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7
1 or more	84.36	30.98	78.44	22.16	73.85	22.64
3 or more	60.43	6.44	54.19	3.29	51.21	7.28
5 or more	37.12		34.13		29.93	
	Q5		Q5		Q5	
	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7	% SCQF Level 6	% SCQF Level 7
1 or more	96.15	62.57	94.70	62.43	94.82	54.04
3 or more	89.91	17.80	88.21	20.29	87.34	12.96
5 or more	78.07		74.77		72.48	
	Gap		Gap		Gap	
1 or more	11.79	31.59	16.26	40.27	20.97	31.40
3 or more	29.48	11.36	34.02	17.00	36.13	5.68
5 or more	40.95		40.64		42.55	
Gap measures ragged comparing 2023 data with 2019						

Table 9: Attainment of Identified Groups

	%		All	ASN	EAL	Minority Ethnic	FSM	Looked After	Male	Female
S4	3 or more @ SCQF level 5	CEC	71.05	56.21	63.38	75.96	36.46	21.28	69.19	72.99
		VC	70.09	54.31	56.32	66.78	54.96	42.34	67.32	72.99
S5	3 or more @ SCQF level 6	CEC	56.37	40.20	34.12	53.45	26.67	23.53	54.23	58.57
		VC	54.35	37.27	37.32	48.28	37.93	37.94	50.12	58.68
S6	3 or more @ SCQF level 6	CEC	79.27	67.75	52.31	71.79	52.4	46.15	76.35	82.23
		VC	80.16	66.98	66.69	76.33	71	55.38	76.92	83.45

Data ragged against VC if difference is greater than 1%

Appendix 2 – key attainment measures

This report considers the attainment measures of cohorts S4, S5 and S6. It also contains comment on the annual participation measure.

The Annual Participation Measure August 2023

“The Scottish Government’s Opportunities for All commitment offers a place in learning or training to every 16–19 year-old who is not in employment, education or training. SDS worked with the Scottish Government to develop a measure of participation which allows us to identify the participation status of the wider 16-19 cohort. The latest report (published August 2023) marks the ninth release of statistics on the participation of 16–19 year-olds at a national and local authority level. As agreed by Scottish Ministers the Annual Participation Measure (APM) has been adopted in the Scottish Government’s National Performance Framework as the measure of young people’s participation. This has replaced the school leaver destination follow up as the source of the national indicator.”

School Attainment Measures

- **Improving Attainment in Literacy and Numeracy:** the percentage of learners in S4, S5 and S6 attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better.
- **Improving Attainment for All:** the average complementary tariff points of learners in S4, S5 and S6 based on the attainment of the lowest performing 20%, middle 60% and highest 20%.
- **Attainment Verses the Virtual Comparator*** In this report we have used depth and breadth* measures for learners in S4, S5 and S6, comparing the performance of all learners to that of the Virtual Comparator.
- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: In this report we have used depth and breadth measures for learners in S4, S5 and S6, comparing performance in the most deprived 20% (Quintile 1) to the least deprived 20% (Quintile 5).

***The Virtual Comparator:** Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

*Depth and Breadth refers to the level of qualification and the number achieved. For example: 5 @ SCQF level 5 is a depth and breadth measure as it refers to the level awards and the number of these awards gained.

Appendix 3 – SCQF levels and Tariff Points

SCQF level Qualifications included

Level 3	National 3, NPA level 3
Level 4	National 4, NPA level 4
Level 5	National 5, NPA level 5
Level 6	Higher, NPA, level 6
Level 7	Advanced Higher

Note that there are other (ungraded) qualifications which also accrue tariff points on *Insight*, for example National Progression Awards (NPAs). NPAs are vocational courses and Edinburgh schools offer these from SCQF level 3 to level 6.

What are Tariff points?

Insight uses tariff points to take account of the pupils' 'latest and best' performance. Awards at higher levels attract more points than those at lower levels. Tariff points for all attainment and achievement included in Insight is dependent on each award's SCQF credit rating. The number of Insight tariff points accumulated for each individual course/award is consistent throughout all calculations in the tool.

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

NPAs are ungraded, they carry the same tariff points of a grade C as the National Qualification at the same SCQF

For example: NPA level 5 carries 64 tariff points

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Education, Children and Families Committee

10am, Tuesday, 7 November 2023

Inclusion Review

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to
 - 1.1.1 Note the conclusions of the ADES/Education Scotland Collaborative Improvement Review
 - 1.1.2 Note the progress of the ongoing Inclusion Review

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Inclusion Review

2. Executive Summary

- 2.1 The publication of the Additional Support for Learning Action Plan (Morgan Review) prompted a review of how learners are included in the city's schools. To provide baseline information, a Collaborative Improvement Review was set up, involving colleagues from other local authorities (Association of Directors of Education Scotland) and Education Scotland. This provided the rationale for the review. Three main workstreams are currently in process considering leadership, workforce, GIRFEC planning and learning environments. These are addressing themes of Attendance, Support for Pupils and Specialist Services.

3. Background / Main report

- 3.1 Following the National Review of Inclusion in 2022, Edinburgh undertook a Collaborative Improvement into approaches to Inclusion. This included Senior Education Managers, Education Scotland (ES) and the Association of Directors of Education (ADES). This found many positives in the approaches to Inclusion but also made recommendations for improvement. It is these that the Inclusion Review Programme is addressing.
- 3.2 The Collaborative Improvement Report (see Appendix 1) found that the city's vision for inclusion was clear and that there was a comparatively high level of resource available. There was a need to refresh the vision for inclusion within the broader aims of Edinburgh Learns for Life, to more clearly articulate how poverty impacts inclusion and life chances. A Headteacher conference will relaunch Edinburgh Learns for Life in February 2024.
- 3.3 The Inclusion Review Programme sits within the Strategic Change Programme and the Medium Term Financial Plan. The strategic change programme is following a 4 step methodology and aligns to the Council's Managing Change policy and include Integrated Impact Assessments, with full stakeholder consultation, including Headteachers, parents/carers and partners.
- 3.4 The Inclusion Review Programme has three in-flight workstreams which, due to the different drivers, are at different stages of the Strategic Change methodology. These are:

3.4.1 Additional Support for Learning

This workstream is at the scoping phase with work ongoing to understand the current organisational structures and allocation of budgets. The workstream will examine if resources are utilised in the most effective and efficient way across mainstream and specialist provisions. This will be considered alongside work to streamline and simplify policies and procedures to ensure meeting additional support needs for learning and align with development of Integrated Front Door and Team Around the Learning Community approaches. Next, timed to take place between November to February 2024, is the discovery stage which will involve engagement with ASL colleagues and other key stakeholders to inform the development of a case for change and associated proposals for formal consultation.

3.4.2 Support Worker Impacts on Improving Outcomes

This workstream has a focus on understanding support worker roles in Learning Communities against level of need. It aims to improve career progression, employment security and remuneration for the sector.

Engagement with support workers has taken place in Sept to Oct 2023 and early analysis has identified emerging themes linked to the range and skill sets required for roles based on level of pupil need and an increase in work with families; access to resources (including IT for employee communications); recruitment and induction; support and supervision; time for training and planning. It is anticipated that job descriptions will be reviewed to reflect these themes, requiring formal consultation, before aligning this workstream with the ASL workstream to consider allocation of support workers across learning communities according to needs and the developing case for change.

3.4.3 Staffing Models for Maximising Attendance

In February 2023, Elected Members agreed to reduce the budget by a total of £600K within Education by closing the Education Welfare Service. This workstream has been set up to meet that saving while aligning with work to review resourcing and procedures for maximising attendance in schools. The consultation on the proposal to close the service closes on 10 November 2023. Responses to this consultation are being gathered and collated in order to inform next steps which according to the Managing Change procedure would be to proceed with implementation of the proposal or develop an alternative proposal based on feedback.

- 3.5 The Inclusion Review Programme has an established a governance structure. There is an Advisory Group, composed of Headteachers from each sector, Trade Unions Reps and experts in HR and data analytics. This group provides advice and scrutiny to emerging proposals, as well as informing the communications with

stakeholders. There is also an Inclusion Review Programme Board, chaired by Amanda Hatton, who will agree emerging proposals and business cases before they go for final approval by the Strategic Programme Board.

4. Next Steps

- 4.1 The Inclusion Review will proceed with the service level actions as set out in the Collaborative Improvement Report.
- 4.2 Recommendations that arise as part of the Managing Change and Strategic Change Programme will be brought before Elected Members for approval.

5. Financial impact

- 5.1 There are no clear financial impacts associated with this review at this time.

6. Equality and Poverty Impact

- 6.1 All actions to improve inclusion are also driven by the need to close the poverty related attainment gap and meet the duties of the Equalities Act.
- 6.2 One of the conclusions of the Collaborative Improvement Review was for the impact of poverty to be more closely identified as an additional support need. This will be developed with Leadership for Equity and the relaunch of Edinburgh Learns for Life.

7. Climate and Nature Emergency Implications

- 7.1 As a public body, the Council has statutory duties relating to climate emissions and biodiversity.

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

- 8.1 The delivery of inclusion has been incorporated into the Schools Risk and Capacity Register, as well as the Education Risk Register.

9. Background reading/external references

- 9.1 [Additional support for learning action plan: progress report - gov.scot](https://www.gov.scot/resources/documents/2022/04/Additional-support-for-learning-action-plan-progress-report-2022-23.pdf)
(www.gov.scot)

10. Appendices

- 10.1 Appendix 1 Collaborative Improvement Review

Children, Education and Justice Services
June 2023

1. Introduction: What is Collaborative Improvement?

Collaborative Improvement is an approach to bringing about improvement through shared work involving staff from the Local Authority, Education Scotland (ES) and the Association of Directors of Education in Scotland (ADES). Together, the group establishes the focus for the Collaborative Improvement Review and then undertakes activities in the Local Authority that will result in an evaluative summary, identifying strengths and areas that may require further focus. The approach to Collaborative Improvement was outlined in the Joint Agreement and is based on the call for a “strengthened middle” in the 2015 OECD report on Scottish Education. The approach is also intended to address the recommendation in Audit Scotland’s report on education that Councils should work with schools, Regional Improvement Collaboratives, other policy teams and partners, for example in the third sector, to reduce variability in outcomes.

2. Rationale

- 2.1 Inclusion has been high on the agenda across the education system for decades and the National Additional Support for Learning Review and Action Plan (Morgan Review) has set clear actions for all professionals. The Promise and our duties under the Equalities Act combine as calls to action to ensure our learners are loved, safe and respected within their playrooms and classrooms. Within Edinburgh, Headteachers have been discussing ways in which inclusion could be improved, particularly post-COVID, as mental ill health and dysregulation are increasing.
- 2.2 Although most schools evaluate Quality Indicator 3.1 as ‘good’ or better, there remains a perception that the allocation of resources to support inclusion should be reviewed. Initial analysis of the city’s data, including SEEMIS ASN, attainment and attendance, found anomalies and inconsistencies which also directed the local authority to take a closer look at inclusion and how it is resourced and supported.

3. Edinburgh Learns for Life

- 3.1 ‘The best teaching and learning for all’ has been the key driver for improvement across all of the city’s schools for the past 5 years. Two years ago, the Edinburgh Learns Strategy was further developed to set out the vision for education to 2030 as Edinburgh Learns for Life. Under one of the goals, ‘Transform,’ the vision for inclusion

was given increased emphasis: ***We will provide inclusive, equitable, valuable learning opportunities for everyone.***

3.2 This sits alongside the Edinburgh Learns vision of Inclusion:

In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel:

We belong, We contribute, We learn, We are supported and we help others.

3.3 Although Inclusion has been raised as a development need, consistently by Headteachers, data tells us that the persistent poverty-related attainment gap, as opposed to ASN-related attainment gap, is our most significant cause for concern. This review also sought to understand how inclusion is being used as a vehicle for raising attainment, and what needs to be done to increase the pace of improvement. Leadership at all levels was therefore also in scope for the review.

4. Planning, Structure and Process

4.1 To undertake the Review, a team of senior officers from the local authority, ADES and Education Scotland began to scope process and structure and to identify suitable colleagues to join the team.

4.2 The collaboration was organised over three days in April 2023 in the City of Edinburgh Council Education Service Headquarters and included 3 Senior Education Managers (Edinburgh and Dundee), 3 Directors of Education (Edinburgh, Fife and South Ayrshire), the Senior Regional Advisor for SEIC and Education Scotland/HMI colleagues. The core team also included the Headteachers and an Early Years Manager from the Inclusion Review Advisory Group from each sector.

4.3 The review included 3 main phases:

- Scoping and information gathering
- Review including focus groups of headteachers and specialist staff
- Feedback and further analysis by the local authority

5. Key Themes

We agreed the following key themes and related questions to explore:

5.1 How effective is our vision for inclusion?

- How well is our vision for inclusion understood by school leaders and staff in schools?
- How is our vision lived in our playgrounds and classrooms?
- Does this vision meet the needs of all learners, including closing the attainment gap?

