

Notice of meeting and agenda

Education, Children and Families Committee

10.00 am Tuesday, 23rd January, 2024

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 Any items under "Private Business" will not be published, although the decisions will be recorded in the minute.

Contacts

Email: daniel.baigrie@edinburgh.gov.uk / jacqueline.boyle@edinburgh.gov.uk

Tel: 0131 529 4264

1. Order of Business

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

2. Declaration of Interests

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

3. Deputations

- 3.1 If any

4. Minutes

- | | | |
|-----|---|---------|
| 4.1 | Minute of Education, Children and Families Committee of 7 November 2023 – submitted for approval as a correct record | 9 - 24 |
| 4.2 | Minute of Education, Children and Families Committee of 18 December 2023 – submitted for approval as a correct record | 25 - 28 |

5. Forward Planning

- | | | |
|-----|---------------------|---------|
| 5.1 | Work Programme | 29 - 32 |
| 5.2 | Rolling Actions Log | 33 - 68 |

6. Business Bulletin

6.1	Business Bulletin	69 - 78
------------	-------------------	---------

7. Executive Decisions

7.1	Promoting Equality – Report by the Executive Director of Children, Education and Justice Services	79 - 114
7.2	Quality Improvement and Scrutiny Update – Report by the Executive Director of Children, Education and Justice Services	115 - 146
7.3	Revenue Monitoring 2023-24 - Month Seven Report – Report by the Executive Director of Children, Education and Justice Services	147 - 150
7.4	Education Budget – Report by the Executive Director of Children, Education and Justice Services	151 - 158
7.5	Literacy – Report by the Executive Director of Children, Education and Justice Services	159 - 204
7.6	Response to the Consultation on the Provisions of the Education Bill – Report by the Executive Director of Children, Education and Justice Services	205 - 214
7.7	School Session Dates 2025-2026 and 2026-2027 – Report by the Executive Director of Children, Education and Justice Services	215 - 220
7.8	Hong Kong Scotland School Improvement Partnership (HKSSIP) – Report by the Executive Director of Children, Education and Justice Services	221 - 226
7.9	Maximising Attendance – Report by the Executive Director of Children, Education and Justice Services	227 - 258
7.10	Response to the Enquiry into Additional Support for Learning – Report by the Executive Director of Children, Education and Justice Services	259 - 272

7.11	Internal Audit Open and Overdue Internal Audit Actions - Referral from the Governance, Risk and Best Value Committee	273 - 292
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	293 - 304
7.13	Unaccompanied Asylum Seeking Children – Report by the Executive Director of Children, Education and Justice Services	305 - 310
7.14	Whole Family Wellbeing Fund (Edinburgh) 2024-2026 Grant Programme – Report by the Executive Director of Children, Education and Justice Services	311 - 316
7.15	The Early Years Service – Report by the Executive Director of Children, Education and Justice Services	317 - 340

8. Routine Decisions

8.1	Edinburgh Learns for Life - Equity – Report by the Executive Director of Children, Education and Justice Services	341 - 362
8.2	School Placements and Appeals Process – Report by the Executive Director of Children, Education and Justice Services	363 - 368
8.3	Inclusion in City of Edinburgh Schools - Annual Report 2023 – Report by the Executive Director of Children, Education and Justice Services	369 - 388
8.4	The Edinburgh Children's Partnership Plan – Report by the Executive Director of Children, Education and Justice Services	389 - 418
8.5	Edinburgh Child Protection Committee - Annual Report 2022-23 – Report by the Executive Director of Children, Education and Justice Services	419 - 442

9. Motions

9.1	Motion by Councillor Griffiths – Congratulatory Motion, Oaklands School Awarded Scottish School of the Year 2023 at the Scottish Sport Awards	
-----	--	--

“Committee:

1. Congratulates Oaklands School on being awarded Scottish School of the Year 2023 at this year’s Scottish Sports Awards;
2. Notes pupils at Oaklands have complex medical and care needs as well as additional educational support needs and praises the school’s attitude towards sport ensuring all pupils can access sport no matter their disability;
3. Understands Oaklands School’s PE department work in partnership with various organisations such as Active Schools, local sporting providers, Blaze Basketball and Scottish Rugby to ensure a wide range of activities can be offered to the pupils and offers all pupils access to rebound therapy which has proven to work successfully for the pupils;
4. Acknowledges the school and pupils have seen a huge impact in both the mental and physical health of the pupils partaking in the variety of sporting activities offered to them;
5. Commends the school’s passion for sport and physical activity with the school offering pupils a ‘Sports Week’ instead of a sports day, allowing everyone the opportunity to participate at their own pace and level;
6. Applauds Oakland’s school for this fantastic achievement and wishes them all the best going forward with their great work”

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 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.

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

The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to the Council's online [Committee Library](#).

Live and archived webcasts for this meeting and all main Council committees can be viewed online by going to the Council's [Webcast Portal](#).

Webcasting of Council meetings

Please note this meeting may be filmed for live and subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed.

The Council is a Data Controller under current Data Protection legislation. We broadcast Council meetings to fulfil our public task obligation to enable members of the public to observe the democratic process. Data collected during this webcast will be retained in accordance with the Council's published policy including, but not limited to,

for the purpose of keeping historical records and making those records available via the Council's internet site.

Generally the public seating areas will not be filmed. However, by entering the Council Chamber and using the public seating area, individuals may be filmed and images and sound recordings captured of them will be used and stored for web casting and training purposes and for the purpose of keeping historical records and making those records available to the public.

Any information presented by individuals to the Council at a meeting, in a deputation or otherwise, in addition to forming part of a webcast that will be held as a historical record, will also be held and used by the Council in connection with the relevant matter until that matter is decided or otherwise resolved (including any potential appeals and other connected processes). Thereafter, that information will continue to be held as part of the historical record in accordance with the paragraphs above.

If you have any queries regarding this, and, in particular, if you believe that use and/or storage of any particular information would cause, or be likely to cause, substantial damage or distress to any individual, please contact Committee Services (committee.services@edinburgh.gov.uk).

This page is intentionally left blank

Minutes

Education, Children and Families Committee

10am, Tuesday 7 November 2023

Present:

Councillors Griffiths (Convener), Burgess, Cowdy, Davidson, Flannery (Substituting for Davidson for Item 9) Graham, Glasgow, Hyslop, Jones, Kumar, McKenzie (Item 19) O'Neill, Young

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 5 September 2023 as a correct record.

2. Work Programme

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

Decision:

To note the Work Programme.

(Reference – Work Programme, 7 November 2023, submitted)

3. Rolling Actions Log

The rolling actions log updated to November 2023 was presented.

Decision

1) To agree to close the following actions:

- **Action 1** – Review Cuts to English as an Additional Language Provision for Daly Primary Schools.

- **Action 6** – Third Party Revenue Grants Programme Extension
 - **Action 9** – Motion by Councillor Burgess – Learning for Sustainability
 - **Action 10** – Voting rights for Religious Representatives
 - **Action 13** – Quality Improvement and Scrutiny Update
 - **Action 15** – Response to Motion by Councillor Kumar – Protected Characteristics – Care Experienced
 - **Action 16** – Response to Motion by Councillor Lezley Marion Cameron – Safeguarding of Children, Young People and Adults at Risk
 - **Action 21** – Childrens Social Care
 - **Action 24** – Food Pantries, supporting access to affordable food.
 - **Action 27** – Quality Improvement and Scrutiny Update
 - **Action 31** – Free food provision in schools
 - **Action 40.2** – RAAC Breifing
 - **Action 41** – Connected Communities Edinburgh Grant Programme
- 2) To note that religious and parent/carer representatives should be invited to workshops concerning Education items.
 - 3) To note that if required a review of the Connected Communities Grants Process will be organised after Decembers additional committee meeting.
 - 4) Item 25 – Internet Safety Business Bulletin item to be added to January Committee
 - 5) Item 27 – Positive Destinations – Information about the number of young people that make up the 3.9% that are not in a positive destination to be shared with members.
 - 6) Demographic information about Community Payback participants to be shared with members. Community Payback Projects and further information about the service to be shared with members through a workshop.
 - 7) To otherwise note the remaining outstanding actions.

(Reference – Rolling Actions Log, 7 November 2023, submitted)

4. Business Bulletin

The Business Bulletin for 7 November 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, 7 November 2023, submitted)

6. Outdoor Learning – Benmore and Lagganlia Outdoor Centres

Lagganlia outdoor centres. 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.

Decision

- 1) To 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.
- 2) To Continue to recognise the importance of safe high-quality residential visits which are embedded into the school curriculum.
- 3) To Note the collaborative working between families, schools, third sector, the Outdoor Learning and Adventure Education Team and wider Council staff.
- 4) To Note the significant experiences, outcomes and other achievements associated with the Benmore and Lagganlia Outdoor Centres

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

7. Quality Improvement and Scrutiny Update

This report covered 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 has shown strong signs of success, through increased consistency and greater understanding of the pace of change in schools. Almost all schools have made 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.

Decision

- 1) To note the strengths and areas for improvement identified through Education Scotland and the Quality Improvement Service scrutiny activity.
- 2) To note the Quality Improvement Service would 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.

- 3) To note the Quality Improvement Service would continue to respond to learning from ongoing inspection and internal review processes providing universal, targeted and intensive levels of support. Learning themes would be shared with all Head Teachers to inform improvement.
- 4) To note the Quality Improvement Service would 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) To note The Quality Improvement Service will ensure that all actions for improvement are implemented by schools within agreed timescales.
- 6) To note the Quality Improvement Service would be implement and evaluate the refreshed approach to pre-inspection support for schools.

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

9. Commissioning and Contract Management Update

This report provided 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.

Motion

- 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.
- 2) To note the Scottish Government direction towards an integrated partnership approach to commissioning for outcomes, supported by the provision of additional funding.
- 3) To note the need for in-sourcing where the risk associated with outsourcing cannot be safely managed by Council officers.
- 4) To Note the volume of the contracts across the Directorate that have not been monitored to the appropriate level of scrutiny due to lack of resources.
- 5) To note the plan to consider all contracts coming to an end with the view to:
 - (i) To not retender where the requirement, policy and/or practice have changed, ended, or been commissioned via other means.
 - (ii) To re-tender with a more focussed city-wide poverty lens, prioritising the voice of children and young people.

- (iii) To reinvest the budget to support service reviews which included in-sourcing.
 - (iiii) To save where the requirement has been fulfilled and the contract is no longer appropriate to continue.
- Moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 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.
- 2) To note the Scottish Government direction towards an integrated partnership approach to commissioning for outcomes, supported by the provision of additional funding.
- 3) To note the need for in-sourcing where the risk associated with outsourcing cannot be safely managed by Council officers.
- 4) To Note the volume of the contracts across the Directorate that have not been monitored to the appropriate level of scrutiny due to lack of resources.
- 5) To note the plan to consider all contracts coming to an end with the view to:
 - (i) To not retender where the requirement, policy and/or practice have changed, ended, or been commissioned via other means.
 - (ii) To re-tender with a more focussed city-wide poverty lens, prioritising the voice of children and young people.
 - (iii) To reinvest the budget to support service reviews which included in-sourcing.
 - (iiii) To save where the requirement has been fulfilled and the contract is no longer appropriate to continue.
- 6) To agree to bring an updated Appendix 1 Extract of the contract register (Children, Education and Justice Services Directorate) with report to Education, Children, and Families Committee following consideration of contracts in 5 for approval.
- 7) To agree that an IIA will be produced and reported to ECF committee before a recommendation is made to end any contract.

- Moved by Councillor Kumar, seconded by Councillor Hyslop.

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

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 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.
- 2) To note the Scottish Government direction towards an integrated partnership approach to commissioning for outcomes, supported by the provision of additional funding.
- 3) To note the need for in-sourcing where the risk associated with outsourcing cannot be safely managed by Council officers.
- 4) To Note the volume of the contracts across the Directorate that have not been monitored to the appropriate level of scrutiny due to lack of resources.
- 5) To note the plan to consider all contracts coming to an end with the view to:
 - (i) To not retender where the requirement, policy and/or practice have changed, ended, or been commissioned via other means.
 - (ii) To re-tender with a more focussed city-wide poverty lens, prioritising the voice of children and young people.
 - (iii) To reinvest the budget to support service reviews which included in-sourcing.
 - (iiii) To save where the requirement has been fulfilled and the contract is no longer appropriate to continue.
- 6) To agree to bring an updated Appendix 1 Extract of the contract register (Children, Education and Justice Services Directorate) with report to Education, Children, and Families Committee following consideration of contracts in 5 for approval.
- 7) To agree that an IIA will be produced and reported to ECF committee before a recommendation is made to end any contract.

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

Declaration of Interests

Councillor Davidson is on the board of the Dean and Cauvin Trust and did not attend for this item.

Councillor Hyslop made a transparency statement as he was previously employed by the Dean and Cauvin Trust.

8. Revenue Monitoring 2023/34 – Month Five Report

The reports set 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.

Decision

- 1) To note members of the Education, Children and Families Committee are asked to note the estimated net residual budget pressure of £5.5m at month five.
- 2) To note 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.

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

9. Senior Phase Attainment Report

This report provided 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.

The Annual Participation Measure demonstrated that our positive destination results were the best on record and that the gap in this measure between the most and least deprived is the narrowest on record.

Decision

- 1) To note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools, during session 2022-23
- 2) To Note the continued hard work of young people, staff, parents and carers to support the successful delivery of qualifications in session 2022-23.

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

10. Inclusion Review

The publication of the Additional Support for Learning Action Plan (Morgan Review) prompted a review of how learners were 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 addressed themes of Attendance, Support for Pupils and Specialist Services.

Motion

- 1) To Note the conclusions of the ADES/Education Scotland Collaborative Improvement Review.
- 2) To note the progress of the ongoing Inclusion Review

- Moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To Note the conclusions of the ADES/Education Scotland Collaborative Improvement Review.
- 2) To note the progress of the ongoing Inclusion Review
- 3) To note the conclusions of the ADES/Education Scotland Collaborative Improvement Review
- 4) To note the progress of the ongoing Inclusion Review

- Moved by Councillor Kumar, seconded by Councillor Hyslop

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 conclusions of the ADES/Education Scotland Collaborative Improvement Review.
- 2) To note the progress of the ongoing Inclusion Review
- 3) To note the conclusions of the ADES/Education Scotland Collaborative Improvement Review
- 4) To note the progress of the ongoing Inclusion Review

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

11. Response to motion by Councillor Mowat – School Admissions and Appeals Planning

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. New process, including use of a digital solution aligned with placing requests, is proposed.

Motion

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.

Amendment

- 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.

- 2) To agree the convener write to the head of Committee Services and request that dedicated resource be provided during the peak period for School Placing Appeals.
- 3) Alongside a business bulletin, committee agrees to set up a Short Life Working Group with a named Lead Officer, Chair, parent and council officer representative to look at a new process and ensure that the timetable is adhered to and that a recruitment campaign is prioritised.

- Moved by Councillor Kumar, seconded by Councillor Young

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 findings in this Report on the School Admissions and Appeals Planning Process - Motion by Councillor Mowat at Full Council 31 August 2023.
- 2) To agree the convener write to the head of Committee Services and request that dedicated resource be provided during the peak period for School Placing Appeals.
- 3) Alongside a business bulletin, committee agrees to set up a Short Life Working Group with a named Lead Officer, Chair, parent and council officer representative to look at a new process and ensure that the timetable is adhered to and that a recruitment campaign is prioritised.

Declaration of Interests

Alex Ramage made a transparency statement as he is a parent that sits on the School Admissions and Appeals Panel.

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

12. Afterschool Care Provider – Additional Support Needs Support

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 set out the management of the contract, the lessons learned regarding this which are as follows:

- (i) To ensure appropriate contract monitoring is in place that those managing contracts are trained.
- (ii) To ensure appropriate handover of all aspects of officers' remits' when they leave the council or move to another role.

- (iii) To 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.

The internal audit process will review our action plan and lessons learned from this process.

Motion

- 1) To Note the findings of this report and the lessons learned.
- 2) To agree the implementation of the next steps outlined in section 5 of this report.
- 3) To note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.

- Moved by Councillor Griffiths, Seconded by Councillor Graham

Amendment 1

- 1) To Note the SNP Motion on Childcare 4 All approved at the meeting of the Full Council of 31 August 2023.
- 2) To Note the findings of this report and the lessons learned.
- 3) To note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.
- 4) To note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.
- 5) To agree to provide answers to ‘What assurances have parents, carers, and families received around continuity of support and alternative arrangements’
- 6) To agree to include an update report with a copy of equalities impact assessment to ECF committee when available.
- 7) To agree to produce clear guidance for parents, carers, and families to help families navigate this service including if and how it may impact on their 1140 hours ELC allocation.

- Moved by Councillor Kumar, seconded by Councillor Hyslop

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

Amendment 2

- 1) To Note the findings of this report and the lessons learned.
- 2) To agree the implementation of the next steps outlined in section 5 of this report.
- 3) To note that If relevant following Council Budget Setting for 2024/25, a Business Bulletin update to Committee twice a year to ensure transparency

around how many young people are being supported, how staff and providers are trained, how Council officers are supported in their roles, and include updates on the next steps mentioned in section 5, and any further areas of concern that Councillors should be aware of.

- 4) To note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.

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

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

Decision

- 1) To Note the SNP Motion on Childcare 4 All approved at the meeting of the Full Council of 31 August 2023.
- 2) To Note the findings of this report and the lessons learned.
- 3) To note that If relevant following Council Budget Setting for 2024/25, a Business Bulletin update to Committee twice a year to ensure transparency around how many young people are being supported, how staff and providers are trained, how Council officers are supported in their roles, and include updates on the next steps mentioned in section 5, and any further areas of concern that Councillors should be aware of.
- 4) To agree the implementation of the next steps outlined in section 5 of this report.
- 5) To note the findings of this report will also be reported to the Governance, Risk and Best Value committee on 28 November 2023.
- 6) To agree to provide answers to ‘What assurances have parents, carers, and families received around continuity of support and alternative arrangements’
- 7) To agree to include an update report with a copy of equalities impact assessment to ECF committee when available.
- 8) To agree to produce clear guidance for parents, carers, and families to help families navigate this service including if and how it may impact on their 1140 hours ELC allocation.

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

12. Response to motion by Councillor McKenzie – Early Years

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

Motion

- 1) To note the information in the report, in response to Councillor McKenzie's approved motion at the Full Council Meeting on the 28 September 2023
- 2) To note that a full report on Early Years, covering the wide range of service and provisions for children and families across Edinburgh, will be coming to committee in January 2024.

- Moved by Councillor Griffiths, seconded by Councillor Graham

Amendment 1

- 1) To note the information in the report, in response to Councillor McKenzie's approved motion at the Full Council Meeting on the 28 September 2023
- 2) To 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. The report will include an Integrated Impact Assessment on changes to the process for allocating discretionary Early Years places along with details of how future impacts will be assessed and reported.
- 3) A briefing note will be sent to all councillors by 30 November 2023 which clearly explains the process of transition to a fully needs-based allocation methodology for Early Years, including details of when this funding change was communicated to the Council, and why it has appeared as an in-year pressure rather than being included in the Revenue Budget Framework 2023/24.

- Moved by Councillor Kumar, seconded by Councillor Burgess

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

Amendment 2

- 1) To note the information in the report, in response to Councillor McKenzie's approved motion at the Full Council Meeting on the 28 September 2023
- 2) To 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.
- 3) Acknowledge that Private, Voluntary, and Independent (PVI) settings make up approximately 40% of all Early Years spaces and are essential partners in delivering parents/carers with flexible options for the delivery of their child's funded hours and provide access to additional ELC that is accessible and affordable.
- 4) Agree that full engagement with PVI settings is vital and that Officers should meet regularly with industry representatives including National Day Nurseries

Association (NDNA) and Scottish Private Nurseries Association (SPNA) to consult and plan on the delivery of early learning and childcare.

- Moved by Councillor Jones, seconded by Councillor Cowdy

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

Decision

- 1) To note the information in the report, in response to Councillor McKenzie's approved motion at the Full Council Meeting on the 28 September 2023
- 2) To 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. The report will include an Integrated Impact Assessment on changes to the process for allocating discretionary Early Years places along with details of how future impacts will be assessed and reported.
- 3) A briefing note will be sent to all councillors by 30 November 2023 which clearly explains the process of transition to a fully needs-based allocation methodology for Early Years, including details of when this funding change was communicated to the Council, and why it has appeared as an in-year pressure rather than being included in the Revenue Budget Framework 2023/24.
- 4) Acknowledge that Private, Voluntary, and Independent (PVI) settings make up approximately 40% of all Early Years spaces and are essential partners in delivering parents/carers with flexible options for the delivery of their child's funded hours and provide access to additional ELC that is accessible and affordable.
- 5) Agree that full engagement with PVI settings is vital and that Officers should meet regularly with industry representatives including National Day Nurseries Association (NDNA) and Scottish Private Nurseries Association (SPNA) to consult and plan on the delivery of early learning and childcare.

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

Declaration of Interests

Councillor Hyslop made a transparency statement as his child attend a private nursery in Edinburgh and he had a personal relationship with the CEO of the Scottish Private Nurseries Association.

13. Early Years Capital Programme Update

This report provided 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 remained in the delivery of the last phases of the programme and the ways in which these pressures were being addressed.

Decision

To note the contents of the report.

(Reference - report by the Executive Director of Place, submitted.)

15. Cameron House Nursery Closure Proposal

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.

Committee approval was sought to progress a statutory consultation proposing the formal closure of Cameron House Nursery School. The consultation would be conducted according to the requirements set out in the Schools (Consultation) (Scotland) Act 2010 as amended.

Decision

- 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.
- 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.

(Reference - report by the Executive Director of Place, submitted.)

17. Children's Services Improvement Plan and Edinburgh Residential Services Improvement Plan Update

Progress had been made in all areas of the Children's Services Improvement Plan.

In some areas the progress was not as expected, this primarily related to delays in getting key staff into post.

This report set 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.

Decision

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

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

18. Policy for the Transition from Children to Adult Services Update

This policy was approved by Committee on 23 March 2023 with a request of a further report in 2 cycles providing an update to address queries raised by members.

Decision

To note the update from the Policy and Sustainability Committee, 22 August 2023.

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

19. Motion by Councillor McKenzie – Tynecastle High School Community Wing

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

“Committee notes:

- 1) Tynecastle Community Wing has provided valued community space in Gorgie since the opening of the new Tynecastle High School in 2009.
- 2) 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) To thank 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.”

- Moved by Councillor McKenzie, seconded by Councillor Kumar

Amendment

“Committee notes:

- 1) Tynecastle Community Wing has provided valued community space in Gorgie since the opening of the new Tynecastle High School in 2009.
- 2) 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) To thank 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 to receive a report in January 2024 to enable a decision about if it can be brought back in to use. The report should contain:
 - 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 clear action plan to resume external lets safely at the earliest opportunity.”

- Moved by Councillor Young, seconded by Councillor Davidson

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 McKenzie:

“Committee notes:

- 1) Tynecastle Community Wing has provided valued community space in Gorgie since the opening of the new Tynecastle High School in 2009.
- 2) 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) To thank 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 to receive a report in January 2024 to enable a decision about if it can be brought back in to use. The report should contain:
 - 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 clear action plan to resume external lets safely at the earliest opportunity.”

Minutes

Education, Children and Families Committee

10am, Monday 18 December 2023

Present:

Councillors Griffiths (Convener), Burgess, Campbell (substituting for Councillor Glasgow), Cowdy, Dijkstra-Downie (substituting for Councillor Davidson) Graham, Hyslop, Jones, Kumar, O'Neill, Young

Religious Representatives

Fiona Beveridge, Dr Ruhy Parris (non-voting)

Secondary Sector Parent/Carer Representative

Alexander Ramage (non-voting)

Primary Sector Parent/Carer Representative

Louise Collingwood (non-voting)

1. Connected Communities Edinburgh Grant Programme

This report provided an overview of the actions which informed recommendations for awards for the Connected Communities Edinburgh Grants Programme. It covered the process: programme opening, application assessment, the moderation process, and the interim Integrated Impact Assessment (IIA). It contained financial information about which organisations were recommended for funding.

Motion

- 1) To approve the recommendations for the award of the Connected Communities Grant Programme budget of £3,519,461 to 70 community-based organisations.
- 2) To note the process that informed the recommendations for awards.
- 3) To approve plans to;
 - i) To engage with current grant holders to review exit plans, and use this information to inform the Integrated Impact Assessment (IIA)
 - ii) To mitigate the impact of stopping or reducing funding to organisations, by supporting individuals to access other appropriate services.

- iii) To mitigate the impact of stopping or reducing funding to organisations, by supporting individuals to access other appropriate services.
 - iii) To continue to monitor and report on outcomes achieved via the current grants programme, and use this information to support transitions.
 - iii) To continue to enhance the strategic relationship with the statutory and voluntary sector, ensuring at least one annual meeting takes place.
- Moved by Councillor Griffiths, seconded by Councillor Graham

Amendment

- 1) To approve the recommendations for the award of the Connected Communities Grant Programme budget of £3,519,461 to 70 community-based organisations subject to point 2.
 - 2) To note that information around Managed Fund has been incomplete and agrees that all recipients of this fund must comply with the same eligibility criteria applied to all organisations
 - 3) Agrees that any residual funding as a result of point 2 is reallocated prioritising organisations that have been allocated 50% of funding or have been unsuccessful.
 - 3) To enable officers to support reporting of outcomes to better understand where the services are delivered in the city (instead of where organisations are based) and encourage organisations to help prioritise 'red' areas in the heat map.
 - 4) To undertake a review of current funding process and produces a 'lessons learnt' report including any impact of new eligibility criteria on services and matched funding; and what steps can be taken to encourage more representation from South East, South West, and North West localities.
 - 5) To request a yearly progress report to ECF committee and to include any KPIs reported.
- Moved by Councillor Kumar, seconded by Councillor Campbell

In accordance with Standing Order 22 (13), the amendment was accepted in part as an addendum to the motion.

Voting

The voting was as follows:

- | | | |
|------------------------------|---|---------|
| For the Motion (as adjusted) | - | 6 votes |
| For the Amendment | - | 5 votes |

(For the Motion (as adjusted): Councillors Griffiths, Graham, Young, Dijkstra-Downie, Jones and Cowdy

For the Amendment: Councillors Kumar, Campbell, Hyslop, Burgess and O'Neill.)

Decision

To approve the following adjusted motion by Councillor Griffiths:

- 1) To approve the recommendations for the award of the Connected Communities Grant Programme budget of £3,519,461 to 70 community-based organisations subject to point 2.
- 2) To note that information around Managed Fund has been incomplete.
- 3) To approve plans to;
 - i) To engage with current grant holders to review exit plans, and use this information to inform the Integrated Impact Assessment (IIA)
 - ii) To mitigate the impact of stopping or reducing funding to organisations, by supporting individuals to access other appropriate services.
 - iii) To mitigate the impact of stopping or reducing funding to organisations, by supporting individuals to access other appropriate services.
 - iiii) To continue to monitor and report on outcomes achieved via the current grants programme, and use this information to support transitions.
 - iiiii) To continue to enhance the strategic relationship with the statutory and voluntary sector, ensuring at least one annual meeting takes place.
- 4) To enable officers to support reporting of outcomes to better understand where the services are delivered in the city (instead of where organisations are based) and encourage organisations to help prioritise 'red' areas in the heat map.
- 5) To undertake a review of current funding process and produces a 'lessons learnt' report including any impact of new eligibility criteria on services and matched funding; and what steps can be taken to encourage more representation from South East, South West, and North West localities.
- 6) To request a yearly progress report to ECF committee and to include any KPIs reported.

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

Declaration of Interests

Councillor Hyslop made a transparency statement as he was previously employed by one of the organisations recommended for grant funding.

This page is intentionally left blank

Work Programme

Education, Children and Families Committee 23 January 2024

	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 2025
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	March 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 2025
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

This page is intentionally left blank

Rolling Actions Log

Education, Children and Families Committee

23 January 2024

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
1	22.09.22 (Council)	Motion by Councillor Miller – Bikeability in all Primary Schools	To call for a report to the Education Children and Families Committee within 2 cycles outlining the path to 100% Bikeability for Edinburgh’s primary schools, including but not limited to: a) Support for Active Schools to promote Bikeability uptake by schools not currently offering both Level 1 and 2. Work with Head Teachers and Active Schools to identify any barriers to uptake and	Executive Director of Children, Education and Justice Services	June 2024		<u>January 2024</u> Further update will be provided to members for June committee <u>November 2023</u> Kept open to enable further updates from provision in schools <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>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</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
							recess on progress, including an update on the work with third party organisations.
2	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	February 2024		<u>January 2024</u> Officers are currently preparing a briefing note for Education, Children and Families and Transport and Environment Committee members on Scholl Bicycle Storage.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
3	15.11.22	Attainment in the Broad General Education in Edinburgh Primary and Secondary Schools 2021-22	<ol style="list-style-type: none"> 1) To note the update regarding the position in educational attainment in Edinburgh primary and secondary schools within the Broad General Education for session 2021-2022. 2) To agree the next steps as outlined in section 5 of the report. 3) To agree to receive further annual reports on attainment and improvements in performance. 4) To agree to an update on the Council's Literacy Strategy Review in two cycles. 5) To agree to an update on the Thematic Review of Literacy 	Executive Director of Children, Education and Justice Services	<p>April 2023 (Action 4)</p> <p>August 2023 (Action 5)</p>		<p>Recommended for Closure</p> <p><u>November 2023</u></p> <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</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			Across Learning in four cycles.				Attainment Report went to April 2023 Committee. <u>April 2023 Update</u> Item 4 - Literacy Strategy will be written once the results of the review are collated and analysed, further detailed update in the Business Bulletin.
4	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 	Executive Director of Children, Education and Justice Services	April 2024 (report)		<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 –

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>education on digital safety and risk management.</p> <ul style="list-style-type: none"> • What initiatives are being carried out in relation to promoting internet safety education in schools and any examples of good practice or innovative ideas that could be spread more widely. • The outcome of further consultation with the various youth representative bodies in the city in order to ensure that children and young people's voices are being considered in this process and their needs identified. • A timeline for rolling out further support and education during the rest 				<p>Internet Safety to provide a further briefing</p> <p><u>September 2023</u> further update on digital literacy in September Business Bulletin</p> <p><u>June 2023</u> Update included in the Business Bulletin for this meeting.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			of the current academic year and how this will be integrated into standard practice from 2023/24 academic year onwards.				
5	31.01.23	Teams Around the Learning Communities – report by the Executive Director of Education and Children’s Services	<ol style="list-style-type: none"> 1) To approve proof of concept case studies in the Liberton and Craigroyston learning communities. 2) To agree that a follow-up report on the proof of concept case studies be provided for Committee before the end of 2023. 	Executive Director of Children, Education and Justice Services	January 2024		<u>January 2024</u> Update in the business bulletin
6	31.01.23	Bikeability in Primary Schools	<ol style="list-style-type: none"> 1) To note the update report and the progress 	Executive Director of	June 2024		<u>January 2024</u>

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>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 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>	Children, Education and Justice Services			<p>Further update will be provided to members for June committee</p> <p><u>September 2023</u> Briefing was provided for the elected members.</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<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 Summer 2023 recess on progress including an update on the work with third party organisations.</p>				
7	27.04.23	Rolling Actions Log – Action 25	To note that Internal Audit were reviewing this issue and that a report would be	Executive Director of			Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		- Technology in Education	submitted to GRBV Committee; to request a further update to this committee on the performance of technology in Education.	Corporate Services			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 will also be referenced in the Digital Services update at GRBV on 31 st October.
8	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) <u>To agree to provide a written briefing to members on the Speech and</u></p>	Executive Director of Children, Education and Justice Services			<p><u>January 2024</u> Item 1.2 Briefing has been circulated to elected members</p> <p><u>September 2023</u> Decision 2) - briefing to be</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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 the Consultative Committee with Parents and thereafter to this Committee.</p>				<p>circulated to members</p> <p><u>June 2023</u></p> <p>Decision 3) - update is included in the Business Bulletin for this meeting.</p>
9	27.04.23	Learning Estate Update – 2022 Based School Roll Projections and Secondary Capacity Review	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.	Executive Director of Children, Education and Justice Services	Ongoing Update coming in April 2024		<p>April 2024 – update report on school roll projections and school capacity</p> <p><u>September 2023</u></p> <p>To agree to keep open this action open on 05.09.23</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			2) Committee requests that Officers report back to the June Committee meeting outlining more detailed actions proposed for the 7 Primary schools (Appendix 1(a)) and 9 Secondary schools (Appendix 1(b)) that are projected to exceed capacity within the next 2 years.				as a report will come to the next committee with school roll projections. <u>September 2023</u> Briefing note circulated. <u>June 2023</u> A briefing is being prepared and will be circulated to members before committee.
10	27.04.23	<u>Early Years Partner Provider – Hourly Rate for Funded Early Learning and Childcare and</u>	To request a full report back to Committee in December 2023.	Executive Director of Children, Education and Justice Services	January 2024		Report on January Agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>Cross Boundary Places</u>					
11	27.04.23	<u>Policy for the Transition from Children to Adult Services</u>	<p>1) Notes the request from the Policy and Sustainability Committee asking for a further report in 2 cycles providing an update on the policy and addressing the issues raised by members including why the policy had not been updated before now, the impact not having an updated policy had had on 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</p>	Chief Officer, Edinburgh Health and Social Care Partnership	November 2023		<p>Recommended for closure</p> <p><u>November 2023</u></p> <p>On agenda for November 2023</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			meeting of the Education, Children and Families Committee.				
12	27.04.23	Health and Wellbeing Update	<p>1) To arrange a standalone briefing session for Committee members on health and wellbeing.</p> <p>2) To provide a Business Bulletin update on provision of defibrillators in schools.</p>	Executive Director of Children, Education and Justice Services	Date tbc June 2023		<p><u>January 2024</u> Workshop/briefing session date being arranged for elected members date tbc</p> <p><u>June 2023</u> A workshop will be arranged with members. Defibrillator update in the Business Bulletin for this meeting.</p>
13	27.04.23	Behaviours of Concern	To request a follow-through report within 18 months.	Executive Director of Children, Education	December 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
				and Justice Services			
14	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 	Executive Director of Corporate Services Executive Director of Children, Education and Justice Services	April 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			across society within five cycles.				
15	06.06.23	<u>Business Bulletin - Literacy Thematic Review</u>	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		Report on January Agenda <u>November 2023</u> Update in the Business Bulletin
16	06.06.23	<u>Business Bulletin - Internet Safety</u>	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	April 2024		Further update to follow <u>November 2023</u> Update in the Business Bulletin
17	06.06.23	<u>Business Bulletin - Active schools Thematic Review</u>	To invite Sport Scotland to make a presentation to a future meeting of the committee about Active Schools.	Executive Director of Children, Education and Justice Services	tbc		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
18	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		<p>Recommended for closure</p> <p>Briefing was issued to members.</p>
19	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		<p>Recommended for closure</p> <p><u>November 2023</u></p> <p>Update in the Business Bulletin</p>
20A	01.06.23 (Council)	Motion by Councillor McFarlane – Time for	<ol style="list-style-type: none"> 1) To agree that the working ambition of the council should be towards a 100% 	Executive Director of Children, Education	January 2024		<p><u>January 2024</u></p> <p>Included in the Promoting Equality</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		Inclusive Education	<p>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 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</p>	and Justice Services			Report - January Committee

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

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

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>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>				
20B	06.06.2023	<u>Motion by Councillor Davidson – LGBT Youth Scotland Report</u>	To add to the report requested at Action 36A above: an update on uptake of the charter, current policies around LGBT inclusion in Edinburgh schools and the prevalence of homophobic and transphobic incidents.	Executive Director of Children, Education and Justice Services	January 2024		Included in the Promoting Equality Report -January Committee

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
21	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
22	22.06.23 (Council)	<u>Family Swim Sessions in Braidburn Pool</u>	<p>1) Officers in concert with Edinburgh Leisure officers, will investigate further sources of income to ensure longer term sustainability, including the option of a charging regime for parents and will bring back a report to Committee within 3 cycles.</p> <p>2) Officers to provide a Business Bullitem Update in 2 cycles.</p>	Executive Director of Children, Education and Justice Services	<p>Business Bulletin Update – January 2024</p> <p>Further Actions – January 2024</p>		<p><u>January 2024</u></p> <p>Position statement has been prepared for consideration by the Executive Director and Service Director</p> <p><u>November 2023</u></p> <p>Funding has been awarded for the sessions to continue at Gracemount as instructed by full council. A project</p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>3) Officers to continue to investigate the resumption of ASN swimming sessions at Braidburn School in order to cater for those children and families coping with the most severe and complex disabilities and will bring back a report to the Education, Children and Families Committee within 3 cycles including full details of the relevant financial, H&S and staffing issues that have been identified and how these will be overcome.</p>				<p>group has been set up to look at future provision.</p> <p><u>September 2023</u> Discussions are ongoing with Edinburgh Leisure</p>
			4)				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
23	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.
24	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		Recommended for closure <u>November 2023</u> These will be referenced in the report on November agenda
25	05.09.23	Standards & Quality Report	Officers to provide information relating to the	Executive Director of	November 2023		Recommended for Closure

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
		<u>and Education Improvement Plan</u>	level of provision of musical instrument tuition across the school estate.	Children, Education and Justice Services			<p><u>January 2024</u></p> <p>Briefing was circulated to members</p> <p><u>November 2023</u></p> <p>A briefing will be circulated to elected members.</p>
26	05.09.23	<u>Community Access to Secondary Schools – Transfer of management of non-sport lets to Edinburgh Leisure</u>	<p>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.</p> <p>2) To provide an update at the November Committee about Edinburgh leisure</p>	Executive Director of Children, Education and Justice Services	April 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>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			and paying living wage.				
27	05.09.23	Revenue Monitoring 2023/24 – month three report	1) A further update report to be provided to Committee later in the year on the month six position.	Executive Director of Children, Education and Justice Services	April 2024		
28	05.09.23	Active Schools Thematic Review Findings	<p>1) Officers to provide more details on registration system to the next committee meeting.</p> <p>2) To issue a briefing note about the active schools offer in each school.</p>	Executive Director of Children, Education and Justice Services	November 2023		<p>Recommended for closure</p> <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>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
29	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 Children, Education and Justice Services	January 2024		<u>January 2024</u> Information on purchase cards was shared with elected members.
30	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</p>	Executive Director of Children, Education and Justice Services	November 2023		30.2 Closed – 7.11.23

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			schools and other council buildings in Edinburgh affected.				
31	28.09.23 (Council)	Motion by Councillor McKenzie – Early Years	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		Recommended for closure <u>November 2023</u> Report on the November agenda.
32	28.09.23 (Council)	By Councillor Faccenda - Edinburgh School Uniform Bank	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		<u>January 2024</u> Update in the business bulletin which has been shared with Cllr Faccenda
33	7.11.23	Business Bulletin	1) Demographic information about Community Payback participants to be shared with members. Community Payback Projects and further	Executive Director of Children, Education and Justice Services	January 2024		<u>January 2024</u> Workshop being proposed for members on the 26 January

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>information about the service to be shared with members through a workshop.</p> <p>2) Item 27 – the number of young people making up the 3.9% that are not in a positive destination to be shared with members.</p>				
34	7.11.23	<u>Outdoor Learning – Benmore and Lagganlia Outdoor Centres</u>	Officers to provide further information about cost of third-party providers in comparison with in-house provision	Executive Director of Children, Education and Justice Services	January 2024		Briefing circulated to members 17.01.24
35	7.11.23	<u>Quality Improvement and Scrutiny Update</u>	Officers to provide a briefing summarising the Capacity and Risk Register.	Executive Director of Children, Education	March 2024		Briefing being prepared.

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
				and Justice Services			
36	7.11.23	Commissioning and Contract Management Update	To update appendix 1 extract of the contract register, Children, Education and Justice Services to committee following consideration of contracts.	Executive Director of Children, Education and Justice Services	April 2024		
37	7.11.23	Senior Phase Attainment	Officers to provide a briefing on the Insight Tool and to provide greater narrative on statistics in graphs contained within the report.	Executive Director of Children, Education and Justice Services	March 2024		<u>January 2024</u> Briefing being prepared
38	7.11.23	Inclusion Review	To provide an update to members after the end of the Consultation with Education Welfare Officers.	Executive Director of Children, Education and Justice Services	January 2024		<u>January 2024</u> Report on January Committee agenda

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
39	7.11.23	<u>Response to motion by Councillor Mowat – School Admissions and Placing Appeals</u>	<ol style="list-style-type: none"> 1) The convenor to write to the head of Committee Services and request dedicated resource during the peak period for school placing appeals. 2) A Short Life Working Group to be established with a remit for school placing appeals. 	<p>Executive Director of Children, Education and Justice Services</p> <p>Convener / Committee Services</p>	January 2024		<p><u>January 2024</u></p> <p>Report on January Committee agenda</p>
40	7.11.23	<u>After School Care Provider – Additional Support Needs Support</u>	<ol style="list-style-type: none"> 1) To provide a response to members regarding assurances made to parents, carers and families around continuity of support and alternative arrangements 	Executive Director of Children, Education and Justice Services	April 2024		

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>2) To provide an update report when available which includes an equalities impact assessment</p> <p>3) Produce clear guidance for parents, carers and families to help families navigate the service including if an how it may impact on their 1140 hours ELC allocation.</p> <p>4) A business bulletin update twice a year, if relevant following council budget setting for 2024/25 about how many young people are being supported, how staff and council officers are supported and raising any concerns.</p>				

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
41		<u>Response to motion by Councillor McKenzie – Early Years</u>	<ol style="list-style-type: none"> 1) An integrated impact assessment to be included in a future report regarding Early Years – specifically around allocating discretionary places with details of how future impacts will be assessed and reported. 2) A briefing note to be sent to all councillors by the 30th of November – outlining the process of transition to a fully needs-based allocation methodology for Early Years including details of when this funding change was communicated with the council and why it 	Executive Director of Children, Education and Justice Services	November 2023		<p><u>January 2024</u></p> <p>41.1 - The IIA will be completed by the end of January and shared with elected members.</p> <p>41.3 – These meetings already take place.</p> <p>41.4 - The Edinburgh Children’s Partnership minutes are available to all through the following link <u>Home – Edinburgh Partnership</u></p>

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>has appeared as an in-year pressure instead of being included in the Revenue Budget Framework 2023/24.</p> <p>3) To fully engage with PVI settings – officers to meet with them on a regular basis in order to plan together for the provision of early learning and childcare.</p> <p>4) To share the Children’s partnership minutes with committee members. –</p>				
42		<u>Motion by Councillor McKenzie – Tynecastle Community Wing</u>	1) To prepare a report for committee in January to enable a decision about if the wing can be brought	Executive Director of Children, Education	January 2023		<u>January 2024</u> Update in the Business Bulletin

No	Date	Report Title	Action	Action Owner	Expected completion date	Actual completion date	Comments
			<p>back into community use.</p> <p>2) To outline in the report the factors that lead to the decision, the current barriers to immediate re-instatement of external lets and a clear action plan to resume lets safely.</p>	and Justice Services			


This page is intentionally left blank

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 23 January 2024

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>Tynecastle Community Wing – Rolling Actions Log Item 42 January 2024</p> <p>Recent changes to external lets using the Tynecastle Community Wing were made due to Health and Safety concerns.</p> <p>The Tynecastle Community Wing is a separate wing within Tynecastle High School for community use, but it does not have dedicated Council staff. Public access to the Community Wing is via a separate entrance from the school. However, the internal door between the Community Wing and the school is not secure (for fire safety reasons), meaning access to the school by the public cannot be managed.</p> <p>Until September 2023, as part of a pilot, the 20 Minute Neighbourhood Team occupied the Community Wing, ensuring a Council staff presence. From September 2023 when the pilot ended, there was no longer Council staff within the wing. As a result, the risk of unauthorised access to the school became unacceptably high. To mitigate the risk, two organisations with external lets were found alternative local venues, at suitable times and no cost.</p> <p>The longer-term risk mitigation is to instal a Fob System on the internal door. Work is underway to establish this is an option and to identify a budget for its installation and ongoing maintenance.</p> <p>The Gorgie Dalry Forum expressed concern that the Community Wing was potentially no longer available for use by the community and invited officers to attend a meeting in October 2023.</p> <p>Officers confirmed that re-locating the two organisations was to address Health and Safety concerns. A commitment was made that the Gorgie Dalry Forum will be kept updated on any discussions around the future of Tynecastle Community Wing.</p> <p>With this comes the opportunity to involve the school and Gorgie Dalry Forum to assess what partnership actions are needed to ensure the Community Wing can be developed for more and safe community access.</p>	<p>Linda Lees, Wider Achievement Service Manager</p>
<p>Child Protection Resource</p> <p>As from Monday 8 January 2024, Children’s Services Social Work will be introducing a new Child Protection Resource which will manage all new child protection concerns and IRDs for children and young people who do not have an existing allocated social worker. Social work locality teams will continue to</p>	<p>Karen Pedder, Head of Early Intervention</p>

<p>manage any new child protection concerns and Inter-Agency Referral Discussions (IRD) for children and young people who have an allocated worker.</p> <p>It is anticipated the new resource will enhance and improve existing inter-agency relationships and processes between Police Scotland, NHS Lothian and Council Education Services to create a more responsive and quality service for Edinburgh’s Children, Young People and their families.</p> <p>If you have any queries, please do not hesitate to contact Anne Fitzpatrick anne.fitzpatrick1@edinburgh.gov.uk in the meantime.</p>	
<p>Justice Services – Spotlight on: The Willow Service, Edinburgh Women’s Justice Centre</p> <p>The Willow Service was established in 2009 and works in partnership with NHS Lothian and Third Sector organisations to deliver a service to women aged 18+, who are involved in the Justice System. The Service has trauma informed and gender specific principles embedded in the design in keeping with the research and evidence base relating to this population. The interventions, supports and opportunities offered take account of the prevalence and impact of complex trauma in the population. There is a strong mental health emphasis to support women’s recovery, improve self-efficacy and support a move away from situations that potentially expose the women themselves or others to risk. The Willow Service is made up of a well-established integrated multi-disciplinary team comprising of:</p> <ul style="list-style-type: none"> • Social Workers; • Psychologists; • General Nurse; • Justice Workers; • Justice Support Workers; • Nutritionist (Edinburgh Community Food – Third Sector partner) • Peer Supporters (Willow graduates) <p>We also work in partnership with Edinburgh Women’s Aid; Edinburgh and Midlothian Recovery Support Service (EMORSS) and SHINE (Access to Industry).</p> <p>Interventions are designed to:</p> <ul style="list-style-type: none"> • address the psycho-social, health and welfare needs to improve health, wellbeing and safety. • support access into universal services and community involvement. • reduce risk to others or self, and risks women may be exposed to from others. • co-ordinate service provision, focused on recovery and desistance. 	<p>Colette Wormleighton, Sector Manager, GW Willow Project</p>

- supports pathways into new identities.

Specific interventions include:

- Survive and Thrive (Stage one trauma intervention)
- Routine mental health screening and pathways into treatment/intervention
- Routine physical health screening and liaison with/access to mainstream provision
- Health programme
- Reaching In and Reaching Out programme to promote participation and inclusion
- Proactive assertive outreach to support engagement and community connections.
- Therapeutic group and one to one provision
- Peer support groups and 1:1 sessions – women supporting women
- Just Us – a women’s group that raises awareness of women’s journeys and their experience of stigma/barriers to services

Following a recent service review we have expanded, enabling us work with all women involved with Justice Services for the duration of their involvement. This enables us to adopt a ‘no wrong door’ approach and avoids re-traumatising women often with histories of complex trauma. This also improves continuity of care and creates seamless pathways for women to access the wide range of intervention available irrespective of reason for involvement. Dedicated provision for all women, has been a vision for Justice Services for many years and we now have a newly refurbished women’s centre that provides a central hub where women can access a range of services and where partners can work collaboratively.

What women say about their experience of the Willow Service:





Response to Council Question by Councillor Faccenda, 28 September 2023

Sheila Haig, Customer Manager, Customer and Digital Services

Councillor Faccenda requested a Committee report clarifying the Council's Clothing Grants application procedure, related uptake considerations and intercation with Edinburgh School Uniform Bank. It was agreed with Councillor Faccenda that a Business Bulletin update would be appropriate.