5.2 How well do our resources deliver our vision?

- What support and resource is available to ensure good levels of inclusion?
- Do we use our resources wisely? To what extent do our approaches to resource allocation improve outcome for learners?
- How well are staff equipped to provide universal and differentiated support?

5.3 How effective are our processes supporting learners to be included?

- Do our policies and procedures support leaders in schools to make decisions which ensure every learner is fully included?
- How well are the role and responsibilities of GIRFEC carried out to ensure all learners are supported?
- Are our Transition processes meeting the needs of learners? Are they clear and timeous?

5.4 How effective is our leadership to support inclusion?

- What enables you to effectively lead the inclusion agenda in your own context?
- How does the local authority support and challenge senior leaders to retain the focus on inclusion?
- What actions have you taken in your learning community to collaborate to achieve best value and Inclusion?

5.5 The main evidence was gathered during focus group meetings which were set up to support professional dialogue between the review team members and cross-sector staff, including Early Years, Primary, Secondary, Additional Support Needs (ASN) Services and Educational Psychologists. Recording sheets from each focus group were collated and overall feedback was then shared with the core group at the end of each day.

6. Key Findings

Strengths

- 6.1 The City of Edinburgh Council schools and early years settings are very well resourced with committed, dedicated, and skilled staff who show commitment to meeting the needs of all learners. Policies are in place which underline the national vision of inclusion within a Children's Rights context. The overall vision for inclusion is clear and strong across the range of policies and practices and Headteachers endorse the authority values and ambition to raise attainment for all.
- 6.2 At the Universal Level, the significant resources include the high level of quality professional learning set out in Edinburgh Learns Teachers' Charter: Differentiation. At the Targeted level resources include fully funded Support for Learning Teachers, Transition Teachers, Wellbeing Hubs, Enhanced Support Bases, ASL specialist staff and Educational Psychologists. At the Intensive Level there are Special Schools and third sector-supported 'alternative pathways'. The Circle Document provides very high-quality guidance and support and is well used by many staff.

- 6.3 The added value of staff in specialist roles such as ASL Service and Psychological Service was seen as very helpful by the majority of senior leaders who engaged in discussions. In the best practice, they knew the learning communities well and supported schools to be highly inclusive; in other examples senior leaders felt empowered to find local solutions to improve inclusion rather than reaching out to other services.
- 6.4 Well established partnership working is in place with strong, links to the third sector, enabling many learners to benefit from enhanced, targeted and/or intensive support. This is being further developed through establishing Teams around the Learning Communities which may provide Best Value for the local authority by reducing duplication and fragmentation. Some concerns were raised that this approach continues to focus on the 'Inclusion as Resource' vision, rather than the vision of inclusion as an approach ranging from universal to intensive approaches that change over time.
- 6.5 Recent work to embed collaboration across learning communities is strengthening the sense of 'all Edinburgh's children' by encouraging assessments of need at pupil, school and learning community level.
- 6.6 More strategic approaches to improving inclusive supports through the establishment of Wellbeing Hubs in every secondary school are showing early signs of impact through the continued decline in exclusions.
- 6.7 There is a commitment from all to meet the needs of learners, and for some leaders a growing willingness to embrace a more creative approach to the universal learning offer, e.g. vocational courses, work with librarians and outdoor learning, in contrast to the entrenched references to 'alternative timetable'
- 6.8 The successful impact of play pedagogy in some schools has positively impacted developmentally appropriate learning experiences and the inclusive curriculum, and is supporting early years – primary transition.
- 6.9 Some networks exist that, through moderation and self-evaluation, support consistency of implementation of policies.

Development Needs

- 6.10 Although the values and vision of inclusion are clear for senior leaders, there was a concern that this is not felt at all levels of the system. The vision should be seen as something within the gift of all to deliver through clearer understanding of how the curriculum, learning, teaching and assessment, and the learning environment can support. Inclusion should 'flipped' to fully underscore the importance of getting it right at the universal level.
- 6.11 The various roles and duties inherent in GIRFEC were not suitably clear, including that of Named Person, learner at the centre and a meaningful embedding of children's rights. Refreshing GIRFEC to clearly establish roles, remits and responsibilities from the perspective of UNCRC in the minds of all staff should support a more consistent understanding of inclusion. Similarly, many senior leaders reported that inclusion could best be achieved only through accessing a service or support, rather than through supporting teachers and support staff, and through adaptations to the curriculum and learning environment. Refreshing the CIRCLE document and ensuring, through support and challenge, that this is more widely used will help to establish inclusion as a universal entitlement. There is role for each school's Support for Learning Coordinator, supported by EPs and ASL staff to further embed this.

- 6.12 Policies are comprehensive, however the range and language used may be causing confusion for staff. Similarly, parents, carers and learners may not be able to fully understand how inclusion needs are met in each school. Increased clarity of **continuum** of pathways – and the staged intervention **triangle** to support an understanding of resource allocation should also be clarified.
- 6.13 Procedures to support leaders to make decisions which ensure every learner is fully included should be streamlined and simplified to support a strategic, coherent approach to meeting needs. There should be greater emphasis on the quality assurance of these processes through the local authority Supported Self-Evaluation Reviews.
- 6.14 The disparate nature of Edinburgh’s population signals that efforts to rebrand under ‘all Edinburgh’s Children’ may need to be clarified to cohere with the Teams around the Learning Communities. Leveraging the skill and capacity of school staff to own and shape local solutions would be the best use of resource.

Next Steps

Revisit the Vision Values and Aims of Edinburgh Learns for Life to clearly emphasise the service vision and the inclusive, equitable pathways for ‘All Edinburgh’s Children’

Ensure that all are involved in the discussions about the core purpose of learning in Edinburgh and how inclusion is embedded within all curricula and wider achievement

As part of the Inclusion Review

- revisit the Edinburgh Learns Inclusion Framework to update the roles, remits and responsibilities; now include those of learners and their parents and carers; incorporate those into annual calendars and S&Q reporting
- Clarify the guidance to HTs about self-evaluation of inclusion and carrying out their Named Person duties
- Refresh the Staged Intervention Pathways to rebalance understanding of universal, targeted and intensive
- Simplify and declutter the paperwork around supporting inclusion

Incorporate the refreshed narrative into all developing work with (Teams around the) Learning Community

In conjunction with the Children’s Partnership, refresh GIRFEC, including guidance and professional learning, quality assurance, clear processes and a communication strategy

Conclusion

The Inclusion Review project will now be updated with the above listed actions. Clear performance indicators, dates, and accountable officers will be published and reported to the Edinburgh Learns Inclusion Board, the Inclusion Review Board and the Education, Children and Families Committee within one year.

Education, Children & Families Committee

10:00am, Tuesday, 7 November 2023

School Admissions and Appeals Planning - Response to Motion by Councillor Mowat

Executive/routine
Wards

1. Recommendations

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

1.1.1 To note the findings in this Report on the School Admissions and Appeals Planning Process - Motion by Councillor Mowat at Full Council 31 August 2023. Item 8.13

<https://democracy.edinburgh.gov.uk/documents/g6983/Public%20reports%20pack%2031st-Aug-2023%2010.00%20City%20of%20Edinburgh%20Council.pdf?T=10>

Amanda Hatton

Executive Director of Children, Education and Justice Services

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School Admissions and Appeals Planning – Response to Motion by Councillor Mowat

Executive Summary

- 2.1 Although the previous audit actions were closed, further issues with the management of school appeals emerged last session. This was highly regrettable and attributable mainly due to lack of resource to manage the process. A new process, including use of a digital solution aligned with placing requests, is proposed.

Background

- 3.1 The motion required the following:
- Assess whether all actions identified in the 2019 internal Audit into School Admissions, Appeals and Capacity Planning have been completed and embedded in practice and confirm evidence that supports this.
 - Confirm reasons why the appeals process was delayed this year with appeals not being heard until the 2023/24 session had started.
 - Confirm a timescale for appeals for admission into 2024/2025 school year so that this year's experience can be avoided in the next academic session.
 - An approved addendum asks "Further to this that a wider review into both the Placing in Schools Process and the Placing in Schools Appeal Process is undertaken with a report to follow within two cycles."
- 3.2 In 2019 there was an Internal Audit carried out into School Admissions, Appeals and Capacity Planning which was reported to GRBV in July 2020.
- There were 3 red rated findings reported and whilst there were no outstanding actions being reported currently via GRBV. The concerns expressed about the appeals process for this session included:
- 3.2.1 The lateness of hearing appeals this year – which did not start being heard until after the start of the summer holidays and therefore after the transition days had taken place increasing the stress for pupils, families and schools;

- 3.2.2 The resignation of a long-standing Chair who expressed grave concerns in their resignation letter about how the process was serving families and children;
- 3.2.3 The difficulty recruiting to the panels.

Main report

- 4.1 All 25 recommendations from the 2019 Schools Admissions and Appeals Audit were met and the audit was closed on 18 March 2022.
- 4.2 In response to 3.21 – An annual calendar is created in September of each academic session, which outlines the timing of P1 and S1 enrolment, allocation of places and any required appeals. Colleagues in Education, Transactions, Place and Committee Services work towards these agreed deadlines.
- 4.3 School Appeals are heard by volunteers, who are trained by Brodies LLP. The volunteers cannot be employees of the council. Best practice would be to have a Chair, a parent of a pupil from a City of Edinburgh Council and a Councillor on the panel.
- 4.4 This past session, a new Chair joined the available volunteers, however despite a recruitment drive, only one new parent agreed to join the parental volunteers group. This meant that Committee Services only had a small group of parents available to hear appeals. This caused delays to both P1/S1 appeals in the summer of 2023, and also to the other year group appeals which are ongoing throughout the year.
- 4.5 Ongoing difficulties are being experienced with the recruitment of Independent Chairs and Parent Members to the committee. Efforts have been made on an annual basis to recruit members, including meetings with parent councils, website advertisements, open evenings, locality meetings and targeted advertisements to parents of school aged children. Recruitment efforts were limited by the COVID 19 pandemic and currently there are only 4 independent chairs and 4 parent members.
- 4.6 Committee Services arrange all School Appeals, including hearing dates, and co-ordination of the Appeals Panel. Transactions and Education provide any Hearing reports for the panel. Legal Services or the school's Headteacher present the Council's case.
- 4.7 Appeals in 23/24 were delayed in part due to significant resources pressures within Committee Services. Due to a number of resignations over a short two-month period, the team were reduced by 50% when the appeals were received. This resource pressure resulted in a delay to communication with parents and the processing of appeals which in turn delayed the commencement of the appeal meetings. Additional resource was brought in to try to mitigate the delays, but delays persisted, and the existing team had to work additional hours, including weekends to process the appeals. At time of writing, Committee Services is fully resourced, and consideration is being given to whether a dedicated resource for School Placements Appeals is necessary.

- 4.8 To recruiting parents moving forwards, Committee Services have a webpage on the front facing website with key information for volunteers - <https://www.edinburgh.gov.uk/council-democracy/school-appeals-committee>
- The issue of volunteers was previously discussed at the Consultative Committee with Parents. It will be raised again at the next cycle of Locality Parent Council Meetings and Headteachers will be asked to write to parents and carers to encourage volunteering on the Appeals Panels.
- 4.9 Information about school appeals can be found [here](#).
- 4.10 School Placements timetable: P1 & S1 intake 2024/25 can be found in appendix 1.

5. Next Steps

- 5.1 Conduct a wider review into both the “Admission to Schools” Policy and Procedure, to be undertaken, with a report to follow within two cycles.
- 5.2 Confirm new digital solution to making school placing requests.
- 5.3 Confirm a timescale for appeals for admission into 2024/2025 school year with Committee Services

6. Financial impact

- 6.1 Cost of a digital solution to be determined.

7. Equality and Poverty Impact

- 7.1 An IIA will be developed as part of the new Placements Policy

8. Climate and Nature Emergency Implications

- 8.1 We seek to place pupils in local schools that best meet their need. We will ensure that travel is at a minimum. We will increase the use of digital consortia to meet curricular need. We aim to deliver more aspects of the curriculum outdoors, supported by Outdoor Learning Officers.

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

- 9.1 Failure to provide education to children and young people including those who are care experienced and have additional support needs could result in significant reputational damage, as well as the potential for litigation and references to the ASN first tier tribunal. It also renders us less well able to meet the needs of the population and raise attainment and achievement.

10. Background reading/external references

N/A

11. Appendices

11.1 Appendix 1 School Placements timetable: P1 & S1 intake 2024/25

Appendix 1 School Placements timetable: P1 & S1 intake 2024/25

Date	What is happening?
<i>From Monday</i> 28 August 2023	<p>School Placements working group meet to review and agree procedures and timeline for the year ahead.</p> <p>Last session data cleared on SEEMiS to allow preparations to begin for 2024/25, including:</p> <ul style="list-style-type: none"> • Address verification (UPRNs) and bulk allocation on SEEMiS • Merge data for letters populated <p>Online P1 Registration Form updated</p> <p>Transactions Team to ask Primary and Nursery/Partner Administrators to update Nursery and P7 Addresses</p> <p>Prepare P1 advert.</p>
Monday 16 October 2023	P1 information letters about registration sent to parents during October holiday.
Monday 23 October 2023	Briefing session for Administrators/HTs/Settings
(TBC) Friday 27 October 2023	Deadline for S1 ERG Applications to be submitted
<i>From Monday</i> 30 October 2023	<p>Online Registration Form goes live.</p> <p>Advert in Evening News publicising P1 and S1 procedures.</p> <p>Online/Media promotion.</p> <p>P1 registrations will be recorded on the new Gateway system – no longer entered on SEEMiS.</p> <p>P7 to S1 provisional allocation information letters sent to parents by end of this week – based on postcode/denomination.</p> <p>Provisional Allocations Report populated for P7 pupils, based on address details held on Click+Go.</p> <p>Placing requests open – to be completed by all parents wishing to request a school outside their catchment area. Applications recorded on Gateway (P1) or SEEMiS (S1).</p> <p>S1 catchment requests open – to be completed by all parents requesting their RC catchment school or those wishing to change the allocated catchment school. Proof of baptism must be provided.</p> <p>Applications submissions reviewed on a weekly basis and requests for further information issued where applicable.</p>
Wednesday 1 November 2023	P1 Open Day. Headteachers to promote school on websites and social media.
Friday 24 November 2023	Closing date for return of primary school proposed class organisation to Devolved Finance & Resource Officer.
24 December 2023	<p>Catchment deadline - The Council aims to place P1 and S1 pupils at one of their catchment schools if they are living in the catchment area by the end of November of the year before the start in P1 and S1.</p> <p>New Intake Registration screen and Delete Registration screen locked from this date – schools to email late P1 registrations after this date to School Placements team.</p>

	<p>Closing date for non-catchment placing requests to allow for accurate projection of requests citywide. These will be answered as part of the 'first round' of allocations.</p>
<p><i>From Monday</i> 1 January 2024</p>	<p>School Placements working group meet to assess demand for places citywide, propose intake limits and class organisations.</p> <p>Oversubscribed Roman Catholic schools identified.</p> <p>Home to school route measurements requested to prepare for the creation of waiting lists.</p> <p>Nursery & Primary schools to investigate N5 children who are not yet registered on SEEMiS and encourage parents to register within two weeks.</p>
<p>(TBC)Friday 12 January 2024</p>	<p>Deadline for P1 ERG Applications to be submitted</p>
<p>Mid-January 2024</p>	<p>Requests for over-subscribed schools reviewed by officer panel to identify cases to present to Committee on Pupil/Student Support. Further information requested where required.</p>
<p>Late January 2024</p>	<p>Proposed intakes and class organisations issued to Head Teachers by Devolved Finance & Resource Officer.</p> <p>Pupils still not registered for P1 at CEC nurseries registered by Schools Transactions team after checking Council Tax database.</p> <p>S1 ERG offers go out and shared with Transactions</p>
<p>Early to Mid February 2024</p>	<p>Meeting of the Committee on Pupil/Student Support to consider exceptional reasons submitted for placement in all oversubscribed schools.</p> <p>Availability timetable to be sent out to appeal committee members.</p> <p>Waiting lists to be created based on committee decisions.</p> <p>Draft staffing allocations notified to schools by Devolved Finance & Resource Officer.</p> <p>ASL service to establish where P1 and S1 pupils will be going/applying – liaison with current establishment</p>
<p>29 February 2024</p>	<p>Closing date for requests to delay entry to P1. Registrations will be deleted when these are granted.</p>
<p><i>By Friday</i> 8 March 2024 (week 10)</p>	<p>First round of allocations completed:</p> <ul style="list-style-type: none"> • Decisions on oversubscribed schools sent to parents • Waiting lists become operational • Preparation of reports to the Placing in Schools Appeal Committee commences. <p>Initial P1 ERG offers go out and shared with Transactions</p>
<p>Monday 8 April 2024</p>	<p>Second round of allocations completed:</p> <ul style="list-style-type: none"> • Places granted from waiting lists and late requests received up to 15 March responded to by end of this week.
<p>Friday 19 April 2024</p>	<p>Closing date for submission of first round placing in school appeals and second-preference requests.</p>
<p>Monday 6 May 2024</p>	<p>Third round of allocations completed:</p> <ul style="list-style-type: none"> • Any available places granted from waiting lists, second preference and further late requests received up to this date responded to by end of this week. <p>Parents to confirm acceptance of their mainstream place.</p>

Friday 12 May 2024	Closing date for submission of second round placing in school appeals
<i>During</i> May and June 2024	Placing in Schools Appeal Committee hearings take place. Pupil movement continually monitored, and places offered to parents of children on waiting lists on a weekly basis.
Friday 10 June 2024	Closing date for submission of third round placing in school .
18 – 20 June 2024	P7 transition days into S1 – aim to hear the majority of S1 placing appeals by 17 June 2024.
31 July 2024	Applications close temporarily to allow for final allocations and preparation for start of term. Parents advised to contact schools on Monday 12 August for a place.
<i>From Monday</i> 12 August 2024	Waiting lists passed to relevant schools. Responsibility for subsequent allocation of places devolved to Head Teacher from this date following waiting list priority. Primary & Secondary schools to contact parents of children who have not attended as expected by telephone. Schools to liaise with EWO service to support children into school. Where possible, one reserved place per class held at primary schools (two in Team Teaching classes), and one per every 40 children at high schools, held for incoming catchment children.
<i>By Friday</i> 6 September 2024	Places held by children who have not attended as expected can be withdrawn. Pupil data cleared from SEEMiS.

Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Afterschool Care Provider – Additional Support Needs support.

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the findings of this report and the lessons learned.
 - 1.1.2 Agree the implementation of the next steps outlined in section 5 of this report.
 - 1.1.3 Note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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Afterschool Care Provider – ASN support

2. Executive Summary

- 2.1 At the meeting of full council on 31 August 2023, elected members requested a report into the management of the council's contract with the Third Party that had been contracted to provide support for children attending after school provision. This report sets out the management of the contract, the lessons learned regarding this which are as follows:
- 2.1.1 Ensure appropriate contract monitoring is in place and that those managing contracts are trained
 - 2.1.2 Ensure appropriate handover of all aspects of officers' remits when they leave the council or move to another role.
 - 2.1.3 Establish quarterly updates for senior officers on the impact of the contract to allow any issues or concerns to be addressed timeously to ensure best value for the council.
- 2.2 The internal audit process will review our action plan and lessons learned from this process.

3. Background

The following information has been gathered from archive files:

- 3.1 Prior to 2009 the Early Years Service provided advice and training on additional support needs for childcare providers of children aged 0-12 years. Funding for this came from the early years budget. Childcare providers for children aged 0-5 with a disability, or aged 0-12 with an autism spectrum disorder, could apply for the funding and successful applicants were awarded funding to upskill staff and provide training on approaches to supporting children with a disability or an autism spectrum disorder.
- 3.2 In 2007/08, approximately £200,000 was allocated to 25 providers to support 77 children.
- 3.3 In 2008 a review of how providers used the funding allocated by the early years' service found the following issues:

- 3.3.1 The majority of providers received the same level of funding on a year on year basis with little assessment of the child's changing support needs or circumstances
 - 3.3.2 The majority of all applications from providers requested funding to provide 1:1 staffing when this was unlikely to be beneficial in the long run or even necessary in the short term.
 - 3.3.3 The Early Years team did not have the expertise to support the providers in a way that would reduce their reliance upon the funding.
- 3.4 In 2009 a decision was made to outsource this approach following an initial pilot with Third party. This contract was called the Inclusive Childcare Support Service and the purpose of this contract was:

The Inclusive Childcare Support Service will support the inclusion of children and young people with additional support needs in mainstream childcare settings and be able to respond to ongoing demands for this service whilst delivering best value for the City of Edinburgh Council. The City of Edinburgh Council requires the Service Provider to manage the up-skilling of mainstream childcare settings. The service delivery is based on a 'reducing dependency increasing capacity' model. Support is provided to childcare settings to build staff skills, knowledge and confidence to include children and young people with additional support needs within normal staff ratios. This is compliant with legislation in relation to inclusion and a provider's requirement to be open to all children.

4. Main report

- 4.1 In 2009 The City of Edinburgh Council entered a Service Level Agreement with a third party to provide support to childcare providers to meet the needs of children attending their service. The support was for children aged 0-5 years with a disability and children aged 0–12 with a diagnosed autism spectrum disorder within their service.
- 4.2 The Service Level Agreement (SLA) was renewed annually until 31 March 2016 when advice from the Commercial and Procurement Services team highlighted the SLA process was not appropriate for ongoing projects and the requirement for the contract should go through the tender process.
- 4.3 The monitoring and management of the SLA was the responsibility of a council officer with Inclusive Childcare Support within their remit. From April 2009 – March 2017 the quarterly reports provided by the contractor would have been reviewed by this officer. The officer reported to the Senior Education Manager for the service and retired on 31 March 2017.
- 4.4 The third party from the SLA was successful in the procurement process and a contract was put in place from 1 April 2017 – 31 March 2020. Due to the impact of the COVID 19 pandemic this was extended to March 2022.

- 4.5 During the course of the contract from April 2017 to March 2022 the third party contractor submitted quarterly reports outlining details of the support they provided. These reports were logged by an officer who had no responsibility for managing the contract.
- 4.6 A senior council officer within the early years team was contacted when the contract was due to end in March 2022 and this led to information gathering and work with procurement to ascertain the impact of the contract. An extension of 12 months to March 2023 was put in place to enable this to happen.
- 4.7 The information gathering highlighted that the original purpose of the contract was not being met. For example, the original contract was for children with a disability or diagnosed autism spectrum disorder. A number of the children funded did not meet this criteria.
- 4.8 During session 2007/08 prior to the council entering the SLA and subsequent contract with the third party, 25 providers received support directly from the council to enable them to support 77 children.
- 4.9 The report provided by the third party in May 2023 noted 28 children received support from January – March 2023. The key function of the third party therefore appeared to be distributing funding to services who applied rather than building capacity in the sector.
- 4.10 The annual cost of the contract from April 2022-March 2023 was £196,056.00. £120,000.00 was distributed by the third party to childcare providers.
- 4.11 The third party provided some training and upskilling of staff in afterschool settings however, this was minimal and their main function which was distributing funds to childcare providers which created a dependency within the afterschool settings of the need to have a member of staff working with children on a 1-1 basis before they would provide a place for the child.
- 4.12 The monitoring of the impact of the contract also highlighted that the role carried out by the Third party did not reflect changes in relation to the expansion of early years provision and the service delivered by the council's additional support for learning team. This resulted in some early years childcare providers receiving funding for children from both the third party and our own additional support audit process.
- 4.13 The third party previously contracted to provide this service shared details of the afterschool care settings who received funding for a total of 28 children to attend their service. When the service was brought in house from August 2023 all settings continued to receive funding for these children. One provider has had difficulty recruiting staff and we are supporting them with this. A further 6 children are accessing afterschool care since the programme was brought in house.
- 4.14 Following consultation with eleven afterschool care providers and ten parents we have created a new application process for providers. This has been sent out to over 100 providers along with details of training opportunities they can access.
- 4.15 There is no statutory requirement to provide financial or human resource to private businesses for any aspect of their service. Benchmarking suggests that there are

no other arrangements of this nature in the other local authorities. Rather, signposting advice to parents is the accepted means of ensuring private providers meet their duties under the Equalities Act (see 7.1)

Lessons Learned

- 4.16 This contract predates the establishment of the Contracts and Commissioning Team for CEJS, which has since been expanded. Officers involved in monitoring the impact of the contract with the third party did not have contract management experience or training to ensure the aims of the contract were being delivered and it provided best value for the council. The officer who logged the returns from the third-party contractor from April 2017 to March 2022, did not receive guidance on what to do with them. Senior officers were aware of the contract through budget listings and when the need to approve extensions were requested, but there was no formal process in place to inform them of the performance of the contract. All contracts need to be managed by appropriately trained officers with clear protocols for financial oversight.
- 4.17 The contract was initiated via the offices of the Additional Support for Learning Service, however was paid via the offices of the Early Years Service. Clear protocols should be in place for budget virements, with financial oversight.
- 4.18 When the officer with the remit for Inclusive Childcare Support retired, there was no arrangement to handover this part of their remit to ensure effective monitoring and scrutiny of the implementation of the contract. Senior Managers should review handover and induction arrangements.
- 4.19 The Roles, Remits and Responsibilities for all officers involved in Contract Management should be reviewed jointly by CEJS and Finance, this to include clarity for teams including Procurement, Contracts and Commissioning, Finance and the managers thereof.

5. Next Steps

- 5.1 The issues identified in 4.14 – 4.17 of this report have been shared with senior officers and arrangements are underway for the following to be in place by 01 December 2023:
 - A clear handover process is required when staff leave the council to ensure all aspects of their remit are fully taken over by an officer with the same level of responsibility, overseen by their line manager
 - Staff with a responsibility for managing contracts or supporting contract managers will be required to undertake appropriate training.
 - The Commissioning Team within the Children, Education and Justice services will be involved in all future contract management arrangements for the service.
 - Where contracts are in place, contract managing officers will be required to provide written information on the performance of the contract to senior officers

at agreed points to enable any issues to be addressed timeously and ensure the council maintains best value

- A statement setting out roles, remits and responsibilities for procuring, awarding, managing and reporting on contracts will be prepared

6. Financial impact

- 6.1 For the financial year from April 2023, £196,056.00 has been allocated from the early years revenue budget to provide support to afterschool care providers working with children with a disability or autism spectrum disorder.
- 6.2 There will be a cost associated with providing management of the service in-house through ASL officer time and administration of applications.