- Officers are keen to collaborate with Edinburgh School Uniform Bank (ESUB) and there has already been positive engagement that has helped shaped the process. This will be an ongoing activity.
- The Council is committed to make it easier to access support and various improvements have been introduced, including automating entitlement for free school meals and clothing grant awards. These activities have driven a 61% increase in uptake between 2019/20 and 2022/23, with a similar upward trend this year. Work continues to identify families in need.
- The Council's means tested criteria mirrors national legislation/guidance. The Council continues to signpost citizens that do not meet the criteria to other supporting organisations.

How many families in P1-5 are eligible but are not receiving clothing grant and/or holiday payments

It is not possible to identify families in P1 to P5 that are eligible but not receiving free school meals/clothing grants (FSM/CG). The FSM automation automatically awards all children if their parent/carer has an active Council Tax

Reduction (CTR) and/or Housing Benefit (HB) claim and satisfies the income based eligibility criteria. If parents/carers are not claiming CTR and/or HB the Council does not hold the relevant information to identify if the income-based eligibility criteria is met.

How earlier opening of the application process can help families get everything ready for the new school year

The Scottish Government sets the FSM eligibility criteria annually, which then determines the Council's School Clothing Grant process. The application process cannot open until the criteria has been set. As part of the Council's improvement activities an automatic award process has been introduced to ensure as many children as possible receive the support without the need for an application (almost 6000 young people received an award in this way in 2023). Parents are notified of their auto-award in advance of the scheme opening, and receive payment at the start of June. A simple, consolidated online process for FSM/CG and holiday payments is available for families that are required to apply.

All schools are advised when the application process opens and are encouraged to engage and support parents in the application process. The scheme is also promoted on social media. The Council website also signposts additional support available from other organisations, including ESUB and The Edinburgh Police Fund for Children.

Processing resource is also redirected to this important task to ensure that applications received by mid-July receive a payment in advance of the new school year.

How can we ensure families with NRPF families are aware of ESUB and can use their services

Families with no recourse to public funds can apply for FSM/CG and this is referenced in appropriate communications and engagements. The Refugee & Migration Team also assist refugees to complete applications. If a family does not qualify for the award they are directed to other means of support.

How the application for school clothing grant can be simplified and made more accessible including running sessions in schools

The team regularly review the online application process and changes are made to make it as simple as possible. The process is also benchmarked with other councils to identify improvement opportunities. To assist with the application process third parties can complete the form on behalf of families/carers (e.g. school staff, friends, family members, support workers).

The Customer Team continues to promote the availability of free school meals and clothing grants to schools in a regular blog and undertakes community outreach activities:

<ul style="list-style-type: none"> • attending school events e.g. parent consultation sessions • monthly financial welfare surgeries in schools e.g. Gracemount and St Catherine's Primary • providing welfare benefits awareness sessions for school staff and other relevant groups e.g. council's partners involved in temporary accommodation, refugee sessions etc. <p>These activities require close coordination between services and this will continue to be an important focus during 2024.</p>	
<p>Statutory Consultation Outcome Reports</p> <p>On 5 September 2023 The Education, Children and Families Committee approved a report which confirmed three statutory consultations for St Catherine's RC Primary School, a new Primary School in Queensferry and a new Kirkliston High School would progress.</p> <p>The consultations have now been completed and the outcome reports for the consultations will be considered by Council on 8 February 2024. In line with the Schools (Scotland) (Consultation) Act 2014 as amended the outcome reports were published on the Council's website on 18 January 2023.</p> <p>The outcome reports recommend that the sites proposed in the statutory consultation proposals for a new High School in Kirkliston, a replacement St Catherine's RC Primary School and a new primary school at Builyeon Road in Queensferry are all approved.</p>	<p>Crawford McGhie, Head of Strategic Asset Planning</p>
<p>Teams Around the Learning Community Update (TALC)– Rolling Actions Log Item 5</p> <p>The Team Around the Learning Community project aims to improve outcomes for children and young people by ensuring that the services within each secondary school catchment area are coherent without fragmentation and repetition. These services include those delivered by school staff, wider City of Edinburgh Council staff and voluntary sector services paid for by various funding streams.</p> <p>Currently schools pay for a range of services from the voluntary sector using equity funding. We have in collaboration with colleagues from commissioning and procurement developed a procurement framework to ensure that this spend is compliant with the City of Edinburgh's Contract Standing Orders and that it delivers best value. This framework is called Accredited Pathways and Certified Counsellors and Therapists and goes live in March.</p> <p>Officers from different departments within the directorate are working together to produce a comprehensive service map across all of the 23 learning communities with a view to working together to identify opportunities for integrated service design.</p>	<p>Stephen Kelly, Head of Education (Seconded) SE Curriculum & Senior Phase</p>

The funding from the Strategic Equity Fund has been awarded to learning community projects that focus on developing a 'team' approach and we are seeing evidence of Headteachers working together to co-construct approaches in raising attendance, developing curricular pathways and improving the transition experience in their learning community.

A more focussed approach to Team Around the Learning Community (TALC) service design is being explored as proof of concepts in two communities, Craigroyston and Liberton. This has started with a consultation to support the development of a more coordinated approach to partnership and support for children and young people across the learning community. Learning from this process will be used to co-construct a template for consultation and partnership development that can be scaled up sustainably in other learning communities.

Views are being gathered from young people, parents and carers and will be reviewed in conjunction with the views of school staff, officers and community partners. This data will inform the co-design of strategies to mitigate the impact of poverty that will include decisions on pupil equity fund spending and how best to develop partners through the accredited pathways framework. This approach to a place-based integrated service design aligns to the wider work of the Local Outcome Improvement Plan (LOIP) 3 – A Good Place to Live. Senior council officers and LAYC representatives have engaged in all stages of the consultation and action-planning process with local partners. YouthLink Scotland is facilitating the enquiry process and synthesis of the data gathered to build towards a collaborative plan of action.

A GIRFEC-centred early intervention and prevention TALC strategy is being developed, underpinned by the strategic direction from The Edinburgh Children's Partnership and a shared commitment to poverty prevention. The key outcomes include the Edinburgh Imperatives (Attendance; Literacy & Numeracy Poverty Related Attainment Gap), care experienced data, out of authority spend and public health data. A data dashboard is being designed to track the measurable KPIs

This page is intentionally left blank

Education Children and Families Committee

10am, Tuesday, 23 January 2024

Promoting Equality

Executive/routine
Wards

1. Recommendations

- 1.1 The Education Children and Families Committee is asked to:
 - 1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.
 - 1.1.2 Agree next steps at 5.1
 - 1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented annually.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director Education & Chief Education Officer

E-mail: lorna.french@edinburgh.gov.uk

Promoting Equality

2. Executive Summary

- 2.1 This report provides a summary of activity and progress in the Equality, Diversity and Inclusion Action Plan, involving Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Wider Achievement and Lifelong Learning, and partner organisations. The report describes sustained work to raise awareness of and address discrimination and inequality. The basis of this work is intersectional, with a continued focus on Race Equality and anti-racism.

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education Children and Families Committee, most recently at the November 2022 Committee: [7.2 Promoting Equality.pdf \(edinburgh.gov.uk\)](#)

4. Main report

- 4.1 An evaluation of the 2022-23 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1. The current plan for 2023-24, which has an increased focus on outcomes and measures, is in Appendix 2.

Increasing Diversity in the Workforce, specifically people from BME communities

- 4.2 Whilst there are early signs of an increase in diversity in our teaching workforce in the secondary sector (<https://www.gov.scot/publications/diversity-teaching-profession-annual-data-report/>) we recognise that this area requires increased focus. We have introduced new actions in the current plan which are aimed at accelerating progress (see Appendix 2).
- 4.3 In December 2023 we held our first BME Staff Conference. At this event, we shared findings from the BME staff survey and focus group (Appendix 3). We also began to consult on actions to create a fairer workplace and to support the

professional development of BME staff. The conference was very positively received and further events will take place in February and May 2024.

- 4.4 In December 2023, we launched the 'From Mentor to Inclusive Sponsor' programme, in partnership with the Reverse Mentoring Practice. From January to December 2024, 20 mentor-mentee pairs will use a critical and intentional approach to mentoring and sponsorship based on Ibarra's 2019 model to support the development of teachers from racialised groups. The programme aims to contribute to increasing the representation of teachers from minority ethnic groups in senior leadership roles.

Young People

- 4.5 In March 2023, we held our first in-person Young People's Equality Event at the City Chambers. Pupil-led Equalities Groups from 20 schools (primary, secondary and special schools) showcased and discussed their work to promote equality. The participants heard from inspirational speakers (Sir Geoff Palmer OBE and Members of the Scottish Youth Parliament) and visited stalls from a range of equalities organisations. Feedback from young people was very positive; in particular they appreciated the opportunity to share ideas and would like more events like this. They would also like to see greater visibility of Equalities work around the city. Planning is underway for the 2024 Young People's Equality Event.
- 4.6 The second annual award ceremony for the Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 16th November in the City Chambers, hosted by Cllr Joan Griffiths. Pupil nominations were received from primary, secondary and special schools, under the categories: Proud to be Me; How Prejudice Makes me Feel; and Artivism (Art-Activism). We also received nominations for school staff teams whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community. The judges were impressed by the high quality of the entries, a sample of which were displayed at the award ceremony. Invited guests included Vineet Lal (son of Saroj Lal), Hardeep Kaur (winner of the GTCS 2023 Saroj Lal Award) and Caroline Donald (Head of Learning and Engagement Edinburgh International Festival). Examples of winners' nominations can be found in Appendix 4.

Training/Professional Learning

- 4.7 To support all aspects of the Education Equality, Diversity and Inclusion action plan, we work in partnership with Human Resources and a range of external organisations to offer high quality professional learning. See Appendix 5 for an overview.

Curriculum

- 4.8 We continue to support schools to use the authority's Inclusive Diverse and Decolonised Curriculum guidance and to complete an Equalities Curriculum Map as part of their curriculum development. This process enables to schools to consider the totality of the learner's experience, to notice interdisciplinary connections, strengthen cohesion and address gaps.
- 4.9 A Community of Practice focused on Equalities has been established to drive change in the curriculum. Identified leads from 12 schools have dedicated time (1 day / week) to take forward this work for their school community. Through this collaboration, practitioners will be empowered to develop a coherent, flexible and enriched curriculum that is adaptable and responsive to context.
- 4.10 Our approach to teaching about slavery is being informed by sector-leading work undertaken by Edinburgh History teachers as part of a national knowledge exchange project ([Teaching Slavery in Scotland Project – SATH](#)). The resources were launched at the University of Glasgow in November 2023. A second knowledge exchange programme is running this session 2023-24.
- 4.11 We have worked with Balgreen Primary School and Scotdec (<https://scotdec.org.uk/>) to create a programme for a whole-school approach to developing an anti-racist school community and curriculum. Following a successful pilot in Balgreen Primary School, this programme is being promoted across the primary sector. A similar programme for secondary schools will be piloted from January 2024 in Castlebrae High School.
- 4.12 We are putting in place a programme of support for senior phase pupils to enable them to gain recognised qualifications in a range of Heritage Languages. Beginning in January 2024, this pilot programme will be delivered through a partnership between Edinburgh secondary schools, complementary language schools and community members.

LGBT-Inclusive Education

- 4.13 9 secondary schools and one special school have achieved an LGBT Charter award (3 Bronze; 6 Silver; 1 Gold) in the last calendar year, through the grant-funded offer. 5 schools have previously received an award and 2 of these are now working towards Gold. A further 6 secondary schools are expected to achieve an award by March 2024. A sharing best practice event for staff took place in December 2022 and a celebratory in-person event for pupils and staff took place in March 2023, hosted at Currie Community High School. 3 primary schools have achieved an LGBT Charter award independently. Denominational secondary schools are currently using the Scottish Catholic Education Service (SCES) Equalities resources to support LGBT-inclusive education.
- 4.14 We will continue to strengthen LGBT-inclusive education by: sharing practice; engaging with the national Time for Inclusive Education (TIE) training and resources

(<https://tie.scot/>); and continuing to work with voluntary sector partners, e.g. LGBT Youth (<https://www.lgbtyouth.org.uk/>); LEAP Sports Scotland (<https://leapsports.org/about>).

- 4.15 In November 2023 we carried out a self-evaluation activity to contribute to the Council's first Stonewall Workplace Equality Index benchmarking exercise. The resulting report will further inform our work in this area.

Tackling Gender-Based Violence

- 4.16 We are strengthening our approaches to addressing Gender Based Violence, as part of Equally Safe Edinburgh (<https://www.edinburgh.gov.uk/downloads/download/14951/equally-safe-edinburgh-committee>).
- 4.17 Mentors in Violence Prevention (MVP) is a peer education programme providing young people with the language and framework to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence. To successfully embed MVP in our 23 secondary schools, over 90 Education staff have been trained this year (2023), with 241 young people trained as Mentors.
- 4.18 Two schools are engaged in pilot work with Stop It Now which builds on the ROSA (Learning from the Risk of Sexual Abuse) project: (<https://www.stopitnow.org.uk/scotland/rosa-project/>).
- 4.19 A professional learning course has been developed to give primary school staff confidence in responding to early signs of behaviours that may be harmful sexual behaviour or could lead to harmful sexual behaviour.

Islamophobia

- 4.20 Our work to tackle Islamophobia includes promoting Interfaith Awareness Week, National Hate Crime Awareness Week, International Muslim History Month, World Hijab Day and Islamophobia Awareness Month. In addition, we have specific guidance for schools on Islamic prayer and Ramadan. Several schools hold Eid celebrations each year and examples from 2023 include Gracemount Learning Community [Gracemount High \(@GracemountHigh\) / Twitter](#) and Lorne Primary School [EqualitiesLorneSt \(@LSP_Equalities\) / Twitter](#). Our guidance for schools on the curriculum and procedure for Preventing and Responding to Bullying and Prejudice include specific reference to Islamophobia.

Preventing and Responding to Bullying and Prejudice

- 4.21 We continue to support schools to implement the procedure on Preventing and Responding to Bullying and Prejudice and to monitor data. A summary of data for school sessions 2019-2023 is found in Appendix 6. It is notable that the data

confirms an anticipated increase in recorded incidents resulting from the sustained focus on anti-bullying and tackling prejudice in schools and wider Equalities work. It is likely that increased societal awareness of issues such as gender-based violence and transphobia contributed to increased reporting and recording in these areas in 2022-23. Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, the most recent Pupil Wellbeing survey data (2021) suggest that our work in this area is beginning to have an impact. The work described in this report and outlined in our plan for 2023-24 will continue to address this important area for pupil wellbeing. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures.

5. Next Steps

- 5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan 2023-24 (Appendix 2).

6. Financial impact

- 6.1 Funding for the Mentor to Inclusive Sponsor Programme (£16,000 – HR/Education) 2023-24
- 6.2 Funding for Scotdec whole-school approach to Race Equality and Anti-Racism secondary pilot (£4,200) 2023-24

7. Equality and Poverty Impact

- 7.1 The activity and progress summarised in this report aim to support schools to fulfil the Public Sector Equality Duty and to fulfil duties under the Equality Act 2010. The work is reflected in Themes 4 and 5 of the Council's Equality and Diversity Framework 2021-25 <https://www.edinburgh.gov.uk/documents/equality-diversity-framework-2021-2025/7>

8. Climate and Nature Emergency Implications

- 8.1 There are no significant identified positive or negative environmental impacts arising from the activities described in this report. We work with local partner organisations which minimises environmental impact from travel. We use a mixture of in-person meetings (to support the interpersonal connections which are important for collaboration) and online meetings (to reduce travel).

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

- 9.1 We engage with different communities on an ongoing basis at national, local authority and school/setting level. The Education Equality Diversity and Inclusion action plan is overseen by the Edinburgh Learns Equalities Board. The Board has representation from schools (Head teachers), a Head of Education, Quality Improvement Education Officers and Senior Development Officers, Police, Scottish Association of Minority Ethnic Educators (SAMEE), voluntary sector organisations, parents. To strengthen our engagement, we will develop a relationship with the Whole Family Equality Project Citizens' Panel recently set up by Capital City Partnership.
- 9.2 The activity summarised in this report contributes to the Council's strategic priority to 'create good places to live and work in Edinburgh' and its commitment to promote fairness and reduce inequality, to be more diverse, inclusive and welcoming.
- 9.3 As noted in Section 7 (above), this work supports the Council to meet its obligations under the Public Sector Equality Duty and Equality Act 2010.
- 9.4 Aspects of the work summarised in this report contribute to the implementation of the Council's Equality and Diversity Policy (<https://www.edinburgh.gov.uk/downloads/download/14022/equality-and-diversity-policy>).

10. Background reading/external references

- 10.1 SG Included, Engaged, Involved Part 1: <https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/pages/2/>
- 10.2 The City of Edinburgh Council's Included, Engaged, Involved Policy: <https://www.edinburgh.gov.uk/directory-record/1486170/included-engaged-and-involved-in-edinburgh-policy-#:~:text=The%20Included%2C%20Engaged%20and%20Involved,important%20as%20dealing%20with%20crises.>
- 10.3 The City of Edinburgh Council procedure: Preventing and Responding to Bullying and Prejudice amongst children and young people <https://www.edinburgh.gov.uk/schools-learning/bullying-harassment>
- 10.4 The City of Edinburgh Council: Edinburgh Learns Framework for Inclusion <https://democracy.edinburgh.gov.uk/documents/s11747/7.10%20Edinburgh%20Learns-Inclusion%20Framework.pdf>
- 10.5 The City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing <https://www.edinburgh.gov.uk/downloads/file/34256/health-and-wellbeing-framework-summary>

- 10.6 SG AREP <https://www.gov.scot/groups/race-equality-and-anti-racism-in-education-programme-stakeholder-network-group/>
- 10.7 SG Teaching in a Diverse Scotland report (2018):
<https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/>
- 10.8 <https://democracy.edinburgh.gov.uk/documents/s62279/7.11%20Gender%20Recognition%20Reform.pdf>
- 10.9 <https://democracy.edinburgh.gov.uk/documents/s62281/7.12%20Islamophobia%20-%20Update%20on%20Engagement.pdf>

11. Appendices

- 11.1 Appendix 1 Education Services, Equality, Diversity and Inclusion Action Plan 2022-23 progress
- 11.2 Appendix 2 Education Services, Equality, Diversity and Inclusion Action Plan 2023-24
- 11.3 Appendix 3 BME Staff Survey findings - summary
- 11.4 Appendix 4 Edinburgh Schools' Saroj Lal Award 2023 Winners
- 11.5 Appendix 5 Equality, Diversity and Inclusion Professional Learning overview
- 11.6 Appendix 6 Bullying and Prejudice-related Incidents 2019-2023

Appendix 1 Equality, Diversity and Inclusion Action Plan 2022-23 (evaluated June 2023)

Education and Children's Services Equality, Diversity and Inclusion Action Plan 2022-23 (Year 3 of 3) (evaluated June 2023)

This plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty. It includes actions for specific protected characteristics, with a particular emphasis on race equality, in the context of Black Lives Matter. Planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period 2020 - 2023.

Theme	Tasks	Empowered System	Target date	Progress
1. Representation, recruitment and retention Diversity in the teaching, PSA and youth work workforce, specifically increase representation of people of colour in teaching and promoted posts.	Consultation (continued) <ul style="list-style-type: none"> Focus groups with staff from groups of interest (teacher/PSAs) – complete findings and recommendations. 	School and LL leaders Local Authority	Jan. 2023	Focus group met Feb. 2023. Next step: Report on survey and focus groups to be shared at BME staff conference October 2023.
	Recognise and support aspiring minority ethnic teachers and youth workers: <ul style="list-style-type: none"> follow-up workshop for aspiring middle leaders 	Local Authority	Nov. 2022	Difficulty finding suitable date. Did not take place. Next step: consult with BME staff on planned actions (BME staff conference).
	<ul style="list-style-type: none"> evaluate and if successful extend volunteering opportunities. 		Feb. 2023	Mixed success – communication. Next step: develop robust plan.
	<ul style="list-style-type: none"> plan and implement mentoring programme for black and minority ethnic staff. Added: ENEI training offer: Anti-racism; Recruitment Leadership		March 2023	Initial discussion with HR/Reverse Mentoring Practice and Leadership Board Dec. 2022. Funding secured. Next step: take forward during 2023-24. Evaluated very highly but uptake low. Next steps: consider how to increase uptake.
2. Teaching and Learning Inclusive curriculum	<ul style="list-style-type: none"> support schools to use Curriculum guidance materials; identify and share good practice; evaluate [R] 	Teachers, Partners Local Authority	March 2023	Very good progress in some schools/curricular areas. Sharing practice at HTs conference. The challenge is consistency across schools and curricular areas.

<p>BME / black history and culture included:</p> <ul style="list-style-type: none"> • in all phases of secondary school education across all disciplines • BME / black history and culture across all curricular areas in primary school education • Heritage Language support programme 	<p>Implement recommendation from ESCL Review group: <i>'Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland's and Edinburgh's role in slavery and colonialism'</i>. [Part of wider curriculum development.</p> <ul style="list-style-type: none"> • History teachers attend national professional learning on teaching the Atlantic slave trade • Cascade through PL opportunity for all secondary History teachers and interested primary teachers <ul style="list-style-type: none"> • Consultation with stakeholders for community/heritage languages as L3 (1+2 Language Strategy) 	<p>Local Authority and Partners</p> <p>Local Authority and partners</p>	<p>Sep. 2022</p> <p>April 2023</p>	<p>Next steps: Curriculum Mapping audit; develop evaluation to measure impact. Template for a CAT session – share material that leading schools have developed.</p> <p>PL completed Sep. 2022.</p> <p>Initial (authority) session for primary and secondary colleagues 6.12.2022. University session 8.2.2023. Input at BRL event, May 2023.</p> <p>Next steps: national launch of resources; promote; further develop engagement resources from ES&CL review.</p> <p>Completed. Digital consortia offer for Senior Phase students circulated to schools, April 2023.</p> <p>Next steps: recruit tutors; implement and evaluate first year.</p>
<p>3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.</p>	<p>Raise awareness of procedure with parents-carers:</p> <ul style="list-style-type: none"> • Create leaflet for parents/carers • Deliver additional sessions for parents/carers • Strengthen links with third sector organisations 	<p>Local Authority; Partners</p>	<p>Oct. 2022</p> <p>Nov. 2023 and May 2023</p> <p>March 2023</p>	<p>Completed and published on Council webpage.</p> <p>Parent-carer session delivered with respectme Nov.2022 and May 2023. 33 parents attended. Around half from BME backgrounds.</p> <p>Next step: repeat these sessions in 2023-24. Work with schools on parental engagement at local level, especially with parents from Black and minority ethnic backgrounds.</p>

<p>Youth Work</p> <p>Support for LGBT young people</p>	<p>Professional Learning:</p> <ul style="list-style-type: none"> Deliver training for wider staff on dealing with microaggressions and racist incidents (piloted in 2021-22) [R] Event for ScotGov Building Racial Literacy Cohort 1 to share experience and support individual plans <p>Analysis of recorded bullying and equalities data:</p> <ul style="list-style-type: none"> Detailed analysis of data by protected characteristics / other factors; identify actions to strengthen recording [R] Training for schools on effective use of SEEMiS Bullying and Equalities module <ul style="list-style-type: none"> Deliver training for anti-racist youth work [R] <ul style="list-style-type: none"> Create bite-size guidance on 'frequently-asked' aspects of guidance <ul style="list-style-type: none"> Progress LGBT Charter in 16 secondary schools; support all secondary schools to engage with LGBT Charter material. 	<p>Local Authority</p> <p>Local Authority and SG</p> <p>Local Authority</p> <p>Local Authority, teachers with responsibility for recording incidents</p> <p>Local Authority and partners</p> <p>Local Authority and Partner</p>	<p>Feb. 2023</p> <p>Jan. 2022</p> <p>Ongoing</p> <p>Dec. 2022</p> <p>May 2023</p> <p>Jan. 2023</p> <p>Aug. 2023</p>	<p>In person training (Feb.) cancelled as not enough uptake. Online training (March) – 26 signed up, 16 attended. Next step: 1 x school-based delivery (primary) planned for August 2023. Consider list of recommended training options for schools, incl. ScotDec offer (trialled at Balgreen PS).</p> <p>Event for cohorts 1-3 took place 5th May. Very positive feedback. Next step: support the network.</p> <p>Reported to ECF Committee Nov. 2022.</p> <p>Next steps: Share termly with individual schools and support as needed. Sample recording of incidents.</p> <p>Not progressed.</p> <p>Bite-size guidance developed (draft):</p> <ol style="list-style-type: none"> Residential trips Pronouns and names Toilets and changing rooms (draft) <p>Next step: finalise and share</p> <p>Charter completed by 8 schools. Sharing practice event Dec. 2022. Celebration event held March 2023. Next steps: support schools working towards charter to complete by March 2024. Review strategy for LGBT-inclusive education.</p>
--	---	---	---	---

	<ul style="list-style-type: none"> Write guidance on tackling homophobic, bi-phobic and transphobic incidents 		Feb. 2023	Not completed – carry forward to 2023-24
4. Professional Learning See also Themes 1, 2 and 3	<ul style="list-style-type: none"> School Leaders: embed Equalities training as part of new Head Teacher induction and annual bite-size refresh Monitor completion of core Equalities training (e-learning) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers. Review local authority and partners' professional learning offer to inform planning 	Local Authority, school leaders Local Authority Local Authority and partners	March 2023 Jan. 2023 Jan. 2023	Completed / embedded. Also covered in self-assurance training. Data for schools collated as part of Equalities Thematic Review, October 2022. Only data from MyLearningHub platform available. (CECIL records not transferred over). Next steps: collate data bi-annually; continue to promote this core training with schools through Equalities Co-ordinators. PL offer includes: PSA training – respectme e-learning modules Micro-aggressions and racist incidents (LA) ScotDec whole-school approach Show Racism the Red Card Anti-racist praxis toolkit (Education Scotland) Professional Learning Packs (LA): How well do you know your school? Next step: Share good practice in PL across schools.
5. School Improvement Planning Edinburgh Learns for Life	<ul style="list-style-type: none"> Equality, Equity and Inclusion page in school improvement plans 2022-23 Undertake Equalities Thematic Review 	Local Authority and schools	August 2022 October 2022	All schools have Equality actions in School Improvement Plan Completed and reported to ECF Committee Nov. 2022
6. Communication and engagement	<ul style="list-style-type: none"> Children and Young People's Equalities Events: primary, secondary and Special Schools IYS Race Ambassadors programme evaluation through case studies [R] 	Local Authority / Practitioners Schools Local Authority, partner, schools	May 2023 Feb. 2023	Young People's event March 2023 Not progressed – carry forward to 2023-24.

	<ul style="list-style-type: none"> Saraj Lal Award for Edinburgh Schools: make 2022 entries accessible to schools to support and promote Equalities work 	Local Authority (Wider Achievement and Lifelong Learning)	Jan. 2023	<p>First award ceremony took place 11th Oct. 2022.</p> <p>Next step: work underway for 2023-24 award. Curate resource bank of materials that schools can access.</p>
--	---	---	-----------	---

Note [R] indicates actions related to the recommendations from the investigation in allegations of racism

Equality, Diversity and Inclusion Plan 2023-24

Theme 1 of 3: Increasing Diversity in the Workforce: representation of colleagues from Black and Minority Ethnic backgrounds.

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
<p>Long-term outcome/measure: increase in no. of BME staff in posts and promoted posts.</p> <p>Medium-term measures</p> <ul style="list-style-type: none"> - No. of teachers from under-represented groups on Edinburgh Learns Boards. - No. of volunteers and progression to entry-level roles. - No. of BME applicants for PSA jobs - Progression from entry-level roles (support roles) to teacher training. - Increased progression of BME probationers into teaching posts. - Increased progression of BME student teachers into probationary year. - No. of young people leaving school starting BEd. Primary. - No. of teachers from BME backgrounds participating in leadership Professional Learning. - No. of BME teachers applying for promoted posts and success rate. 	<ul style="list-style-type: none"> • Data (see outcomes): establish baselines; schedule for comparison • Promote disclosure of Equalities monitoring information • BME staff conference: share findings of survey; consult on planned actions. Share also with Senior Managers; HTs; Equality Co-ordinators • Under-represented groups teacher representation on all Edinburgh Learns Boards • Evaluate and extend volunteering initiative. • Put system in place for targeted promotion of vacancies, e.g. ELREC and other BME partners • Workshop for BME support staff who have core qualifications to support steps into teacher training. • Support for Probationers 	<p>Data will enable us to measure impact of actions.</p> <p>Increase in % staff disclosing Eq. info.</p> <p>BME staff feedback.</p> <p>Feedback from teachers; feedback from Chairs on impact on work of Boards.</p> <p>Volunteer feedback; no. of volunteers progressing to PSA posts</p> <p>No. of BME applicants for posts</p> <p>Participant feedback; Increase in no. of BME support staff entering teacher training</p> <p>Feedback from probationers; % probationers progressing to permanent posts</p>	<p>Oct. 2023</p> <p>Jan. 2024</p> <p>Nov. 2023</p> <p>Oct. 2023 – on EL Boards May 2024 – feedback</p> <p>Nov. 2023 - revised timescale March 2024</p> <p>May 2024</p> <p>Workshop March 2024.</p> <p>May 2023</p>	<p>In progress 01.24</p> <p>BME staff conference held 11.23</p> <p>In progress</p>

<p>- Improved feedback from BME staff re. workplace environment.</p>	<p>Support for aspiring middle leaders</p> <ul style="list-style-type: none"> ➤ Mentoring and sponsorship programme Jan. – Dec. 2024 ➤ Workshop for BME aspiring Middle Leaders. ➤ Communication about relevant PL opportunities ➤ Observation/shadowing R&S process <ul style="list-style-type: none"> • ENEI training: Inclusive Recruitment and Inclusive Leadership • Recruitment panels: diversify; review training incl. post-interview feedback; increase awareness of aim • Edits to teaching in Edinburgh video Teaching in Edinburgh – The City of Edinburgh Council BME teacher and pupil representation. • Greater emphasis on inclusion and diversity in Teaching in Edinburgh – The City of Edinburgh Council • Clear and explicit information for all staff starting a new post/supply (whether new to Council or new school): <ul style="list-style-type: none"> ➤ What do to in case of prejudice-based incident – who to speak and what to expect ➤ What to do if not dealt with appropriately ➤ Role of union / support for staff who are not members of a union ➤ Role of third sector • Explore opportunities for working in partnership with ITE providers 	<p>Programme evaluation; participant feedback; increase in no. of BME teachers in middle leadership</p> <p>Participant evaluation</p> <p>Feedback on applicant/candidate experience</p> <p>BME staff feedback through repeat of survey or specific survey for new staff / staff who have moved schools</p>	<p>June and Dec. 2024 Feb. 2024</p> <p>Nov. 23 and ongoing March 2024</p> <p>May 2024</p> <p>May 2024</p> <p>Feb. 2024</p> <p>Feb. 2024</p> <p>May 2024</p> <p>May 2024</p>	<p>Launched 12.23</p> <p>In progress</p>
--	---	--	---	--

Theme 2 of 3: Curriculum

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
<p>Long-term outcome/measure: All children and young people experience an inclusive, diverse and decolonised curriculum</p> <ul style="list-style-type: none"> pupil survey and focus groups (Year 3) <p>All teachers are able to critically analyse the curriculum and resources</p> <ul style="list-style-type: none"> teacher survey / focus group (Year 3) <p>Medium-term:</p> <ul style="list-style-type: none"> All schools use Equalities Curriculum Maps (ECM) as an audit and planning tool for developing an IDD curriculum. All teachers use the criticality frameworks and reflective questions when planning units of work and lessons. All teachers have an in-depth understanding of the terms: inclusive, diverse and decolonised and what these look like in practice All school staff have access to and engage with a wide range of relevant Professional Learning (PL) All school staff have access to and use a wide range of quality resources to support an IDD curriculum 	<p>Establish Equalities Community of Practice to support curriculum development</p> <p>Building Racial Literacy</p> <ul style="list-style-type: none"> Support the newly-formed Edinburgh BRL network Establish links with BRL networks in other local authorities, e.g. through the SEIC (South-East Improvement Collaborative) <p>Edinburgh Slavery and Colonialism Legacy Review (ESCLR) recommendation</p> <ul style="list-style-type: none"> History knowledge exchange project: promote national resources continue to support Knowledge Exchange events and sharing practice Promote and further develop the resources initially designed to support engagement with ESCLR <p>Equalities Curriculum Maps</p> <ul style="list-style-type: none"> Audit completed curriculum maps Provide key points and success criteria Share case study of successful collaboration to complete curriculum map and using this as an audit and planning tool (primary and secondary) <p>Sharing good practice</p> <ul style="list-style-type: none"> Create accessible online space to share materials from schools that are leading practice 	<p>Participant feedback; plans written and evaluated at school level</p> <p>Network survey</p> <p>Teacher feedback Pupil feedback</p> <p>Equality Co-ordinator and teacher feedback</p> <p>Equality Co-ordinator and teacher feedback</p>	<p>Oct. 2023; feedback May 2024</p> <p>Support – Sep.23 ongoing; survey - May 24 Feb. 2024</p> <p>Nov.23 – launch; May24 teacher & pupil feedback June 2024 (for Black History Month Oct. 2024)</p> <p>Feb. 2024</p> <p>March 2024</p>	<p>Established 10.23</p> <p>Support in place 10.23</p> <p>Resources launched & promoted 11.23</p>

	<p>Guidance on developing an Inclusive, Diverse and Decolonised Curriculum and Criticality Frameworks</p> <ul style="list-style-type: none"> • Assess engagement with guidance and criticality frameworks • Interim assessment of impact on curriculum development • Support completion of LGBT Charter Awards to develop and LGBT-inclusive curriculum • Promote Time for Inclusive Education (TIE) e-learning, whole school training and resources to develop and LGBT-inclusive curriculum • Revise format of Inclusive Curriculum resource database • Update inclusive curriculum booklists <p>Heritage Languages: Set up support programme for heritage languages</p> <p>Professional Learning</p> <ul style="list-style-type: none"> • Strengthen communication with Equality Co-ordinators and teachers re. PL opportunities to support an IDD Curriculum 	Teacher and pupil feedback	March 2024	<p>TIE training & resources promoted 10.23 and ongoing</p> <p>In progress</p> <p>Increased use of MS Teams, Edinburgh Learns weekly PL email to all teachers; Equalities Tile</p>
		Teacher feedback	March 2024	
		Teacher feedback	Sep. 2023 – ongoing	
		Teacher feedback	May 2024	
		Qualifications in Heritage Languages at Higher or equivalent. Pupil feedback.	March 2024	
		Set-up Jan. 2024 Eval. Aug. 2024		
		Sep. 2023 and ongoing		

Theme 3 of 3: Health and Wellbeing

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
<p>Long-term</p> <p>Reduction in recorded incidents of Bullying and Prejudice (pupils) (Year 3)</p> <p>Improvement in pupil HWB as reported through LA wellbeing</p>	<ul style="list-style-type: none"> • Review data on recorded incidents by perceived reason. • Work towards schools accessing B&E module data directly; in interim, provide 	Data enables evaluation of outcomes Improvements in recording over time; actions taken by schools based on data / support	Oct. 23; Dec. 23; March 24; June 24	ELT presentation on racist incidents Nov.23
		No. of schools accessing B&E module directly	Jan., April 24	In progress In progress

<p>questionnaires and national HWB survey (Year 2/3)</p> <p>Medium-term Likely increase in recorded incidents of bullying and prejudice (pupils) (Years 1/2)</p> <p>Short-term Uptake / completion of training (output) (Year 1)</p>	<p>termly data on school-by-school basis to support school-level analysis</p> <ul style="list-style-type: none"> • Provide support to schools, e.g. to ensure incidents are closed within reasonable timescale; all incidents are recorded • (Continue) to promote respectme anti-bullying e-learning modules, esp. for support staff • Implement MVP (Mentors in Violence Prevention) in secondary schools • Extend delivery of training on tackling racist incidents and creating an anti-racist culture (HR/ENEI) • Promote Building Racial Literacy programme and support growing Edinburgh BRL network (see also Curriculum) • In partnership with Scotdec, develop and pilot whole-school approach to anti-racist education in secondary • Write additional supplementary guidance on tackling homophobia, biphobia and transphobia. • Finalise bite-size guidance on supporting transgender children and young people <ul style="list-style-type: none"> ➤ names and pronouns ➤ residential guidance ➤ toilets • Develop and consult on guidance for schools on trans and non-binary inclusive sports / physical activity 	<p>Reduction in no. of open incidents.</p> <p>% staff trained (output)</p> <p>% staff and pupil mentors trained Staff and pupil feedback</p> <p>% of staff trained (output)</p> <p>No. of staff at all levels who have completed BRL (output); evaluation of BRL action plans</p> <p>Evaluation</p> <p>Teacher feedback</p> <p>Teacher confidence in supporting transgender young people</p>	<p>May 2024</p> <p>(training) school in-service days</p> <p>Training by Dec.23 Feedback – June 24 Training dates TBC</p> <p>Cohorts 1-3 May 24</p> <p>June 2024</p> <p>Feb. 2024</p> <p>Jan. 2023; confidence – June 2024</p>	
--	---	--	---	--

	<ul style="list-style-type: none"> Review guidance for schools for dealing with requests from parents to withdraw children and young people from aspects of RSHP. 	<p>Teacher confidence in supporting trans and non-binary inclusive sports</p> <p>Feedback from HTs/DHTs</p>	<p>Draft guidance by Jan. 2024; consultation by April 2024.</p> <p>Feb. 2023</p>	
--	--	---	--	--

Appendix 3 BME Staff Survey findings

Overview of questions

- Role / Type of post / Length of time in post
- Reasons for working in education and barriers for BME people entering education roles
- Experience of working in Edinburgh schools and settings
- Reporting racist and other prejudice-based incidents
- Support networks
- Professional development and career opportunities

No. of respondents: 86 identifying as BME

Roles

Teacher (incl. probationer)	50%
Pupil Support Assistants (PSAs)	16%
Early Years Practitioners	13%
Other (incl. PT/CL, DHT, Senior EYO, Educational Psychologist, School Librarian)	21%

Type of post and length of time in post

Type of post		Length of time in post	
Permanent	66%	Less than 1 year	21%
Temporary	23%	2-4 years	33%
Supply	9%	5-10 years	15%
Acting Up	2%	11-14 years	13%
		More than 15 years	18%

Reasons for working in education

Enjoying working with children and young people	72%
Importance of education	49%
Fitting in with family circumstances	31%
Job security	26%
Other: being inspired by a teacher of youth worker, vocation/calling	

Barriers for BME people entering teaching/youthwork/other education roles

Most frequently cited barriers, in order of frequency)

- Racism (discrimination, institutional racism, negative attitudes, cultural stereotypes)
- Lack of representation of role models 'you can't be what you can't see'
- Language and communication barriers

“People who are in positions to make decisions on who to employ tend to pick people who are like themselves.”

“The perception and questioning of your qualifications and intellect are often experienced, which is then borne out in post-qualification settings where if you are a teacher, you are never initially assumed to be, and potentially your perspectives and insights are often initially dismissed.”

“There is the very real barrier of being visibly different and not quite seen as like other colleagues - this can be problematic when applying for posts, if interviewed by people who do not know you, and who bring their biases into the room.”

Rate your overall experience of working in Edinburgh schools / settings: 3.5

Positive experiences	16
Partly positive – partly negative	15
Incl. depended on school / setting	6
Mainly negative	12
Lack of support	6
Felt alienated or invisible	6
Racism	4

“I have been thoroughly included by my teaching community as well as from my students.”

“In most schools I have been welcomed and my differences acknowledged and recognised as a positive. Most recently in one of my schools I have felt invisible and my needs as a Muslim fasting and celebrating Eid ignored.”

“Incidents of everyday racism and unconscious bias are rife.”

“It depends entirely on the leadership and staff team within the school. If they value diversity and inclusion, then there is a great experience. If they do not make the effort and do not value your beliefs/background, then there is a barrier to feeling included.”

To what extent is the workplace fair and non-discriminatory? 3.6

“On the face of it there are few incidents of overt racism in (the) workplace and policy documents state that racist and discriminatory actions will not be tolerated. However, in practice it is the subtle, implicit bias that is causing the harm.”

“Working in two schools, it is fair in one but the other I feel like I do not belong, and I was not informed by my line manager that I could have had the day off for Eid, and I worked it missing out on important family events.”

“My current school is an ideal place to work for BME community. I am treated fairly and positively here.”

Reporting racist and other prejudice-based incidents

48% respondents were not aware of procedures to report racist incidents.

Confidence in reporting racist incidents 3.4

Confidence in reporting other prejudice-based incidents 3.61

Additional Comments

Lack of confidence in whether incident would be taken seriously

Racism is ‘swept under the carpet’ or senior leaders minimise incidents

Concern about adverse reaction from colleagues or being seen as a ‘problem’

Confident reporting an issue

“My CL is extremely supportive as is my link DHT and they would act straight away in regards to any incidents.”

“It depends on the incident and who is involved. If it were a colleague, I would not feel confident reporting, ... I am an outsider and would rather not swim against the tide.”

“I would be confident to report an overt racist behaviour. Less confident, if the incident is subtle, even if I am in no doubt that it's racist.”

“I think I feel more confident about this (*other prejudice-based incidents*) because many of them don't affect me personally. But also because I feel there is silence around racism, unlike any of these other characteristics.”

How confident are you that racist incidents will be handled well? 3.0

“Incidents experienced by staff can be pushed aside or dismissed as a misunderstanding.”

“It is totally dependent upon which setting I am in at the time.... across the many settings that I find myself working now, I am less sure.”

“There needs to be flexibility when dealing with incidents. There is no one single response to an incident; but there should be more openness and discussion when an incident is being managed.”

“I have complete faith in my line manager to support me with these incidents but I don't feel able to speak to anyone when incidents aren't clear cut. e.g. use of racial slurs/violence etc.”

Support networks

69% respondents were not aware of any colleague or professional BME support networks.

28% respondents felt there aren't enough or the right kind of support networks

Use of networks

16 use trade union networks

12 use SAMEE (Scottish Assoc. of Minority Ethnic Educators)

8 use the Council BME colleague network

1 uses the BAMEEd Network

Information about networks is not well-communicated.

How well are BME staff supported with their professional development? 2.93

“I don’t feel I have been given the same level of support as some of my colleagues who have had opportunities and guidance handed to them whereas I have had to seek it and still not had the same level of support.”

“I think that this depends on the management of the setting, personally I have not seen or experienced any difference in treatment of white and BME staff in this regard but the quality of support that staff will receive will depend on the strength of the management and resources available regardless of race (in my experience).”

“Lack of recognition and value of qualifications and skills.”

Awareness of opportunities to move into leadership posts: 3.05

“I’m aware of how to apply but not aware of targeted support for BME staff.”

“Such roles are usually given to non-BME groups anyway.”

“Although I am aware of where to look for opportunities for promoted posts, I feel I miss out on many informal chats and support by not being part of the social networks where my Scottish colleagues meet each other, e.g. the pub, choir etc.”

“I’m very aware and reluctant as there is always someone in mind already at the school to fill the post.”

Barriers for BME staff who wish to apply for promoted posts

“Most leadership teams are looking for applicants that think and look like them – predominantly male/female depending on the current makeup of the team.”

“As soon as a person of colour walks in the door certain stereotypes and assumptions come into play.”

“Lack of mentoring and support for the process of applying, interview techniques and the all-white interview panels where unconscious bias plays a role in the decisions made as to who gets the job, which face fits.”

“The issue is a wider one and not just specific to BME staff. Gaining a promoted post is all about who you know and normally go to people who have already been in the school for a while or have had the opportunity to experience and lead things. If you don’t get the time to do this nor the encouragement, how do you then gain experience?”

Experiences of informal mentoring

Of 36 respondents who had previously applied for promoted posts:

- 33% had received informal mentoring
- 67% hadn’t received informal mentoring
- 11% said they had felt discouraged from applying

53% of respondents felt they could ask for informal mentoring support

“Always had good management support who have encouraged me to progress.”

“I could (ask for mentoring) in my current position from my current line manager.”

“As a BME person, I have to work twice as hard as my white colleagues to show/prove my worth. Going to my line manager to ask for support could be seen as a weakness/reinforce the stereotype of BME staff ability being less and hence I could lose something in the process.”

Focus Group: key themes and suggestions

Recruitment

- Bias in interview panel
- Interviewee’s confidence (or uncertainty) about perceptions or attitudes of the panel
- Interview experience daunting for colleagues who may have less experience of Scottish education and whose first language may not be English

Importance of Leadership

- Importance of leadership in a school / setting – difference between feeling recognised and valued or feeling ignored and ‘not seen’
- Not clear where to go for support if you experience racism or if response from line management is unsupportive or inadequate.

Communication

- Council corporate emails are not a good way to communicate with school-based staff
- Perceived as impersonal and not relevant to school context.

Suggestions

- Increase diversity on recruitment panels
- Ongoing professional learning for leaders, especially on recognising racism, incl. micro-aggressions

- Awareness-raising with all staff about what to do if they experience racism (or other prejudice)
- Separate 'newsflash' for education staff

Appendix 4 Edinburgh Schools' Saroj Lal Awards 2023 Winners

'Proud to Be Me' category

Joint winners:

Lily Schiller-Chatwood, Leith Academy

Natali Rawat, St. Thomas of Aquin's RC High School

Lily SC

While I don't identify with my birth gender I still don't feel like I am transgender because being genderqueer doesn't feel like a transition to or from anything but rather a solidification of my own identity. I've never felt like anything but myself. I was raised gender neutral so looking back on it there's never been an expectation to be anyone but myself. But as I grew up I realised that that expectation lay in society, and I understood that I didn't fit in. I'm not a girl and I never have been, but to call myself transgender feels wrong. When I think about being transgender I meet the definition. But when I think of the experience of my trans peers I feel like I'm faking it. I think that's just how it goes, everyone suffers from imposter syndrome and no one really feels like they fit in, so maybe because we have that in common, all of us do?

Since I was a kid I've paved my own path. I've worn the clothes I wanted (some horrible combinations when I look back on it) and I've done what I wanted. Gender was never a barrier. There's never been a pressure to fit into stereotypes and I can thank my parents for that. I would dye my hair, dress masculine and cosplay; I had liberty over my self-expression. That's given me an advantage in terms of discovering who I am, because I had the freedom to be myself. In that sense I've had a very different childhood to most. That's what makes me feel different to my trans friends. Because I've been given room to find myself, and often they haven't. I feel like I'm faking it because I've not had to transition.

We're all shaped by what we're exposed to as children, and for me that was my parents' music. I remember listening to 'The Slits' and 'Hole' with my mum and falling in love with their style. They were original and they didn't try to conform, something I strive to do. My mum being a ferocious feminist, almost entirely listens to women, so I was introduced to a lot of feminist icons as a kid. I dreamed of being like them and becoming this revolutionary feminist. I think in some way that made my gender realisation a bit complicated as I didn't want to let go of womanhood and I still wanted to be that lesbian activist that my mum thought I would become. Breaking out of that expectation and accepting that I wasn't a woman was quite difficult as I had created this different path for myself and I didn't want to let anyone down. It felt like I would lose some of the relationship I had with my mum if I wasn't a girl, like we would disconnect. Yes, I would still be a feminist but it wasn't quite the same. I wasn't a girl. Whether that pressure was real or not, it definitely delayed my gender realisation because I stayed in this bubble of false womanhood, clinging onto the remnants of what I thought was my identity.

My dads always been my anchor with music and movies and I think it's had a strong effect on my identity my portrayal. I remember talking to him about the effect that watching *Guardians of the Galaxy* had on my music taste and consequently my identity. Even now I listen to the soundtrack regularly because it truly makes me happy. I'm able to associate the songs to scenes in the movie and I'm transcended. When I first heard David Bowie sing Moonage Daydream in that film I immediately fell in love. He was definitely essential to my gender identity journey and without his influence I wouldn't be who I am today. I've been fortunate in that I've had the privilege to be myself, but to others who haven't, his presence and his music were revolutionary in their identity. I find so much comfort in his music - when I hear the lyrics I feel like he's telling me to rebel against society and be myself. The way he was so strikingly gender non-conforming on such a huge platform in the 70s and beyond has inspired me and my gender expression.