7. Equality and Poverty Impact

- 7.1 It is the responsibility of afterschool care businesses to meet legislation requirements under the Equality Act 2010 and businesses who refuse to provide places for children on the basis of their additional support needs are in breach of this legislation.
- 7.2 Providers can seek support in the form of advice from an additional support for learning officer, training, guidance and finance to enable one to one support.
- 7.3 This provision will potentially impact on equity of access to these supports when the allocated budget is reached.
- 7.4 Parents and carers of children registered disabled or with an autism spectrum disorder will be supported to access education, work or training through this support.

8. Climate and Nature Emergency Implications

- 8.1 There are no implications for the Climate and Nature identified as part of this report.

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

- 9.1 Afterschool care provider and parent representatives have been consulted on the in-house approach to providing support and the application process for this. All providers received details on how to apply for support this support during week beginning 23 October 2023.
- 9.2 A key risk of the use of council resources to provide non-statutory provision is that there may not be sufficient budget in the future to meet the demand.

- 9.3 Continuing to allocate budget for non-statutory provision risks the council's ability to address budgetary challenges and identify savings and efficiencies as outlined in the Financial Strategy and Medium-Term Financial Plan (MTFP) report June 2023.

10. Background reading/external references

- 10.1 [7.3 - MTFP and Financial Update.pdf \(edinburgh.gov.uk\)](#)
- 10.2 <https://democracy.edinburgh.gov.uk/documents/s61445/Item%204.1%20-%20Minute%20of%2031%20August%202023.pdf>

11. Appendices

None.

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Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Early Years– Response to motion at Full Council 28 September 2023

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the information in this report, in response to Councillor McKenzie's approved motion at the Full Council Meeting on the 28 September 2023
Please click on link for the full details of the approved motion:
<https://democracy.edinburgh.gov.uk/ieListDocuments.aspx?CId=150&MId=7084&Ver=4>
 - 1.1.2 Note that a full report on Early Years, covering the wide range of services and provisions for children and families across Edinburgh, will be coming to committee in January 2024.

Amanda Hatton

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Early Years– Response to motion at Full Council 28 September 2023

2. Executive Summary

- 2.1 The motion presented by Councillor McKenzie at full council committee on 28 September 2023 was agreed. This report is a response to the motion details of which are provided in appendix 1 of this report.

3. Background

Delivery of Early Learning and Childcare

- 3.1 The Education (Scotland) Act 1980 outlines the duties of the local authority to secure education for children under school age.
- 3.2 The local authority has a statutory duty to consult and plan on the delivery of early learning and childcare.
- 3.3 From August 2021, the council has had a statutory duty to provide all eligible children with 1140 hours of funded early learning and childcare. The principles of the delivery of these hours are Quality, Flexibility, Accessibility and Affordability.
- 3.4 The authority is required to consult with parents on the delivery of early years provision at least once every two years. The last consultation took place in November 2021 and was reported to the Education, Children and Families committee in March 2022. The consultation for November 2023 is currently live.

Funding for Early Learning and Childcare (ELC)

- 3.5 Councils receive funding for ELC from the Scottish Government through both core funding and a specific revenue grant. This reflects pre-existing arrangements where 600 hours was expected to be funded through core funding. A specific grant was introduced to fund the expansion from 600 to 1,140 hours.
- 3.6 Councils' total core funding covers a wide range of services. The Scottish Government calculates indicative spending assessments for each of these services, including ELC, with these assessments then informing the calculation of external grant support, taking account of anticipated revenues generated locally through Council Tax. Councils spend their total core funding in the way that best allows them to meet local needs and priorities, meaning that indicative core funding

for ELC does not need to be spent on funded ELC. In contrast, the specific grant is ring-fenced and must be spent on funded ELC.

- 3.7 The 1980 Act gives local authorities the power to provide discretionary early learning and childcare for children who do not meet the statutory eligibility criteria
- 3.8 Discretionary places are provided for our most vulnerable children where there are concerns regarding their safety or development.
- 3.9 Prior to June 2023, Heads of Early Years Centres had responsibility for the allocation of individual discretionary places. As referrals for discretionary places only went to a small number of early years centres, the Heads of these settings had greater responsibility and workload than other settings. They also did not have an overview of available places across the city, which meant that a gap in the co-ordination of the allocation of discretionary places creating lengthy waiting lists for our most vulnerable children to access a place.
- 3.10 To ensure our most vulnerable children can access a discretionary place as soon as possible and to reduce the workload of the Heads of Early Years Centres, senior officers in the central team, which includes the experience of two former Heads of Early Years Centres now have responsibility for this process as they have access to information on all applications for a discretionary place and details of the available places across the city.
- 3.11 Discretionary places are also allocated to 2 year olds who are homeless or living in temporary accommodation and those who have been supported through the Family Nurse Partnership service.

4. Main report

Delivery of Early Learning and Childcare

- 4.1 It is important to provide parents/carers with flexible options for the delivery of their funded hours and provide access to additional ELC that is accessible and affordable.
- 4.2 Feedback from our consultation with parents will help inform how we plan future delivery of early learning and childcare across the city.
- 4.3 The Strategic Programme Board which was formed to oversee the Medium-Term Financial Plan covering activity across the Council to deliver transformative savings over the next four years will also support our review of how early learning and childcare is delivered across the city.
- 4.4 This will ensure that we deliver our objectives of flexibility, affordability, quality and accessibility while ensuring that we meet the principles of best value

Funding for Early Learning and Childcare

- 4.5 Funding for 2022/23 was based on funding levels for 2021/22, with adjustments made to take account of:

- 4.5.1 changing circumstances, including more recent population data (lower numbers of eligible children than previously projected)
 - 4.5.2 change as a result of inflation
 - 4.5.3 Covid-19-related costs.
- 4.6 Using this approach, the Scottish Government calculated that the ELC budget needed would be at least £30 million less than allocated in the previous year. The Scottish Government therefore reduced funding for councils by £15 million compared with 2021/22 levels. It intended that councils use the remaining £15 million to support three priority areas as follows:
- 4.6.1 increasing the uptake of ELC by eligible two-year-olds
 - 4.6.2 mitigating the impact of Covid-19 on children eligible for funded ELC
 - 4.6.3 paying sustainable rates to funded providers (paragraph 73). £8.9 million of the £531 million specific revenue grant for ELC in 2022/23 was allocated to support the pilot of changes to deferring the start of school. This funding was distributed between the ten councils which were part of the pilot.
- 4.7 This combination of changed methodology, taking account of changes in population data, and less funding being available has impacted particularly on CEC and a small number of other councils, other council areas have benefited and now receive increased funding levels. The reduced funding levels for CEC are set out in the table below and were previously reported to committee in the Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare Report on 27 April 2023

Early Years Ring Fenced Funding

2021/22	£46,433,668
2022/23	£41,313,984
2023/24	£40,405,000

- 4.8 In 2023/24, the Scottish Government has allocated £9.1 million less to councils for funded ELC than in 2022/23. This is based on its calculation of the funding necessary for the expansion by modelling the numbers of eligible children and uprating for increased staff costs and inflation.
- 4.9 COSLA has however reported its concern that the reduction in funding specifically for ELC, and other pressures facing councils' core budgets, may affect ELC service delivery in future. While acknowledging that the number of eligible children is lower than previously estimated, it considers that lower numbers of children will not always equate to a reduction in costs, because of staffing ratios and fixed costs of delivery.
- 4.10 Both the Scottish Government and councils are facing increasing financial pressures, which will impact decisions on priorities and spending on ELC going forward. The current cost-of-living crisis and the Covid-19 pandemic have added to

these pressures. This is creating more pressure on public sector budgets and the need to identify further savings in addition to the substantial savings that both councils and the Scottish Government have already made across public services more widely.

Discretionary Early Learning and Childcare

- 4.11 34 local authority early years settings provide places for children under the age of 3 years old.
- 4.12 Prior to June 2023 applications for discretionary early learning and childcare places for children under 3 years of age were made directly to only 11 early years settings. This limited access to places for children and often when an application was approved for a discretionary place the child remained on the waiting list until a place became available.
- 4.13 Under GIRFEC, the Children's Partnership were working to improve the information sharing protocol between services. Members of the Children's Partnership (including NHS, Education and Social Work) agreed to review the process for allocation of discretionary places to ensure children who have the greatest level of need can access a place as soon as possible.
- 4.14 The new process, in place since June 2023, ensures applications for discretionary places are made through the GIRFEC process and information is appropriately shared and stored.
- 4.15 The new centrally managed process for the allocation of discretionary places has provided greater benefits to vulnerable children through:
 - 4.15.1 Accelerating access: for example, when an application has been approved for a child to access early learning and childcare, but the setting requested is already full, we have been able to provide another setting with places for the child to start.
 - 4.15.2 Widening access: Parents can now access a place in any one of our 34 settings that are registered for children under the age of 3 years old.
 - 4.15.3 Reducing workload: for the Heads of the 11 settings that discretionary places were limited to.

5. Next Steps

Delivery of Early Learning and Childcare

- 5.1 The Strategic Programme Board will provide support to ensure the delivery of early learning and childcare across the city aligns with the councils Medium Term financial plan.

Discretionary Early Learning and Childcare

- 5.2 Officers will continue to monitor the impact of the process for allocating discretionary places to ensure our most vulnerable children have access to provision timeously to improve outcomes and provide support for parents/carers.

6. Financial impact

- 6.1 The funding available to CEC for early Learning and Childcare has been subject to significant reductions over the last three years and we are now in a position where it is not sufficient to sustain the current level of expenditure in this area.
- 6.2 In common with the rest of the authority and the wider public sector there will be a requirement to examine all areas of expenditure to ensure that expenditure is brought back into line with the available budget.

7. Equality and Poverty Impact

- 7.1 The local authority meets its duties under the Education (Additional Support for Learning) (Scotland) Act 2004 when providing funded and discretionary early learning and childcare to children with additional support needs.
- 7.2 Parents/carers of our most vulnerable children no longer need to meet the cost of travelling out with their own area to access discretionary early learning and childcare.

8. Climate and Nature Emergency Implications

- 8.1 There are no implications for the Climate and Nature identified as part of this report.

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

- 9.1 Citywide consultation with parents/carers on the delivery of early learning and childcare is undertaken at least every 2 years. The outcome of the current consultation will be shared with the Education, Children and Families Committee.
- 9.2 The recommendations in this report impact on the Council's Financial Strategy and Medium-Term Financial Plan as reported to the Finance and Resources Committee on 20 June 2023.

10. Background reading/external references

- 10.1 [Edinburgh Poverty Commission – The City of Edinburgh Council](#)
- 10.2 [7.3 - MTFP and Financial Update.pdf \(edinburgh.gov.uk\)](#)

11. Appendices

N/A

Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Early Years Capital Programme Update

Executive/routine
Wards

1. Recommendations

- 1.1 Education, Communities and Families Committee is asked to note the contents of this report.

Paul Lawrence

Executive Director of Place

Contact: Robbie Crockatt, Strategic Asset Planning Manager

Email: Robbie.crockat@edinburgh.gov.uk, Tel: 0131 469 4051

Early Years Capital Programme Update

2. Executive Summary

- 2.1 This report provides an update on the delivery of the Council's Early Years 1140 Capital Programme by setting out the status of projects within the programme, the financial pressures that remain in the delivery of the last phases of the programme and the ways in which these pressures are being addressed.

3. Background

- 3.1 In October 2016, the Scottish Government published 'A Blueprint for 2020 – The Expansion of Early Learning and Childcare (ELC) in Scotland' that outlined their plans to increase funded hours of early learning and childcare from 600 hours to 1140 hours by 2020. The Government's vision was to deliver high quality, flexible ELC which is affordable and accessible for all.
- 3.2 The City of Edinburgh Council was allocated £39.484m of capital funding from the Scottish Government to support the expansion of nurseries to provide the increased funded hours.
- 3.3 In [March 2022](#), Committee considered the "Early Years 1140 Capital Programme Update" report which set out the delays being experienced in the delivery of projects and the potential impact of rising costs.
- 3.4 This report provides a further update on the delivery of the Early Years 1140 hours capital programme.

4. Main Report

Early Years 1140 Capital Programme Projects

- 4.1 Appendix 1 provides detail on all projects that currently form the Early Years 1140 capital expansion programme. Over the past five years, 25 individual projects have been delivered including eight new or replacement nurseries and the establishment of a Forest School network.