Clothes are crucial to my gender identity as they allow me to access a form of expression that I can use to consolidate my identity. I regularly go out looking like I've been taken straight out of the past with my

oversized turquoise blazer and my purple flared cords, and it makes me feel like the coolest person on the street. If I wasn't dressed in such a camp way I would feel disconnected with myself. When I dress so strikingly it feels like the outside matches the inside. I feel tethered to myself which is critical to my identity as a whole. There was a period in 2020 before I realised who I was where I forcibly feminised myself by making myself wear dresses. I think I did this in the hopes that it would make everything easier. That if I conformed to this character and was feminine I could still be a girl. It's strange how I thought that this feminine performance and persona I constructed would help me to ignore my impending gender crisis. Then again we all present these false exteriors to bury away our uncomfortable truths.

I can pinpoint the exact moment I realised I was genderqueer. I was designing this gender non-conforming bassist and researching references for their look. They had a mullet, flares and a binder and were dripping in this amalgamation of warm colours. I went on Pinterest and searched for genderqueer fashion in the 70s and 80s. As I looked through images of David Bowie and Annie Lennox I had a moment of clarity. I wasn't designing a character. I was projecting my own inner desire to be myself upon this design. I wasn't searching for a character, I was searching for myself in them. And I found it. In that moment I knew I was genderqueer. I remember my eyes widening and it was like I had been searching all my life for this one moment. It was this profound moment of self-actualisation. I didn't need to call myself a girl anymore. All the time I had spent talking to friends and trying to see what pronouns I liked and trying to understand my dysphoria had reached a conclusion. I was genderqueer. I am genderqueer.

I am constantly trying to deconstruct and defy 'gender' while society continues to construct it around me. They continue to come up with new rules about gender, even about transgenerness. But we need to break free from these constraints. Gender is a construct. It's not real. So how can we continue to support it as an idea? Maybe we hold onto gender because it provides comfort, security and it's beneficial to those in power; if we follow gender roles we become what they want us to be. So I think that's why I identify with the term genderqueer so much. It's a rebellion against those in power. Because we shouldn't need labels; we should choose to opt them in order to better understand and portray ourselves to the world. In my opinion genderqueer understands that gender isn't real, so therefore we should be allowed to do what we want with it. Genderqueer gives me the freedom to be myself. And I think that is the core of the human experience; to find ourselves.

I love the word genderqueer. It's ambiguous yet perfectly encapsulates me. It's a queering of gender, and that's what I do. I challenge the entire concept of gender by just being myself – which is the best way I can possibly live my life. I'm constantly reworking what gender means and how it applies to me. In some cases it doesn't apply to me and in others I'll adopt someone else's gender. Gender queer is fluid but to me at its core it's about rebellion; a fight against the limitations that gender creates. That's who I want to be. I want to be someone who completely challenges the idea of gender. Because gender is just a societal construct built to confine us, so why should I follow it? Why should any of us? Discovering who I was was like taking the red pill in The Matrix. It was a life-changing truth about myself that freed me.



Two images: a pencil self-portrait of Indian girl with gold and beaded nose-ring; colour drawing of gold and beaded nose-ring.

I am nominating this pupil as she has created a beautiful diptych to which represents her Indian culture and heritage to celebrate this and share it with others.

Growing up in Scotland, Natali has been surrounded by more 'traditional' Scottish culture/ dress/ foods/ music etc, particularly in her younger school and social life. As a result, Natali found herself rejecting her own culture, not wanting to draw attention to herself, rather to blend in with her peers.

As a core member of the school's Rights Respecting Group (RRG), Natali has grown more comfortable in herself and no longer wants to reject her culture to blend in, she wants to show that she is proud of who she is, of her culture and heritage. Natali has worked on producing resources and organising events to promote and celebrate rights throughout the school community. Currently, focusing on Article 2: No Discrimination. As part of this work Natali produced this diptych to share throughout the school community to celebrate not only her Indian heritage but to celebrate the culture and heritage of her state, Utrakhand.

In addition, within her role in the RRG Natali aims to embody this approach of being "proud to be me" and be a role model to empower others to feel the same way about their own identity.

How Prejudice Makes Me Feel

Alguna vez has pensado como se sentiría una persona si le comentas sobre su religion, sobre su cultura, o sobre su color de piel?

Obviamente el comentario no tiene porque ser negativo, puede ser algo bueno también, tu comentario puede cambiar la vida de alguien. Si le complimentas a alguien sobre como su color de piel es horrible, que es asqueroso, esa persona va a arrepentir salir a la calle, se va a arrepentir de haber nacido. Comentarios racistas como esos pueden terminar en alguien acabando su vida, pero que más le da a la persona que hizo el comentario.

El comentario puede cambiar la vida de alguien positivamente también, si le dices a alguien que la ropa de su cultura es hermosa, esa persona va a sentirse orgullosa de su cultura para toda la vida.

Pero en mi caso no era positivo desafortunadamente, para mi era un comentario Islamofóbo, alguien me comento sobre porque llevaba mi hijab, que estaba viviendo en un pais europeo y que si me lo quería poner que me fuera a mi pais a ponermelo.

Ese comentario no me dañó, me hizo mas fuerte, me acercó más a mi religión, me sentí orgullosa de llevar el hijab.

El comentario puede ser sobre el cuerpo de alguien, especialmente de las chicas, tenemos que aguantar comentarios sobre ser como somos gordas, y vamos a comer toda la comida, como estamos flacas como un palo, y tenemos que comer más para que le gustemos a la gente, porque a nadie le gustan las chicas flacas o gordas. Duele aún más cuando es alguien de tu familia quien comenta sobre tu cuerpo, mi propia madre comento sobre como estaba muy flaca, que debería comer más, que no le iba a gustar a nadie. No solo mi madre, hasta mis tías me critican por mi cuerpo, pero he aprendido a ignorar comentarios como estos.



How Prejudice Makes Me Feel

Have you ever thought about how a person would feel if you commented on their religion, their culture, or the colour of their skin?

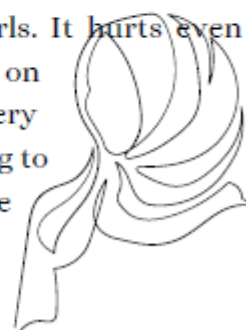
Obviously the comment does not have to be negative, it can be something good too, your comment can change someone's life. If you say to someone that their skin colour is horrible, that it is disgusting, that person is going to regret going out on the street, they are going to regret having been born. Racist comments like that can end up with someone ending their life, but the person who made the comment doesn't care.

The comment can change someone's life positively too, if you tell someone that the clothes of their culture are beautiful, that person will feel proud of their culture for life.

But in my case it was not positive unfortunately, for me it was an Islamophobic comment, someone asked me about why I was wearing my hijab, that I was living in a European country and that if I wanted to wear it I should go to my country to wear it.

That comment didn't hurt me, it made me stronger, it brought me closer to my religion, I felt proud to wear the hijab.

Comments can also be about someone's body, especially girls, we have to put up with comments about how we are fat, and we are going to eat all the food, how we are as skinny as a stick, and we have to eat more so that people like us, because nobody likes skinny or fat girls. It hurts even more when it is someone in your family who comments on your body, my own mother commented on how I was very skinny, that I should eat more, because no one was going to like me. Not only my mother, even my aunts criticize me about my body, but I have learned to ignore comments like these.



‘Artivism’ category

Winner: Equalities Lead pupils, St. Augustine’s RC High School

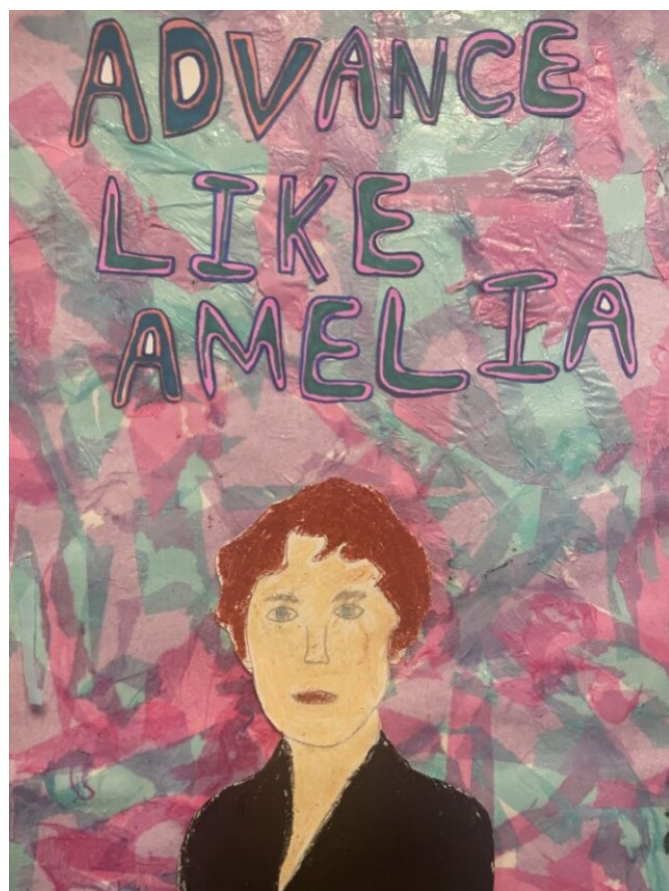
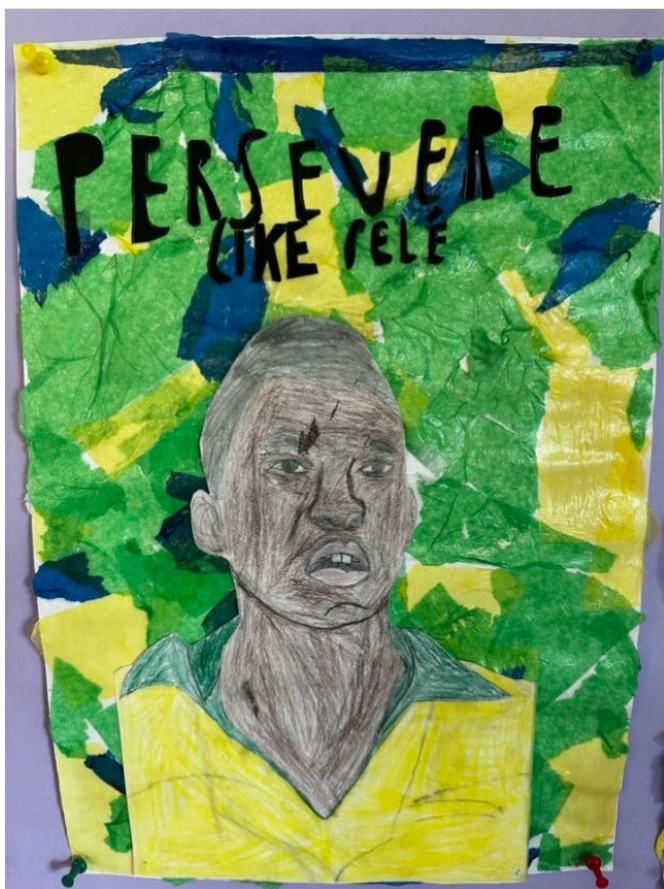


Four images: 2 photos of young people and teacher in school grounds, holding artwork on theme of radical selfcare in form of a sunburst; 2 close-up photographs of the artwork.

Shine Bright

The Equalities Lead pupils at St. Augustine’s have shown tremendous bravery in stepping forward to lead assemblies about their personal experience of having a protected characteristic or to challenge gender-based violence. They have spoken to the Senior Leadership Team to suggest changes that need to happen in the school to allow all to thrive. They have been foundational in starting a heritage culture celebration that is now the highlight of the school year and is performed as a welcome to P7s during the transition. The message here is that St. Augustine’s is a school for everyone. YOU BELONG HERE. AND YOU WILL BE LOVED HERE. Each time I hear the assemblies, I see bravery in action. Standing up when you know what is at stake. As a black teacher, I learn from them daily and it makes my job of being a role model a little easier.

Commendation Winner: Currie Primary School – whole-school nomination



Two images: collage posters 'Persevere like Pele' (green and yellow background); 'Advance like Amelia' (green, grey and pink background).

Appendix 5 Overview of Professional Learning Opportunities

Training	Provider	Mode
Core Equalities training: modules on Equality, Diversity and Unconscious Bias	Internal, L&D	e-learning
The role of the school Equality Co-ordinator	Internal, SDO Equalities	Live webinar / workshop
Curriculum workshop	Internal, SDO Equalities	Live webinar / workshop
Anti-bullying (4 modules)	respectme	e-learning
Inclusive Leadership Inclusive Recruitment Anti-racism (<i>in development, specifically for Education staff</i>)	ENEI (Employers Network for Equality and Inclusion)	Live webinars
Building Racial Literacy Education Scotland - Building Racial Literacy	Education Scotland	Live webinars, Professional reading, online discussion groups, keynote speakers, assignments, presentations
LGBT Charter training (currently funded for secondary schools until March 2024)	LGBT Youth Scotland	Individual e-learning and in-person group training
Time for Inclusive Education (TIE)	TIE	Individual e-learning and in-person whole-staff training
Primary Prevention Approaches to Harmful Sexual Behaviour for Practitioners in Universal Settings (Primary staff)	Internal, L&D	In-person
MVP Mentors in Violence Prevention (for Education staff and pupil Mentors in all secondary schools)	MVP	In-person

Other
Wide range of occasional internal and external professional learning opportunities shared regularly with teachers, school Equality Co-ordinators and on the Edinburgh Learns Equalities Tile (Sharepoint). Recent examples include: Disability: 5 online learning modules , A' Adam's Bairns: Equality and diversity in Scotland past and present ; Understanding our transgender community – webinar.
Monthly updates and termly briefings for Equality Co-ordinators
In development: new core anti-racist e-learning module on myLearningHub (Council-wide training designed to be relevant to staff in all directorates)

Appendix 6 Bullying and Prejudice-related Incident* Count 2019-23

*Incident count is the highest count of incidents, counting each instance of the perceived reason displayed, per pupil and per nature of incident (e.g. name-calling, hit/tripped, abusive messages)

Perceived reason	Primary								Secondary							
	2019-20		2020-21		2021-22		2022-23		2019-20		2020-21		2021-22		2022-23	
	count	%	count	%	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	52	290	35	306	34	511	31	52	23	159	14	272	23	474	17
race and racism incl. culture	25	16	173	21	210	23	399	24	51	23	316	28	327	27	814	30
actual or perceived sexual orientation	6	4	39	5	38	4	79	5	24	11	132	12	180	15	308	11
disability	0	-	5	1	5	1	16	1	3	1	25	2	11	1	51	2
sexism and gender	4	3	29	3	9	1	16	1	4	2	44	4	75	6	192	7
religion or belief	0	-	3	-	6	1	8	-	2	1	12	1	15	1	83	3
sectarianism	0	-	0	-	3	-	0	-	1	-	0	-	-	-	1	-
gender identity or trans identity	0	-	3	-	6	1	22	1	0	-	16	1	21	2	135	5
other: please specify	33	21	200	24	155	17	369	22	47	21	251	22	133	11	216	8
Additional Support Needs	3	2	46	5	76	8	121	7	13	6	22	2	70	6	36	1
Asylum Seeker or refugee status	0	-	0	-	0	-	0	-	1	-	1	-	0	-	0	-
Body image and physical appearance	5	3	38	4	93	10	89	5	23	10	138	12	85	7	376	14
care experience	0	-	6	-	0	-	6	-	0	-	2	-	4	-	2	-
Gypsy/Travellers	0	-	0	-	2	-	0	-	0	-	2	-	-	-	11	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	0	-	3	-	0	-	0	-	0	-	0	-
mental health	0	-	5	1	1	-	6	-	1	-	2	-	0	-	1	-

pregnancy and maternity	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
socio-economic prejudice	0	-	0	-	1	-	2	-	1	-	9	1	-	-	12	-
Young carer	0	-	0	-	1	-	0	-	0	-	0	-	0	-	1	-
Total	157		838		912		1647		223		1131		1193		2713	

Incidents of bullying and prejudice are recorded in line with Scottish Government guidance [Recording and monitoring of bullying incidents in schools: supplementary guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/collections/documents/Recording-and-monitoring-of-bullying-incidents-in-schools-supplementary-guidance.pdf)

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (2.5%) on sexism and gender. In the same session, 223 incidents were recorded in secondary. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In session 2020-21, a total of 838 incidents were recorded in primary and 1131 in secondary. Of the 838 recorded incidents in primary, 173 (21%) were based on race, 46 (5.5%) on additional support needs, 39 (4.5%) on actual or perceived sexual orientation and 29 (3%) on sexism and gender. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. Of the 1131 incidents recorded in secondary, 316 (28%) were based on race, 138 (12%) on body image/physical appearance, 132 (11.5%) on sexual orientation, and 44 (4%) on sexism and gender. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

In session 2021-22, 912 incidents were recorded in primary school. Of the recorded incidents, 210 (23%) were based on race, 93 (10%) on body image; 76 (8%) on Additional Support Needs; and 38 (4%) on actual or perceived sexual orientation. Of the 1193 incidents in secondary, 327 (27%) were based on race, 180 (15%) on actual or perceived sexual orientation; 85 (7%) on body image or physical appearance; 75 (6%) on sexism and gender; and 70 (6%) on Additional Support Needs. Other recorded incidents were based on disability, religion or belief, and gender identity or trans identity.

In session 2022-23, the number of recorded incidents has continued to increase in both primary (1647 incidents) and secondary (2713 incidents). Of the recorded incidents in primary, 399 (24%) were based on race, 121 (7%) on additional support needs, and 79 (5%) on actual or perceived sexual orientation. Whilst the incident count has increased significantly across these categories, the proportion of incidents remains similar to 2021-22. Of the recorded incidents in secondary, 814 (30%) were based on race, 376 (14%) on body image or physical appearance; 308 (11%) on actual or perceived sexual orientation; 192 (7%) on sexism and gender; and 135 (5%) on gender identity or trans identity. The count for incidents based on race and sexism/gender has increased significantly while the proportion has increased slightly (+3/+1).

The count for incidents based on actual or perceived sexual orientation has increased significantly while the proportion has decreased (-4). There has been a marked increase in both the count and proportion of incidents based on body image or physical appearance (+7) and on gender identity or trans identity (+3).

NOTE: The SEEMiS Bullying and Equalities module for recording all bullying and prejudice-based incidents was introduced in June 2019, following pilots in a small number of schools. Prior to June 2019, schools submitted an annual return of bullying and prejudice-based incidents. The SEEMiS Bullying and Equalities module records more detailed information than previously collated, including a wider range of categories for the perceived reason. It should be noted that the incident count shown is the highest possible count of incidents: it includes each instance of the perceived reason being displayed, per pupil and per nature of incident. For example, if one pupil experienced racism by 2 other pupils and this involved both name-calling and abusive messages, this would show as 4 instances of racism. In the previous system (up to June 2019) this would have counted as only one incident.

Education, Children & Families Committee

10:00am, Tuesday, 23 January 2024

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 | Tel: 0131 123 4567

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. The relentless focus of the work of the Quality Improvement Service is to raise standards in our schools. Our model of proportionate support means that Intensive support is provided to the schools who need it most (Priority Schools). This is informed by the information held in the Capacity & Risk Register which relates to levels of attainment, schools' self-evaluation data, information gathered through scrutiny activity and leadership capacity. Schools in receipt of intensive support access high quality professional learning, provided by the Edinburgh Learns Teaching and Learning Team, on a priority basis. This professional learning is designed to develop a highly skilled workforce of teachers and practitioners who deliver high quality learning experiences consistently. Where concerns are identified, our model of intensive support has been shown to be highly effective, resulting in improvements in learners' attainment and in quality indicator evaluations. The Edinburgh Learns Teaching, Learning & Assessment and Improving Quality in Learning Boards, have clear action plans to address areas for improvement and to share examples of strong practice. We continue to incorporate learning from scrutiny activity to strengthen models of support and challenge to raise standards to improve outcomes for learners. Progress with identified areas for improvement is tracked rigorously, on a weekly basis, by Quality Improvement Officers and is shared with the Education Senior Leadership Team monthly. This ensures actions for improvement are met within agreed timescales.

3. Background

3.1 Education Scotland inspected East Craigs Primary School in March 2023, and Buckstone Primary School in September 2023, using the full model of inspection which evaluates four key quality indicators from the Performance Framework How Good Is Our School? 4 (See background reading):-

- 1.3 Leadership of Change
- 2.3 Learning, Teaching & Assessment

- 3.1 Ensuring Wellbeing, Equality and Inclusion
 - 3.2 Raising Attainment & Achievement
- 3.2 Education Scotland inspected Queensferry High School, in October 2023, using the short model of inspection which evaluates two key Quality Indicators:-
- 2.3 Learning, Teaching & Assessment
 - 3.2 Raising Attainment & Achievement
- 3.3 The Quality Improvement Service provided intensive support to each school in preparation for their inspection as follows:-
- A Supported Self-evaluation process was undertaken in East Craigs Primary School on 27th February and 1st March, 2023.
 - A Supported Self – evaluation process was undertaken in Queensferry High School in Dec 2022, with further Shared Classroom Experiences undertaken as part of the pre-inspection support process.
 - Shared classroom experiences were also undertaken in Buckstone Primary School as part of their pre-inspection support.

Clear strengths and areas for improvement were identified as part of these review processes.

- 3.4 The Quality Improvement Service has continued to undertake Follow-through visits to schools who were inspected prior to the pandemic. This is outwith 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.
- 3.5 The Quality Improvement Service undertakes supported self-evaluation processes with schools who are identified primarily by the length of time since they were last inspected; information which is held in the Capacity & Risk Register. These groups of schools have also received targeted pre-inspection support. A summary of strengths and areas for improvement, identified through supported self-evaluation processes, should be made available on school websites for interested stakeholders to access. This includes parents/carers, partners and Ward Councillors.
- 3.7 The Quality Improvement Service has implemented a refreshed pre-inspection support model from August 2023.
- 3.8 Where a satisfactory evaluation is given as part of an inspection, the quality improvement service provides an intensive level of support to ensure improvements are made within an agreed timescale. This involves the creation of a detailed action tracker which is evaluated weekly to ensure

appropriate progress is being made. An action tracker is in place for all priority schools.

4. Main report

4.1 East Craigs Primary School

In March 2023, Education Scotland inspectors visited East Craigs Primary School undertaking a full model inspection. Here are Education Scotland's evaluations:-

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

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.

Since 2018-19, the senior leadership team (s) have consistently evaluated the core Quality Indicators as good or better as part of the school's Standards & Quality Report. A supported self-evaluation process was undertaken in October 2018. A number of strengths were identified including:-

- Well-developed distributive leadership, strong collegiate learning and collaboration amongst the staff team.
- High expectations of all learners.
- Appropriate Assessment for Learning strategies were used consistently across the school.
- Confident teacher judgements using Education Scotland Benchmarks were leading to improvements in attainment.
- Most children were achieving expected levels in literacy and numeracy at First and Second Levels and almost all children were achieving expected levels at Early Level.
- A robust tracking system was in place to identify children who require support or challenge with appropriate interventions identified and monitored.

Areas for Improvement included:-

- Ensure differentiation, pace and challenge across all classes.

- Develop more opportunities for creativity and flexibility to enable learners to exercise choice and experience learning that is well matched to their needs and interests.
- Further develop the creative use of digital technologies across the curriculum.
- Outdoor learning should be developed across the curriculum.
- Continue to enhance the provision of Nurture approaches across the school.
- Support for learning approaches should be embedded in all classes.
- Further involve learners in setting personal targets.
- Develop a clearer system for learners to have a say in future school improvements.

Over time, the self-evaluation information and attainment data submitted by the school to the local authority remained consistent with the position evidenced in 2018-19. Therefore, this did not prompt a targeted or intensive response from the Quality Improvement Service. During Session 2021-22, targeted support was provided by the Quality Improvement Education Officer in response to local knowledge gathered during discussions focused on school improvement priorities and tracking of learners' attainment. This approach is in alignment with the proportionate response made by the Quality Improvement Service where schools with evaluations of satisfactory or less, or those with declining trends in attainment, are prioritised for intensive levels of support. As the school was in scope for an inspection, a further supported self-evaluation process was undertaken on 27 February and 1 March, with clear areas for improvement identified. (Detailed in Appendix 5). The school was inspected w/c 20 March, 2023 allowing very limited time for actions to be implemented.

The draft Inspection report was received on 4 May, 2023. A detailed analysis of the content of the draft report and Summarised Inspection Findings (SIF) was undertaken immediately. It was the view of the Senior Leadership Team, and officers within the Quality Improvement Service, that a significant number of inaccuracies existed. This was particularly relevant to the evaluation of Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion. The Service Director and Head of Education engaged in a process to challenge these inaccuracies with a range of senior officers within Education Scotland. Simultaneously, a formal complaint was raised with Education Scotland regarding the manner in which the inspection had been conducted. The outcome of this was received on 19th September and was partially upheld. A further pause of publication was requested to allow for further communication related to the concerns held. Publication was finally agreed for 21st November. This process focused on challenging the report content, the inspection process and to achieve the best outcome from the inspection. The dignity of the staff team, including the Head Teacher, was a significant consideration throughout.

The Quality Improvement service continues to provide an intensive level of support to the school. A clear action plan has been created with agreed timelines including those where immediate action was required. This is tracked rigorously. Evidence supports that significant progress has been made. A new Acting Head Teacher has been in post since August, 2023. They will remain in post until Education Scotland

have carried out their return visit which will be within a year of publication of the report. The Edinburgh Learns Teaching and Learning Team are supporting with aspects of professional learning to upskill teaching staff. The Local Authority is funding an additional Senior Development Officer post, for an initial period of 18 months, to further support improvements in Teaching, Learning and Assessment.

4.2 Buckstone Primary School

In September 2023, Education Scotland inspectors visited Buckstone Primary School undertaking a full model inspection. Here are Education Scotland's evaluations:-

School

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

Nursery

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

The Head Teacher has attended the pre-inspection early engagement sessions to provide advice to colleagues about the process followed in preparing the school for inspection and to share aspects of very good practice.

4.3 Queensferry High School

In October 2023, Education Scotland inspectors visited Queensferry High School undertaking a short model inspection. Here are Education Scotland's evaluations:-

School

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

Aspects of practice, identified as strengths during the inspection, have been shared with colleagues at the pre-inspection early engagement sessions.

4.4 Follow-Through Visits

- Bruntsfield Primary School - Appropriate progress made (Appendix 4).

4.5 Supported Self Evaluation

- Royal Mile Primary School
- Carrick Knowe Primary School
- Niddrie Mill Primary School

A summary of the strengths and areas for development is detailed in Appendix 5.

Quality Improvement Education Officers ensure all recommendations, identified during internal and external review activity, are implemented within agreed timescales.

Where a satisfactory evaluation has been given, the Quality Improvement Service has ensured that a clear action plan is in place to improve the evaluation to good or better.

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. A series of pre-inspection early engagement sessions has provided guidance to Head Teachers to improve approaches to self-evaluation and data analysis, together with providing an opportunity for fellow Head Teachers to share aspects of strong practice.

4.7 Post- Inspection Support

The quality improvement service provides intensive levels of support to schools who receive a satisfactory, or below, evaluation as part of their inspection. A clear action 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 monthly.

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 maintain 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 to improve all satisfactory evaluations (external or internal scrutiny) to good or better.
- 5.5 The Quality Improvement Service will evaluate and augment 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 East Craigs Primary School Summarised Inspection Findings (SIF) is available on the Education Scotland website at:
<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2466>
- 10.3 The Buckstone Primary School Summarised Inspection Findings (SIF) is

available on the Education Scotland website at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=1803>

10.4 The Queensferry High School Summarised Inspection Findings (SIF) is available on the Education Scotland website at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=4136>

11. Appendices

Appendix 1- East Craigs Primary School Inspection Report

Appendix 2 - Buckstone Primary School Inspection Report

Appendix 3 – Queensferry High School Follow Inspection Report

Appendix 4 – Bruntsfield Primary School Follow-Through Report

Appendix 5 – Supported Self Evaluation Report (January 2024)

7 November 2023

Dear Parent/Carer

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

East Craigs Primary School nursery class has been inspected by the Care Inspectorate within the last 18 months. The City of Edinburgh Council and headteacher had the option to include the nursery class in this inspection. They made the decision for the primary school classes only to be inspected therefore the contents of this letter refer to the primary classes only.

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

- Confident, able and articulate children across the school who are keen to learn and be more involved in making decisions about their school.
- The early start made to provide the youngest children with play-based learning experiences.
- The support provided by the support for learning team and pupil support assistants for children who find learning challenging.

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

- The headteacher should provide clear direction to the work of the school. In doing this there is a need to establish robust approaches to evaluate the quality of the school's work. This should help identify appropriate improvements required.
- Staff should improve approaches to learning, teaching and assessment to ensure all children receive a consistently high-quality learning experience across the school. This will help ensure that children have appropriate challenge and support in their learning.
- All staff need to improve approaches to promoting and supporting positive relationships and behaviour across the school.
- The leadership team should improve approaches to tracking children's attainment and progress through Curriculum for Excellence levels. There is a need for a clear focus on raising attainment in literacy and numeracy across the school

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

Here are Education Scotland's evaluations for East Craigs Primary School

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

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

What happens next?

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

Sadie Cushley
HM Inspector

28 November 2023

Dear Parent/Carer

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

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

- The strong, compassionate leadership of the headteacher is supported well by the senior leadership team. Together they provide direction and encouragement to ensure and improve the wellbeing of the children and staff.
- Children have high levels of attainment in literacy and numeracy across the school.
- The inclusive ethos and culture across the school and the nursery class supports very positive and respectful relationships.

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

- Senior leaders should develop further the way in which learning is planned and assessed in the nursery class. This is to ensure children benefit from high quality learning and make the best possible progress.
- Senior leaders and staff should continue to develop the quality of teachers' practice so that all children experience high-quality learning and teaching that consistently meets their needs.

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

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

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

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	satisfactory
Ensuring wellbeing, equality and inclusion	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.

Tracie McEwan
HM Inspector

5 December 2023

Dear Parent/Carer

In October 2023, a team of inspectors from Education Scotland visited Queensferry Community High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- Highly motivated, articulate and ambitious young people who have high aspirations. They are eager participants in their learning.
- Senior leaders and staff are making effective use of information about young people's progress to raise attainment.
- The strong and effective leadership provided by the headteacher, supported by his senior leadership team, is beginning to improve attainment in key measures in the senior phase.

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

- Staff should build on existing approaches to planning learning to ensure all learning activities are set at the right level of difficulty for young people.
- Continue with plans to improve attainment across the school.

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 Queensferry Community High School

Quality indicators	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.	

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

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#).

What happens next?

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

Susan McDade
HM Inspector

Appendix 4
The City of Edinburgh Council
Follow Through Report
Bruntsfield Primary School
November 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. Based on this letter, the school, with the support of the authority, amends its improvement plan to take account of any agreed areas for improvement.

Bruntsfield Primary School was inspected in January 2020. In November 2023, a team of Quality Improvement Education Officers from The City of Edinburgh Council, visited Bruntsfield 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. The team also worked with the Head Teacher to ensure rigour in the Standards & Qualities report evaluations.

Report

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

Quality indicators	Evaluation
2.3 Learning, teaching, and assessment	good
3.2 Raising attainment and achievement	very good

The two areas for improvement identified during the Education Scotland inspection report, published in January 2020, were as follows:

- Continue to improve the effective use of data to provide a clear whole-school picture of progress and attainment. Senior leaders should use all relevant data to identify more accurately gaps in learning and progress.
- Continue to develop creativity in learning and teaching to increase challenge and depth in learning for all children.

This report covers progress relating to each one in turn.

Profile of the school

School	Bruntsfield PS	Learning Community	Boroughmuir
Roll	618	Care Experienced %:	0
SIMD 1 and 2 %:	0	% EAL	28%

Scrutiny Grades	QI 1.3	QI 2.3	QI 3.1	QI 3.2
HMIE Primary (date published) March 2019		4		5
School Standards & Qualities	4	4	4	5

ACEL data 2022-2023

Reading			Writing			Listening & Talking			Numeracy		
P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
90.7%	92.1%	77.9%	89.3%	88.1%	75.8%	94.7%	93.1%	87.4%	94.7%	94.1%	82.1%

No of Pupils with ASN	No of EAL Pupils	No of Care Experienced Pupils	No of Young Carer Pupils	No of Complex Needs	Attendance below 85%	No of Exclusions 22-23	No of Exclusions 23-24	No of Flexible Timetables
11	172	1	7	4	28	0	0	14

Focus Tool

Comparator Schools for all stages	Reading	Writing	Listening & Talking	Numeracy
Bruntsfield Primary School	87%	84%	92%	89%
Sciennes Primary School	93%	88%	95%	93%
Flora Stevenson Primary School	78%	76%	86%	78%
Corstorphine Primary School	92%	90%	96%	93%
South Morningside Primary School	92%	92%	96%	95%
Davidson's Mains Primary School	89%	82%	92%	90%
James Gillespie's Primary School	92%	89%	94%	93%
Juniper Green Primary School	90%	84%	97%	90%
Stockbridge Primary School	85%	78%	83%	80%
Wardie Primary School	90%	92%	98%	93%
Roseburn Primary School	79%	76%	81%	82%

Stretch Aims 23-24

Q1			Q5			Literacy			Numeracy		
Total	Lit Q1	Num Q1	Total	Lit Q5	Num Q5	Q1	Q5	Gap	Q1	Q5	Gap
4	3	3	207	195	186	1	12	11 (n/a)*	1	21	20 (n/a)

Follow Through Report

Area for improvement 1: Continue to improve the effective use of data to provide a clear whole-school picture of progress and attainment. Senior leaders should use all relevant data to identify more accurately gaps in learning and progress.

A Bruntsfield tracking and assessment document has been created. This provides a clear, whole school picture of progress and attainment, including identified assessments, strategies and interventions used to support individuals and groups of learners. This document, containing a variety of relevant data, is accessed, and updated by the senior leadership team and staff and supports assessment judgements and next steps. It is discussed during tracking and monitoring meetings to ensure that attainment data accurately reflects the learning profile of each individual learner.

Use of the Analysis of Need document supports attainment meetings, which are ongoing throughout the year. Staff identified, through discussions, that this has led to an increased understanding of how assessment is integral for planning and teaching, which is enabling a consistent approach across each class in identifying, more accurately, gaps in learning and progress made. Tracking and monitoring procedures are well understood and used effectively to improve outcomes for all learners.

The deployment of support staff across the school and within the nurture base ensures targeted interventions are supporting individual learners in accordance with identified need. Learner needs are identified using robust assessment information which includes the use of Boxall Profiles. Learners, parents, and carers participate in decisions about how learning needs will be met. Inclusive practice is strong across the school, including through Pupil Support Assistants supporting learning within classrooms. This includes the use of appropriately matched learning resources with identified learners, provided by the English as an Additional Language (EAL) teacher. The support of EAL learners was of a high quality, with very good use of digital technologies to enhance learning. This was further evidenced through discussions with the EAL teacher, who works closely with staff to recommend and support the use of these resources. A variety of these resources are also available for families on the school website, and these have been identified by families as being invaluable in supporting individual learners.

There was consistency in learning environments across the school with common approaches evident in all classes such as class charters, literacy and numeracy supports, and the display of school values. Within some classes, formative assessment for learning strategies were used to check for understanding and extend learning, and there was evidence of very able learners being challenged in their learning through skilled questioning. There now needs to be a consistent approach in the use of formative assessment across all classes. Differentiation was evident in a few classes, through learner- chosen challenge activities. The school recognised that differentiation is an area for

improvement. Planned teacher engagement with the Edinburgh Learns Teachers' Charter should further support the improvement of this across the school.

Across the learning community there is a shared understanding of what the achievement of a Curriculum for Excellence level looks like, and robust arrangements for the moderation of writing are currently in place, with practitioner enquiry being used as a tool for improvement. A next step to consider within school is to ensure that robust moderation processes are in place, across stages and the curriculum, to further support and consolidate the shared understanding of standards in teachers' professional judgements about learners' progress.

Area for improvement 2: Continue to develop creativity in learning and teaching to increase challenge and depth in learning for all children.

Learners were engaged and highly motivated, interacting well during learning activities. Creative and collaborative learning was evident across all classes, with learners confidently leading learning and able to talk articulately about their learning. Relationships between learners and staff were respectful and nurturing. Staff have worked collaboratively to develop high quality, consistent approaches to learning and teaching, using progression pathways and high-quality planning, alongside the use of innovative and creative resources and teaching approaches.

In Primary 5, learners talked animatedly about their learning of Viking life, while leading a variety of creative and collaborative learning activities. The use of the local community effectively supported learning in Primary 6, where local amenity data was collated and used by learners to support and extend their skills in numeracy. Digital technologies were used effectively in Primary 6 and Primary 7, and learners were confident in using iPads to access and complete learning as well as to provide feedback on their understanding. In most classes, questioning strategies enhanced the learners' experience and enabled higher order thinking skills.

In all classes visited, learning intentions and success criteria were displayed and, in most classes, they were relevant to the learning. In some classes, learners participated in the co-construction of success criteria. Consistency of this practice across classes should be considered as a next step. Strong pedagogy was evident across Early level, as staff have continued to build upon play-based learning. The initial stages of first level were building on the success of play for learning in Primary 1, ensuring a balance between adult-directed and child-led learning.

Intentional and responsive planning supported learners to lead their own learning within Primary 1 and Primary 2 and ensured a focus on the development of skills. Staff ensured that play experiences were purposely connected to learning, offering children opportunities to apply and reinforce their skills. The effective use of the Early Years Practitioner and Pupil Support Assistants across Primary 1 contributed significantly to all children's learning. In Primary 1 there was planned differentiation within focused adult-directed and initiated learning. Within more open-ended play opportunities, differentiation was based on robust assessment from focused observations of children's learning through play.

A next step would be for the school staff to continue to build on the strong play pedagogy and utilise the experience of skilled staff, to support the transition between Early Level and First Level, focusing on pedagogical approaches that are developmentally appropriate.

A whole school skills progression framework has been developed. School staff are embedding this in learning and teaching, through planning processes, which clearly identify what is being learned and

assessed. Learners are beginning to build on extending their skills and applying them in different contexts. Classroom visits and discussions with learners evidenced that learners could identify which skills they were using within their activities.

Attainment levels Literacy

P1		P4		P7	
Achieved		Achieved		Achieved	
2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
91.5%	88.0%	88.5%	85.1%	87.6%	73.7%

Attainment levels in literacy have fallen across Primary 1, Primary 4, and Primary 7. Practitioner Enquiry to improve writing attainment is a focus for all staff this session.

Attainment levels Numeracy

P1		P4		P7	
Achieved		Achieved		Achieved	
2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
93.9%	94.7%	92.3%	94.1%	91.8%	82.1%

Attainment levels in numeracy show progress in Primary 1 and Primary 4 but have dipped in Primary 7. Progressive and consistent approaches to the teaching of numeracy, alongside numeracy moderation activities, are included in this session's school improvement planning, to support the achievement of measurable numeracy outcomes across measured stages.

Summary

Validation of School Standards & Quality Report 2022-23 gradings	QI 2.3	QI 3.2
	4	5
The review team agree with Bruntsfield Primary School Standards & Quality self – evaluation grades.		

The Quality Improvement Education team found that Bruntsfield Primary School had made appropriate progress in both areas highlighted by Education Scotland in 2020. The Quality Improvement Education Officers for the school will continue to work with the Head Teacher to provide support and to challenge progress across the school and this will continue to be reported to parents and carers through the Standards and Quality reports at the end of each session.

Improving Quality in Learning

Supported Self Evaluation

January, 2024

Supported Self-Evaluation

The following schools have undertaken a Supported Self-evaluation process. Strengths and Areas for Improvement are identified below for each.

East Craigs Primary School

The review team did not agree with the school's self-evaluation grades. A clear plan for improvement was agreed with the Head Teacher.

Strengths

- The school vision, values and aims have been developed collaboratively across the school community. Most children are aware of the 4 values and can talk about them.
- Most staff are aware of the school's improvement priorities and feel part of this change.
- All teachers are members of school improvement groups which feed into the improvement priorities. Staff evaluate the SIP and decide together on future priorities.
- Parents & carers are aware of most of the school improvement priorities and are given opportunities to provide feedback on a range of school policies and procedures.
- Parents/carers and stakeholders state that the school is welcoming and supportive. Parents feel there is an open-door policy and that the SLT are approachable if they need to raise a concern.
- Most parents feel pupils are happy at school and that their teachers are meeting their needs.
- Some children have the opportunity to be part of wider achievements groups:- school captains, Eco group, Rights Respecting Schools etc.
- Most children were able to articulate their strengths in learning. They linked their understanding of their strengths to how quickly they completed their tasks to undertaking more complex tasks.
- In almost all classes children are keen to learn and the learning environment is built upon positive, nurturing relationships.
- The recently developed 'Essential Conditions' for learning and teaching are beginning to be applied in some classes which has positive influence on learning experiences.
- In most lessons, learning intentions (LI) are part of the planned lesson with teachers providing clear instructions, and explanations, to pupils about learning activities at the start of the lesson. In some classes, this was revisited during the lesson.
- Through class visits, and focus group discussions, it is clear that learners can talk confidently and positively about their school experience. Almost all articulated that their teachers are helpful.
- School staff are beginning to focus on diversity and there is a planned programme to celebrate a range of festivals throughout the year. Similarly, it is starting to review the curriculum to ensure all young people can see themselves, and their background, reflected in their learning.
- Children's rights are evident across the school and children are beginning to become more conversant in their use. The school is working towards Silver Rights Respecting School Award.
- Almost all children said they would tell an adult if they were being bullied.

- Aspects of the Health and Wellbeing curriculum are embedded in school life. Relationships, Sexual Health and Parenting and the Building Resilience programmes are planned progressively across the school.
- Staff have been trained on the use of Emotion Talks and children talk positively about the benefit of daily emotional check-ins.
- Bonus Ball conversations have been used to probe further into responses from the Health and Wellbeing census.
- Children could talk confidently about their learning in writing. They were clear about what they were learning and could share a range of formative assessments strategies used to support improvement. Teacher feedback was visible in jotters and children used this to progress their learning.
- All learners shared that they engaged in self and peer assessment in maths and numeracy. Teachers also provided feedback in jotters and in one class teachers invited pupils to discuss next steps in their learning. Some learners have identified their own personal next steps.
- School staff track and monitor attainment over time and engage in milestones meetings to discuss progress and next steps for their learners with members of the Senior Leadership Team. Where appropriate, these meetings identify and monitor planned interventions for identified learners. The Education Scotland Benchmarks are used in these discussions to support rigour around teachers' professional judgements.
- Currently the school has 34 children with attendance below 85%. They are performing more strongly in this regard compared to other schools in a similar demographic. Learners and school staff are benefitting from a strong learning community approach to improving attendance including a jointly funded Attendance Pupil Support Officer.
- The Support for Learning (SfL) teacher contributes to the Professional Learning of school staff. The SfL teacher contributes to the evaluation of classroom practice and advises on strategies and resources for learners with additional support needs.
- Pupil Support Assistants (PSAs) work in class and with small groups of learners. PSAs observed, worked effectively with small groups of children supporting the use of a range of interventions.

Areas for Improvement

- Continue to focus on the new school values to ensure clarity of purpose across the school community, particularly with parents & carers. Staff should embed these across the 4 contexts for learning and this should be monitored by the Senior Leadership Team (SLT).
- The Head Teacher should consider reflecting on SLT remits to ensure clarity and rigour in relation to responsibilities and areas for school improvement.
- The Senior Leadership Team, and School staff, should continue to develop leadership opportunities with pupils to ensure their voice is heard, that they shape change and feel they are listened to.
- The Senior Leadership team should follow through on plans/strategies to implement positive change to ensure it is embedded.
- The Senior Leadership Team should develop appropriate quality assurance, tracking and monitoring systems and approaches to embed this continuous cycle of improvement through self-evaluation.
- Staff should consider how they evaluate engagement in learning to ensure children are cognitively engaged rather than compliant. Active learning approaches, creativity, the use of the Leuven Scale and practitioner enquiry could all support this aspect of improvement.

- The Head Teacher should consider how to make parents & carers more active participants in school life, and in decision-making, to redevelop the pre-covid sense of community.
- The Head Teacher should consider how staff can be empowered to take on more leadership opportunities and take more responsibility in relation to school improvement.
- Staff should develop their skills and understanding of Assessment for Learning strategies (AifL). They should develop ways for young people to interact more meaningfully with learning intentions and success criteria throughout a learning experience and as part of being able to reflect on their progress in learning.
- The Head Teacher should create a plan for staff to engage in further in professional learning focused on the 4 key components of Edinburgh's Teacher Charter and use practitioner enquiry to help embed this into practice.
- Across the school, a more developed approach to differentiation would support learning. The use of content, process, product and environment should all be evident. Skilful use of questioning, for example the use of Blooms, would support the development of this approach.
- School staff should consider how they use feedback – both peer and teacher – to check understanding and progress next steps in learning.
- To increase young people's motivation and extend their engagement in learning, teachers should ensure increased pace and challenge in lessons.
- School staff should increase planned opportunities for learner engagement and participation to include a greater focus on young people leading their learning.
- School staff should reflect on how they can provide more opportunities within learning experiences for collaborative learning and to develop understanding of creativity in the curriculum to provide greater motivation and challenge for all learners.
- Teachers should ensure engagement in learning is maximised and rebalance the proportion of teacher/learner dialogue.
- School staff should continue to build on the creative use of digital technologies to enhance learning.
- School staff should now respond to feedback from the Health and Wellbeing Census.
- School staff should focus on developing learners' understanding of the Wellbeing indicators and what this looks and sounds like in class and the playground. This would allow the children to articulate and deepen their understanding of wellbeing and provide them with the skills they need to reflect on their own wellbeing.
- A greater focus on equalities and diversity is required so children have a clear understanding of what these terms mean and how this can impact positively on school and beyond. An Equalities pupil group should help drive this area of improvement.
- More development of the outdoor spaces for learning opportunities/ sustainability e.g. the courtyards, fields would be beneficial to learning and wellbeing.
- The school's data demonstrates a fluctuating picture in relation to attainment over time. Immediate action should be taken to ensure efficient use of tracking information to support and challenge identified learners and to closely monitor cohorts such as those with English as an Additional Language, Care Experienced learners and to identify any variables in, for example, the attainment of boys and girls. Due to the variance in ACEL data, the Senior Leadership Team should reflect on the level of teacher confidence in their professional judgements. Professional learning to support this aspect of assessment should be considered.
- School staff should track wider achievement to allow them to plan for gaps in provision.

- Learner participation should be developed to offer more opportunities for children to lead and contribute to the life of the school.
- The SfL teacher should ensure that all teaching staff are familiar with the Literacy and Dyslexia Framework.
- The Head Teacher should ensure time is protected to enable PSAs to access the Learning Community PSA Training delivered by Additional Support for Learning Service. This training should be evaluated and have an impact on practice and outcomes.
- Professional Learning (both external and in-school) should be linked to targets for improvement identified through Looking Back Looking Forward conversations.
- Ensure there the role of the PSA is clearly understood by all and that teachers regularly discuss with them the specifics of their role in supporting learning each day.
- Some protected time should be made available to enable PSAs to share good practice, access information and email.

Royal Mile Primary School

The review team did not agree with the Standards and Quality Self – Evaluation grades. The Head Teacher, when questioned about the gradings found by the team, agreed they were accurate and matched her own current evaluations. Subsequently the Head Teacher has identified the need for regular self-evaluation to ensure evaluations are accurate and are based on robust evidence. She is clear about her leadership role in ensuring this.

Strengths

- Across the school there is an ethos of staff collegiality and positive working relationships. Staff feel listened to and are given the opportunity to develop their own professional learning to improve their skills.
- Parents, carers and partners are consulted regarding school improvement planning and made aware of key priorities. Class Blogs on the school website provide parents and carers with a visual update of what's taking place in school and information on how they can support learning at home.
- The Head Teacher and staff have an understanding of the social, economic and cultural context of the community.
- Across the school there is a calm and warm ethos within which staff show a commitment to pupils' welfare. There are nurturing relationships between staff and pupils, and amongst pupils themselves. This has been developed through the Reading Buddies scheme for Nursery and P5, P1 and P6, P2 and P7 pupils.
- The majority of pupils are motivated and eager to learn.
- A newly appointed Pupil Support Officer works across the school to support the wellbeing of targeted pupils and works with a range of partners to support families/learners.
- There are high expectations for learners working with the Support for Learning Teacher and the Pupil Support Officer providing Nurture to identified learners.
- The majority of teachers use effective questioning to check pupils' understanding and provide them with feedback about their work.
- This session, all teaching staff have begun participating in the Teachers' Charter professional learning programme focusing on Differentiation.
- The Senior Leadership Team tracks learners' attainment based on teachers' assessments and professional judgements. Teachers input assessment data on a whole school tracker and meet with Senior Leaders, the Support for Learning Teacher and Pupil Support Officer termly to discuss children's attainment and progress.