- 4.2 There are currently nine ‘live’ projects in the Early Years 1140 capital programme. Three of these are new nurseries focused on partnership working and improving transition. These are:
- A community hub at Ratho, incorporating Early Years, Library and community space;
 - The Macmillan Hub in Pennywell which will create the Council’s largest Early Years facility in a building shared with library services and North Edinburgh Arts; and
 - A large nursery as part of a new early level campus at Kirkliston.
- 4.3 Market conditions, the impact of COVID-19 and rising inflation experienced since 2018 has made delivery of this Early Years Programme particularly challenging and placed pressure on the available budget. The original Scottish Government allocation of £39.484m has been supplemented by realignment of unspent revenue funding resulting in an increased capital budget of £65.3m.
- 4.4 Despite this increase in the overall capital budget and the removal of some projects, estimates suggest a total programme cost of £66.10m. While this total includes £3.1m of contingency, it is anticipated that costs associated with several of the uncommitted ‘live’ projects (projects not yet under construction) will continue to rise. For this reason all ‘live’ projects that are uncommitted remain under review.
- 4.5 Projects that have been removed from the programme since the update in March 2022, and the rationale for their removal, are summarised in Table 1 below:

Table 1: Early Years 1140 Projects Removed from programme

Project Name	Project Description	Rationale for Removal
Currie Primary School	Refurbishment Works (minor)	Further investigation showed insufficient space for works proposed.
Echline Primary School Nursery Class	New Build - Replace Existing	Alternative provision planned (new primary school at Builyeon Road).
Greengables Nursery School	Refurbishment Works	Potential site for new Greendykes Primary School.
Sighthill Primary School Nursery Class	New Build - Replace Existing	Relocation of modular building has provided capacity. Potential redevelopment of Calderglen nursery.
Stanwell Nursery School	Refurbishment Works	Scope of works not possible due to decant requirements.

5. Next Steps

- 5.1 Projects at Ratho, Pennywell and Kirkliston will be completed over the next six months. Further evaluation of the costs likely to be incurred on uncommitted projects will be assessed in light of pressures on the overall programme budget.

6. Financial impact

- 6.1 The original Capital Grant from the Scottish Government to allow expansion to 1140 hours of ELC was £39.484m. The delay in the delivery of the programme has resulted in underspend in the Scottish Government's revenue grant that has been transferred to capital to cover increasing costs. Up to the end of financial year 2020/21, this resulted in a further £16.245m being added to the capital budget. A further £9.6m was added in financial year 2021/22. This cumulatively increases the available capital budget for Early Years expansion to £65.329m
- 6.2 The previous section set out that the estimated cost of the full programme exceeds the available budget by £0.8m. However, the estimated cost of the full programme includes £3.1m of contingency suggesting that, if further cost increases could be avoided on remaining 'live' projects, the programme should be deliverable in its current form. Unfortunately, recent experience suggests that further cost increases should be anticipated. Consequently, tight monitoring on project costs is required and it may be necessary to prioritise within uncommitted projects to release budget from one project to support delivery of others. This requirement will continue to be assessed.

7. Equality and Poverty Impact

- 7.1 The purpose of the Early Years 1140 Capital Programme is to facilitate the delivery of high quality, flexible ELC which is affordable and accessible for all. The planning of new infrastructure considers not only the capacity to provide places but also the flexibility it will provide in offering parents a choice in how they access their entitlement.
- 7.2 Accordingly, reducing the scope of the Early Years 1140 programme to meet budgetary pressures will not prevent the Council from meeting its statutory requirement to provide places for eligible children; however, it may limit the flexibility for parents. For example, a child may not be able to attend their closest Early Years setting because the hours available do not fit with the parents' working patterns.
- 7.3 The Early Years 1140 programme was developed with a focus on ensuring sufficiency of places and flexibility in areas of greatest deprivation. This is to ensure that access to appropriate provision is available within all neighbourhood's and that that access is equitable with more affluent areas of the city where private nurseries and choice may be more abundant.

8. Climate and Nature Emergency Implications

- 8.1 All new Early Years settings are built according to the environmental standards required at the time of their design and with cognisance of the Council's Net-Zero targets.

- 8.2 Outdoor play, learning and exploration are at the heart of Edinburgh's Early Years settings. A significant part of the programme has been the development of a network of Forest Kindergarten's and the careful creation of high-quality outdoor settings.
- 8.3 Internal spaces are designed to biophilic principles with free flow between indoor and outdoor spaces promoting independent exploration of external environments.
- 8.4 This heavy focus on the design of outdoor spaces and natural environments is to embed within children's learning and experiences an appreciation and understanding of nature and the outdoors. It is recognised that one of the single most effective ways of addressing climate and nature emergencies is through education.

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

- 9.1 Engagement with communities has been undertaken on a project by project basis according to the needs of the community and the type of project being delivered.

10. Background reading/external references

- 10.1 None.

11.1 Appendices

- 11.1 Appendix 1- Early Years 1140 Hours Capital Programme.

APPENDIX 1: Early Years 1140 Hours Capital Programme

Project Name	Project Description	Project Status	Estimated Completion Date	Cost Estimate October 2023 (£)
Abbeyhill PS Nursery Class	Refurbishment Works	Complete	15-Aug-19	25,000
Bonaly Forest School	Forest School (Relocate Clifton Yurt to Bonaly)	Complete	1-Aug-21	20,000
Brunstane Primary School Nursery Class	Refurbishment Works	Complete	1-Oct-19	476,555
Cammo Forest School	Forest School	Complete	15-Feb-21	98,399
Castleview Avenue	Forest School	Complete	22-Jan-21	100,719
Clifton Hall Forest School	Forest School	Complete	1-Aug-18	38,000
Clovenstone Primary School Nursery Class	Refurbishment Works	Complete	17-Apr-23	86,000
Corstorphine Hill Forest School	Forest School	Complete	22-Jan-21	114,157
Craigentenny Primary School Nursery Class	New Build - Replace Existing	Complete	15-Dec-22	5,753,397
Craigmillar Forest School (Castlebrae High School)	Forest School	Complete	22-Jan-21	108,310
Dean Park PS Nursery Class	Refurbishment Works	Complete	30-Nov-21	344,114
Granton Primary School Nursery Class	New Build - Replace Existing	Complete	14-Sep-22	5,977,104
Moffat Early Years Centre	Refurbishment Works	Complete	6-Aug-20	76,800
Nether Currie PS Nursery Class	New Build	Complete	1-Aug-22	3,543,848
New Broomhills PS Nursery Class	New Build - part of new PS	Complete	1-Aug-21	1,279,246
New South Edinburgh PS Nursery Class	New Build - part of new PS	Complete	1-Aug-22	1,352,620
New Victoria Primary School	New Build - part of new PS	Complete	17-Jan-22	1,333,479
Newbattle Forest School	Forest School	Complete	15-Aug-20	15,000
Prestonfield Primary School Nursery Class	Refurbishment Works	Complete	1-Jul-20	280,257
Queensferry Forest School	Forest School	Complete	22-Jan-21	117,536
Queensferry Primary School Nursery Class	Refurbishment Works	Complete	9-Jan-20	219,674
Sighthill Primary School Nursery Class (TU)	Temporary Unit	Complete	15-Feb-19	413,032
St Cuthbert's RC Primary Nursery Class (TU)	Temporary Unit	Complete	12-Aug-19	249,537
St John Vianny Primary School Nursery Class	New Build - Replace Existing	Complete	16-Dec-22	5,272,115
St Marks Primary School Nursery Class	New Build - Replace Existing	Complete	9-Dec-22	5,116,836
Broughton Primary School Nursery Class (Powderhall)	New Build - Replace Existing	Tender Evaluation	22-Apr-25	6,076,294
Carrick Knowe Primary School Nursery Class	New Build - Extension	Pre-tender	22-Apr-25	3,985,027
Craigroyston HS Cluster (Pennywell)	New Build – Macmillan Hub	Under Construction	15-Mar-24	6,542,000
Gilmerton PS Nursery Class (Spinney Lane)	New Build - Extend Existing	Pre-tender	31-Oct-24	4,198,127
Kirkliston NS	New Build – Early Level Campus	Under Construction	1-Feb-24	4,819,850
Lauriston Castle Forest School	Forest School Accommodation	In Development	1-Aug-24	50,000
Liberton Nursery	Refurbishment Works (staff toilet)	In Development	1-Aug-24	33,600
Ratho Primary School Nursery Class	New Build – Community Hub	Under Construction	29-Feb-24	3,905,978
Refurbishment / reinstatement of production kitchens	Granton Production kitchen	Under Construction	22-Dec-23	770,085
Currie PS	Refurbishment Works (minor)	Removed from the programme	-	4,000
Echline Primary School Nursery Class	New Build - Replace Existing	Removed from the programme	-	144,000
Greengables Nursery School	Refurbishment Works	Removed from the programme	-	-
Sighthill Primary School Nursery Class	New Build - Replace Existing	Removed from the programme	-	-
Stanwell Nursery School	Refurbishment Works	Removed from the programme	-	40,000

Subtotal **62,980,696**

Contingency 3,088,107

TOTAL 66,068,803

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Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Cameron House Nursery Closure Proposal

Executive/routine
Wards

Executive
15 – Southside/Newington

1. Recommendations

- 1.1 Education, Children and Families Committee is asked to approve:
- 1.1.1 Undertaking a statutory consultation, according to the terms of the Schools (Consultation) (Scotland) Act 2010 as amended, proposing the formal closure of Cameron House Nursery School; and
 - 1.1.2 Giving delegated authority to the Executive Director of Children, Education and Justice Services to finalise and publish the draft statutory consultation paper (Appendix 1) proposing the formal closure of Cameron House Nursery School, subject to any changes agreed by this Committee.

Paul Lawrence

Executive Director of Place

Contact: Robbie Crockatt, Strategic Asset Planning Manager

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

Cameron House Nursery Closure Proposal

2. Executive Summary

- 2.1 Cameron House Nursery School was registered as 'inactive' in 2019 as there were only four children due to attend. The four children moved to nearby Prestonfield Nursery and Cameron House has remained 'inactive' since. With capacity available at Prestonfield Nursery, Cameron House is now no longer required. The significant maintenance investment required for the Cameron House nursery building does not offer best value for the Council. No other Council service has expressed an interest in using the Cameron House nursery building.
- 2.2 Committee approval is sought to progress a statutory consultation proposing the formal closure of Cameron House Nursery School. The consultation will be conducted according to the requirements set out in the Schools (Consultation) (Scotland) Act 2010 as amended.

3. Background

- 3.1 Cameron House Nursery School is located within the Prestonfield area of the city. Access to the building is via a steep staircase off Cameron House Avenue. There is no vehicular access to the site.
- 3.2 Cameron House Nursery School is located 300 metres from Prestonfield Primary School where there is recently expanded nursery provision.
- 3.3 In 2019, Cameron House Nursery's roll had dropped to four children who moved to the nearby Prestonfield Nursery. Cameron House Nursery was registered as 'inactive' and has not been in use since.

4. Main report

- 4.1 Cameron House Nursery was registered with the Care Inspectorate to provide a maximum of 28 places.
- 4.2 Demand for nursery places in the area peaked in 2022 and is predicted to fall over the next two years, not reaching the levels experienced in 2022 for at least 10

years. Given current provision has met this peak demand, there is no need to mothball Cameron House Nursery for future capacity requirements.

- 4.3 Prior to becoming 'inactive' in 2019, the number of children attending Cameron House Nursery had been falling due to more accessible provision in the area including the newly expanded nursery classes at Prestonfield Primary School.
- 4.4 In September 2023, the Cameron House Nursery building was vandalised and suffered fire damage. There are concerns locally that the empty building will continue to attract anti-social behaviour.
- 4.5 Accordingly, with no requirement for the capacity offered by the Cameron House Nursery building; poor accessibility to the site; ongoing costs associated with an old building; the investment required to bring it into operational use; and the potential for it to attract anti-social behaviour; it is proposed that Cameron House Nursery be formally closed.
- 4.6 Enquiries to date suggest no interest from other Council services in retaining the building for other operational purposes. Final recommendations on the future use of the building will be made in the outcomes report following the statutory consultation process.

5. Next Steps

- 5.1 Should Committee approve the recommendations in this report and subject to any changes requested by Committee, the draft consultation paper, attached as Appendix 1, will be finalised for sign-off by the Executive Director of Children, Education and Justice Services. The paper would then be distributed to affected stakeholders as part of a statutory consultation process.
- 5.2 The consultation, which will be conducted according to the requirements of the Schools (Consultation) (Scotland) Act 2010 as amended, will run for a six week period from Monday 13 November 2023 to Friday 22 December 2023. During this time, people will be invited to give their views on the proposal either in writing or at a public meeting.
- 5.3 A report setting out the outcomes of this consultation would be returned to the Education, Children and Families Committee in April 2024.

6. Financial impact

- 6.1 This paper seeks approval to progress a consultation. 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.
- 6.2 However, in the long-term, disposal of the Cameron House Nursery building as an outcome of the consultation process could result in a capital receipt for the Council

and a reduction in revenue costs, while retaining the building would commit the Council to the costs associated with upgrading and maintaining it.

7. Equality and Poverty Impact

- 7.1 Should Committee approve the recommendations in this report, an Integrated Impact Assessment (IIA) will be undertaken as part of the 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 incorporated 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 16 April 2024. This will allow Committee to consider whether the process followed has met the appropriate equality standards, policies and legislation and how any recommendations have considered these requirements.

8. Climate and Nature Emergency Implications

- 8.1 This report seeks approval to progress a consultation only. The decisions taken by the Education, Children and Families Committee in approving the recommendations 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, disposal of the Cameron House Nursery building as an outcome of the consultation process could contribute to the Council's Net Zero targets.

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

- 9.1 This report seeks approval to progress a consultation that will allow the Prestonfield and other communities to have their say on the future of Cameron House Nursery. Accordingly, the recommendation that this consultation be approved to progress is consistent with the Council's commitment to ensuring that everyone's voices are heard and listened to.
- 9.2 The consultation 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 for a closure such as is proposed are set out in full in the Act.

10. Background reading/external references

- 10.1 No background reading or references are available.

11. Appendices

- 11.1 Appendix 1: Draft Statutory Consultation Paper proposing the closure of Cameron House Nursery.



Proposal to Close Cameron House Nursery.

Affecting Prestonfield Primary School Nursery

This consultation paper is divided into the following sections:

1. Introduction
2. Background and Context
3. Roll Projections, Catchment Data and Capacity Analysis
4. Details of Proposal
5. Implications for Existing Early Years Provision
6. Educational Benefits
7. Financial Considerations
8. Indicative Timescales
9. Consultation Process

Appendices

1. Location Map
2. Response Questionnaire

1 Introduction

- 1.1 This consultation paper sets out the rationale for, and implications of, the proposal to close Cameron House Nursery. The paper sets out the consultation process and the means and timescales for making representations.
- 1.2 In summary the proposal is to close Cameron House Nursery which has not been in use since 2019.
- 1.3 Comments on the proposal should be submitted by close of business on Friday 22nd December 2023. A response questionnaire is available online for this purpose which respondents are encouraged to use. The questionnaire can be completed online via the Council Consultation Hub:
www.edinburgh.gov.uk/cameronhousenursery



A paper copy of the questionnaire is attached in Appendix 2 and this can also be submitted by e-mail or post to the addresses set out in Section 8 of this paper.

- 1.4 One public meeting will be held as follows.

Venue: Prestonfield Primary School, Wednesday 29th November 2023 6.30pm to 8.30pm

- 1.5 Further details of which are provided in Section 11.

2 Background and Context

- 2.1 In 2019, Cameron House Nursery's role had dropped to four children. The four children moved to the nearby Prestonfield Nursery and Cameron House Nursery was registered as 'inactive'. It has remained unused since. The map in Appendix 1 shows Cameron House Nursery's location and surrounding Early Years Facilities.
- 2.2 Prior to 2019, the number of children attending Cameron House Nursery had been falling due to more accessible provision in the area including the newly expanded Nursery at Prestonfield Primary School some 300 metres away.
- 2.3 Cameron House Nursery was registered with the Care Inspectorate, providing 28 places. It is accessed via a steep lane and steps which is not fit for purpose. There is no vehicular access to the site.
- 2.4 Cameron House Nursery was built in 1937 and has 'B' listing status due to the stained-glass panels, designed and made by renowned Scottish artist William Wilson.
- 2.5 A condition survey, carried out in July 2023, identified over £311k of required remedial and repair works. The majority of identified work is to deal with areas of the building scored as 'Poor' (C) or 'Bad' (D). Due to its age and listed status, it would also require significant investment to improve the building's efficiency and reduce its carbon footprint.

3 Roll and Capacity Analysis

- 3.1 This section considers the historic, current and predicted demand for nursery places in the Prestonfield area.
- 3.2 The Council's 20-minute neighbourhood principle which suggests journey times of 10 minutes to a destination.
- 3.3 Table 1 shows the nursery provision within 10 minutes' walk of Cameron House Nursery and their current occupancy. Appendix 1 shows a map of these locations.

Table 1: Current Nursery Capacity, Roll and Occupancy Percentage

Nursery	Registered Capacity	Funded Children	Occupancy Rate	Distance
Prestonfield	64	59	92%	5 mins
Little Monkeys	60	29	48%	7 mins
St. Margarets	121	74	61%	10 mins

- 3.4 Further afield are Craigmillar EYC, Arcadia, Newington, Strawberry Hill and Greendykes EYC.
- 3.5 Table 1 also illustrates there is sufficient capacity within the current area to meet current need. Every child will have access to 1140 hours of funded early learning and childcare in the Prestonfield area.
- 3.6 In 2019, Cameron House Nursery only had four children registered. They subsequently moved to Prestonfield Nursery and Cameron House Nursery was registered as 'inactive'.
- 3.7 Demand for Nursery spaces in the area reached a peak in 2022 and is predicted to fall over the next two years (see Table 2 below). The prediction is that demand will not rise to the levels seen in 2022 over the next ten years. Given current provision has met this peak demand there is no requirement for Cameron House Nursery to deliver Nursery services.
- 3.8 There are no significant housing developments in the Prestonfield area planned.

Table 2 Historic and Predicted Demand for 3-4 year olds – Prestonfield Area

Historic max demand for places is as follows:

2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
120	124	115	109	94	96	82	86	88

Projected demand for 3-4 year-old places is as follows:

2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
57	61	79	80	80	80	80	80	80	80

4 Details of Proposal

Summary

- 4.1 The previous sections in this paper have established there is no requirement for the building as a nursery.
- 4.2 Given the above, it would not be best value to fund the remedial work and ongoing service costs the building requires.
- 4.3 It is proposed to formally close Cameron House Nursery.

5 Implications for Existing Nursery Provision

- 5.1 Cameron House Nursery has been unused since 2019 when the four registered children moved to Prestonfield Nursery. There is no further impact on Prestonfield Nursery from these proposals.
- 5.2 Cameron House had a limited number of registered spaces and access was difficult. It is no longer a building fit for use as a Nursery.
- 5.3 Previous sections in the paper have demonstrated there will be no impact on Nursery provision in the future.

6 Educational Benefits

- 6.1 There will be no impact on Nursery provision in the area, as previously illustrated.

7 Financial Considerations

- 7.1 A previous condition survey in 2017 reported £100,000 of essential works were required. In 2023, the essential works required is £311,000. With no predicted use for the building as a Nursery, it is not best value to carry out these works.
- 7.2 The £311,000 investment required are essential works and the building would require further investment to improve energy efficiency and meet modern Nursery standards.
- 7.3 In its last full year of operation, the building required £13,500 for services and general maintenance.
- 7.4 A fire was started on the Cameron House site on 1st September 2023 which resulted in minor damage. It is an ongoing concern that the empty building will continue to attract anti-social behaviour and the resultant costs this may incur.
- 7.5 By formally closing Cameron House Nursery, it will allow the future of the building to be determined.

8 Indicative Timescales

8.1 The timescales for the potential closure of Cameron House Nursery are detailed in Table 2 below.

Table 2: Indicative Timescales

Conclusion of consultation	December 2023
Education Scotland Review	January 2024
Outcomes Report to Education, Children and Families Committee	April 2024

8.2 If the proposals in this paper are approved by the Education, Children and Families Committee in April 2024 and the Scottish Government do not call-in the proposal then the Cameron House Nursery building would formally be closed in April 2024.

8.3 If the City of Edinburgh Council approves the closure of Cameron House, following the consultation period, it must notify the Scottish Government. A notice of the decision will appear on the Council's website with links for stakeholders wishing to make representations to the Scottish Ministers.

8.4 The Scottish Government can 'call in' a decision made by the Council for review. This could result in a delay in a final decision being made by 9 weeks up to a maximum of 17 weeks.

8.5 Scottish Ministers can approve, approve with conditions, refuse the decision or potentially ask the Council to repeat the consultation with measures taken to address any concerns in the process.

8.6 Full information on the process can be found here:

<https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/pages/4/>

9 Consultation Process

9.1 The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, 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 (including nursery).

9.2 The prescribed consultees vary for each of the above. 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. Accordingly, consultees will be as follows (where relevant):

- the Parent Council of any affected school and;
- the parents of the pupils at any affected school and nursery;
- the parents of any children expected to attend any affected school within two years of the date of publication of the proposal paper;
- the staff (teaching and other) at any affected school and nursery;
- any trade union which appears to the education authority to be representative of the staff (teaching and other) at any affected school;
- the community councils (if any);
- the Roman Catholic Church;
- local residents, adjacent to the building
- any other users of any affected school that the education authority considers relevant.

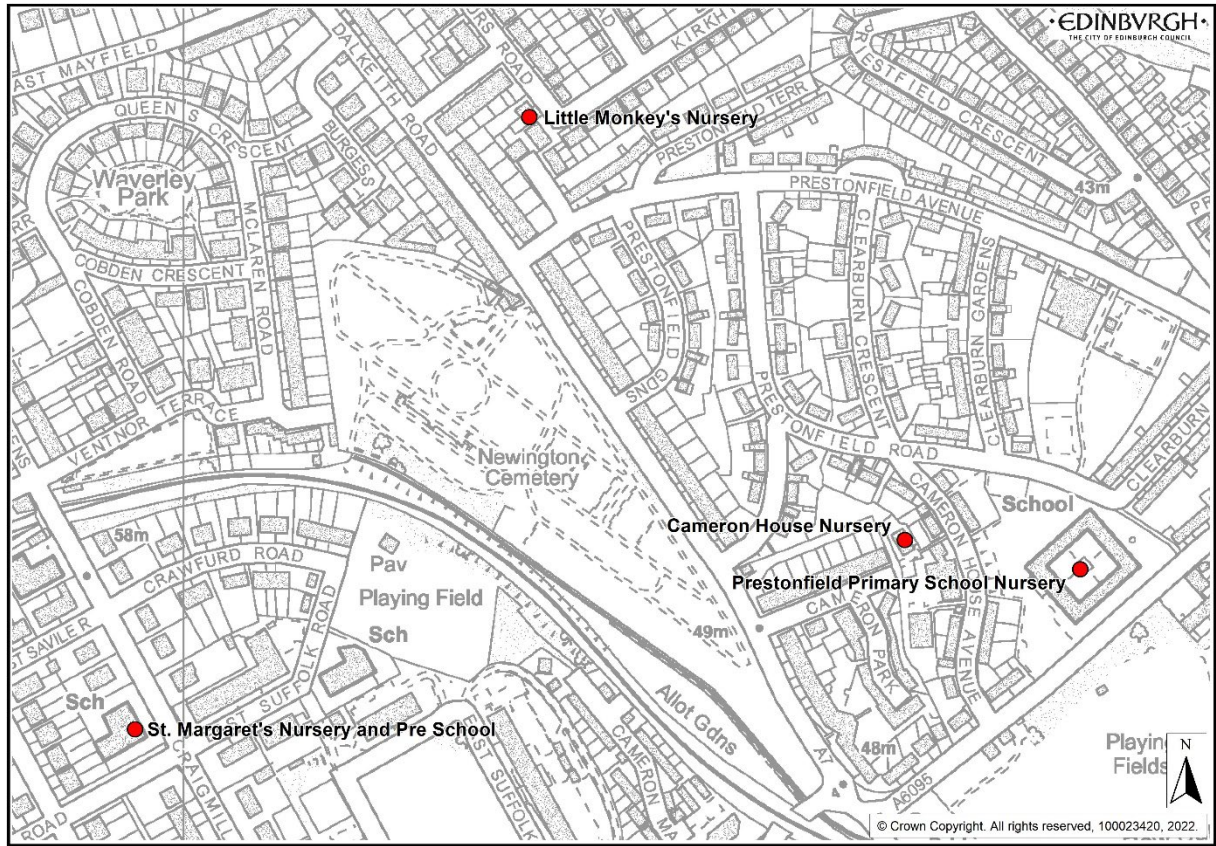
9.3 The consultation period will run for a 6 week period from Monday 13th November 2023 to Friday 22nd December 2023 and the paper will be made available electronically and in paper format and copies will be available for inspection at the Council Offices at Waverley Court, at Newington and Central Library and at the schools affected by the proposals.

9.4 A public meeting will be held in respect of the proposal which will give interested parties a more formal opportunity to express their views. Representatives of the Council will be present at the meeting to outline the proposals, assist discussions and answer questions. A record of each public meeting will be taken by the Council.