- During tracking meetings, teachers, Senior Leaders, the Support for Learning Teacher and Pupil Support Officer identify, plan and evaluate interventions and resources for learners not on track.
- The school gathers the views of parents, carers and pupils before their Child Planning Meetings.
- The Head Teacher is encouraging parents and carers, via weekly Sways and coffee mornings, to engage in the life of the school.
- Work undertaken to improve pupil attendance is having a positive impact. This has been a targeted approach based on setting up a walking bus and a breakfast club to increase attendance and reduce the number of lates.
- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. All staff have received GIRFEC and Child Protection training. Wellbeing concern forms are used by all staff. A system for recording, actioning and storing wellbeing concerns is in place. This ensures that information is dealt with in a sensitive and compliant manner.
- Most learners are achieving expected levels of attainment in literacy and numeracy.
- A class teacher, appointed as Numeracy Lead, is currently working in all classes to support the delivery of Numeracy and Maths for identified groups of learners. The class teacher has been supported by the City of Edinburgh's Numeracy Development Officer who is part of the Edinburgh Learns Teaching and Learning Team.
- Interventions to support pupils with dyslexia have improved their reading accuracy and fluency.
- Achievements, including successes outwith school, are valued and celebrated in a variety of ways both in class and at assemblies.
- The Acting Principal Teacher and a class teacher are currently participating in the Leadership for Equity Training. They have established a working group that has evaluated how well the school is doing using the Challenge Questions from How Good Is Our School (Version 4) Quality Indicator 3.2 and devised an action plan.

Areas for Improvement

- Senior leaders should support teaching staff in the effective planning of differentiated tasks and activities to ensure pupils' needs are being met. Once this is established, staff should increase pupil choice and ownership of their learning. Pace and challenge need to be developed to ensure all learners are making appropriate progress in their learning.
- Staff need to develop a consistent language of learning to scaffold all pupils' ability to talk about their learning and identify next steps. Staff should develop a school-wide approach to providing feedback linked to success criteria that will enable pupils to identify targets in their learning and to enable them to talk about what they need to do to achieve them. Pupils should be given the opportunity to co-construct their success criteria.
- There is scope to develop the use of digital learning to support pupils who have English as an Additional Language. Translator software used in all classes would enhance pupils' understanding and ensure planned learning meets their needs.
- Staff in Primary One should continue to collaborate with practitioners in the nursery to embed their knowledge and understanding of effective play pedagogy. This will ensure that teachers plan play experiences effectively which provide learners with challenge and continuity.
- As part of the review of the school's teaching and learning policy there should be a focus on the use of a lesson structure that includes the following:- starter, purpose, content, reflection/plenary to maximise learning experiences for all pupils.

- The Head teacher needs to ensure that there is a whole school focus on creating inclusive learning classroom environments that meets the needs of all children. This will build on the work already started in the use of the Circle document to evaluate learning environments.
- The school should continue to embed pupils' rights (UNCR) in the curriculum.
- Pupils were unsure what the Wellbeing Indicators are. This should be addressed immediately at class level and during assemblies. Pupils' knowledge of the indicators must be reassessed in December 2023.
- The promotion and celebration of diversity is an identified next step of the school. The Senior Leadership Team should establish an action plan that reflects the context of the school community and work in partnership with parents and carers to achieve this.
- Staff should continue to develop their approaches to assessment by using the benchmarks to ensure that they are able to make more robust and reliable judgements about learners' progress. This will ensure they are working at the appropriate levels, receiving challenge and support as required. This will also enable staff to analyse the data of different groups of learners in a more systematic and robust manner. Careful tracking of these improvements will allow the staff team to evaluate the impact of the interventions put in place.
- Teachers should continue to work with colleagues in and beyond the school to moderate children's work in order to further develop their professional judgement.
- The Senior Leadership Team should develop a system that tracks wider achievements.

Carrick Knowe Primary School

The review team agree with the Standards & Quality self – evaluation grades.

Strengths

- Open-ended experiences are available to learners across Early Level with access to well-planned outdoor learning experiences in Primary 1.
- The Senior Leadership team and school staff have developed a strong, clear understanding of the needs of the learners and families within the school community. They have worked very well together to establish and sustain a positive vision for Carrick Knowe and ensure a caring, nurturing, and supportive environment for all learners.
- Across the school, staff work very well as a team. Teachers and pupil support assistants lead on areas of improvement readily. They have successfully improved approaches to learning and teaching, creating consistency across the school, embedded approaches to outdoor learning and digital learning.
- In all lessons, the teachers share the purpose of the learning with learners. They discuss with learners how they know they will be successful. In most classes, teachers refer to this during the lesson to help learners reflect on their learning. In a few classes, teachers co-constructed success criteria with learners.
- The Reduced Class Contact time teacher uses the outdoor spaces well. This is evidenced through the school's quality assurance programme of shared classroom experiences and feedback from learners.
- In almost all lessons, staff use digital tools and resources well to consolidate and enhance learner's learning and skills. For example, teachers use interactive whiteboards to support lessons. Across the school, learners use a variety of technologies with confidence, such as tablets and applications to support, consolidate and extend learning, as well as in supporting their independent learning and choice.

Areas for Improvement

- Revisit the shared understanding of the key features of play pedagogy.
- Across all stages, learners would benefit from developing a more differentiated approach to meet their individual needs rather than a whole class undertaking the same activity. Learners are ready to lead learning.
- There is scope to increase pace and challenge of learning to ensure it is set at the right level of difficulty for all learners. Learners are ready to take more responsibility for co-constructing success criteria with their teachers and in leading their own learning.
- Senior leaders are aware of learners' achievements. However, they are not yet tracking consistently learners' participation in wider achievement experiences. This would help identify and support learners who may be at risk of missing out. As planned, staff should help learners to identify the skills and qualities they develop when participating in activities in and out of school. This will support learners to recognise and reflect on their achievements and progress.

Niddrie Mill Primary School

The review team agree with the Standards & Quality Self-evaluation grades. The Senior Leadership have experienced some instability and change over recent months but have demonstrated that they have a clear focus on areas of improvement and are working hard to implement the priorities within their school improvement plan to secure improvement in these areas. These actions are intended to ensure the evaluations for Quality Indicator 1.4 and 2.3 are improved to good or better by May 2024.

Strengths

- The staff have established a warm and caring ethos and are highly committed to securing the best possible outcomes for learners.
- Staff value opportunities to undertake leadership roles and be involved in curriculum development work to ensure that there is continuous improvement across the school.
- Play-based pedagogy is being developed across Primary 1. There is a clear commitment from the team to deliver developmentally appropriate practice and in being responsive to the needs and preferences of learners.
- Partners value the openness and responsiveness of staff seeking and taking on advice which results in strong partnership working to secure positive outcomes for their learners.
- The work which has been undertaken to improve pupil attendance is having a positive impact on reducing absence. This has been a targeted approach based on knowledge of the families and improved systems to identify attendance concerns early and implement interventions promptly.
- Staff track attainment of learners over time to ensure that they are able to identify trends which require attention and to ensure that all staff understand the learning journey of all learners as they move through the school.
- Attainment has improved over time due to a strong focus being placed on positive relationships, staff developing an understanding of trauma, the creation of the wider wellbeing team to support learners and their families, along with a focus on high quality learning and teaching.
- In June 2023, most learners across P1, P4 and P7 achieved expected levels of attainment in reading and listening and talking. The majority achieved in writing. Most children across P1, P4 and P7 achieved expected levels of attainment in numeracy.

Areas for Improvement

- QIEO to support sustained capacity and stability in the Senior Leadership Team.
- Provide opportunities for learners to be more involved in setting the focus for school improvement work and to lead work carried out in learner voice groups.
- Ensure that learning is differentiated to meet learners' needs, providing appropriate levels of support and challenge.
- Develop a consistent language of learning to scaffold learners' ability to reflect on and talk about their learning.
- Revisit and review the Positive Relationships Policy as planned to support consistent approaches and procedures being followed by all staff across the school.
- Provide opportunities for learners to become more familiar with the wellbeing indicators to ensure that they are known and understood.
- The tracking of pupils' achievements should be developed to include the skills for life, learning and work being developed.

This page is intentionally left blank

Education, Children and Families

10.00am, Tuesday, 23 January 2024

Revenue Monitoring 2023/24 – month seven 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 £4.6m at month seven.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Douglas Pirie, Principal Accountant

E-mail: douglas.pirie@edinburgh.gov.uk | Tel: 0131 529 7227

Revenue Monitoring 2023/24 – month seven report

2. Executive Summary

- 2.1 The reports sets out the projected month seven revenue monitoring position for Children, Education and Justice Services, based on review of expenditure and income to end of October 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 £459.2m.
- 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 projects a net budget pressure of £4.6m at month seven, this is an improved position from that previously reported.

Forecast Pressures and Mitigation

- 4.2 Significant gross elements of pressure within the forecast include £2.0m in Children's Services for residential and secure accommodation. This position has improved from a forecast overspend of £3.0m at period 5 due to reduced numbers in external residential accommodation. While numbers continue to decrease this remains above budgeted levels and placement costs continue to increase.
- 4.3 There is however also additional pressure in the residential system due to the high numbers of Unaccompanied Asylum Seeking Children arriving in the city in recent months. This will continue to be monitored in the coming months.
- 4.4 Work is continuing to address the pressures in Children's Services through developing provision and support within the city to reduce reliance on expensive external placements.

- 4.5 Pressures of £2.4m 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 been established to consider how to address the demand pressures in this area and will report back to committee in due course.
- 4.6 Reduced Scottish Government funding for Early Years following a change in funding methodology has contributed to an in-year pressure of £3.5m in this area.
- 4.7 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. An update on their work is included in the Early Years report also presented to committee this month.
- 4.8 In year shortfalls against approved savings of £0.95m are also reflected in the forecast. This is due to delays in implementing the approved savings associated with contract savings along with proposed Education welfare Officer Savings. It is anticipated that the contract savings will be fully delivered in the new financial year and the requirement for savings associated with Education Welfare Officer has been removed.
- 4.9 At this stage, anticipated net mitigations across the wider service of £4.2m have been identified, comprising a £1.8m allocation from the £5m Council-wide inflationary contingency approved as part of the 2023/24 budget and £2.4m of non-recurring service underspends, resulting in an overall £4.6m residual pressure.
- 4.10 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.
- 4.11 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.

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.

6. Financial impact

- 6.1 The report highlights a projected net budget pressure of £4.6m 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 October 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 five report
<https://democracy.edinburgh.gov.uk/documents/s62607/Item%207.4%20-%20Revenue%20Monitoring%202023-24%20month%20five%20report.pdf>

11. Appendices

- 11.1 None

Education, Children and Families Committee

10am, Tuesday, 23 January 2024

Education Budget

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 1.1 The Education, Children and Families Committee is asked to.
 - 1.1.1 Note the methodology for adjusting Devolved School Management Allocations.
 - 1.1.2 Approve options to balance the budget.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Lorna French, Service Director of Education

E-mail: lorna.french@edinburgh.gov.uk

Education Budget

2. Executive Summary

- 2.1 Almost one third of the city's budget is used to provide education for children and young people (£350m), with most of that being controlled at school level through the Devolved School Management process. DSM is a regulated process with guidelines as to decisions are taken, and a Board that oversees these. The council has a forecast budget gap of £50.5m next financial year and this report provides detail of how £8.2m could be met through savings applied to DSM. A Budget Reference Group consisting of officers, and Headteachers from all sectors is consulted to shape proposals.
- 2.2 Within Education, in common with most other areas of the council, the biggest element of funding meets staffing costs, with the other budget lines for resources and curriculum forming a smaller portion. It is therefore unavoidable that funding cuts will have an impact on staffing groups. It should be noted however that due to rising rolls in Edinburgh and ongoing demographic investment we will continue to maintain overall numbers in compliance with the Scottish Government's commitments to teacher and support staff.
- 2.3 During COVID, additional non-recurring funding was distributed to support COVID recovery. These funds were distributed via DSM to provide additional teachers and support workers. The funds were then confirmed as recurring and part of the overall budget. It is predominantly these funds that have been identified for efficiencies, though the impact of COVID is noted to persist.

3. Background

- 3.1 Local Authorities adhere to national DSM guidance, with individual schemes varying across the country linked to local priorities. DSM Principles as outlined in the national guidance: Subsidiarity and Empowerment; Collaboration; Accountability and Responsibility; Clarity and Equity
- 3.2 The City of Edinburgh [DSM Scheme](#) is designed to be fair and transparent, provide an equal opportunity for all schools to be successful, and to deliver value for money.
- 3.3 In Edinburgh, the 85% of education funding is devolved to schools, managed by the Head Teacher with support from the School Senior Leadership Team. The

remainder of the funding is managed within the Education and Children's Services Department. Devolved funding should be meaningful, therefore the budgets retained centrally tend to have less flexibility.

- 3.4 Head Teachers have flexibility over the use of their funding so that they can best meet the individual needs of their schools. Schools receive an annual DSM budget allocation predominantly linked to pupil roll, but there are some enhancements for additional support needs and deprivation e.g. additional support workers and Positive Action funding are allocated based on the demography of the children and young people in school. Under the DSM Scheme, Head Teachers can move money between different budget headings and can plan to carry forward a percentage of their unspent budget from one financial year to the next.
- 3.5 It is important to note that Devolved budgets contain previously agreed recurring efficiency savings, in other words, cuts have previously been taken from these budgets. Whilst the level of savings are agreed by elected members, Head Teachers retain flexibility to determine how best to meet those savings.
- 3.6 The DSM scheme supports openness and working together, this happens through, but is not limited to:
- Finance and Staffing Boards with central officers, school staff and union representation, and associated short life working groups
 - Head Teacher Executive and wider Head Teacher meetings
 - Business Manager Working groups and wider meetings
 - School Finance Committees (school staff, parent/carer representation and other stakeholders as required).
 - Participatory budgeting
 - Specific government funding streams are allocated in addition to DSM funding streams e.g. Pupil Equity Funding (PEF), Strategic Equity Funding (SEF) and funding towards the reduction of core curriculum charges. Head Teachers manage these funding streams alongside their DSM funding.
- 3.7 The current education budget includes additional Scottish Government monies (£10.6m) intended to support recovery from the COVID lockdown. These monies were used to increase numbers of temporary teachers, temporary support staff and following Council's rejection of the savings proposals in 2023, to provide additional leadership time to prepare for curriculum (education) reform, and sustainability. Although welcome, the additional funds presented unintended challenges: back office administration for recruitment including HR, Finance; business support in schools. The most significant consequence was that the pool of available support workers which was already depleted across all sectors, became further pressured due to the creation of additional posts. This resulted in more vacancies across education and social care.
- 3.8 The above funds were distributed via the DSM formula, which necessitates consultation with Headteachers before they can be altered.

4. Main Report

- 4.1 To balance the education budget in the coming year, and following consultation with the Budget Reference Group, officers propose to reduce DSM by £8.2m across Early Years, Primary, Secondary and Special Sectors. This could be achieved through reviewing core DSM and the additional DSM funding as set out below:

Options 1-4 relate to the 'additional COVID' monies

- 4.2 Option 1

Ceasing the additional leadership time to develop Communities of Practice for Curriculum Reform [£1.4m]

Rationale

This additional funding was released to schools for Depute Headteachers to prepare for curricular reform. This enabled Communities of Practice to form and scope improvements, including action planning and professional learning.

Ceasing the funding will require DHTs to lead the work within their working days, however with sufficient notice and continued local authority support, this work is anticipated to continue.

- 4.3 Option 2

Removal of additional non-statutory staffing allocations made over the last 3 three years: PSAs for P1/2 [£1.1m]

Rationale

While Play Pedagogy was developed within a COVID recovery context it was anticipated that support workers would be required to provide enhanced support in early years. It is noted that additional support needs are higher in the early stages of primary school and was projected that our additional 'audit hours' might not have been sufficient. In practice, it has been difficult to recruit these posts, further it is accepted that Early Years practitioners (EYPs) provide more appropriate age-related support and interventions – an effective curriculum can reduce dysregulated behaviour and ensure more learners are included. Skilled EYPs (funded through the EY budget) are universally acknowledged as more effective in ensuring children have the best start to their learning.

- 4.4 Option 3

Removal of additional non-statutory staffing allocations made over the last 3 three years: Transition Teachers [£1.3m]

Rationale

These staff are highly regarded as providing the bridge between cluster primary and secondary schools, ensuring that the curriculum continues across sectors at appropriate levels (no repetition of learning, and support for vulnerable learners). There is universal concern among HTs at the proposal to remove them, however

they are additional and therefore cannot be protected when there are no other options available.

4.5 Option 4

Ceasing the additional leadership time to develop Communities of Practice for Sustainability [£0.8m]

Rationale

The commitment to develop learning for sustainability in line with council and global priorities is gradually gaining traction across all schools, with the mandate that every school is involved, though developing plans as best fit their community. This work would not cease if funding was removed, as the Working Time Agreement could be used to ring-fence time, with union agreement.

4.6 Option 5

A %age reduction to school DSM allocations [£3.6m]

Each 1% cut to core DSM allocations from would deliver a further saving across Primary and Secondary of £3.0m

A 1.2% cut would therefore be required to deliver the balance of savings to be achieved.

Headteachers seek approval to share cuts across the learning community

This excludes additional funding sources such as PEF, Audit and Positive Action Monies

As school years operate from August to June it is not possible to achieve a full year's savings in the financial year in which the measures are applied. It would therefore be anticipated that any measures agreed to deliver £8.2m over a full year would deliver £5.2m in 2024/25, with the full savings being delivered in subsequent years.

Rationale

Previous DSM budget cuts were weighted to protect schools in areas of deprivation, however did not fully acknowledge the funding streams available to those schools (PEF, Positive Action). DSM cuts to the extent proposed will result in staffing reductions, as the DSM budget for resources is now too small to absorb cuts. The resources budget is particularly impacted by Empowered Learning digital costs, and the inflationary pressures of other resources. It would not be possible to take another weighted budget cut, without also accepting the potential for reduced management time in the smallest schools. Other options explored with the Budget group included reducing business support, and support for learning teachers (additional posts) however these are seen as unpalatable in the current context.

5. Next Steps

- 5.1 Although the DSM Guidance sets out the mechanism for altering DSM, the budget setting process requires Council to agree the overall tranches of savings.
- 5.2 A requirement for budget cuts across other areas of the Education Budget and have been identified for 25/26 and 26/27.

6. Financial impact

- 6.1 The council faces a funding gap of £50.5m in 2024/25 as reported to F&R on 21 November 2023. The F&R report identified the requirement for directorate savings of £11.9m to be identified. The proposed savings outlined above represent the views of a group of Headteachers on how Children, Education and Justice Services may best address the savings requirements from their directorate.
- 6.2 If these savings are not approved alternative savings will require to be identified to allow for a balanced budget position to be presented to council in February.

7. Equality and Poverty Impact

- 7.1 We will continue to work with the Headteacher Budget Reference Group to undertake an integrated impact assessment of approved savings. It should be noted that equity funding streams remain ringfenced and protected and will support the continued direction of resource towards closing the poverty related attainment gap.

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 In considering these options, the clear driver has been to retain core funding, to ensure that quality delivery of service continues. All mitigations will be put in place to minimise the impact of cuts, as far as practicable. This will include revision of school improvement planning targets to release management time, though pace of improvement is likely to slow if all options are taken. Through thorough negotiation with the Budget Reference Group, DSM policy has been adhered to.

10. Background reading/external references

None

11. Appendices

None

This page is intentionally left blank

Education, Children & Families Committee

10:00am, Tuesday, 23 January 2024

Literacy

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 in the findings of the Literacy Thematic review.
 - 1.1.2 Agree next steps at 5.1, 5.2, 5.3, 5.4.

Amanda Hatton

Executive Director of Children, Education and Justice Services

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

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

Literacy

2. Executive Summary

- 2.1 This report covers the scope and findings of the Literacy Thematic Review, undertaken in May and November 2023. Phase 1 focused on Writing, in response to concerns around literacy attainment levels in P4 and S3. Phase 2 focused on the Leadership of Literacy, identified through fieldwork evidence from Phase 1, which highlighted a gap in the strategic direction and overview of the learning, teaching, and assessment of Literacy.
- 2.2 The current Integrated Literacy Strategy was written in 2018. Evidence from both phases of the review has supported the direction and content of a new Integrated Literacy Strategy to be implemented from 2024. This strategy is designed to raise attainment in literacy across our schools and outlines key actions to be taken at local authority, learning community and school levels.
- 2.3 It should be noted that the new Integrated Literacy Strategy links directly with our Digital Learning Strategy to ensure that developments in Digital practice enhance approaches to teaching, learning and assessment.

3. Background

- 3.1 The National Improvement Framework and Improvement Plan (NIF), sets out a clear plan for Scottish Education based on delivering Excellence and Equity. Two of the four priorities are improvement in attainment, particularly in literacy and numeracy, and closing the attainment gap between the most and least disadvantaged children and young people. The Edinburgh educational imperatives:- improving attendance, curricular pathways and supporting health and wellbeing, are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in literacy.
- 3.2 Analysis of local literacy attainment data from Session 2021-22 suggested that while progress had been made there were also some areas of concern. Literacy levels in P4 (particularly in writing), and literacy levels in S3 have been identified as focus areas for improvement. Attainment data also showed that just under two thirds of children living in SIMD Quintile 1 achieved the appropriate level for writing in P1, P4 or P7.

- 3.3 To validate our strengths and areas for improvement in the learning, teaching and assessment of literacy, a Literacy Thematic Review took place over two phases and across the primary and secondary sectors. The Review took the form of a validated self-evaluation and involved a team of officers from across the City and Education Scotland, visiting a total of thirty-one primary and secondary schools.
- 3.4 The Review focused on the themes of Leadership, Professional Learning, Curriculum, Teaching, Learning and Assessment, Universal, Targeted and Intensive Support, Attainment and Achievement and Self-Evaluation.

4. Main report

- 4.1 The key findings from Phase 1 and Phase 2 of the Literacy Thematic Review are included in the attached Appendix 3, including the strengths and areas of improvement for each of the core themes.
- 4.2 A summary of the main themes is detailed below:
- **Leadership** - In most schools there was a clear vision for teaching, learning and assessment including a specific literacy strategy. Across all schools, assessment and tracking approaches were in place, with most schools analysing data to plan appropriate learning and to track learners' progress. There is a need to ensure that all senior leaders and practitioners have a clear understanding of what must be done to raise attainment in Literacy, particularly in writing. This will be achieved through the delivery of strong, consistent messaging to Senior Leaders and Practitioners through the range of forums and networks established. The aims and actions of the Integrated Literacy Strategy should be replicated in school policies as follows:
 - A clear, comprehensive literacy strategy which details the expectations around the learning, teaching, and assessment of literacy across all stages.
 - Communicate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
 - Senior leaders should ensure that through the Professional Review and Development process, professional learning needs are identified and linked to school improvement priorities.
 - Greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning must be provided and learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences.
 - Quality assurance and scrutiny activity of literacy must be included in yearly quality assurance calendars to ensure ongoing leadership of literacy improvement.
 - **Professional Learning**
 - In some schools, teachers used Education Scotland Benchmarks to support teachers' professional judgements relating to learners' progress. However, it is essential that all staff use the Benchmarks consistently to ensure accuracy and rigour in these judgements. Senior leaders should provide opportunities for staff

to engage in professional learning, focused on moderation activity, to further support this.

- In all schools, teachers engaged in professional learning to support effective teaching and learning including literacy. However, a range of pedagogical approaches and resources are used which is not ensuring consistency of practice. The Teachers' Charter and Support Assistants' Charter (under development) will continue to support the delivery of high-quality teaching, learning and assessment of Literacy. This professional learning programme will be improved further through the development of an evidence-based writing programme including clear guidance on effective approaches to the teaching and assessment of writing.
- Digital professional learning will be delivered, focusing on effective digital practice specific to developing literacy skills.
- **Curriculum** - In most schools there was a clear curriculum rationale for the teaching and assessment of literacy which identified a planned and progressive literacy curriculum. Across all schools there had been some progress in developing an inclusive, equal, and decolonised curriculum reviewing curriculum content, texts, and resources. We will now review and evaluate all current literacy progression pathways, including assessment and reporting arrangements, to ensure developmentally and inclusive appropriate learning for a 3-18 curriculum.
- **Teaching, Learning and Assessment** - Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and providing effective feedback to secure progress in learning. In some schools the use of digital devices was well planned for and included in curriculum pathways. The refreshed Digital Strategy will include explicit reference to how Digital technologies are embedded into the teaching of literacy and used effectively to raise attainment for all learners, including those with Additional Support Needs.
- **Universal, Targeted and Intensive Support** - In most schools, teachers were skilled in providing a range of interventions and supports to support learners with gaps in learning Additional Support Needs. However, Senior leaders must ensure that appropriate support strategies and resources are used to support learners with gaps in learning/Additional Support Needs consistently.
- **Tracking of Attainment and Achievement**
 - In some schools the analysis of attainment and quality assurance data was being used effectively to plan improvements in literacy, through attainment meetings and professional dialogue with staff. In the best examples, some literacy interventions and programmes were monitored and evaluated by identified staff, using structured frameworks to assess their impact on attainment. Some schools had identified a rigorous approach to the tracking and analysis of literacy attainment which is included in their annual calendar. Literacy was also celebrated weekly through a variety of platforms and staff were encouraged to take part in local and national literacy events.
 - All schools now need to develop an effective system, including planned quality assurance activities, to track improvements in attainment in Literacy, particularly

in writing. This will be supported by the new CEC Pupil Tracking system currently being procured. Areas of particular focus should include learners currently in P4/5 and S3/4, learners living in poverty and those who are care experienced. Of further focus, will be to continue to track the positive progress made by learners with Additional Support Needs, and those from Black and Minority Ethnic groups.

- 4.3 As a result of the analysis and fieldwork, the themes identified have been incorporated into the refreshed Integrated Literacy Strategy and Action plan (see Appendix 2)

5. Next Steps

- 5.1 The Quality Improvement Service will continue to support schools to address identified areas for improvement.
- 5.2 Launch the refreshed Integrated Literacy Strategy and monitor the impact of its implementation.
- 5.3 Continue to monitor the Literacy action plan to ensure a direct alignment with our Digital action plan and modifying, as necessary. Ensure actions are implemented within agreed timescales and the impact evaluated.
- 5.4 Quality Improvement Manager and Edinburgh Learns Team will work with a short life working group of senior leaders and teachers to develop a programme of professional learning to ensure consistently high-quality teaching and assessment of writing across all 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, 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.

- 7.3 Development a model of professional learning to upskill teachers in the teaching and assessment of writing. This will help to address the need to raise attainment in writing as evidenced in the analysis of data.

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 Edinburgh Learns Teaching, Learning & Assessment Board will monitor the impact of the Integrated Literacy Strategy and the development of professional learning to support high quality teaching and assessment of writing. This is detailed in the Board action plan.
- 9.3 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.

10. Background reading/external references

- 10.1 Curriculum for Excellence Literacy and English – Principles and Practice 2009.
[Literacy and English: Principles and practice \(education.gov.scot\)](https://www.education.gov.scot/publications/curriculum-for-excellence-literacy-and-english-principles-and-practice-2009/Pages/default.aspx)
- 10.2 Education - Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023.
[National Improvement Framework \(NIF\) - Schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-improvement-framework-and-improvement-plan-2023/Pages/default.aspx)
- 10.3 Voice 21 – Oracy [Voice 21 | Oracy | United Kingdom](https://www.gov.uk/government/collections/voice-21-oracy)

- 10.4 Oracy Skill Framework [Oracy Skills Framework: Faculty of Education \(cam.ac.uk\)](#)
- 10.5 3-18 Literacy and English review Education Scotland [3-18 Literacy and English Review \(education.gov.scot\)](#)
- 10.6 How Good Is Our School 4th Edition. [How good is our school? \(4th edition\) \(education.gov.scot\)](#)

11. Appendices

- 11.1 Appendix 1 – Key Findings from Literacy Thematic Review Phase 1 and Phase 2
- 11.2 Appendix 2 – 2024 Draft Integrated Literacy Strategy

Literacy Thematic
Review
Phase 1 and Phase 2
Findings
November 2023

Rationale

Literacy is a core skill which all children and young people require to become active, responsible learners for life. Language and literacy are of personal, social, and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity. Language is itself a key aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, digitally and by their peers. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for learners in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

National Improvement Framework

The National Improvement Framework and Improvement Plan (NIF) was established in 2015 and set out a clear vision for Scottish Education based on delivering Excellence and Equity. Two of the four priorities are as follows: -

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

Edinburgh Imperatives

The Edinburgh educational imperatives are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in Literacy.

Integrated Literacy Strategy

In 2018, an Integrated Literacy Strategy for All (2018-21) was created including guidance to support Raising Attainment in Writing. Although improvement activity has continued in relation to this strategy, this is now due to be updated.

Attainment in Literacy- what does our data tell us?

Literacy	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,P4,P7)	73%	76%	77%		74%	77%	77%
S3 Third Level or better	88%	91%	95%			91%	93%
S4 Fourth Level	53%	61%	70%			63%	71%

From the table above, Literacy levels increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%. Some improvement in Writing is evident, particularly in P1 and P7.

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

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

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

From the table above, we can see that the gap for Literacy is at the lowest level for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined). We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022- 23 for all pupils.

Aims

Our goal is for all Edinburgh’s children to thrive and take their place as highly skilled workers in a world-class city (Edinburgh Learns, 2018). To achieve this, they must develop excellent skills for learning, life, and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

This thematic review aimed to identify what works and what needs to change to improve the leadership of literacy across all Edinburgh schools, through a validated self-evaluation exercise which identified strengths and areas for improvement across a sample of schools.

Actions 2023-24

Local Authority level:

- Carry out Stage 1 of the Literacy Thematic Review in Session 2022-23 with a focus on the teaching, learning and assessment of Writing.
- Carry out Stage 2 of the Literacy Thematic Review in Session 2023-24 with a focus on the Leadership of Literacy.
- Update our Integrated Literacy Strategy for All in Session 2023-24, considering the finding of Phase 1 and Phase 2 of the Literacy Thematic Review.

Literacy Thematic Review – Phase 1 Writing- Key findings

For each core theme, areas of strength and areas for development were identified and validated through fieldwork:

Core Theme 1- Leadership– how clear is the literacy strategy?

Strengths:

- In most schools there was a clear vision for teaching, learning and assessment including a specific literacy strategy. In the best examples this strategy was led by an identified member

of the Senior Leadership Team and supported collaboratively by the staff team and included specific guidance for the teaching of writing.

- In some schools, systematic approaches to self-evaluation and quality assurance supported overall improvement, including improved attainment in literacy. In the best examples this included whole school self-evaluation processes that identified gaps in learning, analysing data to inform school improvement planning.
- In most schools, school improvement planning processes are effective in identifying literacy improvements to be taken forward and staff responsible for leading this.
- In almost all schools, curriculum design ensured progression in literacy learning including the use of City of Edinburgh (CEC) progression pathways.
- All schools visited identified that assessment and tracking approaches were in place, with most schools using their data well to plan appropriate learning and to track learners' progress effectively. This included identified attainment meetings throughout the session, included in a quality assurance calendar. In the best examples there was a collaborative approach to attainment meetings, involving Support for Learning teachers in identifying and planning appropriate support and interventions for individual learners.

Areas for Improvement:

- A need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
- A need to ensure that quality assurance calendars identify engagement in self-evaluation activity, to evaluate the progress and impact of approaches to the teaching, learning and assessment of literacy.
- Opportunities for pupils to lead their own learning should be increased.

Core Theme 2- How well does our professional learning offer support the effective teaching of literacy?

Strengths:

- In all schools, teachers engaged in professional learning to support effective teaching and learning, including literacy. This included teaching staff engaging with aspects of the Teachers' Charter. In the best examples this was a consistent approach across the whole school, with the focus identified as a priority through self-evaluation activity, to ensure high quality teaching and learning.
- Across all schools, teachers used the Education Scotland Benchmarks to develop confidence and rigour in professional judgements relating to progress in learning. In some schools this included staff participation in Engagement with the Benchmarks training.
- Across all schools, staff had engaged in a range of professional learning opportunities related to Literacy. These included: The Raising Attainment in Writing Project, Read Write Inc, Literacy Rich, Fresh Start, James Clements materials, working with the Edinburgh Learns Team on aspects of literacy and writing and Talk for Writing. Professional learning also included engagement with strategies to support learners with Additional Support Needs. These included Dyslexia training, Support for Learning teachers providing support packs and training for Pupil Support Assistants, Hotlisting, supporting learners who have English as an Additional Language through technology.

- In some schools staff collectively identify areas of professional learning during self-evaluation and planning of improvement priorities. Professional learning is also evaluated through attainment meetings with staff and discussions around the needs of learners. It is also identified through the Professional Review and Development (PRD) process.

Areas for Improvement:

- Ensure a whole school approach to engagement with aspects of the Teachers' Charter offer to develop skills and confidence in each of the 4 aspects and ensure a consistent approach to developing high quality learning and teaching.
- Where appropriate, staff should engage in professional learning to support learners with Additional Support Needs.
- Senior leaders to ensure that professional learning and moderation activities are planned within the collegiate calendar and through the PRD process, linked to school improvement planning and the needs of learners.
- Edinburgh Learns Teaching and Learning Team to develop a programme of professional learning to upskill teachers in delivering consistently high-quality teaching and assessment of writing.

Core Theme 3 – How effective is the Literacy curriculum?

Strengths:

- In most schools there was a clear curriculum rationale for the teaching and assessment of literacy which identified a planned and progressive literacy curriculum.
- In most schools, teachers plan progressively, using the CEC progression pathways and benchmarks. In the best examples this included across levels and stages.
- Literacy Rich was used well in some schools to develop early literacy skills including phonemic awareness, phonics, vocabulary fluency, comprehension, and writing. In some examples, this is well-aligned to a play-based curriculum in Curriculum for Excellence (CfE) early/first levels.
- Across all schools there has been some progress in developing an inclusive, equal, and decolonised curriculum reviewing curriculum content, texts, and resources. In the best examples this included pupils and parents in decision making.
- In some schools, digital literacy was well planned for and included in curriculum pathways. This ensured progression of skills as learners moved through stages and highlighted some very effective strategies being used by learners, especially around cyber resilience and internet safety.

Areas for Improvement:

- Schools should ensure a secure and deep understanding of the teaching of literacy through a play-based curriculum at identified stages. This should be aligned to intentional learning outcomes, including the aspects developed through Literacy Rich.
- Ensure a coherent, progressive curriculum which provides appropriate pace and challenge in learning.
- Provide greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning.

- Ensure the curriculum allows for progression and continuity in learning, exposing learners to a wide range of literacy learning experiences within, and beyond, their place of learning. This should include learning outdoors.
- Ensure the curriculum offers opportunities for personalisation and choice for all learners, including links across learning, real -life applications of literacy skills and the use of digital devices to extend skills in creative approaches to creating content. This should include the critical analysis of digital content.

Core Theme 4- Teaching, Learning and Assessment

Strengths:

- In most schools, there was a clear vision for the teaching and assessment of Literacy, including planning of learning and tracking of learners' progress.
- In a few schools, learners contributed to the planning of learning, and could articulate well their strengths in literacy and next steps. In the best examples this included benchmarks being shared with learners through self and peer assessment activities.
- In most schools, learning was differentiated to meet the needs of learners. This was evident across most classrooms with the best examples ensuring learning which supported or challenged the needs of individual learners.
- In some schools, literacy learning through play leads to improved outcomes for learners within CfE Early Level.
- Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and to providing effective feedback to secure progress in learning. In the best examples there was a consistent approach to the use of Assessment is For Learning (AiFL) across whole school, with learners well trained in the use and understanding of core strategies.

Areas for Improvement:

- Ensure learners are provided with meaningful contexts for learning which includes use of the outdoor environment.
- Approaches to tracking of pupils' progress in learning should be implemented consistently to ensure data is used well to plan learning and interventions to meet the needs of learners.
- Learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences. Where appropriate, this should include opportunities for extended writing.
- Within the learning through play context, learners should experience an appropriate balance of independent and intentional, teacher-led learning in literacy.
- Teaching staff should continue to engage in professional learning and moderation activity to support confident and rigorous professional judgements about pupils' progress in learning.
- Ensure that professional judgements are based on a range of evidence of pupils' learning.

Core Theme 5- What universal, targeted and Intensive supports are in place to address gaps in learning in literacy?

Strengths:

- Across all schools there was evidence of differentiation in most classes visited. In the best examples, this learning considered the needs of individual learners to ensure that experiences were offering appropriate support or challenge.
- In most schools, teachers were skilled in providing a range of interventions and supports to support learners with gaps/Additional Support Needs. In the best examples, these teachers had engaged in professional learning and training which focused on the needs of individual learners.

Areas for Improvement:

- Ensure the consistent planning and delivery of differentiated learning experiences in all classrooms, based on analysis of learners' attainment data.
- Appropriate support strategies and resources should be used to support learners with gaps/Additional Support Needs consistently.

Summary of Phase 1 Findings:

Early analysis of Literacy attainment data as part of the Thematic Review suggested that, while progress had been made, some areas of concern had emerged over recent years. Literacy levels in P4 (particularly in writing), were identified for the first phase of further analysis. Phase 1 focused on five core themes: Leadership, Professional Learning, Curriculum, Teaching Learning and Assessment, and Universal, Targeted and Intensive Support. Focus groups were held with teaching staff, support staff, children, and parents. Criteria for the selection of schools included those where there had been a marked drop or improvement in writing attainment. Analysis of evidence showed that, in the best examples, a clear vision and literacy strategy was in place together with the consistent use of progression pathways to plan learning. Engagement in professional learning, including aspects of the Teachers' charter, was improving teachers' skills and confidence levels. Learners in these schools were provided with a range of opportunities to write for a variety of purposes and audiences. Within the learning through play context, learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy.

Areas identified for improvement include providing increased opportunities for learners to lead their own learning, including their contribution to curriculum design and contexts for learning. Learners should be provided with meaningful contexts for learning, including use of the outdoor learning environment and professional judgements should be based on a range of evidence of learning, considering the needs of individual learners to ensure that experiences offer appropriate support or challenge.

Further data analysis has been carried out following the publication of Achievement of Curriculum for Excellence Level (ACEL) data 2022-23, which informed Phase 2 of the review (see Phase 2 Scoping Paper and below Phase 2 Findings). Phase 1 and Phase 2 findings have been incorporated into the Literacy Strategy and will be published, together with the full Thematic Review Report, next session. This will include clear advice and next steps for all schools, with a focus on high ambition

and expectations for all learners across all learning and teaching and will closely align with our Digital Learning Strategy.

Literacy Thematic Review – Phase 2 Leadership of Literacy- Key findings

Core Theme 1 – Leadership

Strengths:

- In most schools, literacy activities and scrutiny are included in the collegiate calendar and embedded into improvement activity throughout each session.
- In some schools there are clear systems in place to ensure that the team have clarity and understanding of the teaching of literacy and expectations at their stage, which ensures consistency for learners.
- Almost all schools use literacy progression pathways to ensure there is a clear progression of literacy skills as learners move through stages. This supports the planning of a broad and balanced literacy curriculum for all learners.
- In the best examples, a wide range of data, alongside professional dialogue during tracking and attainment meetings, is used to identify and decide which literacy interventions and programmes will be implemented.

Areas for Improvement:

- Ensure each school curriculum identifies progressive learning opportunities clearly linked to the individual local context.
- Identify who is leading play pedagogy in the early years, which leads and supports the planning of high-quality, developmentally appropriate learning experiences for all children.
- Demonstrate a clear rationale for decision-making processes around the implementation of current literacy interventions and programmes, ensuring an evidence-based approach.
- A need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged. This must be demonstrated at all levels of leadership.

Core Theme 2 – Professional Learning

Strengths:

- In the best examples there is a clear programme of Literacy moderation strategically planned across the school and learning community, which is directly linked to the analysis of literacy data and identifies measurable outcomes for improvement.
- In some schools, the transition teacher has been effectively used to share literacy learning, ensuring models of best practice are consistent across the learning community and shared with secondary staff supporting S1.
- In the best examples, staff have participated in a variety of Career Long Professional Learning (CLPL) activities including James Clements, Literacy Rich P1-P3, Talk for Writing, Read Write Inc and Fresh Start and professional learning through the Teachers' Charter. These themes have been identified through the analysis of attainment data and school self-evaluation processes.

- In most schools, the distributed leadership of literacy improvements within the staff team supports the development of leadership skills and the building of confidence in identified staff.

Areas for Improvement:

- Headteachers to ensure that analysis of school attainment data supports the identification and planning of moderation activities within their own school and across their learning community.
- A need for a consistent approach towards the upskilling of all staff in the teaching of literacy, to support high-quality learning and teaching across all stages and for all learners, including those with Additional Support Needs. This should include the analysis of attainment data and high-quality training for staff across all stages, which is continually evaluated as staff move throughout the school.
- Ensure that the use of digital technology to support literacy in the middle and lower stages consistently matches the use of digital technology in the upper stages, with staff supported through the availability of high-quality resources and CLPL to ensure digital learning and teaching is consistent across the school.

Core Theme 3 – Self Evaluation

Strengths:

- Almost all schools have a quality assurance calendar in place which is shared with the staff team and identifies a variety of self-evaluation activities across the session. These include attainment meetings, shared classroom experience, learning walks, data analysis, review of learner evidence and quality assurance of Broad General Education (BGE) tracking reports.
- In the best examples, the self-evaluation of literacy is built into quality assurance scrutiny activities and includes the triangulation of evidence-based information and data, people's views and direct observations of practice involving all school staff, learners, partners, and other stakeholders.
- In the best examples, some literacy interventions and programmes are monitored and evaluated by identified staff, using structured frameworks to assess their impact on attainment.
- In some schools the analysis of attainment and quality assurance data is being effectively used to plan improvements in literacy, through attainment meetings and professional dialogue with staff.

Areas for Improvement:

- A need to ensure schools have ongoing systems in place which evaluate and monitor current literacy interventions and programmes, and evidence any impact on improving attainment.
- Ensure there is a clear rationale for the implementation of any whole school or individual literacy interventions, making informed decisions through the gathering and analysis of a wide range of evidence.

Core Theme 4 – Attainment and Achievement

Strengths:

- In the best examples, schools have identified a rigorous approach to the tracking and analysis of attainment in Literacy, which is included in their collegiate and quality assurance calendar and is ongoing throughout the session.
- In a few schools there is a strategic approach to the gathering of quality and robust literacy evidence, which helps to support attainment meetings and teacher professional judgements around literacy levels.
- In the best examples, Literacy is celebrated weekly in school through a variety of platforms, and staff are encouraged and supported to take part in local and national Literacy events which are promoted by local libraries and organisations such as The Scottish Book Trust.
- In the best examples, schools value literacy and invest in their school and class libraries, ensuring children and young people have access to these areas weekly and have choice in the texts that they choose, promoting a love of reading. Use of the national HGIOL document has helped to support this work.

Areas for Improvement:

- Ensure the focused analysis of all literacy attainment data, so that all areas of literacy are a key focus for improvement priorities.
- Implement a consistent and strategic approach to the range and type of evidence gathered and analysed by teaching staff across all stages, to support confident and rigorous professional judgements about pupils' progress in learning.
- Engage with How Good is our School? (HGIOS) performance framework to support the self-evaluation of school and class libraries and the impact these spaces currently have on learner's engagement in literacy.
- Build local and national literacy events into their collegiate calendars to increase the value of literacy across their school communities and engage with families and partners in promoting a love of literacy for all.

Summary of Phase 2 Findings:

Analysis of attainment data from June 2023, prior to the start of Phase 2, evidenced that Literacy levels had increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22. There was a slight decrease in P4 of 0.1pp to 74.1% and some improvement in Writing attainment was evident, particularly in P1 and P7. In Secondary, there was an increase of 1.6pp to 93.7% at 3rd Level or better compared to 2021-22. Those achieving Fourth Level had increased by 8.6pp to 71.7%. Attainment data in the broad general education (P1-S3), also evidenced that the attainment gap for Literacy is at the lowest level for the last five years.

This is an improving picture of literacy attainment. Phase 2 of the review focused on the Leadership of Literacy, identified from fieldwork evidence and findings gathered in Phase 1. Four core themes were identified: Leadership, Professional Learning, Self-Evaluation, Attainment and Achievement. This review followed the same format as phase 1 and focus groups were held with teaching staff, support staff, children, and parents. Phase 2 included schools from both the Primary and Secondary sector.

In the best examples, there was a clear structure for the learning and teaching of literacy across all stages, with literacy quality assurance processes built into annual school calendars and shared with all staff. Literacy strategies and interventions were evidence based and supported by a clear rationale for their use, which was linked to the analysis of school attainment data. Use of CEC progression pathways was embedded into stage planning and staff were confidently using literacy experiences and outcomes to plan learning, and literacy benchmarks to plan for assessment. The distributed leadership of literacy effectively supported building the leadership skills of staff and ensured a consistency of literacy learning and teaching for learners across the school. Where literacy was effectively celebrated and promoted, a love of literacy was evident throughout these schools, with high quality resources being used in classrooms, including digital devices, and motivating learning environments used to engage learners.

Areas identified for improvement include all schools ensuring a Literacy policy is in place, which identifies the structure of Literacy learning and teaching throughout the school, including strategies and interventions used and the rationale behind this. A lead for the development of play pedagogy in the Early Years should be identified, who leads and supports the planning of high quality developmentally appropriate learning experiences for all learners. The use of digital technologies to support literacy, needs to be consistent across all stages, with staff supported through the availability of high-quality professional learning, which has been strategically planned to ensure continuity of learning across stages. There should be a consistent approach to the gathering of literacy evidence across the school to support teacher professional dialogue and judgements made in moderation processes and attainment meetings.

EDINBURGH LEARNS

Literacy Strategy (Draft)

January 2024



Contents

1. Aims
2. Rationale
3. What does the Research say?
4. What does our data tell us?
5. What do we need to do next?
6. How will we do it?
7. Roles Remits Responsibilities
8. Governance
9. Arrangements for Quality Assurance
10. Appendix 1 – Hyperlinks to Associated Documentation

Aims

Literacy is defined within Curriculum for Excellence as ‘the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful’ (Curriculum for Excellence, Literacy and English Principles and Practices, 2009)

Our vision is for all of Edinburgh’s children and young people to thrive and take their place as highly skilled workers in a world-class city (*Edinburgh Learns, 2018*). To achieve this, they must develop excellent skills for learning, life, and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive, and our aims which will support us to achieve this are:

- **To raise attainment in all areas of literacy.**
- **To ensure excellence and equity in literacy outcomes for all learners.**
- **To increase practitioners’ confidence in the planning, teaching, and assessment of all areas of literacy, including in the use of digital technology.**
- **To support schools with the development of a clear strategy for the leadership and learning and teaching of literacy.**

Rationale

Literacy is a core skill which all children and young people require to become active, responsible learners for life. Language and literacy are of personal, social, and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity. Language is itself a key aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, digitally and by their peers. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Strong literacy skills increase opportunities for learners in all aspects of life. It lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.

The National Improvement framework and Drivers support a powerful vision for education in Scotland - [2023 National Improvement Framework and Improvement Plan: Summary Document \(www.gov.scot\)](#):

The Edinburgh educational imperatives are fully aligned to the National Improvement Framework with a firm commitment to the overall imperative to close the poverty related attainment gap in literacy.

Our Edinburgh Literacy Strategy affirms our commitment to the aims of all national policies regarding improvement in literacy, and to raising attainment and achievement for all our learners. It is informed by the analysis of our current data and research.

What Does the Research Say?