Venue	Date	Time
Prestonfield Primary School	Wednesday 29 th November 2023	6.30pm – 8.30pm

- 9.5 All comments received will be recorded and represented in the final report regarding the outcomes of the consultation, along with the Council's response to those comments. Individual responses will not be provided to submissions made during the consultation.
- 9.6 The Council's Consultation Hub will contain information on the consultation and can be found here: www.edinburgh.gov.uk/cameronhousenursery
- 9.7 Respondents are encouraged to use the response questionnaire which has been produced and is provided in Appendix 2. The response questionnaire can be completed online at: www.edinburgh.gov.uk/cameronhousenursery
Responses can also be e-mailed directly to Cameronhousenursery@edinburgh.gov.uk or posted to the following address:
- Scott Campbell
Learning Estate Planning Officer
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:3
4 East Market Street
Edinburgh EH8 8BG
- 9.8 All responses, whether by letter, e-mail or using the online questionnaire should be received by no later than close of business on Friday 22nd December 2023.
- 9.9 Once the public consultation phase finishes, details of the representations received will be issued to Education Scotland for their consideration of the educational effects of the proposals. Education Scotland will issue a report on their findings which will be included in the final Council report on the consultation.
- 9.10 Following the conclusion of the consultation period and after consideration of the representations received and the views of Education Scotland on the educational benefits of the proposal, a report on the Outcomes of the Consultation will be presented to the Council for consideration. The report will be made publicly available, and notification will be given to those individuals or groups that have made representations during the consultation period. The report will include a summary of written representations received during the consultation period and representations made at the public meeting along with the Council response to representations made and to any issues raised by Education Scotland.
- 9.11 It is anticipated that the consultation report, setting out recommendations, will be presented to a Meeting of the Council in January 2023. The report will be published three weeks in advance of the Council meeting.

APPENDIX 1 – Location



APPENDIX 2 – Response Questionnaire

Statutory Consultation on the Proposal to Close Cameron House Nursery in the Prestonfield area of the city.

Introduction

The full details of the proposal are available in the statutory consultation paper which you should read before completing this questionnaire. The statutory consultation paper is available online at: www.edinburgh.gov.uk/cameronhousenursery and copies are available in the affected schools and local libraries.

Why we are consulting?

The Council has a legal obligation to carry out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The proposal put forward will have implications for families and we want to hear the views of anyone affected. All comments made during the statutory consultation period will be recorded and represented in a final report anticipated to be considered by Council in January 2023.

This questionnaire should be completed and returned by no later than close of business on Friday 22nd December 2023. All personal information in the questionnaire is for internal use only and will not be made public however the responses to questions 6 and 7 may be reflected either in whole, or in part, in the report to Council but on an anonymised basis. The questionnaire can be completed online at the following link: www.edinburgh.gov.uk/camerounhouse nursery or can be completed in the following pages and returned to the following address:

Scott Campbell
Learning Estate Planning Officer
City of Edinburgh Council
Council Headquarters
Waverley Court
Level 1:3, 4 East Market Street
Edinburgh EH8 8BG

Responses can also be made in writing to the address above or by e-mail to the following address cameronhousenursery@edinburgh.gov.uk.

Question 1

What is your name?

Name

Question 2

What is your email address? (Optional)

Email

Question 3

What is your postcode?

Postcode

Question 4

What is your main interest in the consultation?

Please select (tick) all items that apply:

- Parent/Carer of school child
- Parent/Carer of pre-school child
- School/Nursery Staff
- Pupil
- Local resident
- Local organisation
- Other

If you are answering on behalf of an organisation, or for other reasons, please explain below.

Question 5

Do you have a child or children in a nursery or school at the moment?

Please select (tick) only one item.

Yes

No

Undecided

If yes, please tell us the name(s) of their school or nursery classes.

Prestonfield Primary School

Prestonfield Primary School Nursery Class

Other (please specify below)

Question 6

Do you support the proposal as detailed in the statutory consultation paper?

Please select (tick) only one item.

Yes

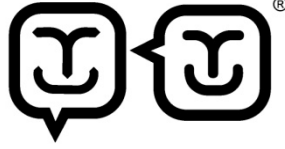
No

If you do not support the proposal, please give your reasons below:

Question 7

Do you have any other comments or suggestions?

Comments or suggestions can also be emailed to cameronhousenursery@edinburgh.gov.uk.



HAPPY TO TRANSLATE

আনন্দের সঙ্গে অনুবাদ করব ترجمہ کے لئے حاضر

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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Education, Children and Families Committee

10:00am, Tuesday, 7 November 2023

Children's Services Improvement Plan and Edinburgh Residential Services Improvement Plan Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked:
 - 1.1.1 To note the positive progress made against the Children's Services Improvement Plan, and the Edinburgh Residential 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

Contact: Kathy Henwood, Service Director of Children, and Justice Services

E-mail: Kathy.Henwood@edinburgh.gov.uk

Contact: Steve Harte, Head of Corporate Parenting

E-mail: steve.harte@edinburgh.gov.uk

Children's Services Improvement Plan and Edinburgh Residential Services Improvement Plan Update

2. Executive Summary

- 2.1 Progress has been made in all areas of the Children's Services Improvement Plan. In some areas progress has not been as expected, this primarily relates to delays in getting key staff into post.
- 2.2 This report sets out the continuous improvements in the Edinburgh Secure and Residential Services Improvement Plan from the last report that went to the Education, Children and Families Committee in September 2023.

3. Background

- 3.1 The Executive Director led significant due diligence activity which resulted in a self-assessment and Improvement Plan for Children's Services. This was shared as a B agenda with Committee on 27 April 2023. Updates will continue to be reported at each committee cycle.
- 3.2 On 15 November 2022 the Education, Children and Families Committee requested that the Executive Director of Education and Children's Services would:
 - 3.2.1 Continue to deliver on the Edinburgh Secure Services and Residential Services Improvement Plan; updates have been shared with members.
 - 3.2.2 Continue to report at each cycle the ongoing improvement work.

4. Main Report

- 4.1 Several actions within the Children's Services Improvement Plan are now complete or progressing well. Although delays in recruitment continues to be an issue in some areas, plans have been put in place to mitigate this including reallocation of cases and a review of demand and capacity to ensure best use of resources.
- 4.2 The Practice Standards have been finalised and implemented and will now be a fundamental part of reporting on our performance measures.

4.3 Significant achievements have been made in delivering and sustaining our Edinburgh Secure Services and Residential Services Improvement Plan. Progress is as follows using a Red, Amber, Green scale:

Red = 3 (3% of Actions)

Amber = 15 (17% of Actions)

Green = 42 (47% of Actions)

Completed Actions = 30 (33% of Actions)

4.4 The Care inspectorate have completed three Care Inspections since the last Committee, Seaview Residential House for Children with a Disability; Heathervale Residential House for Children; and Adoption, Fostering and Continuing Care Services. Published Inspection reports for Seaview and Adoption, Fostering and Continuing Care are on the Care inspectorate website; verbal feedback has been received on the inspection of Heathervale. A consistent theme of feedback from recent Care Inspections of our children's houses is that our children in our care state they feel safe, loved, and respected.

4.5 Seaview Residential House was assessed as follows:

How well do we support children and young people's rights and wellbeing? Grade 5 – very good

4.6 Adoption Services were assessed as follows

How well do we support people's wellbeing? Grade 3 – adequate

How well is our care and support planned? Grade 4 – good.

4.7 Fostering Services were assessed as follows

How well do we support people's wellbeing? Grade 4 – good

How well is our care and support planned? Grade 5 – very good

4.8 Continuing Care/Adult Placements were assessed as follows

How well do we support people's wellbeing? Grade 4 – good

How well is our care and support planned? Grade 4 – good.

4.9 **Aberlour and Kibble update** (request following Motion by Councillor Lesley Marion Cameron at Full Council on the 24 November 2023 “To request a progress report to the next Education, Children & Families Committee after the conclusion of the review”).

When we undertook the Pilot alongside colleagues throughout Scotland we anticipated that the main service that would benefit would be Edinburgh Secure Services. Although Edinburgh no longer has a secure house, we have shared the learning gained with managers of all of our houses and will continue to monitor changes to practice and ensure training is geared towards Rethinking Restraint. Whilst other houses rarely ever engage in restraint, the tools and approaches to

deescalate, engaged and connect with heightened behaviour is useful in all residential care settings

- 4.10 The specialist Disability Foster Care team at City of Edinburgh Council has won a prestigious Fostering Excellence Award, recognising their exceptional contributions to foster care. They were awarded The Fostering Network Award for a Social Work Team at The Fostering Excellence Awards.

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 decision making 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 Plans will remain live documents 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 Children's Services 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 10/10/2023		
<p>Improve team working and develop a learning culture</p> <ul style="list-style-type: none"> 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. 	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.	Recruitment continues to be an issue. Child protection cases are currently being reallocated to ensure timely intervention in line with need. Work on integrated Front Door continues with HSCP colleagues. Visits arranged to neighbouring authorities to share good practice models.		
<ul style="list-style-type: none"> Team to be physically co located with their managers and rota to build in time for team meetings and collaborative time. 	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. Questionnaire currently out to all staff.	Use of space and place within Waverley Court, City Chambers and Locality Offices still subject to ongoing review and short term moves in line with identified need. A Development Day has been held and further dates in calendar, Family Based Care Team now relocated to Drumbrae allowing closer working alignment with social work practice teams colleague. Further team movement is part of wider review through Our Future Work		
<ul style="list-style-type: none"> 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	As above, this is being progressed alongside the Our Future Work developments.		
<ul style="list-style-type: none"> 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.	Recruitment still being progressed, GIRFEC and Child Protection processes being reviewed to ensure timely and appropriate response from all partners. Critical Review of child wellbeing into child protection across the partnership to inform future working is now in place.		
<ul style="list-style-type: none"> Development of reflective group learning offer to support team development and consistency of practice. 	CSWO	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.	Practice Standards finalised and implemented and will be part of performance measure reporting and included Development Days scheduled.		
<p>Manager oversight from CEC manager on all case decisions in place</p> <ul style="list-style-type: none"> Ease note type will be used for management oversight Nothing will be closed or passed to a practice team without manager signing this off. 	HOS Early intervention	1st March 1st April	On going Review effectiveness June 2023	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	Practice Standards finalised and implemented and will be part of performance measure reporting.		
<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. 	HOS Early intervention	April 2023 April 2023	September 2023 September 2023	Children get a timely response which supports prevention.	Reduction in work going to practice teams No cases on a wait list Decisions making within 24 hours	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 opportunities for staff in the	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.	Practice Standards finalised and implemented and will be part of performance measure reporting. This work is under further review to provide assurance of compliance.		
<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. 	As above	Apr-23	Sep-23	Front door resilient and well-staffed	Reduction in cases which transfer to practice teams Reduction in staff sickness	Initial open day planned for 3rd May. Comms plan in development for revised campaign.	Successful recruitment at team leader level with high demand for these posts but 5 social work vacancies remain	Reallocation of cases work and wider service review. Ongoing Absence Support Panels held at Senior Management Level and part of monthly performance reporting to HOS. Active recruitment continues with support from HR colleagues.	-34%	-47%
<p>Assessment pod in place as a test of concept model</p> <ul style="list-style-type: none"> Rod 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. 	HOS Early intervention - Change project lead	Mar-23	May 2023 - formal review	Early support and assessment in place which links to community capacity	Reduction in work going to practice teams No cases on a wait list		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.	This is part of case reallocation and further review of demand and capacity to ensure right people in right place. Practice Standards are used to monitor workflows.		
<p>Weekly tracking data in place</p>	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.	Reviewing in line with case reallocation and service review to give assurance re ongoing compliance.		
<p>Partnership Whole family support plan in place</p>	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.	Postholder developing strategy with partners and Whole Family Wellbeing fund open to application (January 2024)		
<ul style="list-style-type: none"> 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.	Now complete		