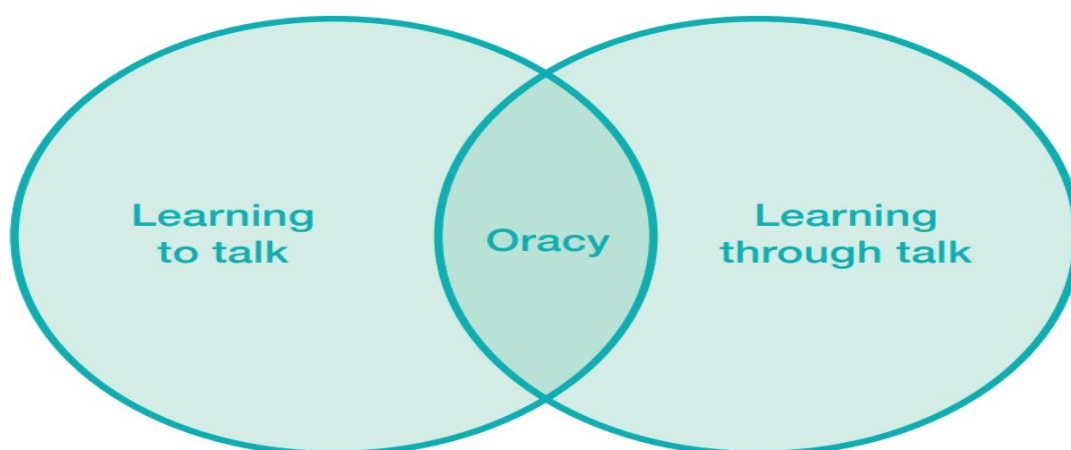
Oracy is the ability to articulate ideas, develop understanding and engage with others, through spoken language. It is what we teach in school to support the development of children and young people's capacity to use speech to express their thoughts and communicate with each other both in education and in life.

Through a high-quality oracy education children and young people learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded, and structured to enable them to learn the skills needed to talk effectively.

'The literacy experiences and outcomes promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives.'

'They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning.'

(Curriculum for Excellence, Literacy and English Principles and Practices, 2009)



The Oracy Benchmarks, Voice 21 2019

Learning to Talk:

The Oracy Skills Framework (*Voice 21 and University of Cambridge, 2018*), divides Oracy into four categories:

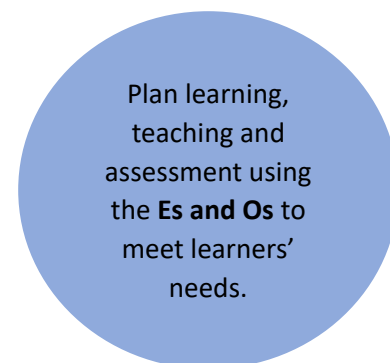
- Physical (voice, body language)
- Linguistic (vocabulary, language, rhetorical techniques)
- Cognitive (content, structure, clarifying & summarising, reasoning)
- Social and Emotional (working with others, listening & responding, confidence in speaking, audience awareness)

This framework supports understanding of the skills that enable successful discussion, inspiring speech, and effective communication.

Learning through Talk:

Effective learning experiences can be used to:

- Generate knowledge – **breadth/depth.**
- Explore new ideas – **challenge.**
- Link areas of learning together – **application.**
- Clarify and solidify prior learning – **depth.**
- Prepare for (and improve) written work – **application.**
- **Apply** new skills in new and unfamiliar settings.



Decoding

Most children learn to decode text via good teaching and a systematic phonics-based approach is likely to deliver best results. Some pupils, despite good instruction from class teachers need more input through group-based programmes. Others require one to one assistance to learn how to decode text.

Those children who have English as an Additional language and who have not yet learned to read in their own language, need emphasis on listening and talking and building vocabulary before they start phonics.

Once a child can fluently decode text, they are not required to expend great effort on decoding. This allows them to focus more easily on reading comprehension. Children with English as an Additional language who have already learned to read in their first language, are learning a new sound-symbol correspondence, so they can also progress quickly to focusing on meaning.

Reading Comprehension

'A solid understanding of the structures and features of English language supports the development of literacy by giving children and young people the tools and vocabulary needed to understand texts and express themselves fluently.'

3-18 Literacy and English Review, 2015

Research shows that proficient and confident readers employ several strategies to achieve comprehension of text. The strategies below can be applied to any text and in any curricular area:

- Predicting
- Questioning
- Vocabulary Instruction
- Identifying (clarifying)
- Summarising
- Visualisation

Within Curriculum for Excellence, a text is the medium through which ideas, experiences, opinions, and information can be communicated. The Curriculum for Excellence literacy framework reflects the increased use of multimodal texts, digital communication, social networking, and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.

In planning for learning in any curricular area it is important for practitioners to ensure that children and young people encounter a wide range of several types of text in different media, including digital. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas, and concepts (Curriculum for excellence: Literacy across learning, principles and practice, 2009).

Writing

Writing and talking are inexplicably linked and activities should take account of this, planning writing as a process. It is important that practitioners ensure planned learning and teaching considers the following:

- Type and purpose of the writing ensuring regular opportunities to write for a variety of purposes, which support the application of skills across the curriculum.
- Agreed criteria for success (in the best practice this should be differentiated to meet the needs of all learners and build on prior learning).
- Support for planning.
- Opportunities for individual or peer evaluation.
- Time for learners to review and edit their writing.
- Sufficient evidence of learning across all genres to support teachers’ professional judgements.

The City of Edinburgh has developed a visual representation of ten research-based strategies to support the effective teaching of writing. This approach ran as a pilot across several schools:

Writing Strategy Visual

Feedback was positive, with practitioners reporting increased confidence in children and young people when writing, increased focus on extended writing across secondary departments, improved feedback and teaching the process of writing from planning to editing.

Current support and advice

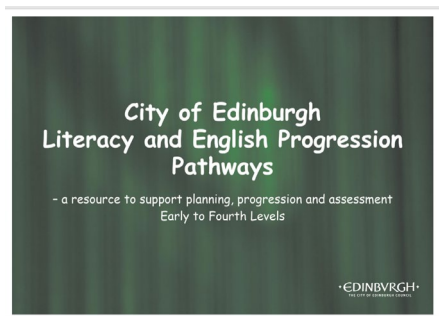
Within the Broad General Education (BGE), the Experiences and Outcomes provide the basis for progression. City of Edinburgh Progression pathways provide greater detail and support with progression and benchmarking through the BGE. Schools should use these documents as a basis to develop pathways which support children and young people to build on prior learning and meet the needs of all their learners. All teachers should use the progression pathways to plan progressive teaching and learning in all aspects of Literacy, within the BGE.

To support Early Communication and Literacy development, we have developed Edinburgh’s Communication and Literacy with Children guidance. This focuses on the progression of children’s learning and offers practical guidance for practitioners on how we can support children 0-5 years with communication and literacy.

Edinburgh’s Literacy Rich Programme is a synthetic phonics programme for Primary 1 and Primary 2. Schools should use this programme to deliver the teaching of phonics at Early/First levels.

The Edinburgh Learns Literacy and English progression pathway supports practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in **Listening and Talking, Reading, or Writing**.

(hyperlinks to all documentation below can be found in Appendix 1).



Progression Pathways (early to fourth level)

City of Edinburgh Literacy and English Progression Pathways		
Writing Overview – First Level – <i>(aligned to the Experiences and Outcomes for writing)</i>		
Writing Outcomes	Experiences and Outcomes – First Level	Progression Pathways
<p>Experiences and Outcomes</p> <ul style="list-style-type: none"> Engage in writing tasks of their own and respond to others' writing. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. 	<p>Progression Pathways</p> <ul style="list-style-type: none"> Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. 	<p>Progression Pathways</p> <ul style="list-style-type: none"> Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT. Use a range of writing materials, including ICT.

*Progression Pathways (early to fourth levels)
Progressive “I can” statements for each outcome with interim (early to second) and end of level (early to fourth) benchmarks for Guidance*

APPENDIX 2

*Edinburgh Literacy Rich P1
Phonics Programme*

*Edinburgh Literacy Rich P2
Phonics Programme*

Literacy and English: assessing progress and achievement

The progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding skills, attitudes and capabilities provided by learners as they progress through the national levels of **Learning and Talking, Reading or Writing**.

The significant aspects of learning identified in the associated professional learning paper relate to the standards for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a word in **Learning and Talking, Reading or Writing** the learner provides a range of evidence related to the experience and activities which are set out in the learning plan for the next level.

Although learning and talking will often take place across more than one significant aspect of learning, **Reading or Writing** is assessed in relation to **Learning and Talking or Reading or Writing**. Progress and achievement across these three significant aspects of learning in **Learning and Talking or Reading or Writing** will be measured as follows and using progress related across the following key terms (as detailed in Figure 1):

- engage with a broad range of increasingly complex texts, including Scottish and British texts
- analyse and apply knowledge and understanding of language
- find, use and organise information, including developing critical literacy skills
- use reading and talking strategies to understand, analyse and evaluate texts
- create texts of increasing complexity using more sophisticated language

Children and young people will increasingly receive personal literacy help as they develop and use higher-order thinking skills within and across these key terms. Creating texts and using higher-order thinking skills allows all different levels understanding a range of areas and non-verbal communication skills and writing with increasing accuracy, making effective use of spelling, grammar and punctuation.

The literacy learning outcomes that are the responsibility of all are shown in table 1.

Figure 1

October 2015

*Literacy Progression framework
to assess progress and achievement*

City of Edinburgh Council
Early Learning and Childcare
Communication and Literacy Guidance

EDINBURGH
THE CITY OF EDINBURGH COUNCIL

*Communication and Literacy Guidance
to support children 0 – 5 years.*

When working to specifically support learners with complex additional support needs, teachers can access the Education Scotland ‘Milestones to Support Learners with Complex Additional Support Needs.’ These are to support learning, teaching and assessment for learners who will spend all/almost all of the BGE on pre-early/early.

Education Scotland
Foghorn Alts

Milestones:
Supporting learners with complex
additional support needs

Updated September 2019 to include aspects of Health and Wellbeing

For Scotland's learners, with Scotland's educators

*Education Scotland milestones for Literacy
and English (pre-early level)*

The Edinburgh Learns Teaching and Learning framework gives guidance to schools and establishments on high quality teaching and learning. The four key components are formative assessment for learning, differentiation, skills, and leadership of learning. Schools or establishments which identify a need to improve in these areas should look at the teaching and learning framework and source relevant professional learning as appropriate.

What Does our Data Tell Us?

LITERACY	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,4,7)	73%	76%	77%		74%	77%	77%
S3 third level or better	88%	91%	95%			91%	93%
S4 Fourth level	53%	61%	70%			63%	71%

Analysis of local Literacy attainment data, as per the table above, shows that literacy levels increased in 2022-23 at P1 (80.5%) and P7 (77.6%), compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%. Some improvement in Writing is evident, particularly in P1 and P7.

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

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

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

As the data in the above table shows, the gap for Literacy is at the lowest level for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined). We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022- 23 for all pupils.

Primary Attainment In Literacy:

Literacy	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	62%	87%	26%	63%	89%	26%	64%	91%	27%	59%	88%	28%	63%	90%	28%	71%	89%	18%
P4	54%	84%	30%	59%	86%	27%	59%	85%	26%	55%	82%	27%	63%	84%	21%	58%	85%	27%
P7	52%	83%	31%	54%	87%	33%	61%	88%	28%	58%	85%	27%	62%	87%	24%	65%	87%	21%
Combined (P1,P4,P7)	56%	85%	29%	59%	87%	29%	59%	87%	29%	57%	85%	28%	62%	87%	24%	64%	87%	22%

S3 Attainment in Literacy:

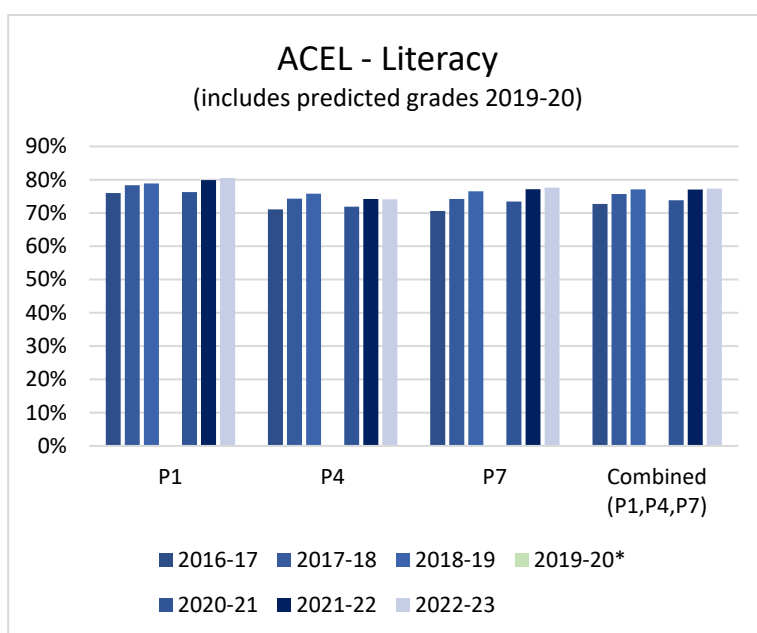
Literacy	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	13%	91%	98%	7%
Fourth Level	45%	77%	32%	51%	82%	32%	49%	83%	33%	60%	88%	27%

The above data shows that the literacy attainment gap between our Quintile 1 and Quintile 5 learners is currently at its lowest level. Primary attainment data from the previous six years shows a narrowing of the attainment gap by 8%. S3 attainment data from the previous 4 years shows a narrowing of the attainment gap by 4% at third level and 5% at fourth level.

ACEL Data

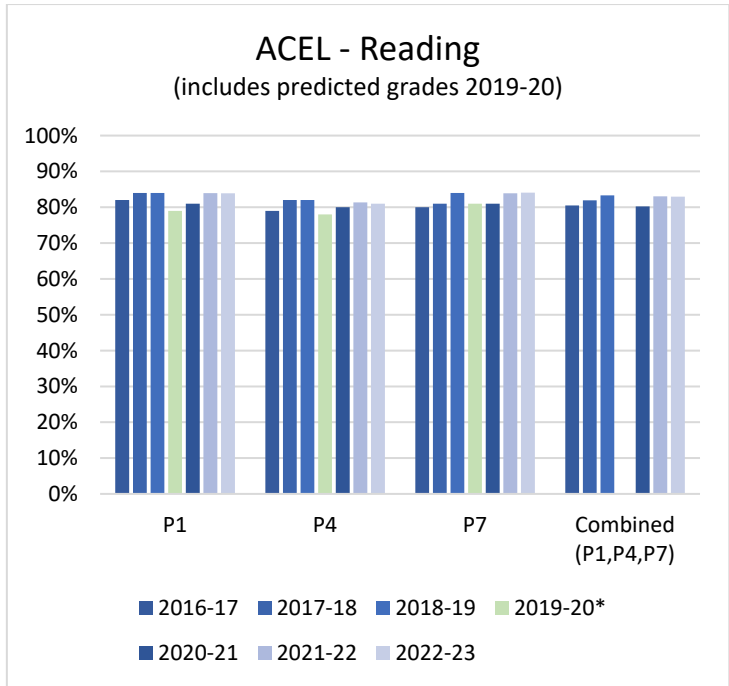
Analysis of local Literacy attainment data below shows that while progress has been made, some areas of concern have emerged over recent years:

Primary Attainment in Literacy:



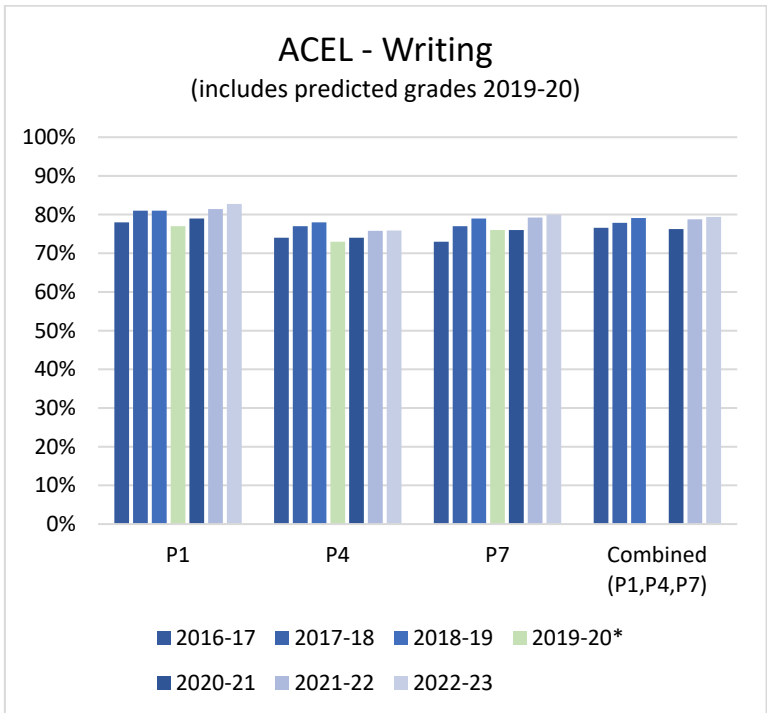
Literacy	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	76%	78%	79%		76%	80%	81%
P4	71%	74%	76%		72%	74%	74%
P7	71%	74%	77%		73%	77%	78%
Combined (P1,P4,P7)	73%	76%	77%		74%	77%	77%

Primary Attainment in Literacy: Reading



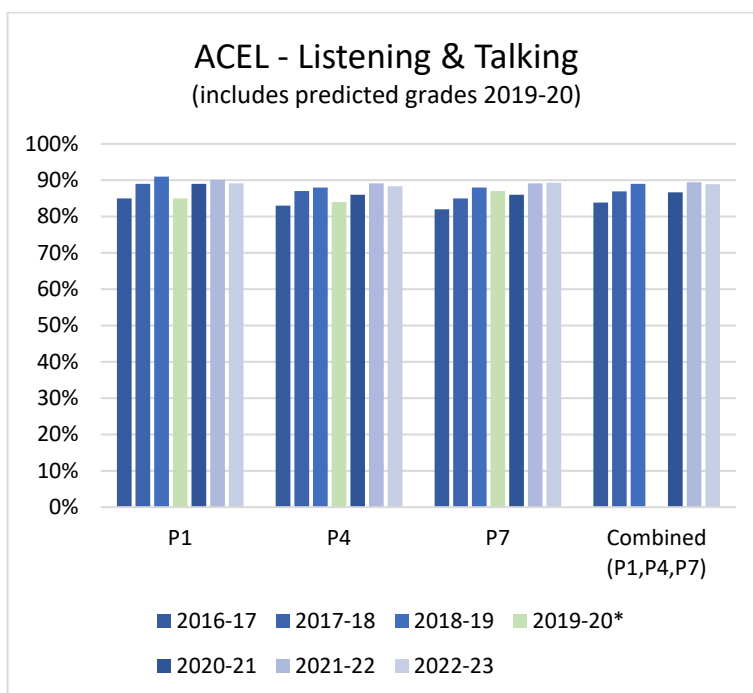
Reading	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	82%	84%	84%	79%	81%	84%	84%
P4	79%	82%	82%	78%	80%	81%	81%
P7	80%	81%	84%	81%	81%	84%	84%
Combined (P1,P4,P7)	80%	82%	83%		80%	83%	83%

Primary Attainment in Literacy: Writing



Writing	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	78%	81%	81%	77%	79%	81%	83%
P4	74%	77%	78%	73%	74%	76%	76%
P7	73%	77%	79%	76%	76%	79%	80%
Combined (P1,P4,P7)	77%	78%	79%		76%	79%	79%

Primary Attainment in Literacy: Listening & Talking



L&T	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22	2022-23
P1	85%	89%	91%	85%	89%	90%	89%
P4	83%	87%	88%	84%	86%	89%	88%
P7	82%	85%	88%	87%	86%	89%	89%
Combined (P1,P4,P7)	84%	87%	89%		87%	89%	89%

Combined Literacy attainment from 2022-23 shows a static picture, sitting at 77% in both 21-22 and 22-23. Literacy attainment in P1 and P7 has increased by 1%, while in P4 this remains the same as the previous session, sitting at 74%. Reading attainment from Session 22-23 also remains static across P1, P4 and P7, when compared with Session 21-22, sitting at 83%, 76% and 80% respectively.

Writing attainment from Session 22-23 shows improvement in P1 and P7, with an increase of 2% in P1 to 83%, and an increase of 1% in P7 to 80%. P4 writing levels remain static at 76%. Attainment in Listening and Talking shows a dip of 1% in P1 and P4, while P7 and combined attainment remains the same as in Session 21-22, sitting at 89% for both.

S3 Attainment in Literacy:

Secondary ACEL	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23
Literacy - Third Level or better	86%	88%	91%	95%	91%	89%	91%	93%
Literacy - Fourth Level	37%	53%	61%	70%	62%	59%	63%	71%

Analysis of S3 literacy attainment at SCQF levels 4 and 5 in the table above, positively highlights that the percentage of pupils achieving literacy at Third and Fourth Level has increased year-on-year.

We remain committed to continually improving our literacy data.

ACEL Data and the Poverty Related Attainment Gap:

Tables 1.1 to 1.6 below provide the literacy ACEL data from 2016 to 2023, broken down to compare the percentage of children from the most deprived areas of the city (SIMD quintile 1) achieving the relevant level, to those from the least deprived areas of the city (SIMD quintile 5). The gap between these two figures is shown for each level:

Table 1.1 – Primary Literacy: Reading ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	71%	92%	20%	72%	94%	22%	66%	90%	24%	70%	93%	23%	74%	92%	18%
P4	65%	90%	25%	67%	92%	24%	68%	90%	22%	64%	88%	24%	72%	90%	18%	67%	90%	22%
P7	65%	90%	25%	65%	91%	26%	71%	93%	22%	67%	89%	22%	72%	92%	20%	74%	91%	17%
Combined (P1,P4,P7)	67%	91%	24%	68%	91%	23%	70%	92%	22%	66%	89%	24%	71%	91%	20%	72%	91%	19%

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

Writing	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	69%	92%	23%	66%	91%	25%	67%	92%	25%	64%	90%	26%	65%	91%	26%	73%	91%	18%
P4	57%	86%	28%	62%	87%	26%	62%	86%	24%	56%	83%	27%	66%	85%	19%	59%	86%	27%
P7	57%	85%	29%	58%	88%	30%	65%	89%	24%	62%	87%	25%	65%	88%	23%	69%	88%	20%
Combined (P1, P4,P7)	61%	88%	26%	69%	91%	21%	65%	89%	24%	60%	87%	26%	65%	88%	23%	67%	88%	22%

Table 1.3 – Primary Literacy: Listening & Talking ACEL data for SIMD Quintiles 1 and 5

Listening & Talking	2016-17			2017-18			2018-19			2020-21			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	74%	93%	19%	80%	95%	15%	85%	96%	11%	78%	94%	16%	80%	96%	16%	83%	94%	11%
P4	72%	92%	19%	76%	94%	18%	78%	95%	17%	73%	93%	20%	83%	95%	12%	78%	95%	17%
P7	68%	92%	24%	71%	94%	23%	77%	95%	18%	74%	93%	19%	79%	95%	16%	83%	94%	11%
Combined (P1,P4,P7)	72%	92%	20%	76%	94%	18%	80%	95%	15%	75%	93%	19%	81%	95%	15%	81%	94%	13%

Table 1.4 – Secondary S3 Literacy: Reading ACEL data for SIMD quintiles 1 and 5

Reading	2016-17			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	88%	98%	10%	83%	97%	13%	90%	98%	8%
Fourth Level	43%	77%	34%	52%	83%	31%	49%	83%	34%	60%	88%	28%

Table 1.5 – Secondary S3 Literacy: Writing ACEL data for SIMD quintiles 1 and 5

Writing	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	83%	96%	13%	89%	98%	9%	82%	96%	14%	90%	97%	7%
Fourth Level	43%	76%	33%	48%	80%	32%	45%	82%	36%	57%	86%	29%

Table 1.6 – Secondary S3 Literacy: Listening and Talking ACEL data for SIMD quintiles 1 and 5

Listening & Talking	2017-18			2018-19			2021-22			2022-23		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
Third Level +	85%	96%	11%	89%	99%	10%	84%	97%	13%	91%	98%	7%
Fourth Level	45%	77%	32%	51%	82%	32%	49%	83%	33%	60%	88%	27%

The drop in attainment for 2020-21, compared to 2018-19, is greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. Just under two-thirds of children living in SIMD Quintile 1 achieve the appropriate level for writing in P1, P4 or P7.

In secondary schools, the gap has widened since it was last measured in session 2018-19. Of particular concern is that fewer than 50% of young people living in SIMD Quintile 1 achieved any of the elements of literacy at Fourth Level.

National 5 English v L4 Literacy CfE Levels:

Comparison of 2023 National 5 English (A-D) with the previous year's Level 4 Literacy Curriculum for Excellence levels shows that out of twenty-three schools, sixteen have higher National 5 pass rates than the Level 4 Literacy from the previous year – in nine of these schools, the difference is in double figures.

It could be concluded that we are under reporting literacy levels at the end of S3 in the majority of secondary schools. Practitioners will point to the mismatch between the Benchmarks in the BGE and the assessment arrangements in National 5 English. This must be addressed as we need accurate ACEL data to provide us with the information that will allow us to plan future pathways.

Literacy Thematic Review:

Evidence from the Literacy thematic review phase 1 (Writing), and phase 2 (Leadership of literacy), identified strengths and improvement needs across schools visited:

Strengths:

- Engagement in professional learning, including aspects of the Teachers' Charter, is improving teachers' skills and confidence levels in making judgements about pupils' progress.
- Within the learning through play context, most learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy.
- In most schools there was a clear vision for the teaching and assessment of Literacy, including the planning of learning and tracking of learners' progress.
- Assessment for learning strategies were well used across most schools, making the purpose of learning clear, and providing effective feedback to secure progress in learning.
- Current 2022-23 data for the poverty related attainment gap shows that the gap for literacy is at its lowest level for the last 5 years. The effective and consistent use of assessment for learning strategies should help to support the reduction of this gap.

Areas for Improvement:

- All schools must ensure that they have a clear, comprehensive literacy strategy which details the expectations around the learning, teaching, and assessment of literacy across all stages.
- Schools need to consistently demonstrate an ethos of high ambition and expectation for all learners, including those who are most disadvantaged.
- Senior leaders should ensure that through the Professional Review and Development process, professional learning needs are identified and linked to school improvement priorities.
- Greater opportunities for learners to lead learning and to contribute to curriculum design and contexts for learning must be provided and learners should be exposed to a range of literacy learning experiences, including writing for a variety of purposes and audiences.
- Quality assurance and scrutiny activity of literacy must be included in yearly quality assurance calendars to ensure ongoing leadership of literacy improvement.

What Do We Need to Do Next?

Analysis of current data identifies that an action plan for improving literacy attainment is needed. This action plan will have a specific focus on the following:

- Raise attainment in literacy, with a focus on P4 and S3.
- Ensure high quality leadership of literacy across all Edinburgh schools and ELC settings.
- Improve writing attainment for all learners in SIMD quintile 1, including those learners who are not achieving literacy at fourth level and identifying reasons why.
- Review and evaluate all current literacy progression pathways, including assessment and reporting arrangements, to ensure developmentally appropriate learning for a 3-18 curriculum.
- Create a progression pathway for the teaching of literacy comprehension skills.
- Provide guidance for all teachers and practitioners on the teaching of evidence-based literacy pedagogy, through a programme of high quality CLPL, with a particular focus on the teaching of oracy.
- Develop an evidence-based, structured writing programme which focuses on high quality pedagogy, to be implemented across all school and Early Years settings.
- Support all schools and ELC settings to ensure literacy interventions and strategies are evidence-based and data informed.
- Ensure that a range of appropriate digital tools are effectively embedded to support the high-quality teaching and learning of literacy across all schools.
- Ensure all schools participate in high quality moderation within school and withing Learning Communities, adhering to the EL Moderation Cycle.
- Share high quality and effective leadership of literacy through the sampling of school Literacy Policies.
- Carry out a literacy follow-through, to evidence the impact of the new Literacy Strategy.

How Will We Do It?

Below sets out our action plan for improvement:

Outcome	Action	Who	When	Evidence
<p>All Senior Leaders have a strategic understanding of actions to raise attainment in literacy.</p> <p>School staff across all sectors understand what must be done to raise attainment in literacy.</p> <p>Every school has implemented a high-quality Literacy Strategy.</p>	Share findings of Literacy Thematic Review.	Head of Education/Quality Improvement Manager	Dec 23	Quality Improvement scrutiny activity Discussions through Tracking and Monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.
	Share draft literacy strategy with consultation groups.	Head of Education/Quality Improvement Manager	Nov 23	
	Launch City of Edinburgh new Literacy Strategy.	Head of Education/Quality Improvement Manager	Jan 24	Use of recognised pedagogy, strategies, and interventions in all schools, which positively impacts on literacy attainment.
	Exemplar Policy provided to all schools.	Head of Education	Jan 24	High quality, evidence-based literacy policies used in all schools and known by staff.
	Sampling of school literacy policies.	Edinburgh Learns Team Quality Improvement Team	Jan 25	
City of Edinburgh 3-18 Literacy pathways ensure developmentally appropriate learning.	Review current progression pathways for literacy.	Working group - Senior Officers Literacy leads. School staff	Jan 24	Quality Improvement scrutiny activity through tracking and monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.

APPENDIX 2

<p>Progressive literacy comprehension skills taught in all schools.</p>	<p>Create progression pathway for the teaching of literacy comprehension. Identification of effective reading comprehension strategies and interventions shared with all schools.</p>	<p>Working group – senior officers, school staff.</p> <p>Edinburgh Learns and Literacy & Dyslexia Team</p>	<p>Jan 24</p>	<p>Quality Improvement scrutiny activity through tracking monitoring meetings, shared classroom experience, supported self-evaluation and follow through visits.</p>
<p>Improved Writing attainment across all sectors.</p> <p>Improved writing attainment for learners in Scottish Index of Multiple Deprivation Quintile 1.</p> <p>Improved writing attainment in Primary 4 across all primary schools.</p>	<p>Provide professional learning to practitioners across all sectors through the provision of an evidence-based writing programme, focused on high quality pedagogy.</p> <p>Provide team teaching and coaching in context sessions, with a focus on the teaching of writing, to identified schools.</p>	<p>Quality Improvement Manager and short life working group</p> <p>Edinburgh Learns and English as an Additional Language Teams/Literacy Development Officer</p>	<p>Jan 24</p> <p>ongoing</p>	<p>Achievement of Curriculum for Excellence Levels data June 24</p>
<p>Digital technologies used effectively and embedded into the teaching of literacy.</p>	<p>Update previous guidance issued, linking in with Edinburgh Learns Teaching & Learning Team/Additional Support for Learning Service around best practice and identified resources.</p>	<p>Digital Learning Co-ordinators</p> <p>Edinburgh Learns Digital team</p>	<p>June 24</p>	<p>Quality Improvement scrutiny activity Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>

	<p>Provide Professional learning to practitioners across all sectors, focusing on effective digital practice, specific to developing literacy.</p> <p>Provide team teaching and coaching in context sessions, with focus on evidence-based approaches in use of digital technologies.</p> <p>Implement the updated Digital Learning Strategy</p>			
<p>Local Authority and schools consistently analyse and use learners' Broad General Education attainment data to inform conversion to senior phase attainment.</p> <p>Increased awareness of English as an Additional Language learners' progression through the Stages of English.</p>	<p>Quality Improvement Managers/Quality Improvement Education Officers to include Broad General Education data analysis and conversion to Senior Phase, in school engagement calendar.</p> <p>Headteachers to include this within Quality Assurance calendars as part of tracking and monitoring procedures.</p>	<p>Quality Improvement Managers</p> <p>Headteachers</p> <p>Curriculum Leaders</p>	<p>June 24</p>	<p>Quality Improvement scrutiny activity. Discussions through tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>

	All Curriculum Leaders to include this as part of tracking and monitoring meetings with staff.			
Improved use of literacy attainment data in planning appropriate experiences and interventions for all learners.	<p>Ongoing tracking and monitoring of literacy data built into all scrutiny activity, including robust monitoring of stretch aims.</p> <p>Ongoing tracking and monitoring of literacy data and monitoring of stretch aims included in each school Quality Assurance calendar.</p> <p>Provide coaching in context sessions to identified schools following Nov and March predictions to ensure rigour in Achievement of Curriculum for Excellence Levels data.</p>	<p>Quality Improvement Managers/Quality Improvement Education Officers</p> <p>Headteachers/Senior Leadership Teams</p> <p>Quality Improvement Managers/Quality Improvement Education Officers</p>	June 24	<p>Quality Improvement scrutiny activity Discussions though tracking and monitoring meetings, shared classroom experience, coaching in context, supported self-evaluation, follow through visits.</p> <p>School Quality Assurance activity</p>
Shared understanding of attainment levels across all sectors, for all learners.	School and learning community literacy moderation activity built into Quality Assurance calendars.	<p>Headteacher/Senior Leadership Team</p> <p>Class teachers</p>	June 24	Achievement of Curriculum for Excellence Levels data June 24

<p>Confident professional judgements of learner attainment submitted in November and March.</p>	<p>Ongoing literacy moderation activity built into planning of learning.</p> <p>Coaching in context support through tracking and monitoring meetings. Moderation professional learning provided for identified schools.</p>	<p>Quality Improvement Manager/Quality Improvement Education Officers</p> <p>Edinburgh Learns Team</p>		
<p>Progression from Curriculum for Excellence to Senior Phase supported by professional judgements.</p>	<p>Broad General Education attainment data and conversion to senior phase included in tracking and monitoring discussions.</p>	<p>3.2 Depute Headteachers</p>	<p>Nov 23</p>	
<p>Strategic platform sharing key literacy messages.</p> <p>Skilled and knowledgeable Literacy co-ordinators.</p>	<p>Literacy Co-ordinators Network meet regularly to support and share key literacy messages from Local Authority and Nationally (e.g., Scottish Book Trust).</p> <p>Support and continuous professional learning provided to Literacy co-ordinators.</p>	<p>Literacy Co-ordinators Lead</p> <p>Senior Leadership Team</p>	<p>Dec 23</p>	<p>Annual calendar of Literacy Co-ordinator meetings and improvement work.</p> <p>Quality Improvement scrutiny through supported self-evaluation, follow-through visits and shared classroom experience.</p>

<p>Strong and effective strategic leadership of literacy across all schools.</p> <p>Consistent and progressive high-quality literacy learning across all schools.</p>	<p>Literacy follow-through visits across identified schools.</p> <p>Literacy survey distributed to all staff.</p>	<p>Quality Improvement Team/Edinburgh Learns</p>	<p>Jan 25</p>	<p>Quality Improvement scrutiny activity, literacy follow through fieldwork team, supported self-evaluation, shared classroom experiences.</p> <p>Collation of staff survey data.</p>
---	---	--	---------------	---

Roles, Remits, Responsibilities

To meet our four aims, the following actions will be undertaken:

(The Learning and Teaching Board will have governance over Edinburgh’s Literacy Strategy)

Senior Officers (Central Team, Edinburgh Learns Team, Chairperson of Learning Teaching Assessment Board) will:

- Promote Edinburgh’s Literacy Progression Pathways.
- Continue to build the capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools.
- Support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Increase the effectiveness of literacy networks to promote national messages and local partner providers (Southeast Improvement Collaborative, Literacy & English Collaborative Network).
- Launch an evidence-based Writing programme to all schools, which focuses on the pedagogy of writing.
- Relaunch ‘Literacy Rich’ to all primary schools.
- Collaborate with Speech & Language Service to improve the effectiveness of the Service Level Agreement in improving outcomes for all.
- Share high quality learning identified through quality assurance processes (supported self-evaluation visits, HMIE Inspections, Practitioner Enquiry).
- Promote the use of effective digital practice in Literacy and English to enhance learners’ skills, experiences, and independence, updating previously issued guidance to directly support schools’ delivery of digital literacy and how it can support and enhance literacy skills.

Specialist Staff (EAL Team, Literacy and Dyslexia Team, Speech & Language) will:

- Provide advice to schools on appropriate strategies, interventions, and resources, to support learners' needs and promote greater access to the curriculum, including Language Boost for early years and Vocabulary Boost for primary.
- Promote the use of the Addressing Dyslexia Toolkit as appropriate for identified learners, and support schools in the use of this to ensure timely planning and interventions to support learners and their families.
- Engage with and promote relevant professional learning to understand the potential impact of specific digital supports and accommodations.

Head Teachers will:

- Strategically lead their school's Literacy Vision to improve outcomes for all learners ensuring they are prepared for lifelong learning and the world of work in the 21st Century.
- Build a positive, aspirational approach to Literacy, which has clear guidance on the school's vision to the teaching of reading, writing, listening, and talking including the development of Oracy skills.
- Take responsibility for their own professional learning to support and enable them to lead their school literacy strategy.
- Continue to improve outcomes for learners, parents and families as laid out in in the National Action Plan on parental involvement, engagement, family learning and learning at home (2018-21).
- Strengthen literacy pedagogy within their school, providing professional learning for teachers and support staff, promoting the effective use of digital tools to support individual needs.
- Ensure effective quality assurance processes are in place which include attainment meetings and tracking and monitoring processes outlined in Quality Assurance calendars, maintaining rigorous analysis of literacy attainment data from all stages, with particular focus on key data from Primary 1, Primary 4, and Primary 7.
- Use the Edinburgh Learns 'Model for Moderation' to plan and provide high quality moderation events across school and learning communities.
- Use a range of approaches and resources to encourage and advise parents/carers as to how to engage with their children in ways that develop language and pre-literacy skills and include them in self-evaluation and identification of literacy improvements.
- Identify leadership of play pedagogy in the early years, which leads and supports the planning of high-quality literacy learning experiences for all children.

Literacy Co-ordinators will:

- Work with the Headteacher to produce, coordinate, and implement the school Literacy Strategy which takes account of national and local policy guidance.
- Be informed by the overview of literacy attainment tracking and progress for their school.
- Support class teachers in the implementation of best evidence-based practice in literacy.
- Undertake professional learning provided by partner agencies and external organisations to be able to support others.
- Facilitate the sharing of positive evidence-based practice within the school and learning community.
- Consult with the Edinburgh Learns Digital Team to ensure best and current practice in the use of digital technologies.
- Maintain their own professional learning through involvement in local authority networks and learning community meetings.
- Promote the development of effective literacy across learning through their own professional learning, supporting the training of staff and by being in class.

Curriculum Leaders for English will:

- Work with the Literacy Co-ordinator to ensure the school literacy strategy is shared and implemented across all departments.
- Liaise with the school librarian to promote a literacy rich culture within their school.
- Ensure rigorous tracking and monitoring procedures are in place across all classes within the English department.
- Rigorously analyse literacy attainment data from the Broad General Education for all young people, to ensure expected conversion to Senior Phase qualifications.
- Work closely with Digital Learning Co-ordinators to leverage best use of digital technologies to improve accessibility and independence, particularly for learners with additional support needs.
- Ensure effective digital practice is embedded in the delivery of high quality learning, teaching and assessment.

All Curriculum Leaders will:

- Understand the school literacy strategy to implement school priorities within their subject/faculty.
- Ensure Literacy Experiences and Outcomes are planned for appropriately within their subject/faculty.
- Lead self-evaluation processes within their subject/faculty and to seek appropriate support to inform teacher judgements.
- Ensure rigorous tracking and monitoring procedures are in place for literacy, across all classes within their faculty, to support the gathering of literacy attainment evidence across all subjects and departments.

Teachers and Practitioners will:

- Implement the school's Literacy Strategy
- Use Literacy and English Experiences and Outcomes, Edinburgh's Literacy Progression Pathways, and the Benchmarks to plan, deliver, moderate, and assess learning, ensuring an appropriate balance of literacy learning across the curriculum.
- Plan an appropriate range of assessment activities that allow children and young people to demonstrate their learning in different contexts, which includes EAL Trackers for EAL learners.
- Ensure parents and carers are informed and knowledgeable of their child or young person's literacy progress and attainment.
- Make use of a wide range of learning environments and creative teaching approaches, including digital technologies, the use of Higher Order Thinking Skills and Oracy skills.
- Ensure a literacy rich environment for learning with a clear focus in Early Years on the use of Up, Up and Away Literacy Toolkit and the Circle Document across all sectors.
- Gather appropriate evidence of learners to endorse their professional judgement in each aspect of literacy, across the breadth, challenge, and application of literacy.
- Plan and use an appropriate range of assessment to inform next steps and maintain pace and challenge.
- Ensure parents and carers are informed and knowledgeable of their child's literacy progress and attainment.
- Attend relevant professional learning activities to develop current skills and understanding.
- Set appropriate home learning tasks in line with school policy on home learning.
- Make use of Literacy and Dyslexia Guidance (2019), to ensure the needs of all learners are being met, and the use of strategies to support EAL learners.
- Support the development of literacy through the effective use of digital technology to engage learners and further develop literacy skills.
- Engage with professional learning focused on the use of digital tools to support specific literacy needs, e.g., accessibility, translation and literacy support tools such as Immersive Reader, Reader Coaching etc.
- Contribute positively to the development of a whole school Literacy culture, including the sharing and analysis of literacy attainment across all stages and faculties.
- Use information provided by Early Years establishments on individual children's literacy development, to inform next steps in their literacy learning.

Support for Learning Teachers will:

- Attend relevant professional learning to develop current skills and understanding in supporting learners to develop skills in literacy.
- Make use of digital features to best support the needs of individuals, with an understanding of the accommodations that can be made on 1:1 and shared iPads.

APPENDIX 2

- Liaise with class teachers to identify best evidence-based practice to support learners.
- Provide a range of specialist services, including use of the Dyslexia Toolkit, liaison with Psychological Services and other agencies, and supporting during transitions, as required.
- Provide direct teaching to individual pupils and small groups (where appropriate), using evidence-based interventions and strategies to develop and sustain literacy skills.
- Work in partnership with class teachers to support inclusion, and through differentiation, support the learning of all children and young people.
- Promote all relevant professional learning provided by the ASL Service.

Early Learning and childcare settings will:

- Identify a literacy co-ordinator who will lead and provide guidance for staff.
- Ensure appropriate and relevant professional learning opportunities are available for all staff to ensure that they are knowledgeable and skilled in the effective delivery of literacy experiences. Using the CEC Communication and Literacy Guidance, ensure appropriate and relevant professional learning opportunities are available for all staff. To ensure that they are knowledgeable and skilled in supporting and the effective delivery of communication and literacy experiences.
- Focus on child observations and the gathering of evidence on individual children, to track their progress in communication and literacy.
- Have rigorous assessment approaches for gathering information on children's literacy learning skills.
- Provide clear, concise, and purposeful information regarding children's pre and early level literacy skills to Primary 1 teachers.

Partners will (Scottish Book Trust, Literacy and English Curriculum Network, National literacy Trust, SEIC Literacy Network):

- Support schools through identified literacy programmes, to celebrate and promote the benefits of good literacy skills to their communities.
- Offer resources, programmes, research and best practice to help all schools deliver high quality literacy provision, including resources and tools for early language development and parental engagement.
- Promote all national literacy developments through the appropriate communication channels, including the involvement of identified staff in literacy improvement working groups.

Governance

The Edinburgh Learns Teaching, Learning and Assessment Board will be responsible for monitoring the impact of the new Literacy Strategy 2023.

The impact of the Literacy Strategy 2023 will be measured through all Quality Improvement scrutiny activity (supported self evaluation, follow through processes, shared classroom experiences, coaching in context discussions), including a literacy follow through in session 2024-25 to review the impact of the new strategy.

The impact of the Literacy Strategy 2023 will be shared through Committee reports, including Attainment in the Broad General Education and Senior Phase and reports on individual school follow-through visits.

The City of Edinburgh annual Standards and Quality report will include progress on the impact of the Literacy Strategy 2023, identifying what is working well and what is ongoing improvement.

Arrangements for Quality Assurance

Quality Assurance At Local Authority Level:

- The Quality Improvement Team will regularly review a range of performance data in literacy, in order to identify improvements in attainment and to highlight and share good practice. This will include attainment predictions submitted annually by all schools in November and March, end of year attainment submitted to Scottish Government, national qualifications data and EAL Stage of English.
- Scrutiny activity undertaken regularly by the Quality Improvement Team will include supported self-evaluation visits, follow through visits, coaching support in context with the headteacher and senior leadership team, attainment and tracking meetings and involvement in shared classroom experiences.

Quality Assurance at school level:

- All schools will have a Quality Assurance calendar in place at the start of each new academic session, which sets out all scrutiny activity for the year.
- Scrutiny activities will ensure the triangulation of evidence-based information and data, people's views and direct observations of practice, and involve all school staff, learners, partners and other stakeholders, as referred to in the diagram below.
- Identified activities across all schools will include learner conversations, observations of practice and shared classroom experience visits, tracking and monitoring meetings of

predictions/Curriculum for Excellence levels, tracking of literacy interventions and planned assessment activities as part of the school's corporate assessment policy.

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Appendix 1 – Hyperlinks to Associated Documentation

The 2023 National Improvement Framework and Drivers:

[2023 National Improvement Framework and Improvement Plan: Summary Document \(www.gov.scot\)](https://www.gov.scot/publications/nif-2023-2026/pages/summary-document.aspx)

Early Communication and Literacy Development:

[Communication and Literacy with Children guidance](#)

Edinburgh's Literacy Rich Programme:

[Literacy Rich Edinburgh – The City of Edinburgh Council](#)

Education Scotland Milestones for Literacy and English (pre-early level):

[Milestones to support learners with complex additional support needs.](#)

Assessing Progress and Achievement in Literacy and English

[literacyplpoc15_tcm4-744807.pdf \(wordpress.com\)](#)

Education, Children and Families Committee

10.00am, Tuesday, 23 January 2024

Response to the Consultation on the Provisions of the Education Bill

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the City of Edinburgh Council officers' response to the Consultation on the Provisions of the Education Bill

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director Education & Chief Education Officer

E-mail: lorna.french@edinburgh.gov.uk | 0131 469 3138

Response to the Consultation on the Provisions of the Education Bill

2. Executive Summary

- 2.1 This report provides the City of Edinburgh response by officers to the Consultation on the Provisions of the Education Bill. This response broadly agrees with the recommendations of Professor Muir and Professor Hayward in their respective reports.

3. Background

- 3.1 In 2020, Scottish Ministers commissioned a review by the Organisation for Economic Co-operation and Development (OECD), to help better understand how the Curriculum for Excellence (CfE) is being designed and implemented in schools in Scotland, and to identify areas for improvement. The report was published in June 2021 and was then followed by the Muir report 'Putting Learners at the Centre: Towards a Future Vision for Scottish Education' (2022). Two further reports were published in June 2023, Withers (Skills Delivery Landscape Review) and Hayward (It's Our Future: Report of the Independent Review of Qualifications and Assessment). A National Discussion on Education was also undertaken, facilitated by Professors Alma Harris and Carol Campbell, generating over 5,000 submissions.
- 3.2 These reviews, reports and submissions provide the direction for system wide education reform.

4. Main report

- 4.1 Consultation is an essential part of the policy-making process. It gives The Scottish Government the opportunity to consider a range of opinions and expertise on a proposed area of work.
- 4.2 The Scottish Government believe that the case for reform of Scotland's approach to, and support for, education and skills is clear. The Scottish Government is working with partners to deliver system-wide change to ensure we improve education outcomes in Scotland. The establishment of a new qualifications body

and the introduction of a new approach to inspection are key to enabling this system-wide change.

- 4.3 Aligning assessment and qualifications in the Senior Phase to the ambitions of A Curriculum for Excellence (CfE) is a key recommendation from the OECD report from 2021.
- 4.4 The proposals for education reform are set out in the paper 'Consultation on the Provisions of the Education Bill' and are the foundations for the proposed system wide change.
- 4.5 This paper contains consultation questions, the City of Edinburgh draft response to this consultation can be found in appendix 1.

5. Next Steps

- 5.1 The City of Edinburgh response to this consultation has been submitted subject to committee approval. The next steps will be continued engagement with all stakeholders in the agreement and implementation of future proposals.

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 Ensuring equality and removing the impact of poverty are embedded in the case for education reform and feature in all of the reports and in the response from The City of Edinburgh.

8. Climate and Nature Emergency Implications

- 8.1 A commitment to sustainable practice and actions related to climate change feature in the response from The City of Edinburgh to the Consultation on the Provisions of the Education Bill.

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

- 9.1 The next steps will be continued engagement with all stakeholders in the agreement and implementation of future proposals.
- 9.2 Any future implementation will be risk managed in line with Council policy.

10. Background reading/external references

- 10.1 [A Consultation on the provisions of the Education Bill \(www.gov.scot\)](http://www.gov.scot)

- 10.2 [Supporting documents - It's Our Future - Independent Review of Qualifications and Assessment: report - gov.scot \(www.gov.scot\)](#)
- 10.3 [Supporting documents - Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](#)
- 10.4 [Supporting documents - Fit for the Future: developing a post-school learning system to fuel economic transformation - gov.scot \(www.gov.scot\)](#)
- 10.5 [Upper-secondary education student assessment in Scotland : A comparative perspective | OECD Education Working Papers | OECD iLibrary \(oecd-ilibrary.org\)](#)
- 10.6 [Curriculum for Excellence: Scottish Government response to OECD Review - gov.scot \(www.gov.scot\)](#)

11. Appendices

- 11.1 Appendix 1 Response to the Consultation on the Provisions of the Education Bill

Appendix 1: Response to the Consultation on the Provisions of the Education Bill

What changes should we consider in terms of how qualifications are developed and delivered that you think would improve outcomes for Scotland's pupils and students?

In 2020 Scotland invited the OECD to assess the implementation of Curriculum for Excellence (CfE) and report on progress since 2015. A key recommendation from this report was that we should focus on

“adapting the pedagogical and assessment practices and the structure of the learning pathways in the Senior Phase to enhance learners’ experience of the upper secondary education and help them develop CfE’s four capacities continuously”

The report was clear that the current Senior Phase did not match the vision of CfE. It goes on to say

“Scotland needs to create more coherence and alignment within the Senior Phase, between the curricular vision, learning goals, pedagogy and assessment approaches. It should consider reviewing the coherence of CfE enactment for learners aged 15 to 18 years, as the qualifications focus the attention on “traditional” exam- and memory-based assessment and limit the wider purpose and scope of CfE.”

The report recommends exploring more flexible and formative approaches to assessment including portfolio approaches, continuous assessment and strengthening the role of teacher judgement with clear moderation. In a comment that predates the current debate around the role of AI the report recommends more use of digital opportunities for feedback and next steps.

In 2021 the OECD commissioned Professor Gordon Stobart to produce a paper comparing Scotland’s Senior Phase to other international systems. Stobart commented on Scotland’s cultural obsession with exams, the assessment burden on our learners and the need to broaden our approach to be more innovative to capture a wider range of student capabilities including the integration of vocational qualifications. No other system out with the UK has exams in S4, S5 and S6.

The 2022 the Nation Discussion facilitated by Professors Alma Harris and Carol Campbell generated over 5000 submissions and highlighted the need to cultivate a love and joy of learning, shift from an age and stage approach to much more flexible and responsive pathways that reflect each young person’s interests, aptitudes and ability and the need for a broader range of qualifications.

In these reports and through the wide consultation we have a consensus emerging that there is a need for change, that the current system of assessment and qualifications is over reliant on high stakes examinations that assess a very narrow aspect of the totality of

student achievement and does not capture the development of the four capacities in a way personal to each learner.

In response to this Professor Louise Hayward conducted a wide ranging and thorough review and detailed very specific issues with our current system and offered strategic direction through recommendations for a new Scottish Diploma of achievement. The current systems of assessment and qualifications she argues

- Focuses solely on individual subjects with little awareness of skills within qualifications
- Examinations in each year generates a 'two term dash' with time wasted constantly rehearsing for and then sitting exams
- Approaches to qualifications commonly formulaic – learners are taught to answer in formulaic ways to align with very prescriptive marking schemes
- There is little progression between National 4 and 5 and the vocation suite of qualifications not regarded with equal value or well-integrated consistently across our schools.

Hayward's response to this detailed in "It's Our Future: Report on the Integrated Review of Qualifications and Assessment" sets out broad ideas for a Scottish Certificate of Achievement (SDA). The SDA is in three parts

Programmes of Learning – Subject study remains; there will not be exams for courses in SCQF levels 1-5. A learner sitting Highers would not need to sit a National 5 exam at the end of S4, time is not wasted sitting large exam diets or indeed rehearsing for them, it would be a two year courses with a range of ongoing formative assessment. Credit would be given for learners who leave before sitting the exams as part of a leaver certificate.

Project Learning – Use learning to tackle a global or local challenge to develop knowledge, understanding and skills. This would be graded using SCQF levels 1-7.

Personal Pathway – This is digital portfolio of skills and achievements that could be shared with employers, colleges and or universities. It would replace personal statements and would be designed to capture a totality of achievement throughout the four capacities.

City Of Edinburgh Council's Response

We (officers) think that Assessment approaches in a 3-18 curriculum should aim to capture attainment and, as far as practicable, achievement across the four capacities. Children and young people should have agency in their learning journey, carefully stewarded by educators. They should be able to articulate their progress in becoming successful learners, confident individuals, effective contributors, and responsible citizens, exhibiting personal responsibility rather than mere compliance. The introduction of Project Learning and Personal Pathway is a considered and practical approach to achieving this. Any implementation must consider how we ensure that these aspects of the SDA have real currency and status.

Project Learning

Project Learning has the potential to empower and motivate our learners around issues that are meaningful to them. The examples of contexts for project learning often quoted are social justice, particularly around equalities and climate justice. We believe that the production and implementation of projects in these contexts have the potential to build collaboration and sustainable learning communities and networks. We feel that the current seismic health inequalities should also feature in any project learning. The development of contexts, resources and experiences within project learning must be created by teams in partnership with health bodies, industry and third sector organisations. We should empower all stakeholders in our system in order to co-create contexts for project learning where learners can lead and shape their own learning. The need for learning contingent to local contexts should be considered against teacher workload and the Impact of everyone 'reinventing the wheel'. There must be central moderation and rigorous assessment to ensure quality and status of this aspect of the SDA across our society.

Personal Pathway

Children and young people should have agency in their learning journey, carefully stewarded by educators. They should be able to articulate their progress in becoming successful learners, confident individuals, effective contributors, and responsible citizens, exhibiting personal responsibility rather than mere compliance. As digital tools and platforms will become ever more integral to our personal and working lives, more effort should be put into a national, coordinated response in which learners and teachers can share infrastructure and innovation. A nationally designed digital infrastructure should be developed to ensure that there is consistency in the implementation of the Personal Pathway. This should be done in partnership with colleges, universities and most importantly employer groups. A national focus on Wider Achievement and learners' ability to reflect on skills development through a broad range of experiences would enhance the quality of content in each learner's Personal Pathway. Future Wider Achievement provision should develop radical learning dispositions such as, enquiry, entrepreneurial approaches, enterprising attitudes to learning, adaptability, negotiating and communication, teamwork, resilience and so on. Equity of access to Wider Achievement opportunities should be a national priority.

Programmes of Learning

We agree with Professor Hayward that in-depth study of individual areas of the curriculum, subjects and vocational, technical and professional qualifications, should remain a fundamental part of qualifications. A parity of esteem between academic and vocation pathways would be more achievable if all courses and programmes were labelled using the SCQF framework rather than the confusingly named range of awards that are not fully understood by learners, their families, employers and many education staff.

The new programmes of learning must align with learning in the Broad General Education with clear articulation and progression. Assessment data relating to CfE levels should give an indication of appropriate pathways in programmes of learning in a new Senior Phase.

We believe that steps should be taken to reduce the burden of examinations on our young people. Learning from the Alternative Certification Model and the use of a range of assessments to provide teacher judgement via demonstrated attainment should be used to reduce or remove the need for examinations in SCQF levels 1-5.

We think that examinations should be retained where they are an important part of the assessment methodology. We should not be training our learners to sit exams. We should review existing examinations to reduce susceptibility to question prediction and over-rehearsal.

We agree that there should be increased flexibility by modularising courses in Programmes of Learning. Programmes of Learning should be organised into modules to allow learners maximum flexibility to build credit as they progress through courses. It should be possible for modules from different types of award to be combined. This is particularly important when combining SQA awards with work based qualifications. For example, the Foundation Apprenticeships should be much more flexible and recognise a range of prior learning.

Programmes that involve school based learning and work based qualifications should be expanded and aligned to local economic development needs.

How best can we ensure that the views of our teaching professionals are taken into account appropriately within the new qualifications body, and do these proposals enable this?

There should be identified lead teacher networks across local authorities, RICs and at national level that feed into qualification design. Any qualification design should then be fully reviewed before implementation by focus groups of practitioners who will be teaching the qualifications. There should be a rolling programme of two year secondments to ensure staff with school experience are involved in the decision making in the new qualifications body. Staff training on qualification standards should be an entitlement and expectation for all teaching staff.

How best can we ensure that the views of pupils, students and other learners are appropriately represented within the new qualifications body, and do these proposals enable this?

Any engagement with learners needs to mean something, it must be connected to future action. Youth work partners across Scotland should facilitate youth led enquiry with learners who have experience of the Senior Phase. This youth led enquiry should consider the new proposals, moreover this approach should be in place in the longer term to inform progress with implementation and review gaps between intention and reality of any reform and crucially feed back into the planning cycle.

How can we ensure qualifications being offered in Scotland are reliable, of a high standard and fit for purpose?

We agree with Professor Hayward's recommendations relating to the new national qualifications body, particularly with the need to work in partnership with learners, teachers, policy and research communities.

“Develop a flexible modular approach to National Qualification courses to allow learners to build credit over time towards qualifications and to enable the system to respond with agility to the changing needs of individuals, society and the economy.” (Page 94 It’s Our Future)

This approach requires robust marking and rigorous external moderation through sampling to ensure confidence and consistency.

“Extend the range of assessment methods within National Qualifications and identify what other actions might be taken to reduce the potential for rote learning and enhance the learner experience.” (Page 94, It’s Our Future)

The new national qualifications body must engage with all stakeholders to ensure that their assessment methods are valid, they assess the skills and knowledge that is taught and not formulaic set piece answers. In addition, these courses and assessment methods should be culturally sensitive to the diverse range of learners in our country, this is particularly relevant in Social Subjects.

How do you think the qualifications body can best work with others across the education and skills system to deliver better outcomes for all?

There should be a high level governance board with representation from the new qualifications body, the new curriculum body, the new inspectorate, ADES, unions, Connect and the Scottish Government. We should ensure that national and local policy makers and national agencies lead cultural change by example.

There are too many silos, the system should commit to integrated planning. The policy landscape should be simplified to ensure that all parties including children, young people and their families understand what the system as a whole is trying to deliver. We should develop a clear, coherent story of the wider reform.

Do you agree or disagree with the purposes set out? Is there anything in addition you would like to see included?

Purposes of inspection The Scottish Government supports the following core purposes of inspection:

- To provide public accountability and assurance on the quality of education to learners, their parents/carers and the Scottish Parliament
- To support education providers, including schools, teachers and other practitioners to improve, through capacity building and sharing effective practice
- To share evidence about education and training to support services to improve and inform the development of education policy.

We broadly agree with these core purposes, however we would like to add the sharing of learning and effective practice in research from our universities and international partners.

Do you agree or disagree with the priorities set out? Is there anything in addition that you would like to see inspection cover?

Inspection Priorities as Identified in the Muir Report

- Ensure that children, young people, adult learners, parents/carers, teachers and other practitioners, as well as the public, have confidence in the work of the inspectorate of education.
- Ensure the involvement of teachers and other practitioners, children, pupils and students, parents / carers, local authorities and providers in inspections.
- Ensure inspection evidence is being fully utilised to: (a) provide assurance and public accountability; (b) drive improvement and build capacity; and (c) inform practice and policy.

In this response we have stated that high stakes assessment on a narrow set of performance measures does not fully capture the totality of learners' experiences across the four capacities, it leads to 'teaching to the test' and formulaic responses designed to maximise scoring as opposed to deep learning and growth. The same could be said for the inspection process, the key challenge is how we balance the need for assurance and accountability alongside supporting schools to own their improvement journey as part of a genuinely transformative process.

Do you have a view on these options for establishing the new approach to inspection?

In some responses to Professor Muir's consultation, concerns were expressed that having inspection and education development functions within the same body created potential conflicts of interest and could undermine the inspectorate's ability to perform its role well, including providing impartial comments on the impact of national guidance or programmes.

In its current set up there is a danger that the inspection process is not assessing the quality of provision but instead assessing the implementation of policies that have been written by its own organisation. This leaves Education Scotland open to criticism that it is inspecting compliance rather than quality.

The model of Collaborative Improvement that replaced local authority inspections where a team of Education Scotland, ADES and LA peers engage in a validated self-evaluation process that is ultimately written up by the authority that is the subject of the process is worth considering. Could the collective learning from this process inform future approaches to inspection? This is worth considering.

The use of associate assessors (often Headteachers and local authority officers) as part of inspection teams could be expanded to involve classroom teachers from local and national subject networks. This would further build improvement capacity in the system and communicate that inspection is a collaborative process focused on facilitating improvement.

There should be a review of the PRAISE framework and refreshed commitment not to leave a school in a poorer position following an inspection.

Education, Children and Families Committee

10am, Tuesday 23 January 2024

School session dates 2025-2026 and 2026-27

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Agree to the proposed session dates for 2025-26 and 2026-27.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Arran Finlay, Senior Education Officer and David Maguire,
Principal Officer, Engagement and Involvement

E-mail: arran.finlay@edinburgh.gov.uk;
david.maguire@edinburgh.gov.uk

School session dates 2025-2026 and 2026-27

2. Executive Summary

- 2.1 A short life working group of head teachers, a parent representative and officers produced draft dates for the two years and shared these with staff, parents/carers, and pupils for comment and feedback. As a result some changes were made, and the proposed dates are included as appendices 1 and 2 for approval.

3. Background

- 3.1 In previous years, large scale consultations have taken place with staff, parents/carers, and latterly pupils on the criteria for setting session dates. The feedback helped to form the proposed school calendar year. Following on from concerns that although large numbers of responses were received from staff, parents/carers and pupils, little changed as a result, the approach was changed this year. This time, actual proposed session dates were circulated, following on from discussions with Parent Council Locality groups and feedback was sought on these instead of the criteria.

4. Main report

- 4.1 A short life working group which consisted of head teachers from each sector, centrally based staff, including Human Resources and a parent representative met initially in May 2023 to devise a meaningful approach to consulting with stakeholders about proposed session dates.
- 4.2 The process included research on how other local authorities go about setting session dates. Nine local authorities responded, and it was clear that there are a number of different approaches to setting session dates with the most common method being circulating draft dates to stakeholders, including school staff, parents' groups and pupils. Only one council routinely undertakes large-scale exercises open to all staff, parents/carers and pupils. Some councils only consult widely where there is a proposal to deviate significantly from the current pattern.
- 4.3 Draft dates were produced and circulated initially within the group, central teams and with the Parent Council Locality Groups in September 2023. We had hoped to

include draft dates for 2027-28 as well but were unable to do so as the Council public holiday dates, which need to be factored in, had not been set yet.

- 4.4 Schools were then asked to share the draft dates for 2025-26 and 2026-7 and invite their staff, Parent Council and Pupil Council/Leadership Groups to respond in November and December 2023.
- 4.5 113 responses were received from a range of groups across the school sectors. The feedback was positive for 2025-26, with 71% of respondents agreeing to the dates. This was the case across the sectors. There were some concerns that the Christmas holidays start too early (although some thought they were too late, and others were happy with them) and some concerns about the Edinburgh Spring holiday on Monday 20 April 2026. Some respondents also requested that the September holiday should be moved from Monday 22 to Monday 15 September to give the term a better balance.
- 4.6 The picture was less clear for 2026-27 with only 42% of respondents agreeing with the dates. A number of issues were raised particularly in relation to the Christmas holidays, both the number of days off and when the holiday starts, the long summer holiday before the start of the year, the Edinburgh Spring holiday, and the timing of the Easter holidays.
- 4.7 The calendars for both years have been amended to address these concerns and are included as appendices.

5. Next Steps

- 5.1 If approved, the revised dates will be added to the term dates pages on the Council website and circulated to head teachers.

6. Financial impact

- 6.1 There are no financial impacts as the number of days in and out of school is unaffected.

7. Equality and Poverty Impact

- 7.1 There are no equality or poverty impacts.

8. Climate and Nature Emergency Implications

- 8.1 There are no climate and nature emergency implications.

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

- 9.1 The proposed dates have been shared with school staff, parents/carers and pupils. Feedback has been received from a range of staff groups, Parent Councils and Pupil Leadership Groups. Input from stakeholders has led to changes in the proposed dates.

10. Background reading/external references

- 10.1 School Session Dates 2022-25. Education, Children and Families Committee, 18 May 2021:

<https://democracy.edinburgh.gov.uk/documents/s33932/7.13%20School%20Session%20Dates%202022%20-%202025.pdf>

11. Appendices

- 11.1 Appendix 1 Draft 2025-26 School Calendar
11.2 Appendix 2 Draft 2026-27 School Calendar

Draft 2025 - 2026 School Calendar

August 2025						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

 School Closed/Holidays
  Teacher In-Service Day (closed for pupils)

Draft 2026-2027 School Calendar V3

August 2026						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						


March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 School Closed/Holidays

 Teacher In-Service Day (closed for pupils)

Education, Children and Families Committee

10.00am, Tuesday, 23 January 2024

Hong Kong Scotland School Improvement Partnership (HKSSIP)

Executive/routine
Wards
Council Commitments

1. Recommendations

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

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Stephen Kelly, Head of Education (Seconded) SE

Curriculum & Senior Phase

E-mail: Stephen.kelly@edinburgh.gov.uk

Hong Kong Scotland School Improvement Partnership (HKSSIP)

2. Executive Summary

- 2.1 This report provides information about opportunities for Edinburgh secondary schools to develop partnerships with schools in Hong Kong.

3. Background

- 3.1 The programme has been devised by Archie McGlynn, former Chief Inspector of Schools in Scotland. On retirement from HMIE, Archie took up a post in the Ministry of Education in Hong Kong and developed a quality improvement framework based on How Good is Our School. In 2016 Archie and three Edinburgh schools (Boroughmuir, James Gillespie's and the Royal High School) formed an international collaboration between Scotland and Hong Kong on school improvement. The programme ran until the pandemic with visits from Hong Kong Schools to Edinburgh on 3 occasions and 1 visit of Edinburgh Schools to Hong Kong (fully funded by the Swire Chinese Language Centre Edinburgh). All the Hong Kong schools are state run schools.

4. Main report

- 4.1 The Hong Kong schools expressed an interest in resurrecting the programme and contacted the Headteacher of Boroughmuir. 13 Edinburgh High Schools also expressed an interest in taking part in a supported and focused programme of international collaboration around school improvement.
- 4.2 In November 2023 these 13 schools hosted visitors, Headteachers and Deputies, from their partner schools and engaged in sharing practice and collaborative professional development.
- 4.3 Hong Kong has a high Performing school system working in a context that has been addressing poverty related gaps in school performance. This international school improvement partnership would provide a unique professional learning opportunity through comparing and contrasting approaches in the different contexts and cultures.

The partnership has the potential to extend and involve learners to collaborate and learn from pupils in another part of the world. Edinburgh is an international city; this would contribute to learners' development as global citizens.

5. Next Steps

- 5.1 The 13 Edinburgh secondary schools will develop partnerships with identified schools in Hong Kong (see Appendix 1) and explore the opportunities to share practice in how we raise attainment in literacy and numeracy; closing the poverty related attainment gap; structures for supporting health and wellbeing of our young people. The schools involved will also be developing approaches that will facilitate our learners to connect with learners in Hong Kong schools via Teams.
- 5.2 The schools involved will explore funding and sponsorship options to facilitate visits for staff and pupils to their partner schools in Hong Kong.

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 Educational opportunities from this partnership will be open to all learners in the participating schools.

8. Climate and Nature Emergency Implications

- 8.1 Any partnership visits will be subject to the local authority guidance on school excursions which takes climate and nature emergency impact into consideration.

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

- 9.1 The governance of this project will be through the Pathways and Wider Achievement Board. A report on Pathways will be brought to ECF in 2024. Guidance on travelling to Hong Kong will be risk managed via the School Excursions Toolkit and subject to scrutiny, in the case of Hong Kong, travelling to Hong Kong will be risk managed via the School Excursions Toolkit and all potential cyber security risks will be considered in consultation with the Council's Cyber Security Manager.

10. Background reading/external references

11. Appendices

11.1 Appendix 1 Partner School List

Appendix 1

Edinburgh Schools	Hong Kong Schools
Balerno Community High School	Creative Secondary School
Boroughmuir High School	Ying Wa College
Craigroyston Community High School	TWGHs C Y Ma Memorial College
Forrester High School	TWGHs Mrs. Wu York Yu Memorial College
Knox Academy Susan Cook	Tsung Tsin Christian Academy
Leith Academy	TWGHs Kap Yan Directors' College
Liberton High School	Wong Shiu Chi Secondary School
James Gillespie's High School	St Paul's Co-educational College
Royal High School	HKTA The Yuen Yuen Institute No1 Sec School
St Augustine's High School	TWGHs Li Ka Shing College
St. George's School for Girls	St Paul's Convent School
St. Thomas Aquin's High School	TWGHs Mrs. Fung Wong Fung Ting College
Trinity Academy	TWGHs Lee Ching Dea Memorial College
Craigmount High School Queensferry HS	Both schools part of HKSSIP Awaiting partners. Part of Programme as host schools for groups

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 23 January 2024

Maximising Models of School Attendance

Executive/routine
Wards

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 To note the background section of this report containing an update on the outcome of the consultation on “staffing models for attendance”, as requested in the SNP Addendum at Children and Families Committee, 7 November 2023.
 - 1.1.2 Agree the outcome of the consultation and the proposed revised model for maximising attendance in our schools, including refreshed policy and procedures on managing attendance and a re-design of the Education Welfare Service.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director Education & Chief Education Officer

E-mail: lorna.french@edinburgh.gov.uk

Maximising Models of Attendance

2. Executive Summary

- 2.1 This report responds to the Addendum by the SNP group at Education, Children, and Families Committee 7 November 2023 Item 7.6 and the committee agreement to provide an update on the outcome of the consultation and proposed new model for managing attendance.
- 2.2 This report provides an overview of the outcome of the consultation and the resulting proposals for maximising attendance in the City of Edinburgh's schools, including refreshed policy and procedures and a proposal for the redesign of the Educational Welfare Service.

3. Background

- 3.1 In February 2015 the Scottish Government launched the Scottish Attainment Challenge to bring a greater sense of urgency to achieving equity in educational outcomes with a particular focus on closing the poverty related attainment gap. Pupil Equity Funding (PEF) was introduced in session 2017/2018 as a key financial resource to directly support schools and this was supplemented by Strategic Equity Funding (SEF) in 2022/2023. These national initiatives led to a significant increase in financial resources and strategic planning for improved equity outcomes including attendance. In session 2022/2023, across all schools £7.9m has been received in PEF funding. In total 58 schools have chosen to employ a Pupil Support Officer (attendance) utilising approximately £2.5 million of PEF funding for school-based posts to maximise attendance.
- 3.2 As a result of the significant additional funding for equity, the Revenue Budget Framework agreed on 7 February 2023 contained an incremental saving of £600K to be made via the rationalising posts which provide consistent, targeted and/or intensive support for maximising attendance in schools.
- 3.3 The Education Welfare Service was identified for organisational review, to be considered alongside the resources and interventions that had been developed by schools to maximise attendance as a result of PEF and SEF funding.

- 3.4 In line with the Managing Change Policy, there was engagement with stakeholders to explore the range of options to maximise attendance in schools and it was proposed that the Education Welfare Service should close. It was acknowledged that the service was long standing and that no other alternatives for making revenue savings could be found from existing approaches to maximising attendance. This was largely as a result of the terms and conditions set by the Scottish Government regarding PEF and SEF funding.
- 3.5 A range of stakeholders contributed to the consultation on the proposal, including schools, service users and other key partners. Overall, the response highlighted a high number of strengths regarding the available resources to maximise attendance including: the introduction of Pupil Support Officers based in schools and/or learning communities; the role and remit of the Educational Welfare Service; and the development of school practices and ethos which promote school attendance. Identifying support for children/young people and their families at an early stage, when barriers to school attendance emerge, was highlighted as an area for improvement and collaborative co-constructed approaches to maximising attendance identified areas that could be enhanced through a refresh of policy and practice with clear guidance on thresholds for interventions.
- 3.6 As a result of the consultation, alongside our local commitment to maximise school attendance, the proposal to close the Education Welfare Service has been withdrawn. Instead, the focus of the work moving forward has been to scrutinise attendance data, review policy and procedures and develop a proposed service redesign of the Education Welfare Service whereby the skills and experience of the service is retained within the wider scope and remit of the Education Inclusion Service.

4. Main report

- 4.1 The City of Edinburgh Council has placed a strong emphasis on the importance of maximising school attendance and the monitoring of school attendance data. A detailed analysis of attendance data for the City of Edinburgh schools in session 2022/2023 and emerging trends in session 2023/2024 can be found in Appendix 1. Overall attendance patterns are improving more significantly within primary schools compared to secondary schools. Within primary schools the numbers of poor attenders (those with an attendance rate of below 85%) is falling and there is a narrowing of the gap between attendance levels of pupils attending schools in areas of high deprivation (Quintile 1 SIMD) and the levels of attendance of pupils attending schools in areas of low deprivation (Quintile 5 SIMD). In secondary schools, attendance is more static with this year's attendance patterns so far remaining in line with the figures and trends from the same time last year. Care experienced children and young people are at greatest risk of low attendance.
- 4.2 A short-life working group has considered national research evidence and good practice alongside local data analysis and consultation responses from 118 schools

and key partners, including Police Scotland, Social Work colleagues, ASL and Educational Psychologists. This has led to the development of a new proposed model for maximising attendance in our schools, including a refreshed policy and procedures on managing attendance and a revised service delivery model for the Educational Welfare Service.

- 4.3 Appendix 2 and 3 outlines the draft policy and procedures for managing attendance in our schools. This focusses on collaboration at all levels to achieve positive outcomes for children and young people. It provides a framework for all staff to promote attendance and manage absence within an inclusive ethos and culture. A staged intervention approach ensures interventions are timely, managed and impactful. Universal supports promote high levels of school attendance, early intervention to address barriers and targeted support where patterns of non-attendance emerge offers more intensive provision for families.
- 4.4 Appendix 4 outlines the proposed new model for the delivery of the Education Welfare Service. The model proposed is an evidence-based approach to meet the aims of maximising school attendance. It employs a joined-up approach, focussing on collaboration at all levels, to utilise resources within and between our establishments, learning communities and localities to achieve positive outcomes for children and young people.
- 4.5 It is proposed that the Educational Welfare Service will be renamed the Education Wellbeing Service to align with the national GIRFEC approach and focus on wellbeing indicators (as opposed to attendance). The Education Wellbeing Service will sit within the wider Education Inclusion Service led by the Head of Education (Inclusion) and will contribute to the Children's Strategic Partnership's aim of supporting children, young people and families within their communities by providing early assessment and intervention, as opposed to referrals to statutory services such as Social Work and Police.
- 4.6 The Education Wellbeing Service will have the following core features:
- Building trusting relationships with children, young people and their families to assess and address specific barriers to wellbeing and attendance;
 - Connecting schools, children, young people and families to appropriate wellbeing support services in their communities;
 - Supporting schools to deliver family education and wellbeing programmes;
 - Consultation and advice for schools including case reviews where attendance and wellbeing are key concerns prior to referrals to statutory services.

5. Next Steps

- 5.1 In order to implement the redesign of the service, Council officers will continue to finalise a proposed structure for the new service, supported by draft job descriptions and all the other documentation required to support the change process, as set out in the Managing Change policy. The new job descriptions will reflect the tasks that need to be done by the redesigned service. They will be submitted for provisional grading and shared with stakeholders, along with all the other documentation, as part of the formal consultation process.
- 5.2 In line with the Managing Change policy, formal consultation will last 45 days during which feedback on the new proposed service will be considered. At the end of formal consultation, any changes to the structure or the job descriptions will be made and a decision made on what the final structure will look like. A matching and assignment process to posts in the new structure will then follow.
- 5.3 Once the review process has completed, the policy for maximising school attendance will be finalised with an implementation date of August 2024.

6. Financial impact

- 6.1 The Education Welfare Service in its current form has a budget of £600k set aside. The new model will be delivered within this funding envelope, taking into consideration changes proposed via HR job grading exercise.
- 6.2 It is proposed that the Education Welfare Service is funded from PEF subject to approval from the Education Finance Board or funded from the existing Devolved School Management budget.

7. Equality and Poverty Impact

- 7.1 Primary and secondary schools in areas of deprivation have lower rates of attendance than those schools in more affluent areas. Attendance rates of pupils in schools in the least deprived areas are consistency lower in both primary and secondary sectors of 5.9% points and 7.2% points respectively.
- 7.2 Pupils who are care experienced have the lowest rates of attendance than any other group with protected characteristics.
- 7.3 A causative link between non-attendance and poorer longer-term outcomes is hard to evidence due to the often-complex factors involved in non-attendance in schools. However, Education Scotland guidance on improving attendance states that progress, attainment and achievement can be impacted by any absence. Evidence suggests that attendance that falls below 90% can have a negative impact and the higher the absence rate, the greater the impact on attainment.

8. Climate and Nature Emergency Implications

- 8.1 This report does not contain direct implications for the Climate and Nature Emergency. However, strands of work referred to within this report will outline their impact on equalities and poverty as they are brought forward.

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

- 9.1 This report was prepared to provide an update of the consultation and engagement with stakeholders on maximising school attendance. As a result of the consultation an updated policy and procedures on maximising school attendance have been developed alongside a redesign of the Educational Welfare Service. Strands of work referred to within this report will outline their impact on risk, policy, compliance, governance and communities as they are brought forward.

10. Background reading/external references

None

11. Appendices

- 11.1 Appendix 1 – Attendance data analysis for session 2022/2023
- 11.2 Appendix 2 – DRAFT policy and procedures for maximising school attendance
- 11.3 Appendix 3 – DRAFT Staged Intervention to maximise school attendance
- 11.4 Appendix 4 – DRAFT new service delivery model for Education Welfare Service



Overview of the Data for Attendance Session 2022/2023

December 2023

Introduction

The City of Edinburgh Council has placed a strong emphasis on the importance of school attendance and the monitoring of the data around school attendance. This report has been written to inform senior officers with a summary of the data for session 2022/2023 and an analysis of patterns for academic session 2023/2024 up until the end of November 2023.

Summary

Session 2022/2023 recorded an overall attendance rate of 91.6% which is higher than the national average of 90.2% but lower than that recorded in session 2020/2021 which was 92.6%. The data for the City of Edinburgh Council compares favourably with the other cities in Scotland. The attendance rate fell between 2020/21 and 2022/23 for every local authority in Scotland (see [Summary statistics for schools in Scotland 2023 - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/summary-statistics-for-schools-in-scotland-2023/pages/1-to-10.aspx)).

Overall attendance patterns are improving within primary schools compared to secondary schools. Within primary schools the numbers of poor attenders (those with an attendance rate of below 85%) is falling and there is a narrowing of the gap between attendance levels of pupils attending schools in areas of high deprivation (Quintile 1 SIMD) and the levels of attendance of pupils attending schools in areas of low deprivation (Quintile 5 SIMD). In secondary schools, attendance rates are more static with this year's attendance patterns so far remaining in line with the figures and trends from the same time last year.

Attendance of our Care Experienced children and young people remain the poorest of any group. As such the Education Leadership Team is placing further emphasis upon improving supports, interventions, and awareness of the needs of this group of pupils.

Overall, where there was Educational Welfare Officer involvement, the attendance rates improved for 55% of pupils, remained the same for 8% of pupils and decreased for 37% of pupils. With Education Welfare Officer support the improvement in attendance rates is more notable for the pupils in primary schools than pupils in secondary school.

Detailed Analysis

Table 1 describes the overall attendance rates in our primary and secondary schools for session 2022/2023 and the rates according to levels of deprivation. Special schools support children and young people across the Local Authority and therefore it is not appropriate to include any analysis regarding deprivation.

Table 1 shows that overall attendance rates for session 2022/2023 are higher in primary schools compared to the secondary and special school sectors (93%, 90% and 88.2% respectively). Attendance rates of pupils in schools in the least deprived areas are consistently lower in both primary and secondary sectors of 5.9% points and 7.2% points respectively.

The City of Edinburgh Council collects data that focuses on the rates of attendance of pupils designated as poor attenders at school. Poor attendance is defined currently as attendance below 85%. Low attendance figures relate to pupils in primary schools and pupils in S1-4 in secondary schools only. Table 1 shows that in session 2022/2023 there were fewer poor attenders in primary schools compared to secondary schools and special schools.

Table 1: Overall attendance rates for session 2022/2023 according to deprivation and percentage of pupils with below 85% attendance

Sector	Overall attendance rate	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)	% pupils below 85%
Primary (n*=30,058)	93%	89.5%	95.4%	5.9 % points	10.4%
Secondary (n*=23,150)	90%	85.8%	93%	7.2 % points	18.7%
Special (n*=686)	88.2%				21.2%

*n= number of pupils

In Table 2 we see a comparison of 2022 and 2023 data for the month of November. This data indicates an improvement in the number of poor attenders. Data for the month of November 2023 reports that 9.4% (n=2810) of primary school pupils are poor attenders compared to 12.1% (n=3670) in November 2022. Data for the month of November 2023 reports that 17.8% (n=2990) of secondary school pupils in S1-4 are poor attenders compared to 18.5% (n=3070) in November 2022. Although this is a relatively small percentage point improvement it related to 860 pupils in primary schools and 80 pupils in secondary schools.

Table 2: Monthly comparison of poor attenders across sectors

Date	Primary	Secondary (S1-S4)
November 22	12.1% (n=3670)	17.8% (n=2990)
November 23	9.4% (n=2810)	18.5% (n=3070)
Difference	+860 pupils	+80 pupils

Graph 1 and Graph 2 highlight in more detail the attendance rates for primary and secondary schools according to deprivation for the whole of session 2022/2023 and the data we have available for session 2023/2024 (Aug-Nov 2023).

Graph 1: Overall attendance rates across all primary schools and comparisons between most deprived areas and least deprived areas for session 22/23 and 23/24 until November

Percentage Attendance in Primary Schools up to November 2023

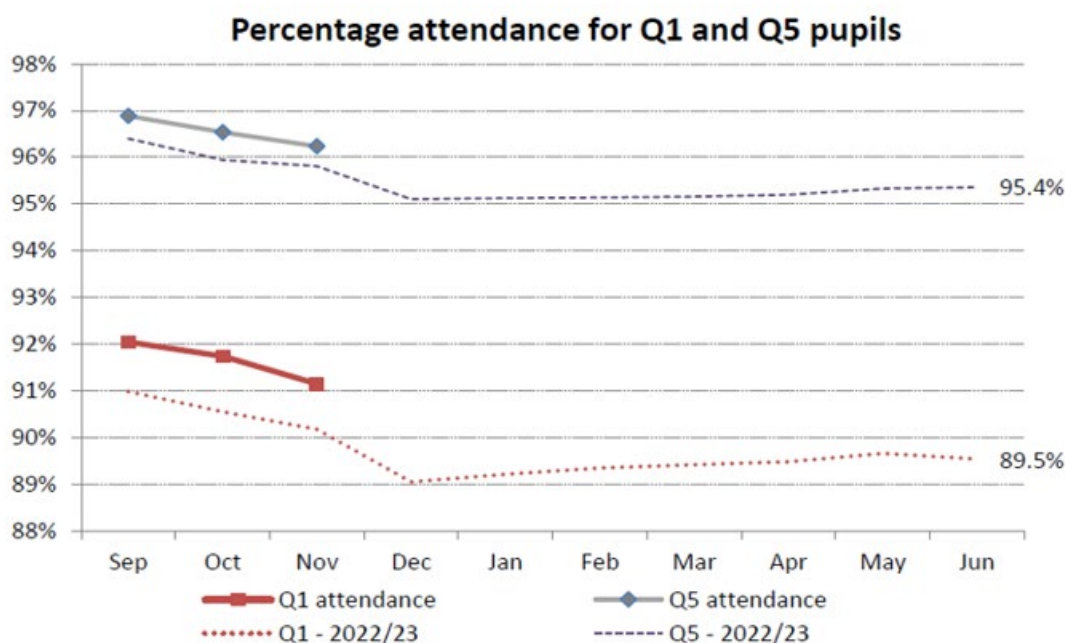


Table 3: Monthly comparison of primary school attendance rate according to deprivation

Date	Quintile 1	Quintile 5	Gap
November 22	90.2%	95.8%	5.6 % points
November 23	91.1%	96.2%	5.1 % points

Table 3 shows that in November 2022 primary schools in the most deprived areas (Quintile 1) had an overall attendance rate of 90.2% compared to a rate of 91.1% in November 2023. In November 2022 primary schools in the least deprived areas (Quintile 5) had an overall attendance rate of 95.8% compared to a rate of 96.2% in November 2023. This data shows very little change in the gap between the most and least deprived schools.

Graph 2: Overall attendance rates across all secondary schools and comparisons between most deprived areas and least deprived areas for session 22/23 and 23/24 *until November

Percentage Attendance in Secondary Schools up to November 2023

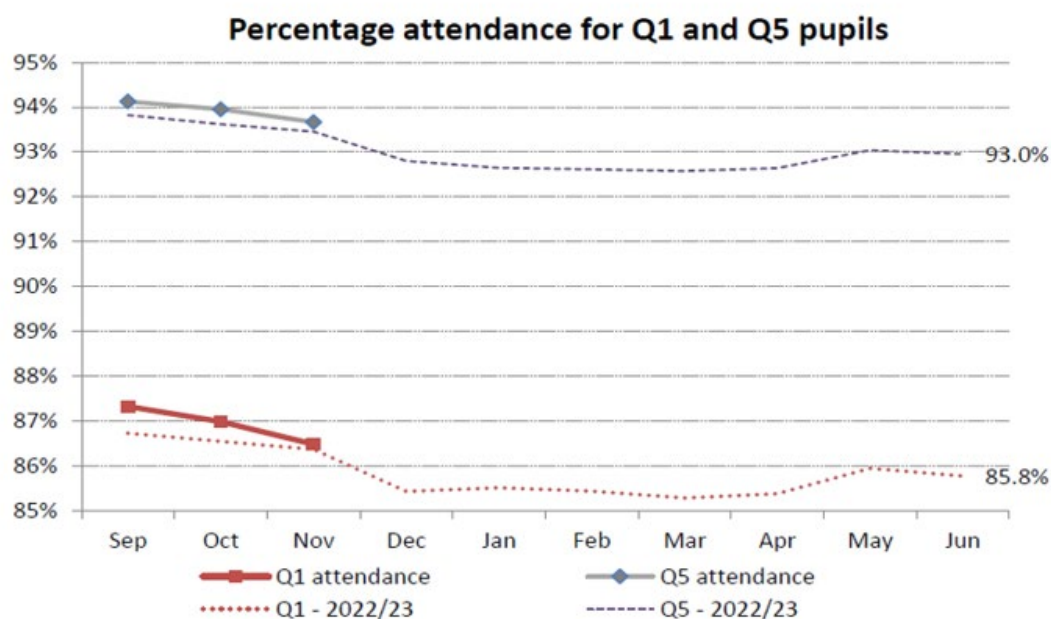


Table 4: Monthly comparison of secondary school attendance rate according to deprivation

Date	Quintile 1	Quintile 5	Gap
Nov 22	86.4%	93.5%	7.1% points
Nov 23	86.5%	93.7%	7.2% points

Table 4 shows that in November 2022 secondary schools in the most deprived areas (Quintile 1) had an overall attendance rate of 86.4% compared to a rate of 86.5% in November 2023. In November 2022 primary schools in the least deprived areas (Quintile 5) had an overall attendance rate of 93.5% compared to a rate of 93.7% in November 2023. This data shows no change in the gap between the most and least deprived secondary schools.

Data for Care Experienced Children on a Compulsory Supervision Order

The attendance of our Care Experienced pupils on a Compulsory Supervision Order in the City of Edinburgh Schools remains a real concern. Table 5 and Graph 3 provides the attendance data for the 316 pupils during session 2022/2023.

Table 5: Overall attendance rates of children and young people on a compulsory supervision order during session 2022/2023 and % of these pupils with below 85% attendance as of June 2023.

Sector	Overall attendance rate	Care Provision	% pupils below 85% in June 2023
Primary (n*=180)	86%	Home: 78% (n=85) Away: 93% (n=95)	33% (n=59)
Secondary** (n*=136)	74%	Home: 60% (n=52) Away: 83% (n=84)	51% (n=69)

*n= number of pupils

The overall attendance rates during session 2022/2023 for the 316 care experienced children and young people on a compulsory supervision orders was 86% primary and 74% in secondary schools significantly below the attendance rates for non-care experienced pupils. As of June 2023 there were 59 pupils in our primary schools and 69 in our secondary schools with attendance below 85%. The attendance rates for pupils looked after at home compared to those looked after away from home is significantly lower in both primary and secondary school sectors.

Graph 3: Care experienced children and young people on a compulsory supervision order with low attendance in primary schools and secondary schools for session 2022/2023 and 2023/2024 up until November 2023

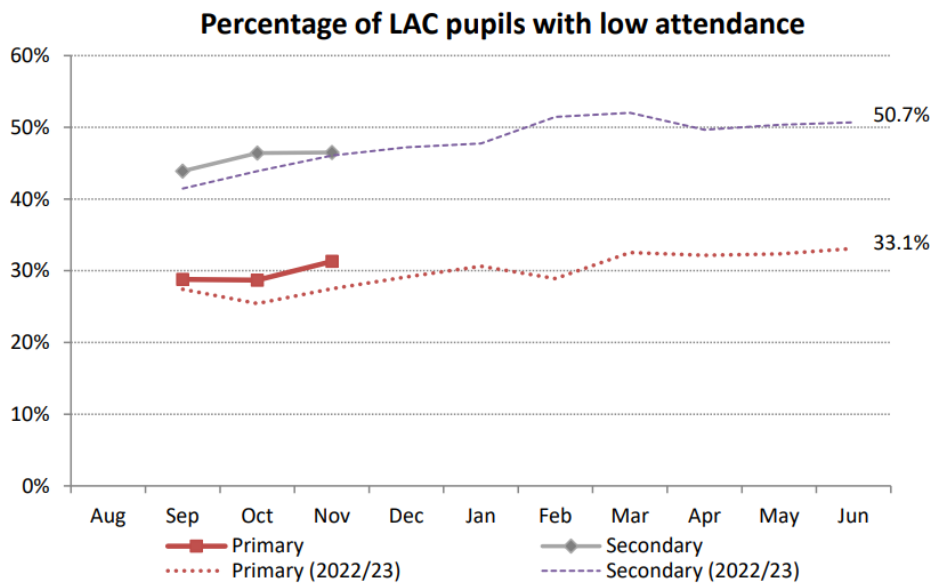


Table 6 shows a comparison of monthly data between November 2022 and of the number of care experienced children and young people on a compulsory supervision orders with attendance lower than 85% according to sector. Overall the total number of pupils has reduced however the percentage of primary and secondary pupils with poor attendance remains the same.

Table 6: Monthly comparison of the number of care experienced children and young people on a compulsory supervision orders with attendance lower than 85% according to sector

Sector	No of pupils - November 2022	No of pupils - November 2023
Primary	46% (n=65)	46% (n=51)
Secondary	53% (n=76)	54% (n=60)
Total	141	111

Impact of the Education Welfare Service

The Education Welfare Service are a team of Educational Welfare Officers who support children and young people where their attendance has fallen below 85%. An organisational review of the Education Welfare Service has meant that only 62 primary schools and 16 secondary schools have a named Education Welfare Officer. A further 8 primary schools and 7 secondary schools have had access to a centralised referral service and the remaining 10 primary schools have received no service.

Table 7: Education Welfare Officer provision in Primary and Secondary Schools

Service	Primary (n=90)	Secondary (n=23)
Allocated EWO	62	16
Centralised Service	8	7
No Service	10	0

As of November 2023, there were 1239 pupils referred to the Educational Welfare Service. Data for each child was analysed according to attendance rate at the point of referral and the attendance rate as of May 2023. Data was categorised into three categories (improved attendance, attendance that stayed the same, decreased attendance).

Table 8: Numbers of Primary and Secondary School Pupils referred to Educational Welfare Service and their attendance rate by category as of May 2023

Sector	Improved	Neutral	Decreased
Primary (n=491)	63 % (n=310)	9% (n=43)	28% (n=138)
Secondary (n=748)	49% (n=369)	7% (n=57)	43% (n=322)
Total (n=1239)	55% (n=679)	8% (n=100)	37% (n=460)

Table 8 shows that where there was the involvement of an Education Welfare Officer when the pupil's attendance fell below 85%, the attendance rate improved for 63% of primary pupils and 49% of secondary pupils. In total 37% of referred pupils school attendance continued to decrease most notably in the secondary sector with 43% of pupils.

Overall, where there was Educational Welfare Officer involvement, the attendance rate improved for 55% (679) of pupils, remained the same for 8% (100) of pupils and decreased for 37% (460) of pupils. The improvement in attendance rates is more notable for the pupils in primary school than the pupils in secondary school.

Appendix 2

Maximising School Attendance

Policy Draft

POLICY STATEMENT

Maximising School Attendance is The City of Edinburgh Council's approach to support schools to develop strong partnership working to promote high levels of school attendance. It focusses on collaboration at all levels, to utilise resources within and between our establishments, learning communities in our localities and citywide to achieve positive outcomes for children and young people. Attendance at school is a key driver to raising attainment. We must all work together to encourage and motivate our children and young people to maximise their attendance at school.

SCOPE

This policy sits within a suite of policies which all promote a positive ethos of inclusion. The purpose of this policy and its associated guidance is to provide a clear and consistent framework for all staff to promote attendance and manage absence. In this policy a multi-agency approach has been adopted and requires considering the holistic needs of the child within the GIRFEC framework where services and partners work together with a 'one service approach'.

DEFINITIONS

ACEs: Adverse Childhood Experiences

Child / children / young person / young people: this document uses these terms to describe any person under the age of 18

CME: Children Missing in Education

GIRFEC: Getting it Right for Every Child, the Scottish national practice model

Named Person: Children, young people and families need to know who they can contact when they need access to relevant support for their own or their child or young person's wellbeing. Within the GIRFEC approach, these foundations are carried out through the role of a named person who is able to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

Looked After/ Care Experienced: is an umbrella term which can mean children / young people who are looked after at home through a Compulsory Supervision Order (CSO), looked after away from home in a residential children's house, in a foster placement or in a kinship placement, previously looked after, where at some point in their lives they have had any of the above experiences. The child/ young person may never have been formally looked after.

Parents: Describes any person who has parental responsibilities and any person who has custody of a child, including foster carers and a parent who shares custody of a child

Pupils: Describes all children and young people who are enrolled or seeking to enrol in City of Edinburgh Council schools

Schools: All local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of City of Edinburgh Council

Staff: describes all Children and Families staff

POLICY CONTENT

The purpose of this document is to provide guidance to schools about positive approaches to promoting and maximising school attendance. Promoting attendance is a multifaceted task that requires schools and learning communities to promote relationships within an inclusive ethos and culture.