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 -Development of robust Management Full allocation model in place	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.	Progress in place, report to CLT. Visits to other local authorities being undertaken to inform required change.		
Review all current waitlist cases and allocate in line with need -This is dependent on additional audit capacity	HOS Practice Teams	Mar-23	Jun-23	All cases on wait list have been allocated	Audit reports in place	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. Senior manager has ensured all waitlist cases have management review and oversight and is working to full allocation.	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.	Cases being reallocated to enable this to happen and additional resource being sought to cover staff vacancies.		
Cease dual allocation to team leaders and managers -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)	HOS Practice Teams	Mar-23	May-23	No cases are allocated to a manager	Case load lists	A caseload exercise has been undertaken. Average caseloads are currently 14.5 based on the data provided.	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.	Onboarding progressing, further adverts out for recruitment to vacant posts.		
Revise and re model current duty system leading to allocation by locality -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	HOS Practice Teams	Mar-23	Aug-23	Children have a social worker they are able to build a relationship with and not have to tell their stories multiple times	All children have an allocated social worker		Draft structure developed and managing change process about to be initiated.	Discussions with trade union colleagues to discuss change management process to commence in November 2023		
Re allocate resource between teams to support capacity for full allocation – once the work above has been completed. Case audits and QA	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.	Subject to further review in line with case reallocation of child protection cases and will be brought into wider service review.		
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	Work progressing well, update to committee scheduled.		
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.	Repository now live on the Orb and communication sent out to all staff - Complete.		
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.	Legal and Insurance advice still pending.		
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 cohort 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/yps can remain living in Edinburgh with their family or local community, with a plan to expedite ch/yps plan to return to Edinburgh from out of area residential and foster care arrangements as safe and appropriate.	
Supervision recording and improvement • Case supervision to be recorded on a child's file in the specific case note tab so reporting is enabled. • 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.	HOS Practice Teams	Apr-23	May-23	Drift and delay is minimised	Monthly report in place Annual supervision survey		Completed - supervision/ manager consultation tab added to swift. Practice standards rolled out which now has supervision case record recording	Will be part of monthly reporting performance reports	
• 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	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	12/10/2023 On track and Progress has been made in developing a Trauma informed supervision model that incorporates personal and child's case management. Roll out and training is being planned for Nov/December - Trauma Lead is supporting with this.	
•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.	12/10/2023 practice standards in place for supervision frequency and audits and learning from audits in place. Feedback regarding Trauma informed supervision model and approach being sought from Managers in October and training has been planned for November and December with Trauma lead supporting.	
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.	Further to Committee detailing progress made, reliance on partners re physical changes to the building being progressed through CLT.	
2. Building a Platform for Success									
Action	Lead	Start	End	Outcome	Evidence	Progress			
Consideration of the development and embedding of a recognised practice model	Service Director / CSWO through the Child Protection Committee	Oct-23	Mar-24	Edinburgh will have a collaborative recognised practice model that helps make sure that children, parents and family are at the centre of the assessment and any decision making, with a rigorous focus on child safety and wellbeing. There is potential for CEC to adopt the signs of safety model as a practice model instead of child protection conferences.	Improved Practice and assessment of children's needs with more co-production and direct work with children young people and families. Demonstrated in quality assurance case file audits reduction in complaints. Improved assessment of children's needs performance data. This fits without family group decision making approach, the UNRCR. The Promise and strengths based work. It is also known to secure better outcomes for children and young people through trauma and challenge	Early discussions are taking place with the partner agencies to map out the need/timing for a wider stakeholder consultation and scoping plan.			
Establish a governance structure for this plan which includes an improvement board with an independent chair •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.	Independent 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 Independent Chair of CPC will all be members. Agenda planning meeting 28th August 2023.	Monthly CPC meetings in place, CP self evaluation completed in timescales given and reports to Chief Officers Group - Public Protection	
Establish and enhance improvement resource and office of CSWO •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 in both adults and children's services	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 led - 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.		
Recruitment campaign •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	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. 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 cohort 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. We have successfully sponsored seven City of Edinburgh employees from across HR&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. All newly qualified social workers will have a supported year in employment to ensure retention.		

Establish an effective communication strategy to support the re launch of social work in Edinburgh to include :- •Weekly CSWO blog •Monthly newsletter for partners •Re-establish face to face pride in practice events •Establish a regular pattern of learning events	CSWO	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.	12/10/2023 Progress being made improving communication , corporate colleagues supporting with newsletter with a learning and development focus. Photographs of Both CSWO and Service Director now both in post achieved. Visits out to teams planning being completed. Planning for learning events stalled due to capacity in learning and development and business case regarding more capacity in this area being written.		
Develop a workforce strategy which includes actions to improve:- 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). Recruitment – specifically development of a new brand for SW in Edinburgh, new advertisement and rolling recruitment process. Develop from your own qualification routes Induction – consider social work academy models used successfully in other local authorities. Career development – this is dependent on the structure review identified below Succession planning – as above Mandatory training – to be reviewed	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	Practice educator payments have now been increased to £1000 which has expanded the pool and is comparable with other Local Authorities. Pilot in place for Open University grow your own scheme and costings being developed for a wider scheme as interest in this is high. Initial interest for a post-graduation grow your own programme has seen 18 coming forward for 2 places.	see above	Part of the wider service review ensuring we have pathways of progression for social work assistants to social workers and to support students in placements.		
Ensure all policies and procedures are up to date, relevant and understood. •Develop an on line policy and procedure directory •Each policy to have an owner who is responsible for an annual refresh of the policy •Understand of an adherence to policy to be reviewed via monthly audit and QA and learning and development highlighted by audit put in place.	Service Director & CSWO	Mar-23	Dec-23	Staff feel safe to practice, children and their families are clear on their rights and get consistent and good quality support.	Audit reports and QA activity	Initial review in place and baseline established. Corporate support agreed	On-going work to update all policy and procedure. Discussions have taken place with Try-ex . A company who are wanting to develop a procedures and protocol web based support hub in Scotland which pulls all National Policy Procedure and guidance together in one place.	Dedicated leads identified to support this work with anticipated completion date on track.		
Develop and begin working to practice standards •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	•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.	Compliance will be part of the monthly performance reports		
Develop performance tracking and weekly reporting against the practice standards	CSWO	May-23	Review November	As above	As above	As above	In progress and also looking at Scottish Government new data request. launch date			
Enhance the use of swift to improve performance data and weekly reporting •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.	On-going work in relation to data cleansing and ensure correct data to enable improved performance reporting. In the transition from SWIFT to new operating model Some performance reporting is needing to be undertaken via excel in the interim such as permance tracking and promise brother and sister data.		
Build a business case for swift replacement and delivery plan.	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	This work is being led by Improvement Partner and Head of Customer and Digital Services. Business Case completed for additional resource within the directorate to undertake tasks required. Report going to Committee shortly on current position.		
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.	Dates in the diary for continued bi-monthly sessions with relevant stakeholders.		
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 Practitioner Boards to ensure improved frontline 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 a decision at the TCAC service.	Work progressing well, recent positive inspection report encouraging. Continued reporting to Committee and informing elected members on inspection outcomes.		
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	Forms part of the wider service review and linking with Internal Audit findings.		
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			This is instrumental in informing the need for reallocation of child protection cases and wider service review. Trade Union consultation and proposed review commence in November 2023		
Undertake a service review of out of hours	Service Director	Aug-23	Mar-24	OOH practice is good	Audits evidence good practice.			As above, this is part of the wider service review and will link in with HSCP and plans for an integrated front door.		
4. Embedding and Innovating										
Action	Lead	Start	End	Outcome	Evidence	Progress				
Leading practice programme to be developed based on the leading for equity approach successfully used in schools	CSWO	Oct-23	Jul-24	Supporting and developing leaders and systems in creating conditions for learning that “interrupt historically discriminatory practices, supports democracy and achieves fair, inclusive, and just outcomes.”	Improved learning environment that caters for all and creates system leaders. A workforce that have a voice in discussions and contributions and ability to learn through reflection and critique A workforce that has access to learning and development. A workforce with measurable achievements and defined measurable outcomes.					

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.	Repurposing of Howden Hall continues. The Care Inspectorate are now involved in assisting with registration elements. A review of the fabric of current residential accommodation has been completed. One building is nearing the end of its lifespan and a business case will be submitted regarding funding for a replacement in the coming years. Analysis indicates we have more older children staying in our residential care and we are developing a strategy to consider dedicating one children's residential house to young people aged 18+. A new information system will allow us to analyse the needs of children more efficiently than we can currently achieve and this will allow us to develop the current care strategy to meet children's needs better.	
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.	This will be informed by the new Child Protection guidance.	
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.	Currently under review by the Child Protection Committee as multi-agency funded.	

Education, Children and Families Committee

10am, Tuesday, 7 November 2023

Policy for the Transition from Children to Adult Support – Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 It is recommended that Education, Children and Families Committee notes the update from the Policy and Sustainability Committee, 22 August 2023.

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Report

Policy for the Transition from Children to Adult Support – Update

2. Executive Summary

- 2.1 This policy was approved by Committee on 23rd March 2023 with a request of a further report in 2 cycles providing an update to address queries raised by members.

3. Background

- 3.1 The previous policy was last updated in 2015.
- 3.2 This report addresses the points raised by Committee members in March 2023:
- 3.2.1 Why the policy had not been updated before now
 - 3.2.2 The impact of not having an updated policy for young people
 - 3.2.3 Consultation with young people

4. Main report

- 4.1 The reasons identified for a delay in the update to the policy include.
- 4.1.1 Management restructures, with 3 different senior managers in post within Children's Services during the timeframe.
 - 4.1.2 The challenges faced during the Pandemic being prioritised.
 - 4.1.3 Workload pressures across both Children and Adult Services.
- 4.2 Whilst there has been a delay in the Policy being reviewed, Council Officers have continued to support young people through implementation of the existing procedure, and are confident the delay has had limited impact on the success of young people in transition from children to adult services, with many improvements evident:
- 4.2.1 Edinburgh Development Group (EDG) were commissioned between 2018 and 2020 and worked collaboratively with the Young Adult Disability Team and Children and Families:

- Producing individual Profiles in partnership with families, St Crispin's and Braidburn schools, detailing skills, interests, and communication needs.
- Working directly with young people to ensure their 'voice' is heard.
- Directly supporting families in preparing for transition.
- Providing workshops and information for families on the path to transition.

4.2.2 There has been continued and improved collaborative working between the Children Affected by Disability Team (Children's Services) and the Young Adult Disability Team (Health and Social Care Partnership):

- Pre-Covid, the two teams moved to be in the same office and continue to work together closely.
- Regular shared development sessions have supported positive relationships and clearer understanding of roles and direction.
- Both teams track and support young people and this is overseen by two lead officers across both services.
- Both teams have worked on Principles into practice; a pilot project with ARC Scotland (Association for real Change) alongside 10 local authorities, enabling discussion around positive practice and overcoming barriers.
- A working group inclusive of Young Adult Disability team, Children Affected by Disability team, 3rd sector and Education Services representatives; has focussed on the tasks co-produced from the Principles into Practice pilot and developed these locally, improving practice and outcomes for young people.

4.2.3 Two-year fixed term funding was secured for a Transitions Development Officer through a short life working group with previous Vice Convenor of Children's Services, Alison Dickie, parents of young people with disabilities and representatives from both children and adult services.

4.2.4 The post holder commenced in January 2022 with an aim of bringing all services together to help make post school transitions a smoother, more joined up process for young people and their families. This includes working with schools, social work teams, day service providers, Skills Development Scotland, employability services, college, charities, and the Scottish Transitions Forum.

4.2.5 A Parent and Carer Guide (Appendix 1) and Professionals Guide (Appendix 2) has been developed to provide detailed information and guidance on post school transition planning. Training sessions have been ongoing in schools to embed practice and compliment these guides, which has been well received.

4.3 The City of Edinburgh Council Internal Audit Team conducted an audit of Transitions for Young Adults with a Disability from Children's Services to Adult

Social Care as part of the 2022/23 internal audit plan approved by the Governance, Risk and Best Value Committee in March 2022.

- 4.3.1 The objective of this review was to assess the design and operating effectiveness of the key controls established to support the transition between Children affected by Disability Practice Team and the Young Adult Disability Team.
- 4.3.2 Reasonable assurance was reported, concluding there is a generally sound system of governance, risk management and control in place. Some issues, non-compliance or scope for improvement were identified which may put at risk the achievement of objectives in the area audited.
- 4.3.3 To address the issues highlighted within the audit, an action plan has been agreed with a planned timescale of October 2023 and work is already underway in relation to:
- Development of the procedure to support Policy implementation across both children and adult services.
 - Timetable of periodic review to support the review of the Policy, procedure and any supporting guidance documents.
 - Continuous improvement and performance monitoring
 - Review of joint planning documentation
 - A Transitions Oversight Group has been established and will meet bi-monthly. Terms of Reference are in the process of being agreed and an action tracker has been developed to capture improvement actions.

4.4 Consultation:

- 4.4.1 Consultation with young people in transition from school was led by EDG as outlined above. This is now led by the Transitions Development Officer and through individual conversations between practitioners, young people, and their families. Examples of recent events include:
- Parent Focus Group sessions (8 weekly)
 - School visits and engagement with young people
 - Information events
 - Questionnaires
- 4.4.2 A presentation from young people with lived experience was held on 7th June 2023 sharing their post school transition experiences. The aim of this event was to hear young people's stories of transition, both successes as well as issues and to give advice on the transitions process. Attended by young people across 3 specialist schools, feedback (Appendix 3) has been positive and will be helpful in shaping future events.

5. Next Steps

- 5.1 The Transition Procedure is currently being developed with key stakeholder involvement and will be completed by October 2023.
- 5.2 The Transition Policy will be reviewed and updated annually.
- 5.3 The Parent and Carer Guide and Professionals Guide will continue to be reviewed and updated as required, at least annually.
- 5.4 Consideration is being given to evaluating and continuing the post school's development worker post.
- 5.5 The work of the above areas will allow officers to review with families, young people, and stakeholders how transitions are being progressed and for action to be taken where this is identified.

6. Financial impact

- 6.1 No financial impact.

7. Stakeholder/Community Impact

- 7.1 A wide range of staff from children and adult services have been involved in developing the policy and will continue to inform service improvement.
- 7.2 An Integrated Impact Assessment was completed.
- 7.3 Young people and carers views has and continues to inform the development of work around transitions.
- 7.4 National collaboration through Principles into Practice Pilot, Scottish transitions Forum and Members of the Scottish Parliament Question Time to inform the new proposed transitions Bill.

8. Background reading/external references

None

9. Appendices

- 9.1 Appendix 1 – Parent and carer Guide on post school transition planning.



PARENT GUIDE –
ASN Enhanced Tran

9.2 Appendix 2 - Professionals Guide on post school transition planning.



PROFESSIONALS
GUIDE - ASN Enhan

9.3 Appendix 3 – Young People with lived experience event



Feedback from
Lived experience eve