IMPLEMENTATION

Maximising school attendance will:

- ensure that every child has the entitlement to an education directed towards realising their potential
- help develop a young person's relationships with their peers opening up opportunities to make friends and to be involved in clubs and activities
- build relationships between our children, young people and families, key staff within our establishments and partners in our communities
- serve as a protective factor when challenging or stressful circumstances arise for children and their families, the National Child Protection Guidance 1 stresses the importance of promoting good attendance at school as a protective measure for children that may be at risk
- help to develop a young person's relationship with their teachers who they can trust to support them in reaching their full potential
- promote academic success which can open up exciting future pathways
- support progression onto positive post school destinations as school attendance is one of the key factors affecting a person's employability

Key Principles:

The following key principles promote effective whole school approaches to ensuring good attendance:

- demonstrating a strong attendance ethos
- welcoming educational establishments which prioritise positive and nurturing relationships underpinned by high expectations and core values
- there is a common understanding that school absence affects attainment, achievement, wellbeing and wider outcomes
- children and young people are fully included and engaged in the life of the school in order to encourage good attendance
- a rights based approach which takes account of the UNCRC and encourages children and young people's participation in their learning is also likely to ensure children are included, engaged and involved in their school and community, and therefore more likely to be motivated to attend

- schools have additional supports and strategies in place for children and young people who have additional support needs and/or are care experienced
- promoting attendance is part of regular conversations with parents and children and young people
- schools have in place clear procedures for monitoring the attendance of all children and young people
- every member of staff has a legal responsibility to accurately record the attendance and timekeeping of pupils
- there are sound systems in place to detect absence including effective homeschool communication and schools have clear and consistently applied measures for following up on unexplained absence
- staff, parents and children and young people are clear about attendance procedures
- schools work collaboratively with families to understand and respond to barriers to attendance for individual children and young people and intervene early to any emerging patterns of non-attendance
- staff understand absence from school is a potential safeguarding risk and understand their role in keeping learners safe.

Universal Support and Engagement:

Child/ Young person: Attendance at school by children and young people is essential in order that they receive the education to which they are entitled. Excellent school attendance supports children and young people to fulfil their potential and become valuable citizens, contributing to society and achieving their ambitions and life goals.

Parent: The responsibility for a child's education rests with their parent to work collaboratively with the school. Once a child/young person is enrolled at an authority school the law states that the child must attend school unless permission has been given by the authority to withdraw the child / young person from school.

- parents and carers will be responsible for the safety and wellbeing of their children whilst they are not in school
- parents should be made aware that it is in the best interests of their child's safety and wellbeing to make sure that the school has their up to date contact details and to provide the school with emergency contacts
- parents inform the school if the child is absent
- parents should respond promptly to communication from the school
- parents work in partnership with the school to promote and support positive relationships and maximise attendance.

School: Schools need to take into consideration the individual circumstances for each child, young person and family and seek solutions. All staff have a duty to promote school attendance, including through the provision of appropriate, engaging and inclusive learning experiences and support when required.

Pastoral: All staff in school have a role to play in promoting good attendance and helping to reduce absence from school. The GIRFEC framework states that Named Person has a specific role in supporting children and young people to maximise their school attendance:

- respond quickly to absence, to ensure children and young people are safe and well
- follow up on absence, to enable the school and partners can make an effective response

- support reintegration into learning on returning from absence
- be aware of early signs or concerns which may cause absence, and use the GIRFEC framework to assess, identify and evaluate appropriate interventions
- ensure absence does not become a pattern or habit following a specific issue
- develop positive and trusting relationships with pupils and parents to prevent difficulties arising and to ensure difficulties are discussed and resolved when they do take place.

Utilising Data:

School attendance is measured centrally and analysed monthly to monitor improvements based on a school SIMD profile.

- schools should set their own attendance target annually based on this data and monitor progress in relation to this regularly throughout the session
- schools should continually review their performance in relation to their attendance
- schools should utilise their data on attendance to focus on specific groups of children and young people
- schools should use data to target interventions by identifying barriers for individual and groups of children and young people and foster interventions to maximise school attendance.

Staged Intervention

The City of Edinburgh Maximising School Attendance policy is in place to promote school attendance and to ensure measures for early intervention and support are put in place when there are concerns about a child or young person's school attendance.

- Universal supports are in place to promote high levels of school attendance for all children and young people.
- Early intervention will help to address the spiralling effect of non-attendance. Where a pattern of non-attendance emerging, schools must act quickly to support children, young people and their families.
- Targeted support should be in place for children and young people where patterns of non-attendance emerge using a staged intervention approach to ensure interventions are timely, managed and impactful. When relevant and available supports have been tried and have not worked, schools will move to the next stage.

This approach links closely to the GIRFEC framework and processes of Team Around the Child.

Reasons for Non-Attendance or Identifying and Addressing Barriers to Attendance

Children and young people may be absent from school for a number of reasons. It is important to understand the individual circumstances of children who are struggling to attend and use the GIRFEC framework to ensure that barriers to learning and attendance are identified and appropriate support provided in agreeing and maintaining an appropriate pattern of attendance.

Parental Engagement and Communication

Parents are key partners in their child's education, and it is particularly important that they are aware of their responsibilities and encouraged and supported to enable their child to attend school. Working in partnership with parents will ensure positive and trusting relationships are in place to realise this responsibility. Communication with parents is essential in promoting the positive

benefits of regular attendance as well as supporting at an early point any difficulties in attending school. It should be clear to parents and children and young people that any strategies or supports will be respectful and considerate towards any family circumstances. In discussing attendance with parents, it is important to recognise the challenges that can be part of family life, such as balancing work commitments; or dealing with financial challenges that may occur. Schools and settings need to be aware of barriers that parents face in processing information, for example dyslexia and reading difficulties; memory and processing difficulties; living through traumatic situations. In particular, they may find it hard to discuss personal poor mental and physical health circumstances that are impacting upon their child's ability to attend.

Curriculum Design

Schools must support children and young people's engagement and attendance through offering and delivering individualised curriculum pathways to meet the needs of all children and young people.

Partners from sectors within and out with the local authority should, where possible, support schools in providing packages of support to engage children and young people.

School Attendance Monitoring and Managing Absence

In line with Scottish Government Guidance on maximising school attendance, "Every Day Counts" has been adopted by the City of Edinburgh Council to deliver a consistent message on the importance of school attendance, promoting high levels of school attendance and explaining the meaning and impact of school days missed due to absences. Every school day counts for a child and to support attendance it is important to look beyond the attendance percentage levels in isolation and consider what the percentage levels mean in terms of missed opportunities for learning and personal development.

Definition of Attendance

The Scottish Government (2019) has defined attendance as the "participation in a programme of educational activities arranged and agreed by the school".

This includes, but not limited to:

- attendance at school
- learning out with the school provided by a college or another learning provider while still on the school roll
- educational visits, excursions and residential visits
- debates, sports, musical or drama activities in conjunction with school
- study leave for learners participating in National Qualifications if arranged by the school during the period of examination timetable
- attending external examinations
- receiving education via hospital or outreach teaching services
- interviews and visits relating to further and higher education or careers events
- interviews with prospective employers
- work experience or volunteering.

Children and Young People Unable to Attend School Due to Prolonged Ill Health

For some children and young people, their learning is interrupted due to prolonged ill health. This can be for a single block of time or for a number of episodes. Although not an exhaustive list, this can be as a result of:

- accidents
- trauma
- chronic, long term, life limiting or terminal conditions
- mental health issues
- conditions which require repeated medical intervention, such as dialysis.

Equality and diverse communities

Schools should recognise and work to mitigate the particular challenges faced by specific groups of children and young people and the risks that these pose to their attendance at school. Full consideration is given to promoting equality and preventing discrimination with regard to children's needs arising from their gender, ethnicity, religion, culture, sexual orientation, health abilities and disabilities. When identifying and addressing barriers to attendance, schools should also be aware of the particular challenges faced by specific groups of children and young people with protected characteristics.

Child Protection and Safeguarding

Where there is occasional absence without parental awareness, consistent and vigilant school-based processes are essential for safeguarding children and young people. Follow-up action must be taken following identification of a child not in school without their parent's knowledge.

Social Work are notified immediately by telephone of the absence of any child who is on the Council's Child Protection Register or of a child is deemed to be 'at risk'.

Exclusions

School attendance enables the fulfilment of a fundamental right of every child and young person and is a protective factor related to positive future outcomes. Exclusion reduces opportunities and for the pupil to be present, participating, achieving and supported. As such exclusion from schools must be a last resort. All schools should look to develop alternatives to exclusion specific to their individual context.

Exceptional Circumstances and Alternatives to School Attendance

In the City of Edinburgh Council, for the overarching majority of children and young people, the right to an education which meets their needs will be through full time attendance at school. There are exceptional circumstances in which the needs of some children and young people are best met through other attendance to a full-time place at school. In all circumstances time out of education should be kept to a minimum and steps taken to provide the child or young person with their statutory entitlement of education.

Attendance beyond Statutory School Leaving Age

There is no statutory requirement for young people to continue their education at school once they reach the age of 16. Young people, who choose to stay on at school beyond school leaving age,

and their parents should be strongly encouraged to consider their continued commitment to maximising their school attendance. Their curriculum should support them to working toward their next step beyond school. School leaving arrangements are determined by [Education \(Scotland\) Act 1980](#). Attendance must be monitored to ensure proper entitlement to the Education Maintenance Allowance (EMA).

Children Missing in Education

There may be occasions where a child or young person goes missing from education for an extended period of time and the school has made extensive unsuccessful attempts to make contact with a family. In line with the principles of GIRFEC, the City of Edinburgh Council is committed to working in partnership with colleagues from other agencies to prevent our children and young people becoming missing from education.

Attendance in the Early Years

It is widely recognised that regular and consistent attendance at nursery contributes positively to early learning progress. It promotes the building of routines and the value of education and impacts positively on a smooth transition to primary school. Although attendance at Early Years establishments is not statutory, it is recommended that all settings with early years classes have policies and practices focussed on promoting and maximising attendance.

RESPONSIBILITIES

The Head of Education – Inclusion has responsibility for the maintenance of this procedure. School senior management teams are responsible for the implementation of this procedure within their school.

POLICY BASE

This procedure has been developed to support the local authority to implement Scottish Government Guidance...

List here:-

The Department's policy the procedure has been developed to implement;

- Legislation, directives or guidelines the procedure has been developed to implement.

Where possible provide HTML links to the above documentation.

LEGISLATION AND ASSOCIATED DOCUMENTS

[Getting it Right for Every Child \(GIRFEC\)](#)

[Included Engaged Involved Part 1 - A Positive Approach to the Promotion and Management of Attendance in Scottish Schools](#)

“Four key features of inclusion ensuring all children are: present, participating, achieving and supported.” [Included Engaged and Involved in Edinburgh](#)

Attendance is one of the 5 key drivers of the Scottish Attainment Challenge [Scottish attainment challenge](#)

In this policy a multi-agency approach has been adopted and requires considering the holistic needs of the child within the GIRFEC framework where services and partners work together with a ‘one service approach’ [GIRFEC policy](#)

[Children and Young People \(Scotland\) Act 2014](#)

[Schools General \(Scotland\) Regulations 1975 All schools are required to keep an attendance register for every pupil](#)

[Education \(Scotland\) Act 1980 section 30](#)

[Curriculum for excellence](#)

[The Promise](#)

[Developing the Young Workforce Scotlands Youth Employment Strategy](#)

[The United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[Improving Outcomes for Learners as Risk of Exclusion](#)

[Children missing from education-scotland-guidance-for-local-authorities](#)

[Keeping children safe in education 2023](#)

[Scottish Children's Reporter Administration Edinburgh](#)

[Children unable to attend school due to ill health](#)

Appendix 3 DRAFT Staged Intervention to Maximise School Attendance

Stage 1 - Universal support	
Attendance between 100% and 95%	
<ol style="list-style-type: none"> 1. Communication with home: <div style="margin-left: 20px;">Communication with all (termly?) Recognition on improved attendance where appropriate</div> 2. Attendance monitoring: Who? E.g. Office Admin/ PSO 	
Stage 2	
Attendance drops below 95%	
<ol style="list-style-type: none"> 1. Communication with home: <div style="margin-left: 20px;">GroupCall/ Email/ Phone call to alert parent of attendance pattern and or their child's attendance %</div> 2. Attendance monitoring: escalated, list of all pupils between 90% and 95% attendance reviewed (monthly?) Who? E.g. Office Admin/ PSO and discuss with PSL/ DHT attendance 	
Outcomes and next steps: Attendance improves revert to Stage 1 monitoring Attendance continues to decrease move to Stage 3 interventions	
Stage 3	
Attendance drops below 90%	
<ol style="list-style-type: none"> 1. Communication with home: <div style="margin-left: 20px;">Email/ Phone call to discuss concerning attendance pattern and gain an insight into the barriers facing the child or young person or their family to attending school</div> 2. Attendance monitoring and early interventions escalated: list of all pupils between 85% and 90% attendance reviewed (monthly/ more frequently?) Who? E.g. PSO/ PSL/ DHT attendance 3. Classroom and school-based supports to address barriers to maximising attendance 4. Interventions logged on pastoral notes on SEEMIS (and shared with staff?) 	
Outcomes and next steps: Attendance improves revert to Stage 1 monitoring or Stage 2 interventions, recognition on improved attendance where appropriate Attendance continues to decrease move to Stage 4 interventions	
Stage 4	
Attendance drops between 80% and 85%	
<ol style="list-style-type: none"> 1. Communication with home: <div style="margin-left: 20px;">Arrange parental meeting Home visit if/ where appropriate</div> 2. Attendance monitoring and targeted support to address barriers - list of all pupils between 80% and 85% attendance reviewed (monthly/more frequently?) Who? E.g. PSL/ DHT attendance 	<u>Targeted approaches:</u> Consult with Education Wellbeing Service GIRFEC framework to plan further support to address barriers and meet wellbeing needs School based interventions logged within plan and shared with staff <i>A Team Around the Child Meeting is convened when all available interventions (including appropriate work around emotional wellbeing, anxiety or school refusal) have been explored by the school and have been unsuccessful. Reasons for absence, barriers to attendance, and supports in place or possible in the future should all be explored.</i>
Outcomes and next steps: <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child's Plan if appropriate • Attendance continues to decrease move to Stage 5 interventions 	

Stage 5 (a)		Stage 5 (b)	
Attendance drops below 80%			
<ol style="list-style-type: none"> 1. Communication with home: Initiate regular CPM meetings 2. Close attendance monitoring and enhanced support to address barriers. 	<p><u>Targeted approaches:</u></p> <p>GIRFEC framework being used to plan interventions and review effective supports and success</p> <p>Child's Planning Meeting to assess further need and plan school-based interventions</p> <p>Attendance figure and interventions part of Child's Plan used for review and target setting</p> <p>Child's Plan minute to seek additional support collaborating with Team Around the Learning Community through locality resources/ local authority services</p> <p>School based interventions and any other agreed information shared with staff</p>	<ol style="list-style-type: none"> 1. Communication with home: Regular Child's Planning Meetings are already being held 2. Referral to Education Wellbeing Service 3. Close attendance monitoring and enhanced support to address barriers including accessing external resources 	<p><u>Targeted approaches:</u></p> <p>GIRFEC framework being used to plan interventions and review effective supports and success</p> <p>Education Wellbeing Officer engages with family</p> <p>Child's Planning Meeting to assess further need and plan school-based interventions</p> <p>Attendance figure and interventions part of Child's Plan used for review and target setting</p> <p>Referrals made to partners to seek additional support collaborating with Team Around the Learning Community through locality resources/ local authority services</p> <p>School based interventions and any other agreed information shared with staff</p>
<p>Outcomes and next steps:</p> <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child's Plan if appropriate • All interventions have been explored and sufficient time to affect change has been given through successive and regular Child's Planning Meetings and attendance continues to decrease, move to Stage 5(b) 		<p>Outcomes and next steps:</p> <ul style="list-style-type: none"> • Attendance improves, recognition of improved attendance, close Child's Plan if appropriate • Referrals made to partners to seek specific external Learning Community or locality support, family engage with partners • All interventions have been explored and sufficient time to affect change has been given through successive and regular Child's Planning Meetings and attendance continues to decrease, Education Wellbeing Service in agreement move to Stage 6 	

Stage 6
<p><i>All other aspects of the maximising attendance procedure are designed to avoid reaching this stage. A referral to the Children's Reporter should be a last resort and appropriate, proportionate, and timely</i></p>
<p>Refer to Children's Reporter for consideration of compulsory measures of supervision.</p> <p>To request a children's hearing through the Children's Reporter, there must be clear evidence of :</p> <ul style="list-style-type: none"> • parental non-cooperation with the school's attempts to improve the child's attendance • supports being offered and tried but which have not been successful • efforts to clarify reasons for absence over a prolonged period of time • parent/carer not having demonstrated sufficient willingness to address the issue • social work contacted (SCD) to ensure there are no welfare concerns impacting the child's ability to attend or the family circumstances

DRAFT: Appendix 4 Education Wellbeing Service Proposed Model

Background:

School attendance is measured centrally and analysed monthly to monitor improvements based on a school SIMD profile. Schools set their own attendance targets based on this data and monitor progress in relation to this throughout the session. Schools review their performance in relation to their attendance to target interventions by identifying barriers for individual and groups of children and young people and foster interventions to maximise school attendance. The proposed new Education Wellbeing Service Model would support schools in their attendance work which sits within priorities of the Scottish Attainment Challenge and the National Improvement Framework.

The Anna Freud National Centre for Children and Families indicate that the reasons for children and young people not attending school exist at different levels – those of the child or young person, the family and home, the school level or community and the interaction between these factors. Family pressures can be compounded if the school environment is not sensitive to individual or family issues or where the focus is solely on academic attainment and achievement. Instead fostering readiness to learn via a culture, ethos and staff which is supportive of the wellbeing of pupils and their families is beneficial.

Public First's 2023 research in England highlighted a "seismic shift in parental attitudes to school attendance that is going to take a monumental, multiservice effort to change." This shift is due to a number of factors including impact of COVID19, rise in mental health and wellbeing issues, cost of living crisis, 'family time', physical health and logistical demands.

Key themes that positively impact school attendance featured in the Education Scotland Improving Attendance Understanding the Issues case studies include:

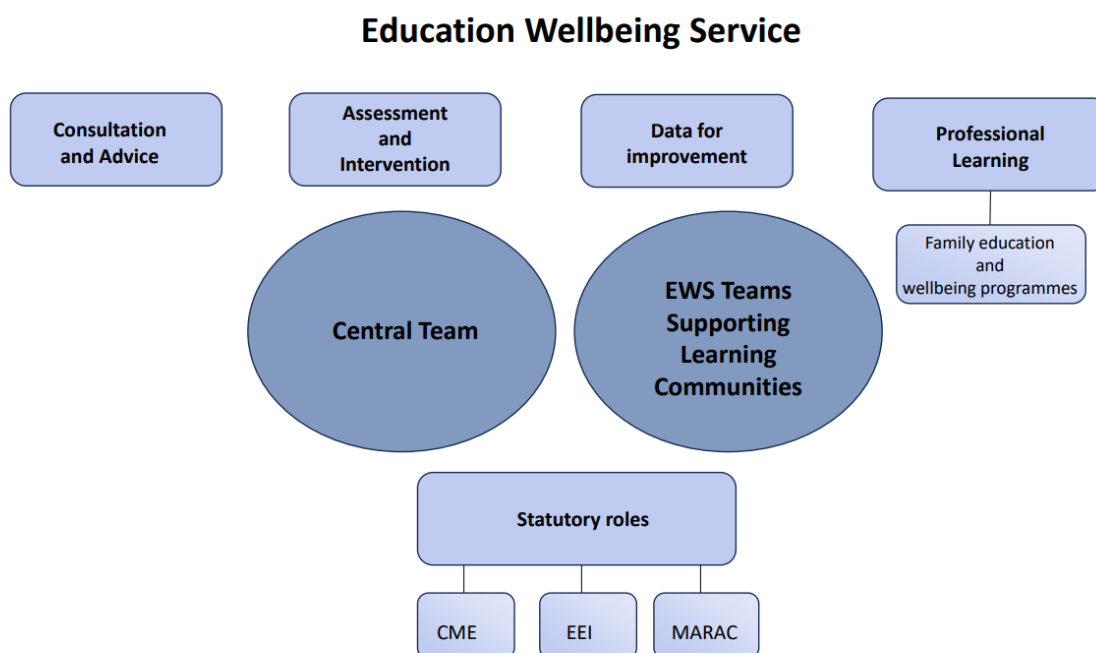
- trusted relationships with families and children and young people are vital
- communication and explanation of impact of not attending is shared
- varied support packages bespoke to each situation has the most impact
- regular reviewing of data and tracking the impact of individualised support packages
- alternative education packages explored with families and young people
- nurture provision within each establishment is based on needs analysis
- consideration of cost of the school day and the impact of the cost-of-living crisis
- working in partnership with other services and/or third sector providers is important.

Education Scotland Improving Attendance Understanding the Issues (Nov 2023): Actions for Consideration:



The City of Edinburgh Council highlights how it will prioritise its work in the Edinburgh Children’s Services Plan 2023/26. It maintains that multi agency collaboration will be employed to make best use of the partnerships’ collaborative gain and the influence that combined service provision can have to address complex social issues and that prevention and early intervention will be realised to prioritise objectives that help protect our children and young people from poor outcomes.

Education Wellbeing Service Model



The role of the Education Wellbeing Service is for the team of Education Wellbeing Officers to act as a consultation service to access wider supports and address barriers to maximising school attendance through a universal and targeted support offer (see

appendix 3 Staged Intervention Model). They will provide a quality data driven support, consultation, and advice service to schools to effect change and improvement. Where attendance continues to fall and supports in place are not having an impact on attendance at school, the EWS team will offer targeted support to children, young people and their families through assessment and intervention. This will be achieved through collaboration with partner services to address barriers to school attendance promoting positive home-school links, developing trusting relationships understanding the needs of the child young person or family, providing advice and training to parents.

The proposed service design for an Education Wellbeing Service would assist schools meet the needs for support as identified in this research through a learning community model. Schools work in partnership with families to ensure effective supports can be provided to address barriers and maximise school attendance. Education Scotland's research shows that working with partners that are not school staff can help schools to make gains in improving school attendance. The EWS will be the "connectors" linking schools with partners so that a joined-up approach to partnership working to maximise attendance can be realised. EWS Teams sit within localities and are represented in each learning community. In this way they will develop a wide knowledge of resources as well as the local area in which they are allocated.

A Central Team would lead the strategic overview of the work being carried out in learning communities. Their role would include:

- coordinating EWS teams
- lead whole team meetings
- oversee central referrals process
- quality assure work of teams including targeted caseload work
- responsible for data analysis
- lead self-evaluation
- coordinating the statutory work of the team
- coordinate professional learning and liaise with the CEC parent and carer support and family wellbeing team to facilitate access to family education and wellbeing programmes.
- managing social work referrals through consultation and review evaluating if the plan is robust and comprehensive and that avenues of support been explored and exhausted before referrals are submitted hence reducing the high numbers of cases which are single agency referred directly to Scottish Children's Reporter Administration.

Core Functions of the Education Wellbeing Service:

- Consultation and Advice
- Assessment and Intervention
- Data for improvement
- Professional Learning

Consultation and Advice:

Communication and understanding effective practice are key elements of a multi-agency approach. EWS would act as a soundboard for schools to discuss data caseloads at various trigger thresholds. They would be a point of contact to seek advice, clarification and signposting to service providers. This would include supporting Special schools who currently do not receive any support from the Education Welfare System to maximise school attendance.

Early intervention is a key factor in supporting attendance and addressing barriers. Schools have suggested that this is an area of challenge for them. EWS can help schools to establish supports and early interventions that promote attendance e.g. walking buses, breakfast club, data analysis to target interventions based on identified gaps.

The EWS teams would support and advise on any attendance related elements of the Child's Plan, and be part of the team around the family if necessary. Where families have multiple needs, EWS would seek to align the routes to support to ensure that they receive a holistic, co-ordinated package of support in order to increase the chance of successful outcomes. Understanding the barriers to attendance, the patterns of poor attendance and the impactful interventions would be an aspect of providing a consultative service to schools. The EWS team would also signpost and provide advice on appropriate referrals to partner services, linking schools to the support and advice that is available.

Assessment and Intervention:

Universal offer - Central Team and EWS Team supporting Learning Communities:

Attendance is a concern where colleagues should work collaboratively to ensure endeavours are coordinated and involve planned cross sector working so that impact is maximised. Clear leadership on promoting attendance and reducing absence will support this collaborative approach to promoting attendance and to tackle common barriers and issues across the learning community. Consistency in approaches to policy and procedure would be enabled through this model. EWS will help to maintain relationships across the learning community and ensure that attendance promotion remains high on the learning community agenda.

Kearney (2008) has highlighted the importance of understanding the reason for children and young people's difficulties with attending school. We need to use a holistic lens to consider the child or young person's context and why they are not attending school, including challenges around the school environment. If we understand the underlying difficulties, we are more likely to develop appropriate supports and interventions.

EWS would participate in learning community meetings alongside representatives from education and partner services, to support attendance strategy for the learning community. Their responsibilities would include:

- ensuring policy and procedure in place
- shared approach to attendance promotion across the learning community
- advisory role for communication e.g. Every Day Counts, letters
- quality assurance for consistency in SEEMIS coding

- support schools with attendance self-evaluation toolkit (see appendix Self-evaluation Attendance Questions to Support Practice)
- leading professional learning which supports managing and maximising attendance.

The EWS would build strong relationships with a range of services and partners that can help with specific barriers to attendance and how to access them, empowering those working with families to solve challenges for and with children and young people. This in a learning community could include health, youth justice, voluntary and community sector, Additional Support for Learning services to support educational needs, educational psychologists, and housing/ finance support. The team would meet regularly with leads from these services and ensure they know what their role is in attendance support, why it is important and how they fit into the local authority's wider strategy on attendance.

Targeted Support - Where barriers to attendance for a pupil or family are complex and signposting to services is not sufficient, schools and partner services will work together to provide more intensive whole family support to address them as soon as it becomes clear they would benefit from it. EWS engagement providing targeted support would be part of the GIRFEC framework utilising Child's Planning Process which ensures that targets are set, supports investigated and attempted and impact of interventions monitored. EWS would contribute to decision making, by giving information and advice to help others make informed choices about children and young people designing and implementing interventions which support individuals to grow, develop and build resilience. A strength of the service which was highlighted through the consultation would be in the EWS's ability to build relationships with families so as to understand barriers making school attendance challenging. This can be achieved through short term case centred work with children or young people and their families engaging with the GIRFEC framework led by Named Person/ Lead Professional. The EWS team may for example; foster communication through home visits, build connections with a key person(s) e.g. mentoring services, support family learning e.g. resilience building through a parent education offer.

Research findings indicate rates of school attendance vary widely and are likely to disproportionately negatively affect pupils who are vulnerable. Pupils from lower socioeconomic backgrounds are more likely to have reduced levels of attendance than their peers from higher socio-economic backgrounds (Kearney et al., 2022). This only helps to accentuate the ongoing challenge of addressing the poverty-related attainment gap at a time where the number of pupils living in poverty remains at 1 in 5 in Edinburgh (20%) with long term poverty trends in the city expected to follow the National picture of increasing risk of very deep poverty. These trends are demonstrated by evidence showing that some 10,000 Edinburgh families regularly skipped meals because they could not afford enough food during 2022 (End Poverty in Edinburgh Annual Progress Report, 2023). The complexity and inequity of attendance highlights the need for effective partnership working at all levels/

Certain groups are more vulnerable to low attendance (e.g. Care Experienced). EWS would be knowledgeable of supports available in the learning community for these specific groups, assist schools to highlight individuals and groups that would benefit from targeted support to maximise attendance through data analysis, with the aim of interventions bridging the gap in the attendance of some of the most vulnerable groups of pupils. This would result in a reduction in contacts requesting a statutory social work service –

meaning that families are supported within local communities by those who already know them and can provide early intervention at a very early level.

Statutory roles - The EWS would continue to engage in these roles as local authority officers supporting children's services.

CME: When CME Edinburgh are notified of a Child Missing in Education an email is usually received from another council to notify Edinburgh of the movement of that child to the area.

If a check is carried out on SEEMIS and the child is found not to be registered at a school in Edinburgh, the details of the family are then shared with EWS to make contact with.

EWS would aim to speak to parents and ascertain whether the family are in the process of enrolling their child in school. At this time advise on which schools would be in their catchment and the registration process for schools if they have not already begun this process can be offered. EWS maintain contact with families throughout this process until such time as the child/children are enrolled in school.

Once the child is enrolled in school and have a SEEMIS record, EWS inform the previous council area of the school the child is now registered in, so that the child's record is updated correctly and accordingly.

EWS may check with housing to confirm address details and an EWO may make a home visit to assess the wellbeing of the child. This may entail working with ICT for translation service support to assist in calls and school visits where a translator is needed.

EI: Each week an Early & Effective Intervention (EEI) meeting is held. During this meeting, children who have been charged by Police Scotland are discussed. EWS represents Education in this meeting. Other professionals involved include Police Scotland, Social Work, Family & Household Support and Young Peoples' Service. Each case is discussed in turn by the professionals in attendance and a decision as to where the case will be diverted is made. Whichever service the case is diverted to will then take the case forward. The consideration for diversion of cases is based on the GIRFEC principles.

Throughout the week, Police Scotland will share concern reports for children who have been charged in Edinburgh. Each concern reports contain a VPD ID (Vulnerable Person Database), Name, Date of Birth, School attended, Parent Name, Home Address, details of the incident, charges made against child.

For each report, the team will check the details within the report are correct and advise of any amendments which are required to ensure accuracy. The pupil's school record will be checked to provide clarity on this, what their attendance level is, and any exclusions are also recorded. The HT or DHT of the pupil's school as well as the EWO for that school are contacted to be notified of the charge, or in cases where the child is under 12 and therefore under the age of criminal responsibility, that the case will be considered under ACRA. The school are also asked for feedback on the pupil, a form is shared to be completed and returned to EWS.

If the pupil is known to EWS, the EWO will provide feedback as well as school. The EWO who will be attending the EEI meeting that week will then review all reports and all feedback received in order to share an informed view and background at the meeting.

Each week, EWS share the input feedback with Police Scotland.

Following the meeting EWS will advise school of the decision made and where the case is being diverted to. If the case is diverted to Education a copy of the diverted concern report for the charge is also shared at this point. In cases where the diversion has been to Education, EWS also write, and send by post to the pupil charged and act as the main contact to the parent advising them that the case has been diverted to Education to progress and outline the potential next steps should the pupil come to the attention of EEI again.

EEI Data 2019-2024

	2019 – 2020	2020 – 2021	2021 - 2022	2022 – 2023	2023 – 2024
Numbers of pupils taken to EEI	495	357	370	350	208 (to date)
Numbers diverted to Education	109	127	156	156	69
EWO input for EEI	495	357	370	350	208

MARAC: A Multi-Agency Risk Assessment Conference is a local meeting where representatives from statutory and non-statutory agencies meet to discuss individuals at high risk of serious harm or murder as a result of domestic abuse. The meeting provides a safe environment for agencies to share relevant and proportionate information about current risk.

EWS represent Education at this meeting and discuss any children involved in these cases. The victims who are discussed are at the most risk of murder or serious harm. Cases are referred in by a number of agencies, but most common is Police Scotland or Edinburgh Women’s Aid.

A list of case names is shared around 1 week prior to the meeting. There are usually 4 meetings held throughout the day, each to cover the different geographical locations in Edinburgh North East, North West, South East & South West.

When the case names are shared, these are checked and information gathering will begin for any children involved, this involves confirming the education setting they attend, ensuring their information is correct, if the perpetrator is listed as a contact on their file, if here are any pastoral notes relating to concerns around the safety and wellbeing of the child. Once this information is collated, the HT of the setting will be contacted and advised of the meeting and asked to share any information they feel would be appropriate. Responses are collated and shared with the EWO attending the meeting. They are then able to present current information or concerns relating to the child involved.

Following the meeting, if there are any actions to be carried out by school, the EWO who attended will contact school to feedback on next steps.

Data for Improvement:

A key aspect to tackling attendance, is an in-depth understanding of data across school populations and at local authority levels. There is significant variation across the local authority in how data around attendance is collated and used. The limited accuracy and consistency of recording can hinder data analysis, meaning that the data may not be able to help answer some vital questions necessary to help target support timeously and proportionately. This includes the scale of the non-attendance and the school stage/year in which the concern becomes most pronounced. It also means effective targeting of resources could be hindered by current data available.

EWS are placed to be able to collate data that would support schools with their interventions, demographic information, frequency of analysis. Data would be gathered to identify impactful early intervention, act as a trigger for communication and support. Rigorous tracking and monitoring of absences would initiate consideration of the barriers to support re-engagement. Analysis of data would highlight absence through a range of lenses which would include demonstrating patterns, trends and groups (e.g., Care Experienced children and young people, SIMD/ FSM, ASN, EAL, anxiety-based school avoidance). This data would guide resourcing of services based on need. The data from the Education Welfare Service demonstrates the service having a greater impact in Primary Schools than in Secondary. This would indicate an early intervention model for the service would be a recommendation for the service re-design. Consistency in data including using SEEMIS coding would ensure our data for the local authority is accurate and robust. This function would also include EWS maintaining an overview of flexible/ alternative timetables and hostings. Effective systems and data dashboards are required for the rationale of schools with the support of the EWS to utilise data to resource appropriate interventions.

Data demonstrating EWS referred cases where there has been attendance improvement

Total number of pupils referred to EWS	Secondary school referrals	Referrals with improved attendance in secondary school	Greatest attendance % improvement in a secondary school	Primary school referrals	Referrals with improved attendance in primary school	Greatest attendance % improvement in a primary school
1239	748	369	94%	223	148	34%

The smallest attendance % gain has been 1% seen in both high school and primary school referred cases.

The greatest attendance % decline was 91% in high school and 30% in primary. These figures must be considered within the wider challenges and barriers to attending school faced by the specific children and young people.

Professional Learning:

EWS would lead and support professional learning for education establishments across the learning community to support attendance developing the skills of other professionals through training, using evidence informed approaches. This would result in all staff

confidently understanding absence as a symptom of wider need, those with responsibility for attendance would be upskilled to carry out their roles e.g. SEEMIS coding, sharing good practice sessions, attendance networking or conferences.

Family education and wellbeing programmes - Parental mental health and/or anxiety and families experiencing financial stress were cited in the Education Scotland research as family barriers and challenges to school attendance in Scotland. The Education Welfare Officers were noted through the consultation as capable of building compassionate, flexible relationships with families. The EWS would have a role in supporting families to build their confidence through family education and wellbeing programmes to develop family skills and resilience. Examples of opportunities may include PPP, Raising Children with Confidence. The benefits of this would be improving outcomes for the whole family and maximising attendance at school would be a result.

Conclusions:

Through consultation, a new model for an Education Wellbeing Service is proposed as an evidence-based approach to meet the aims of maximising school attendance. It employs a joint up approach focussing on collaboration at all levels, to utilise resources within and between our establishments, learning communities in our localities and citywide to achieve positive outcomes for children and young people.

References:

The Scottish Attainment Challenge

[Scottish Attainment Challenge | Programmes | Learning in Scotland | Education Scotland](#)

[Scottish Attainment Challenge - 2022 to 2023 – 2025 to 2026: fairer Scotland duty assessment - gov.scot \(www.gov.scot\)](#)

Attendance: the next pandemic?" Scottish Division of Education Psychology and Education Scotland November 2023

[sdep-think-piece-nov-23.pdf](#)

Improving Attendance Understanding the Issues (November 2023)

<https://education.gov.scot/about-education-scotland/planning-and-reporting/improving-attendance-in-scotland/>

Edinburgh Children's Services Plan 2023/26

[117960 Edinburgh Children Services Plan 2023 - 26 24PP A4 PROOF \(003\).pdf](#)

Education, Children and Families Committee

10.00am, Tuesday, 23 January

Response to the Enquiry into Additional Support for Learning

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the City of Edinburgh Council officers' response to the inquiry into Additional Support for Learning by the Education, Children and Young People Committee of the Scottish Government.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Dr Lynne Binnie, Head of Education (Inclusion)

E-mail: lynne.binnie@edinburgh.gov.uk | Tel: 0131 469 3186

Response to the Enquiry into Additional Support for Learning

2. Executive Summary

- 2.1 This report provides the City of Edinburgh response by officers to the enquiry into Additional Support for Learning by the Education, Children and Young People Committee of the Scottish Government.

3. Background

- 3.1 In October 2023, the Education, Children and Young People Committee of the Scottish Government launched an enquiry into the provision of Additional Support for Learning legislation and this report outlines the City of Edinburgh response.

4. Main report

- 4.1 The Additional Support for Learning Act (2009) provides a strong legislative framework and the inclusive definition of additional support needs is a huge improvement on its predecessor and that which exists in neighbouring countries. The combination of a nationally recognised definition, resources allocation based on needs and GIRFEC principles ensure a strong focus on the child and young persons lived experience regardless of diagnosis or levels of complexity of need. The message that *'all learners matter and matter equally'* is loud and strong within Scotland's legislative framework.
- 4.2 The principles of the legislation in ensuring the widening of access to mainstream education must be celebrated and protected however, the associated guidance and code of practice is unhelpfully complex and challenging to implement in practice. The underpinning ethos of the legislation is to enable early identification of need and the deployment of strategies and resources to meet those needs early and effectively however, the key principles are increasingly lost in processes that are required to prioritise needs in order to allocate resources.
- 4.3 Where Additional Support for Learning works well pupils, parents and the wider school community play a key role in driving and leading. Overall, there is a good degree of progress, but it is inconsistent and fragile. Inclusive practice needs to be

consistent, embedded, and resilient. The Morgan report actions are sound and appropriate, and we need to focus our efforts in driving forward these recommendations.

- 4.4 In responding, the City of Edinburgh Council is aware that some of the information provided regarding the strengths and challenges of Additional Support Needs legislation and practice is conflicting. The reality is that the situation is both positive, negative and indeed varied across and within schools and individual's experiences. Scotland has come so far, yet we have far to go. Improvement will only be made with greater consistency and equity.
- 4.5 It is the conclusion of the City of Edinburgh officers that to take forward Additional Support Needs legislation we need:
- a relentless focus on learning and teaching;
 - everyone to understand that inclusion is children getting what they need as close to their typical experience as possible. That inclusion is not special schools. That inclusion applies equally in mainstream and special sectors;
 - to remember the question is **what works?** not **where works?**;
 - inclusive practice to be owned by education not by a subset of education within additional support needs or inclusion services or roles;
 - to continually invest in relationships between council officers, staff and parents and children/young people;
 - to focus on inclusion first, then on specific needs within inclusion. There is often a lot of energy spent on specific areas of need which can result in greater inequity and variability between and within local authorities. A child's needs should be met equally well regardless of whether they are currently in the public eye.

5. Next Steps

- 5.1 The City of Edinburgh response to this enquiry has been submitted subject to committee approval.

6. Financial impact

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

7. Equality and Poverty Impact

- 7.1 Ensuring equality and removing the impact of poverty are embedded in all matters regarding Additional Support for Learning and feature within the response from The City of Edinburgh Council.

8. Climate and Nature Emergency Implications

- 8.1 There are no climate or nature emergency implications contained in this report.

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

- 9.1 There are no risk, policy, compliance, governance or community implications contained in this report.

10. Background reading/external references

- 10.1 Education (Additional Support for Learning) Scotland Act 2009
<https://www.legislation.gov.uk/asp/2009/7/contents>

11. Appendices

- 11.1 Appendix 1 – The City of Edinburgh response to the Education, Children and Young People Committee enquiry into Additional Support for Learning – December 2023

Appendix 1

The City of Edinburgh response to the Education, Children and Young People Committee enquiry into Additional Support for Learning – December 2023

1. Details on what parts of Additional Support for Learning provision are working well and what are not, and any reasons they can provide which might help to explain why aspects are working well or not.

1.1 Details on what parts of Additional Support for Learning provision are working well.

Scotland should be proud of the strong legislative context that is inclusive, rights based and child centred. Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. Within Additional Support for Learning legislation, the ecological and contextual model of additional support needs and the inclusive definition of additional support needs is a huge improvement on its predecessor and that which exists in neighbouring countries. The combination of a nationally recognised definition, resources allocation based on needs and GIRFEC principles ensure a strong focus on the child and young persons lived experience regardless of diagnosis or levels of complexity of need. The message that *'all learners matter and matter equally'* is loud and strong within Scotland's legislative framework. National Inclusion, Engaged and Involved guidance, related procedures and professional learning resources have been co-created and developed with education professionals and are appropriate, detailed, and supportive and allow relatively consistent practice across Scotland.

There is great strength in the collaborative support and networking that takes place nationally through groups such as ADES and ASLO; there is a strong networked collegiality amongst professionals in Scotland that encourages and promotes sharing of effective practice and collaborative problem-solving.

There is increasing public awareness and understanding of additional support needs, disability and neurodiversity. The younger generation are being supported to grow up with much more inclusive attitudes and behaviours which will benefit inter-generational inclusion as they are our future teachers, education professionals and parents.

The presumption of mainstreaming enshrines the right of all children and young people with additional support needs to learn in mainstream schools and early learning and childcare settings. As a result, many more young people with a complex level of additional support needs are able to attend school in their local community. This promotes social inclusion, belonging and supports children's inclusion in the wider lifestyle of their area. They are more likely than ever before to build connections and relationships locally with partner agencies, amenities, peers and families.

Many school staff and leaders work hard to create an ethos of inclusion. In the main, collaborative working with partners to meet children and young people's additional support needs works well. Teams around the child, class, school or learning community is an effective way of enabling this support effectively, involving partners as appropriate. Support for learning, staged intervention and GIRFEC child planning

processes generally work well. Peripatetic services such as Educational Psychology Services and Additional Support for Learning outreach services are universally available and support schools to develop and sustain inclusive practice.

The majority of staff in schools embrace the concept of inclusion and are leading effectively in inclusive practice. As a result of the Morgan review, schools are improving their celebration of children's achievement and not just attainment. Some schools are offering a wider range of qualifications and awards that are achievable for children and young people with additional support needs. Initiatives such as dyslexia friendly and autism friendly environments and supports are relatively well established across settings.

The impact of the PROMISE and the care experience funding is making a real difference to the outcomes of children and young people who are care experienced and corporate parenting duties are well understood and supporting improved outcomes for our most vulnerable.

Education Scotland and HMIE inspections and thematic review tell us that the majority of senior leadership teams take a strong and effective ownership of inclusion and meeting the needs of their children and young people with additional support needs. Every day we see their creativity and energy in utilising a range of resources and partners. In these situations, the principles of GIRFEC work well and children, young people and families are well supported.

As strong universal services are developed school staff increasingly seek support from skilled and expert peripatetic staff such as Educational Psychologists and Additional Support for Learning outreach teams to support children and young people with much more complicated and complex needs. When schools can access quick and responsive support from partners they can better and more effectively meet the needs of children and young people.

1.2 Details on what parts of Additional Support for Learning provision are not working well.

Scotland has excellent rights-based legislation that places the needs of children and young people at the heart of service delivery. The principles of the legislation in ensuring the widening of access to mainstream education must be celebrated and protected however, the associated guidance and code of practice is unhelpfully complex and challenging to implement in practice. The underpinning ethos of the legislation is to enable early identification of need and the deployment of strategies and resources to meet those needs early and effectively however, the key principles are increasingly lost in processes that are required to prioritise needs in order to allocate resources. The increase in Tribunal references across all Local Authorities in Scotland exemplifies the divide between the legislation and what can actually be provided and delivered in practice. Education Officers are routinely being subject to frustration, anger and disappointment on the part of parents who have high expectations of what should be available to meet the needs of their child.

The increase in Scottish Government funding to advocacy groups and legal advisors is welcomed and allows parents to know their rights under the ASL legislation. However, very little support, advice or resource is being provided to Local Authorities in dealing with such a complex plethora of legislation in an increased litigate context.

An example of this would be the criteria regarding a Coordinating Support Plans and the associated workload of school staff who are required to assess, implement, and review in accordance with the legislation; unfortunately, time and effort that does not necessarily result in active delivery of support to children and young people. This is especially the case in relation to support from partner agencies such as Speech and Language therapy and Child and Adolescent Mental Health who have significant reduced services over the last ten years. GIRFEC is relatively well established in schools however the interaction with colleagues in partner services can be challenging when different thresholds, understanding of need and principles are at play.

A further example of frustration would be the details and technicalities (including case law) regarding placing requests for specialist provision and the risks to Local Authorities with regards workload and resource allocation associated with placing requests to independent schools. For committed staff, trying their best to maintain their professional integrity within the complex legislative landscape can at times lead to a culture of blame, frustration, and a lack of trust in Local Authority decision making.

Within Local Authority budgets additional support for learning costs cannot be predicted and are often out with the control of officers leading to significant financial risk and pressure. The increasing demands for out with authority provision and the inclination of the ASN Tribunal to support parental placing request to independent schools is increasingly adding additional pressure; costs associated with out-with placements is the main budget overspend in most local authorities alongside transport. Independent school placements can cost anywhere between £70K and £180K per year with children and young people often remaining in placement for over 8 years. These placements cannot be predicted or planned.

Within the City of Edinburgh Council 43% of primary school pupils and 50% of secondary school pupils are recorded as having an additional support need. These needs are diverse and vary considerably in longevity, stability and complexity and require different types and levels of support from educators and partners. Across the City of Edinburgh Council there is an increasing level of need. This is evident in how children and young people demonstrate their needs through communication and behaviour as well as in levels of diagnosis. There is also increasing complexity of need which reflects trends across Scotland, compounded in the capital city. The City of Edinburgh celebrates diversity and inclusion and welcomes families with open arms however, the unpredictability of social migration can at times lead to significant pressures on resources and special school placements. Mainstream schooling and, where relevant, special provision is under intense pressure as the thresholds between mainstream and specialist provisions is now significantly different. This difference is not widely understood or recognised within the legislation or with parents and is leading to a great deal of upset and anger on their part.

The increased complexity of needs is placing pressure on the learning estate both in terms of capacity and suitability. Many physical school environments are not supportive for children and young people with additional support needs and this is the case within both mainstream and specialist sectors. In many schools there is a lack of physical space and challenges in being able to plan proactively for children and young people with increasingly complex needs. This is only getting more difficult with current budget challenges.

Children and young people with additional support needs are increasingly staying on in school for longer and nearly always beyond statutory education. This is placing additional stress on capacity in specialist provision. There is a small but steady increase in parents requesting Year 7 places (often pupils aged 18-20 years) to alleviate the need to move their child into adult services. Post school transition planning for children with learning disability and more complex needs is difficult due to resource limitations in adult services impacting significantly on education resources.

1.3 Reasons which might help to explain why aspects are working well or not.

Where Additional Support for Learning works well pupils, parents and the wider school community play a key role in driving and leading. Overall, there is a good degree of progress, but it is inconsistent and fragile. Inclusive practice needs to be consistent, embedded, and resilient. The Morgan report actions are sound and appropriate, and we need to focus our efforts in driving forward these recommendations.

Currently schools are under a great deal of challenge as a result of many factors including COVID, strike action and staffing absence/recruitment. During the pandemic education staff delivered essential service but were not acknowledged or appreciated in the same way as health and social care staff e.g., not being prioritised for the covid vaccination program. As a result, many feel undervalued. The ongoing impact of the pandemic compounded by the cost-of-living crisis is having a negative effect on many staff especially support staff in schools. Staff absence and recruitment is undoubtedly adding pressure to the system.

A tension can exist at times between authority responsibilities and resourcing capacity and parental rights and expectations which can make collaboration and working with parents increasingly difficult. There is significant demand on Local Authorities from placing requests, legal disputes, and the ASN tribunal system. The influence of parental lobby pressure and advice groups is often counterproductive as it sets up adversarial relationships and can give parents unrealistic expectations which puts the council officers on the back foot. Parents often advise other parents that they need to fight the council to get what they need. We need to understand why people feel this way. What their experiences have been and how we can avoid propagating this adversarial atmosphere. Undoubtedly resourcing is at play here.

2. What are the barriers to supporting this provision?

2.1 Staff

Staff need to be supported with professional learning appropriate to meet the needs of the children they support. There is too much emphasis on information and knowledge acquisition. That is necessary but insufficient. Staff need opportunities to learn and practice together informed by implementation science and practitioner enquiry. This applies to teaching and non-teaching staff across all sectors. Professional learning is more of an issue now than ever as a result of the wide range and extent of additional support needs in our schools coupled with the increase in expectations of inclusive practice.

Recruitment challenges including staff retention is a major barrier that does not seem to be improving in the medium term. It is hard to retain skilled support staff due to the relatively low pay and intensive demands and the growing sense that the workforce is undervalued.

2.2 Estate

The learning estate needs significant investment to meet the changing and complex needs of children and young people with additional support needs and disability. The needs of children with complex additional support needs are not always being prioritised in planning. Many older buildings are not of an appropriate quality or have inadequate facilities (e.g., lack of changing places toilets). There is a need for national investment to meet increased need across all sectors.

2.3 Curriculum

The Curriculum for Excellence affords opportunities for the curriculum to be designed to meet the needs of the individual child. However, in reality children are often not offered curricular experiences and outcomes appropriate to meet their needs. Curriculum reform must be progressed as a matter of urgency especially in our secondary sector.

The pressure to raise attainment causes conflicting messages about inclusion for some schools. There is a tension between investing in support for children and young people with additional support needs and pursuing achievement with the emphasis on attainment data and national qualifications. Success looks different for everyone and a schools should be encouraged and celebrated for developing a curriculum that enables this.

2.4 Resource

Within Local Authority budgets additional support for learning costs cannot be predicted and are often out with the control of officers leading to significant financial risk and pressure. Local Authorities cannot often plan for ASN tribunal decision or children and young people moving into area with complex needs. Legislatively Local Authorities are required to meet children and young people's needs however, fiscal responsibility also requires a balanced budget.

The ASN tribunal sometimes sends children out of their local authority to expensive out of authority schools and care homes. This requires significant financial resource. It is unclear what quality assurance is carried out on these decisions to see if the child's experiences and outcomes are improved as a result. Whilst there can be learning for local authorities from ASN tribunals it is often the case that the child would be better served within their local authority with a review of their needs and supports and in line with the principles of inclusion set out in legislation.

2.5 Social and political factors

Inequity for those experiencing poverty and disability needs to be reduced at a social and political level so that educational support and resource has the best chance to benefit children and young people in those positions.

3. Any examples of good practice in this area;

As Angela Morgan highlighted there are people who “get it” and we need to amplify that and create more of those people. When staff “get it” so much more is possible for children and families. Thankfully in Edinburgh and across Scotland the majority of teachers, senior leaders and educational professionals “get it” and the majority of children and young people with additional support needs are having their needs met and met well. There are too many examples of good practice in the area of inclusion to note. When learning and teaching taking into consideration the needs, interests and strengths of children and young people as well as their areas for development we see improved outcomes and success.

The PROMISE has had a positive effect on the language used in education and the motivation and impetus to do better for our care-experienced children and young people. The City of Edinburgh Council is having success in supporting their care experience children and young people are there are signs that this is leading to improved outcomes, attainment, and positive destinations.

4. How does the authority support good relationships with parents and young people, especially where there are disagreements around the provision of additional support for learning and reach collaborative agreement

There are strong links between senior officer and school leadership teams to understand children and young people’s needs and views and communicate with parents. The City of Edinburgh Council rely of mediation supported by their independent mediation service. This allows senior manager to listen to the views of parents and children and make informed decisions based on the best interests of children.

5. How many placing requests have been made over the last 5 years by parents or carers wishing that their children be educated in a specialist Additional Support Needs (ASN) unit or school. And how many placing requests have been made by parents or carers wishing their children to be educated in a mainstream setting as opposed to a specialist ASN setting. The Committee would be grateful for the total numbers, along with the numbers of requests refused and agreed.

School Year	Total Placing Requests for Special School or Unit	Refused	Agreed
2018/19	189	22	167
2019/20	207	29	178
2020/21	250	65	185
2021/22	260	82	178
2022/23	268	83	185
Totals	1,174	281	893

The City of Edinburgh Council does not record statistics for placing requests made by parents or carers wishing their children to be educated in a mainstream setting as opposed to a specialist ASN setting where the placing request was granted.

In the past five years, the Council has a record of just one child whose parents made a placing request for mainstream school which was refused and whose parents appealed against this refusal to the Council's Placing in School Appeal Committee.

6. How does the authority ensure that parents and young people are aware of the rights to various remedies under the 2004 Act?

The City of Edinburgh Council includes information about all these remedies in an information booklet providing information as required by the 2004 Education (Additional Support for Learning) (Scotland) Act. This information booklet is published on the Council's website and is routinely provided to parents directly in the course of responding to parent enquiries regarding concerns about provision for additional support needs. When refusing placing requests for special schools or classes, the Council advises the parent of the availability of the legal service commissioned by the Scottish Government to represent parents and carers free of charge in Tribunal cases. In addition, communication is made through:

- Websites
- School handbooks
- Parent councils
- Policies and procedures and guidance
- Publication of key documentation such as policies, accessibility strategy

7. The Committee is aware that there can be variations in approaches to identification of ASN across local authorities and between primary and secondary schools. The Committee would be grateful if you could briefly set out how you ensure that children's additional support needs are identified and Seemis records are updated to ensure accuracy of the data.

The City of Edinburgh Council provide robust and clear guidance to schools regarding SEEMIS recording. This guidance is updated annually in February and professional learning and support takes place thereafter. Educational Psychologists are involved in moderation of SEEMIS data and provide advice and support to schools at the level of the individual child whether they have ASN under the terms of the Act.

8. How does the authority ensure staff have adequate training on Additional Support for Learning provision?

There are a range of professional learning offers within the City of Edinburgh Council that ensures staff across sectors and roles are supported in understanding and applying understanding of additional support for learning provision. This offer is planned, monitored, and reviewed via the Edinburgh Learns Inclusion board. The Educational Psychology Service and ASL outreach service deliver a wide range of comprehensive training to all sectors and stages of education staff. There is a program of regular training and also numerous bespoke sessions designed to meet the needs of specific groups. Professional learning takes cognisance of implementation science to ensure the best possible outcomes and make use of practitioner enquiry where possible to embed learning and capitalise on staff support for each other's learning.

9. If parents/carers have a concern about the ASN provision in a mainstream school, what process can they follow to try and get it resolved?

Getting it right for every child pathway provides a clear contact for parents, carers, children and young people to ask for advice or support. This contact is known as the named person. The named person helps coordinate support if it is needed. Parents and carers are always encouraged and supported to speak to their named person about any concerns they have regarding additional support needs provision for their child. If they are not satisfied or their concerns continue there are clear processes in place that will allow a staged escalation of concerns including an education enquires mailbox, stage 2 complaint response process and ASN tribunal.

The City of Edinburgh Council GIRFEC pathway can be found here <https://www.edinburgh.gov.uk/girfec>

10. Where the provision of ASN is not working in specific cases in schools, what can teachers do about that? Is there support that can be accessed? What happens if the matter cannot be resolved?

Getting it Right for Every Child aims to support and promote children and young people's wellbeing by making sure they have access to the right support when they need it. The City of Edinburgh Council's child planning pathway provides teaching staff and practitioners in Edinburgh with the necessary templates, guidance and tools to help put the GIRFEC approach into practice, in line with Edinburgh's Additional Support for Learning Pathways to Support. The City of Edinburgh Council GIRFEC pathway can be found here <https://www.edinburgh.gov.uk/girfec> and here <https://www.edinburgh.gov.uk/asl>

Teachers are always encouraged to raise concerns and speak to Senior Leadership team in schools. There are a range of responses and supports that can be put in place depending on the concern for example, requests can be made to the Educational Psychology Service, ASL outreach service and a range of partners and third sector organisations. The range of support is vast and very much depends on the nature of the child or young persons needs.

The City of Edinburgh's Additional Support for Learning Service is made up of teams, which work with schools, nurseries and partner services. The following teams are available:

- **Early years team** support to children from birth into primary 1 and provide support in homes, nurseries and schools.
- **English as an additional language** support schools and early years settings to meet the needs of developing bilingual learners. They work with parents and carers to support pupils' wellbeing, equality and inclusion. They provide bilingual support for beginner English language learners.
- **Inclusion support team** support children and young people with complex needs including autism, learning difficulties, experienced trauma, attention deficit/hyperactivity disorder (ADHD).
- **Literacy and dyslexia support team** - support and teach pupils with severe literacy difficulties and dyslexia who, despite support in their own school, have found it difficult to make progress in literacy.

- **ICT ASL** - support learners who may benefit from the use of technology to support their learning.
- **Visual impairment** – support children from birth and throughout their time at school who have a visual impairment.
- **Deaf support team** support children and young people (0-18) with a range of types of hearing impairment
- **Medical outreach and medical hospital support** - support pupils who can't attend school due to illness.

11. In summary

In responding, the City of Edinburgh council is aware that some of the information regarding the strengths and challenges of Additional Support Needs legislation and practice is conflicting. The reality is that the situation is both positive, negative and indeed varied across and within schools and individual's experiences. Scotland has come so far, yet we have far to go. Improvement will only be made with greater consistency and equity.

To take forward Additional Support Needs legislation we need:

- a relentless focus on learning and teaching;
- everyone to understand that inclusion is children getting what they need as close to their typical experience as possible. That inclusion is not special schools. That inclusion applies equally in mainstream and special sectors;
- to remember the question is **what works?** not **where works?**;
- inclusive practice to be owned by education not by a subset of education within additional support needs or inclusion services or roles;
- to continually invest in relationships between council officers, staff and parents and children/young people;
- to focus on inclusion first, then on specific needs within inclusion. There is often a lot of energy spent on specific areas of need which can result in greater inequity and variability between and within local authorities. A child's needs should be met equally well regardless of whether they are currently in the public eye;
- to make inclusion visible so that children, young people, staff and families understand what it is and what it isn't and value the benefit of the approach to Scottish society.

This page is intentionally left blank

Education Children and Families Committee

10.00am, Tuesday 23 January 2024

Internal Audit Open and Overdue Internal Audit Actions – Performance Dashboard as at 31 October 2023 - referral from the Governance Risk and Best Value Committee

Executive/routine

Executive

Wards

1. For Decision/Action

The Governance, Risk and Best Value Committee has referred the attached report to the Education Children and Families Committee for scrutiny of the overdue IA actions relevant to its remit.

Dr Deborah Smart

Executive Director of Corporate Services

Contact: Andrew Henderson, Committee Officer
Legal and Assurance Division, Corporate Services Directorate

E-mail: andrew.henderson@edinburgh.gov.uk | Tel: 0131 529 4264

Referral Report

Internal Audit Open and Overdue Internal Audit Actions – Performance Dashboard as at 31 October 2023

2. Terms of Referral

- 2.1 On 28 November 2023, the Governance, Risk and Best Value Committee considered a report on the Committee Best Practice Guidance.
- 2.2 The Governance, Risk and Best Value Committee agreed:
 - 2.2.1 To note the status of open and overdue Internal Audit (IA) actions and key performance indicators as at 31 October 2023;
 - 2.2.2 To note the progress made on the open resilience audit actions as requested by Committee in September;
 - 2.2.3 To refer this paper to the relevant Council Executive committees for ongoing scrutiny of the overdue IA actions relevant to their respective remits;
 - 2.2.4 To refer this paper to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position;
 - 2.2.5 To agree that the EC&F briefing note on Early Years Education 1140 delivery March 2023 to members of GRBV;
 - 2.2.6 To agree that a briefing note is circulated on the timescales for Self Directed Support (SDS) Children's Services June 2023; and
 - 2.2.7 To agree that officers provide an update on Shadow IT Systems in the Risk Acceptance form to be submitted with the February Update report.

3. Background Reading/ External References

- 3.1 Governance, Risk and Best Value Committee – 28 November 2023 – Webcast
- 3.2 Minute of the Governance, Risk and Best Value Committee – 28 November 2023

4. Appendices

Appendix 1 – report by the Head of Internal Audit

Governance, Risk and Best Value Committee

10.00am, Tuesday, 28 November 2023

Internal Audit Open and Overdue Internal Audit Actions – Performance Dashboard as at 31 October 2023

Executive/routine

Wards

1. Recommendations

- 1.1 It is recommended that the Committee:
 - 1.1.1 notes the status of open and overdue Internal Audit (IA) actions and key performance indicators as at 31 October 2023;
 - 1.1.2 notes progress made on the open resilience audit actions as requested by Committee in September;
 - 1.1.3 refers this paper to the relevant Council Executive committees for ongoing scrutiny of the overdue IA actions relevant to their respective remits; and
 - 1.1.4 refers this paper to the Edinburgh Integration Joint Board Audit and Assurance Committee for information in relation to the current Health and Social Care Partnership position.

Laura Calder

Head of Internal Audit

Legal and Assurance, Corporate Services Directorate

E-mail: laura.calder@edinburgh.gov.uk | Tel: 0131 469 3077

Internal Audit Open and Overdue Internal Audit Actions – Performance Dashboard as at 31 October 2023

2. Executive Summary

- 2.1 This report provides an update to Committee on progress of open and overdue Internal Audit (IA) management actions and key performance indicators as at 31 October 2023.
- 2.2 The includes progress updates from each Directorate on the six open resilience audit actions as requested by Committee in September.
- 2.3 As at 31 October 2023, there were a total of 114 open IA management actions, with 21 of these overdue (18%), an increase of 2 compared to June 2023 (19) and a decrease of 3 when compared to the same period last year (24).
- 2.4 Further detail on the status of open and overdue actions as at 31 October 2023 is provided in the open and overdue performance dashboard at [Appendix 1](#). This includes a comparison with June 2023 and October 2022.

3. Background

- 3.1 Progress in implementing open and overdue management actions raised in IA reports are reported monthly to the Corporate Leadership Team (CLT) and quarterly to the GRBV Committee.
- 3.2 This report specifically excludes open and overdue findings that relate to the Edinburgh Integration Joint Board (EIJB) and the Lothian Pension Fund (LPF). These are reported separately to the EIJB Audit and Assurance Committee and the Pensions Audit Sub-Committee respectively.
- 3.3 In September 2023, the Committee requested a progress update from Directorates on the six remaining actions from the Resilience audit completed in 2018 which were rebased in March 2023.
- 3.4 IA Key Performance Indicators (KPIs) to support effective and timely delivery of the IA annual plan were revised and agreed by CLT and GRBV in [March 2023](#).

4. Main report

Open and overdue management actions

- 4.1 [Figure 1](#) of the IA activity dashboard at Appendix 1 illustrates that as at 31 October 2023, there were 114 open IA actions across the Council, with 21 actions (18%) overdue, and 93 actions (82%) not yet due.
- 4.2 The movement in open and overdue IA actions for the period 22 June to 31 October 2023 is reflected in [figure 2](#) which highlights that the total number of open actions decreased by 28 during the reporting period (from 136 to 114) and overdue management actions have increased from 19 to 21.
- 4.3 [Figure 2](#) also highlights that during the period a total of 44 IA actions were closed across the Council and 22 new IA actions were created.
- 4.4 Evidence for 1 action is currently being reviewed by IA. IA has continued to achieve the established KPI for reviewing all implemented management actions.
- 4.5 [Figure 3](#) and [Figure 4](#) illustrate the allocation of the 21 overdue management actions across all directorates.
- 4.6 [Figure 4](#) shows the composition of the 21 overdue management actions as 9 High, 9 Medium and 3 Low rated management actions.

Ageing profile of overdue actions

- 4.7 [Figure 5](#) compares the ageing profile of current (October 23) overdue management actions with the last reported period (June 2023) and shows actions overdue for:
- less than three months have decreased from 11 to 6
 - three to six months have increased from 2 to 5
 - six months to one year have increased from 2 to 4
 - more than 1 year have increased from 4 to 6.
- 4.8 The analysis of the ageing of the 21 overdue management actions across directorates shown at [figure 6](#).
- 4.9 Appendix 2 provides details of all overdue management actions as at 31 October 2023 together with an update from management on progress with the action. The number of days an action has been overdue is also provided for each action (as requested by Committee at the September 2023 meeting).

Management actions closed based on management's acceptance of risk

- 4.10 Three management actions were closed based on management's acceptance of risk during the period 22 June to 31 October 2023. Please refer to appendix 3 for details.

Progress with rebased resilience audit actions

- 4.11 The [2023/23 Internal Audit Annual Report](#) reported to Committee in September 2023, included details of rebased audit actions.
- 4.12 Committee requested an update on the 6 Resilience audit actions (5 high and 1 medium) relating to update of the Council Business Continuity Plan, review and

testing of resilience protocols across directorates, and review of contracts within Place directorate. An update from each Directorate is provided at Appendix 4.

IA Annual Plan Delivery

- 4.13 The [2023/24 IA annual plan](#) was approved by GRBV in March 2023. [Figure 7](#) shows good progress in the delivery of 23/24 IA plan as at 31 October 2023, with 10 audits completed, 3 audits in reporting, 12 audits in fieldwork and 12 audits in planning. Further detail on plan delivery is provided in the quarterly update report presented to committee as part of today's agenda papers.

IA Key Performance Indicators

- 4.14 IA Key Performance Indicators (KPIs) to support effective and timely delivery of the IA annual plan were revised and agreed by CLT and GRBV in [March 2023](#).
- 4.15 Performance in line with audit agreed KPIs is set out at [Figure 8](#). We have seen a delay in providing management responses and Service Director and Executive Director approval of Terms of Reference and final audit reports. Management are requested to review these in a timely manner to prevent delays to delivery of agreed audits.
- 4.16 Services are also encouraged to return end of audit surveys which provide feedback on the audit process and contribute towards continuous improvement in the audit team.
- 4.17 IA will continue to remind officers that performance in line with the revised KPIs, will be reported to CLT and to Committee, and that delays may impact timely delivery of the overall internal audit programme.

5. Next Steps

- 5.1 IA will continue to monitor the open and overdue actions position providing monthly updates to the CLT and quarterly updates to the GRBV Committee.

6. Financial impact

- 6.1 There are no direct financial impacts arising from this report, although failure to close management actions and address the associated risks in a timely manner may have some inherent financial impact.

7. Equality and Poverty Impact

- 7.1 None. An assessment is not required because the reason for this report is to report Internal Audit activity to Committee. Consequently, there will be no differential equality or poverty impacts, as a result of the proposals in this report.

8. Climate and Nature Emergency Implications

- 8.1 None. The reason for this report is to report Internal Audit activity to Committee. Consequently, there will be no differential climate or nature emergency implications, as a result of the proposals in this report.

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

- 9.1 This report identifies several specific impacts on, and areas of improvement for the Council's risk, policy, compliance, and governance frameworks. Management should seek to take adequate steps to reduce the impacts across the key risk areas set out.
- 9.2 Council officers and elected members are consulted on the findings of Internal Audit throughout the year. No specific consultations have taken place in relation to this report.

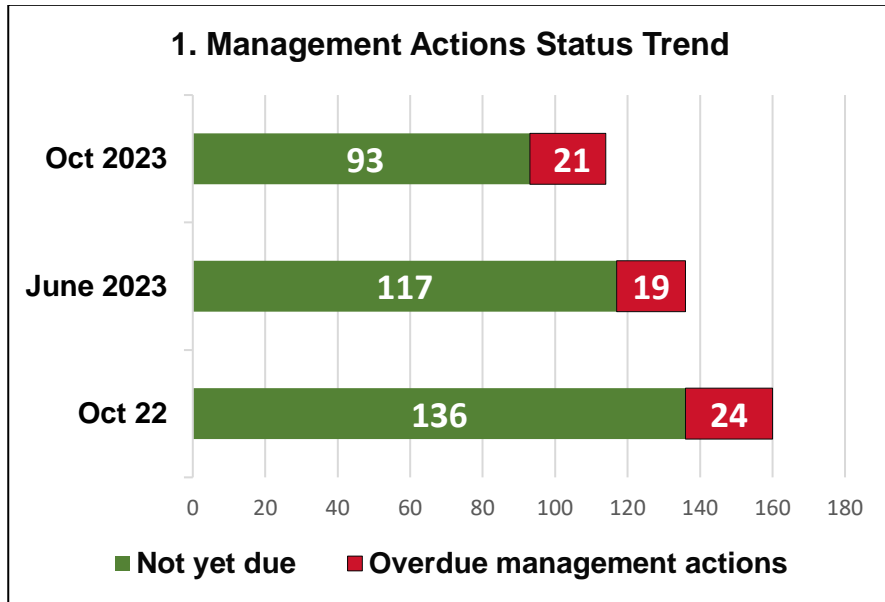
10. Background reading/external references

- 10.1 [Open and Overdue IA Findings – Performance Dashboard as at 22 June 2023: GRBV August 2023](#)
- 10.2 [2022/23 Internal Audit Annual Report and Opinion: GRBV September 2023](#)
- 10.3 [Internal Audit journey map and key performance indicators – GRBV March 2023](#)

11. Appendices

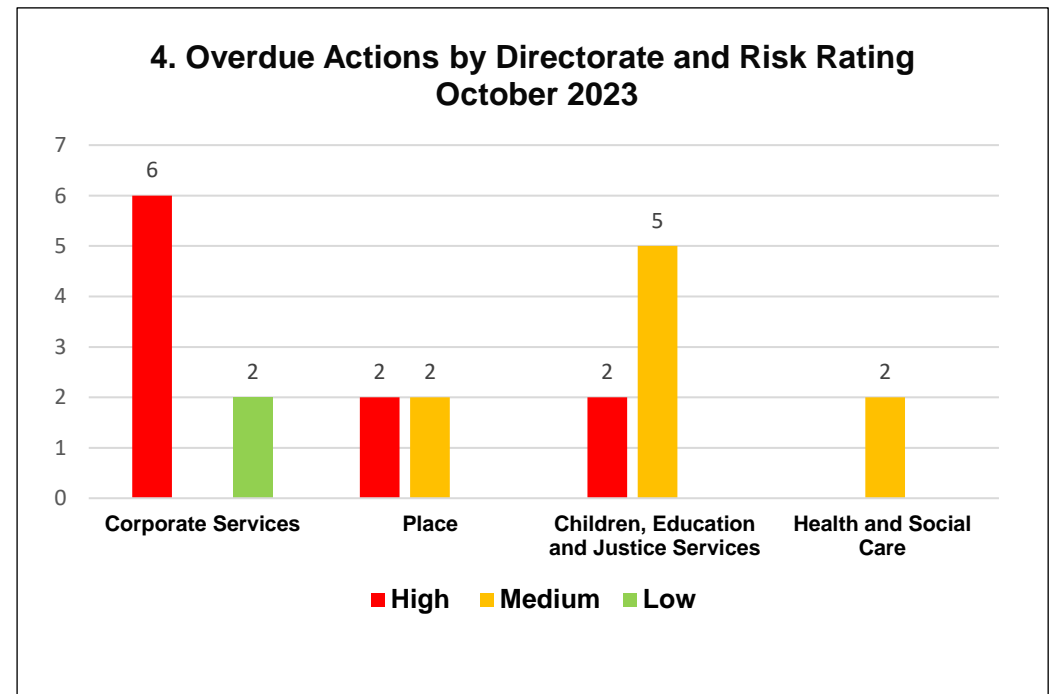
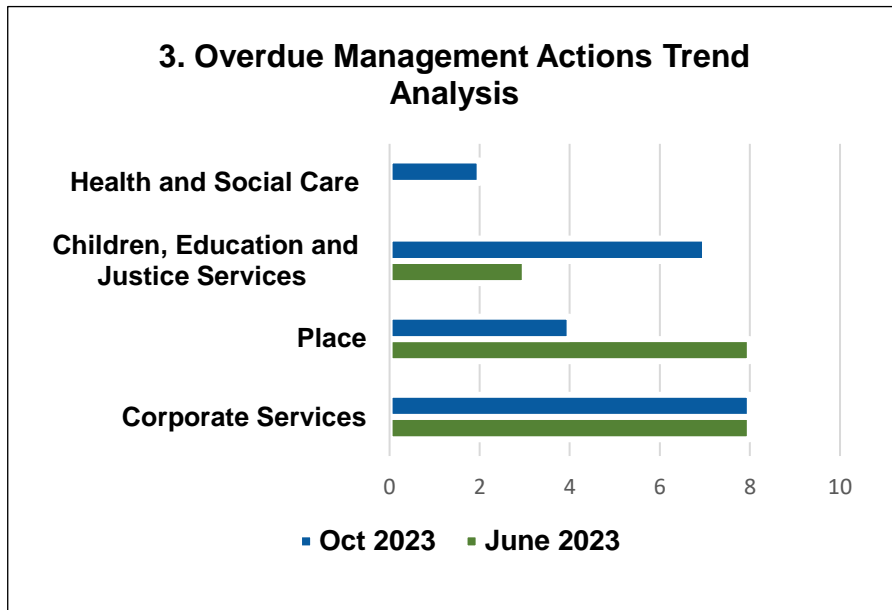
- 11.1 Appendix 1: Open and overdue IA actions and KPI dashboard as at 31 October 2023
- 11.2 Appendix 2: Overdue IA actions as at 31 October 2023
- 11.3 Appendix 3: Actions closed based on management risk acceptance 22 June to 31 October 2023
- 11.4 Appendix 4: Progress with remaining Resilience audit actions as at 31 October 2023

Appendix 1: IA open and overdue actions dashboard as at 31 October 2023

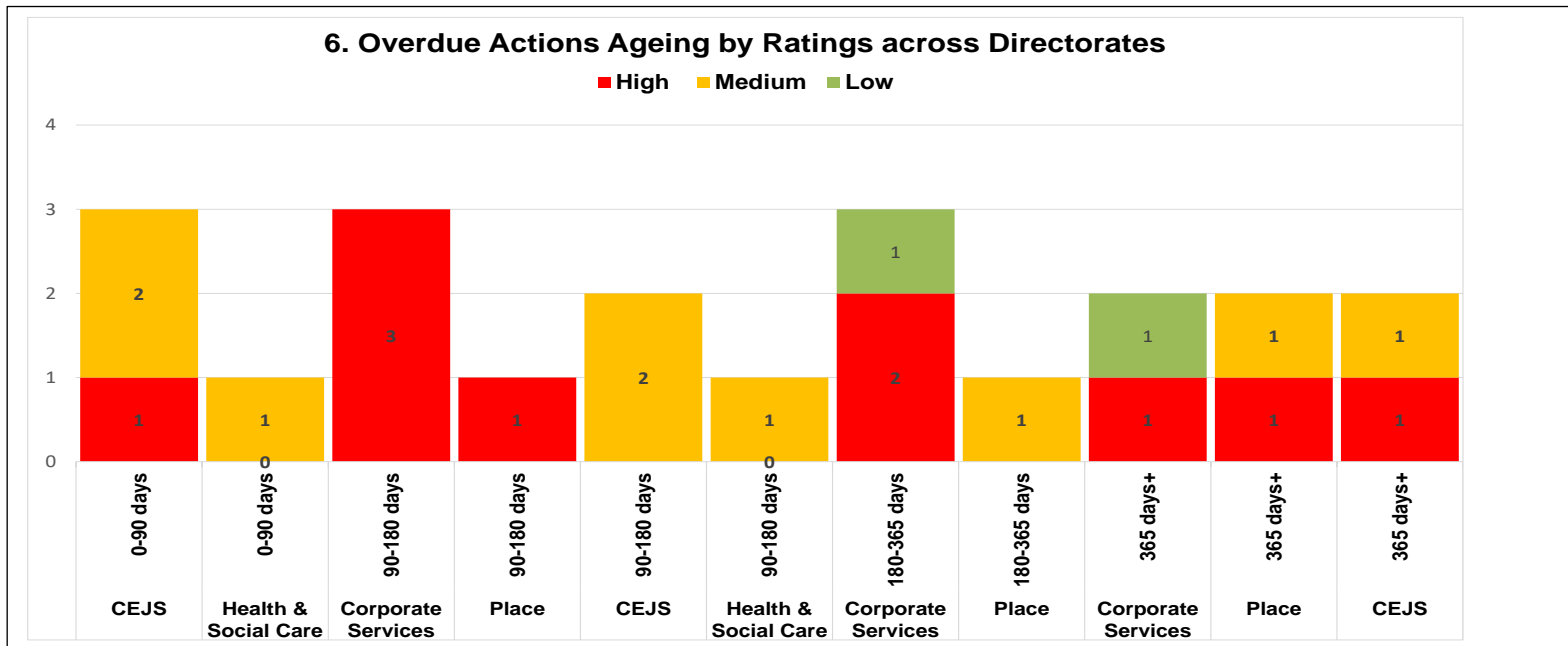
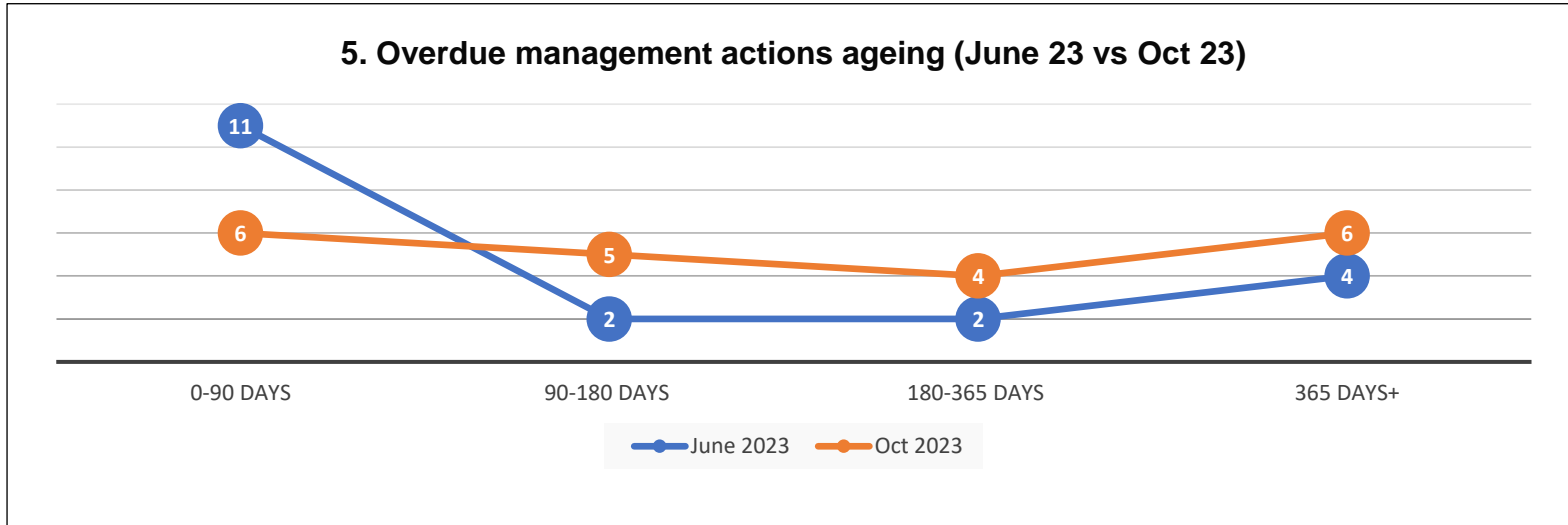


2. Analysis of changes in management actions between June – Oct 2023

	22/06/2023	New	Closed	31/10/2023	Trend
Open Actions	136	22	44	114	↓
Overdue Actions	19	12	10	21	↑

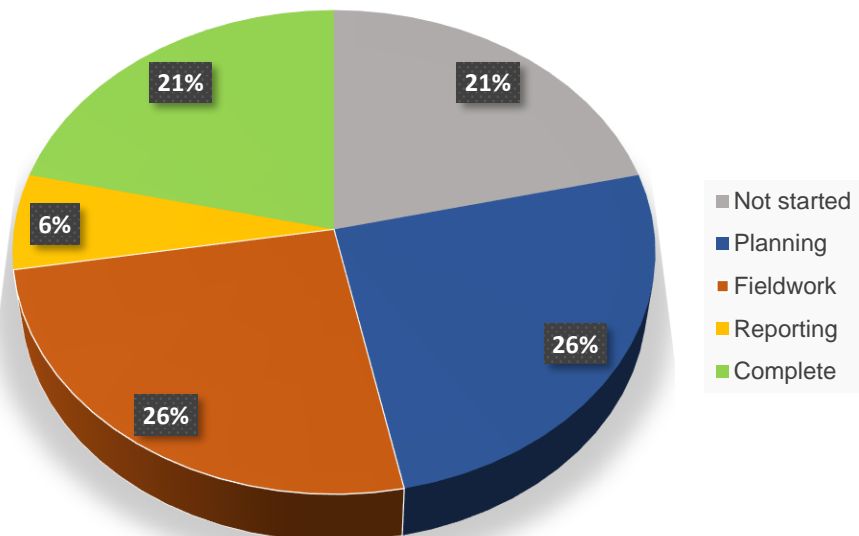


Appendix 1: IA dashboard – Ageing of overdue actions as at 31 October 2023

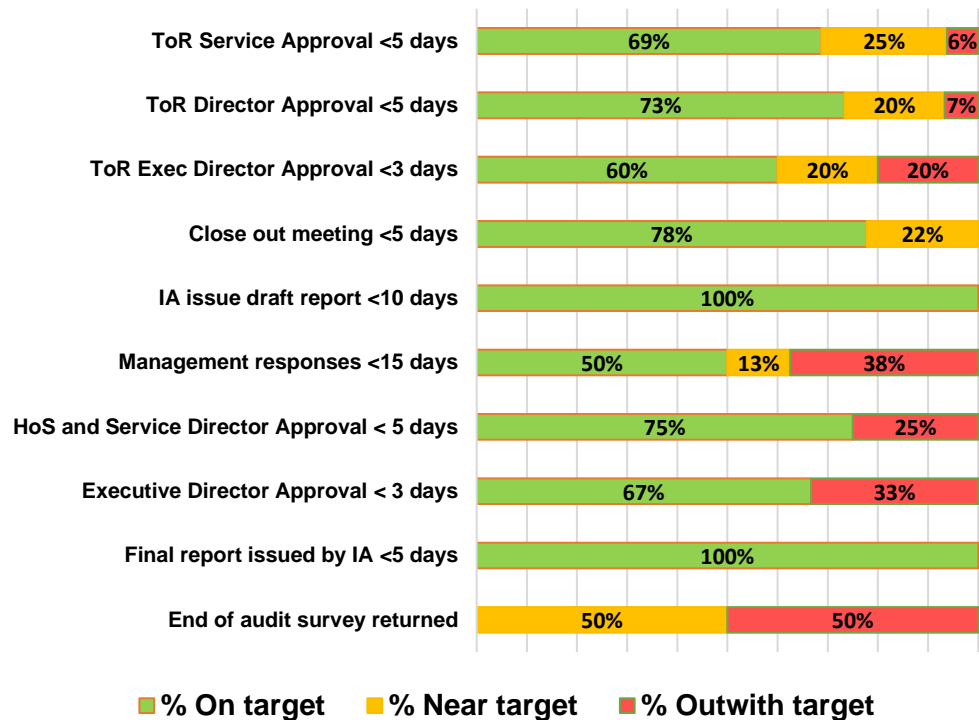


Appendix 1: IA dashboard – Annual plan delivery and KPIs as at 31 October 2023

7. 2023/24 IA plan status



8. Internal Audit Key Performance Indicators Q2



Appendix 2: Overdue Actions as at 31 October 2023

Ref.	Directorate	Committee	Code	Audit	% Progress	Observation Title	Rating	Recommendation	Management Action	Status	Due Date	Revised Date	Days Overdue	Status Update	Business Lead
1	Children, Education and Justice Services	Education, Children and Families	CEJ2201	Early Years Education 1140 delivery March 2023	<div style="width: 33%;"><div style="background-color: #669933; height: 10px;"></div></div> 33% 3 Actions 1 closed 2 in progress 1 overdue	CEJ2201 Issue 2: Ongoing programme funding	Medium Priority	CEJ2201 Rec 2.1: Sustaining programme funding	The recommended information will be provided to the Education, Children and Families committee.	In Progress	30/06/2023	29/02/2024	124	A full report is due to go Committee in December 2023 therefore amending the due date to end of February 2024 to allow time for submission of evidence to internal audit.	Executive Director of Children, Education and Justice Services
2	Children, Education and Justice Services	Education, Children and Families	CEJ2203	Self-Directed Support (SDS) Children's Services June 2023	0% 6 Actions 6 in progress 3 overdue	CEJ2204 - Issue 1 - SDS Policies and Procedures	High Priority	CEJ2203 - Recommendation 1.2 - Linking SDS framework standards to processes	The feasibility for adding this link to Swift (or the replacement system) with a focus on standard 8 of the SDS framework will be considered and where this is not possible, alternative controls to manage the risks will be developed.	In Progress	31/08/2023	30/04/2024	62	Work is progressing on the SDS policy, however due to competing priorities within the Partnership, the drafting of the policy is taking longer than anticipated and is being co-ordinated with Children's Services. Alongside this, based on feedback from P&S Committee around one element of the SDS (Direct Payments), we want to ensure the points raised is incorporated within the SDS policy, therefore we are extending this management by a further six months	Executive Director of Children, Education and Justice Services
3		Education, Children and Families				CEJ2204 - Issue 4 - Budget review and oversight	Medium Priority	CEJ2203 - Recommendation 4.1 - Reporting on actions taken to manage under/overspends	A report will be created and maintained by Children's Services which includes the actions which have been taken to tackle SDS underspends/overspends. The plan will include the reason for the over/under spends, actions taken by whom and when. Any risks identified will be escalated to the Children's Services and/or the CEJS risk registers.	In Progress	30/09/2023	30/04/2024	32		
4		Education, Children and Families				CEJ2204 - Issue 4 - Budget review and oversight	Medium Priority	CEJ2203 - Recommendation 4.2 - Budget review and oversight - action tracking	This will be managed via a tracker which will include the action to be taken, the names of the responsible officers, and implementation dates. Senior Manager to liaise with Finance colleagues in respect of the implementation of this action. The tracker will be reviewed in advance of meetings and revised dates and a rationale will provide where actions are overdue.	In Progress	30/09/2023	30/04/2024	32		
5	Children, Education and Justice Services	Policy and Sustainability	CF2003	Health and Safety – Managing Behaviours of Concern July 2021	<div style="width: 90%;"><div style="background-color: #669933; height: 10px;"></div></div> 90% 10 Actions 9 closed 1 in progress 1 overdue	CF2003 - Issue 1 - Policies, Procedures and Complaints	High Priority	CF2003 - Recommendation 1.2 - Policy and Procedures (Children, Education and Justice Services)	A lead officer for Managing Behaviours of Concern will be appointed and their responsibilities will include review, update and revision of policies and procedures, as well as communication and incorporating the flow charts and procedures for managing problematic behaviour.	In Progress	30/09/2022	30/12/2023	397	The Protecting Colleagues from Unacceptable Behaviour Policy has now been approved. Work required to complete this action will now be progressed.	Executive Director of Children, Education and Justice Services
6	Corporate Services	Policy and Sustainability	CS2109	Planning and Performance Framework Design Review June 2022	<div style="width: 33%;"><div style="background-color: #669933; height: 10px;"></div></div> 33% 12 Actions 4 closed 7 in progress 1 overdue	CS2109 Issue 3: Directorates and Divisional Data Quality Objectives	Low Priority	CS2109 Recommendation 3.1: Development of Divisional Data Quality Objectives	Data quality objectives will be prepared and shared with directorates and divisions involved in provision of data for inclusion in performance report for discussion and agreement.	In Progress	31/12/2022	24/01/2024	305	The objectives are being prepared by the Data, Performance and Business Planning team for agreement at the Information Board. The need for these will also be in the upcoming data strategy and the work tracked as a workstream in the implementation plan.	Executive Director of Corporate Services
7	Place	Policy and Sustainability	CW1910	Life Safety October 2020	89% 19 Actions 17 closed 2 with IA for review	Life Safety	High Priority	CW1910 Rec 1.1.3 Housing Property Services - consolidated life safety management and reporting systems	The issue with the asset register, testing, maintenance and repairs is part of the ongoing Housing Service Improvement Plan, and will be addressed by implementation of the Total Mobile technology solution. The Council is now in phase two of a three phase Total Mobile programme that includes workstreams relating to responsive repairs, gas safety checks, and voids. Total Mobile has also been successfully implemented to support completion and recording of annual Gas Safety Checks. Phase 3 will include an automated solution for the current Mechanical and Electrical regime plus routine Legionella maintenance and testing, and will also be used to support programmed works completed by external contractors. Housing Property are also implementing an Asset Management register which will sit within the Northgate system. This is being delivered as part of the Northgate system upgrade by the Council's Digital Services team working in partnership with our CGI and Northgate.	IA Review in progress	30/06/2023	30/11/2023	124	Evidence currently being reviewed by Internal Audit	Executive Director of Place
8		Policy and Sustainability				Life Safety	High Priority	CW1910 Rec 1.2 Life safety key performance measures and reporting	A life safety performance framework will be established following consolidation of the second line teams and resources that have life safety responsibilities across the housing and operational property estate, and implementation of comprehensive life safety systems that include all relevant life safety data. This framework will incorporate all existing performance frameworks and will include a new set of standard risk based and proportionate life safety key performance measures designed to support reporting to management and governance forums and confirm ongoing compliance with applicable legislation and regulations.	In Progress	29/04/2022	31/12/2023	551	Action is progressing, expected to meet the revised date.	Executive Director of Place

Ref.	Directorate	Committee	Code	Audit	% Progress	Observation Title	Rating	Recommendation	Management Action	Status	Due Date	Revised Date	Days Overdue	Status Update	Business Lead
9	Children, Education and Justice Services	Policy and Sustainability	CW1914	Unsupported Technology (Shadow IT) and End User Computing October 2020	93%	CW1914 Issue 1: Digital strategy and governance	Medium Priority	CW1914 Rec 1.4d - Review of existing shadow IT contracts (Children, Education and Justice Services)	The Directorate will complete a review of all contracts supporting the ongoing use of shadow IT / cloud based applications used within divisions in comparison to the guidance provided by CPS ensure identify any contracts that need to be refreshed or procured, with support from CPS and Digital Services. Where inadequate contracts are identified, and the supplier is unable to support an immediate contract refresh, the criticality of the system and the service it supports will be assessed to determine whether the system is required, or whether an alternative system solution can be procured. Where inadequate contracts support critical systems that cannot be immediately re-procured, the risks associated with ongoing use of these systems and their contracts will be recorded in risk registers, and the contract re-procured at the earliest possible date.	In Progress	30/09/2021	29/12/2023	749	A number of actions have been undertaken to manage the risks in this area. A partial risk acceptance is being prepared and will be reported to GRBV in the next update.	Executive Director of Children, Education and Justice Services
10	Corporate Services	Policy and Sustainability	CW2001	Arms length external organisations (ALEOs) August 2021	29%	CW2001 - Issue 1 - ALEO Governance Framework	High Priority	CW2001 - Recommendation 1.1 ALEO Governance Framework	Second line responsibilities for the design, implementation, and ongoing maintenance of an ALEO governance framework will be agreed; and An ALEO governance framework will be designed implemented, and communicated that incorporates all of the recommendations above.	In Progress	30/09/2022	29/03/2024	397	Revised completion date to allow time for key person dependency and also to take on board recommendation's from Tram Inquiry.	Executive Director of Corporate Services
11		Policy and Sustainability			7 Actions 2 closed 5 in progress 3 overdue	CW2001 - Issue 2 - Conflicts of Interest, Appointments, and Training	High Priority	CW2001 - Recommendation 2.1 Conflicts of Interest and Appointments	Following ALEO allocation, a paper will be presented to full Council that highlights potential conflicts of interest between ALEO and Council committee appointments, with a request that the Council either risk accepts or takes action to address the potential conflicts identified. This report will also highlight that future potential conflicts could occur if EM appointments to either ALEOs or Council committees are changed, and that this should be considered by political groups as part of any subsequent appointment changes. Following presentation of the paper to full Council noted above, Executive directors will be advised of any potential ALEO conflicts of interest that have been risk accepted and requested to ensure that these are reflected in relevant risk registers. A framework will be designed and provided to all ALEOs that makes recommendations for an appropriate composition of both elected members and independent members for inclusion in ALEO boards to ensure that there is an appropriate balance and mix of skills. The skills, background and experience required for Council Observers who represent the Council's interest at board meetings will be considered; documented; and consistently applied to all appointments Reminders will be sent to each Group annually about the recommendation that there be an appropriate composition of both elected members and independent members for inclusion in ALEO boards. Each Directorate will be asked to confirm (at least annually) that the background, skills and experience of each CO remains appropriate	In Progress	30/06/2023	31/05/2024	124	This workstream will be folded in to the ALEO Governance Framework.	Executive Director of Corporate Services
12		Policy and Sustainability			High Priority	CW2001 - Recommendation 2.2 Training	Training materials will be reviewed. It was agreed at a meeting of full Council in June 2016 that EMs who were directors of Council companies would undertake mandatory training on their duties under the Companies Act. Training will also be made mandatory for COs. Completion of training by both EMs and COs will be monitored and where training has not been completed, Group Leaders will be notified.	In Progress	30/06/2023	31/05/2024	124	The training will be carried out after the Framework has been approved and rolled out.			
13	Place	Policy and Sustainability	CW2006	Health and Safety – Asbestos Recommendations B agenda report	89%	CW2006 Issue 2: Asbestos location and condition data – Housing Property Services and Estates and Facilities	Medium Priority	CW2006 Rec 2.1b: Estates and Facilities Management – population of CAFM system	Asbestos registers will be manually transferred from the current PDF version and populated directly into CAFM where they will be maintained in the CAFM asbestos module. There is no requirement for a technology upgrade to support this process. This has already been performed for a sample of three properties and the full population should be achievable by 31 March 2023.	In Progress	31/03/2023	31/03/2024	215	Input of data to CAFM/AMIS has stalled due to system issues. Information is currently being updated and maintained in Excel in meantime. Discussions are ongoing.	Executive Director of Place
14	Corporate Services	Finance and Resources	CW2009	Fraud and Serious Organised Crime September 2022	0%	CW2009 Issue 1 – Established Fraud and Serious Organised Crime Arrangements	High Priority	CW2009 Rec 1.1: Review of Council Fraud and Serious Organised Crime Arrangements - phased implementation plan	Fraud and SOC arrangements will be reviewed and appropriate recommendations for relevant policies and the framework presented to CLT for approval. The revised arrangements will give consideration to Audit Scotland expectations as detailed in their July 2022 publication on Fraud and Irregularity. A phased implementation approach will be adopted, to enable sufficient time for the design and implementation of the new process. An implementation plan that considers and addresses (where possible) the IA recommendations included in this report will be prepared by 31 March 2023. The plan will be agreed with all services and external stakeholders who will be required to support the process. The plan will be shared with Internal Audit to confirm that appropriate actions have been defined, or risks accepted (where appropriate), and management actions will then be agreed based on the content of the plan, with their implementation progress monitored through the established Internal Audit follow-up process.	In Progress	31/03/2023	30/11/2023	215	The council wide Fraud and SOC group has met regularly and is on track to have developed an implementation plan for the actions by the end of November. These actions will then be tracked by Internal Audit to completion.	Executive Director of Corporate Services

Ref.	Directorate	Committee	Code	Audit	% Progress	Observation Title	Rating	Recommendation	Management Action	Status	Due Date	Revised Date	Days Overdue	Status Update	Business Lead
15	Corporate Services	Policy and Sustainability	CW2106	Implementation of Child Protection recommendations July 2022	71%	CW2106: Implementation of Historic Whistleblowing Recommendation s - Issue 1: Corporate	Low Priority	CW2106: Recommendation 1.1a - Whistleblowing policy and procedures	The Whistleblowing Policy is being updated following the Tanner reviews and these changes will be implemented as part of this.	In Progress	31/03/2023	31/01/2024	215	Going to Policy and Sustainability Committee on Tuesday 9 January 2024.	Executive Director of Corporate Services
					17 Actions 12 Complete 5 in progress 1 overdue										
16	Children, Education and Justice Services	Policy and Sustainability	CW2202	Application technology controls - SEEMIS November 2022	67%	CW2202 Issue 1 - SEEMIS: SEEMIS Records Retention and Disposal	Medium Priority	CW2202 Recommendation 1.1 SEEMIS: SEEMIS Records Retention and Disposal	Record retention periods for pupil data will be reviewed and agreed with IGU. Following that, the Council's Records Retention Schedule and Quick Guide for Managing Pupil Information will be updated.A schedule will be created to facilitate a timely, complete disposal of pupil data in line with agreed record retention periods.	In Progress	31/05/2023	31/12/2023	154	Quality Improvement Education Officer has been recruited and will take forward this action.	Executive Director of Children, Education and Justice Services
					3 Actions 2 closed 1 in progress 1 overdue										
17	Education, Children and Families	HSCP/CEJS	HSC2201	Transitions for young adults with a disability from children's services to Adult Social Care August 2023	0%	HSC2201: Issue 3 - Continuous improvement and performance monitoring	Medium Priority	HSC2201: Recommendation 3.1 - Tracker for future service/improvement reviews	Tracker to be drawn up and identify who should lead on this which links with minutes of the bi-monthly meetings. Regular updates will be provided to Operations Managers of both directorates.	In Progress	31/07/2023	30/04/2024	93	Key individuals have retired / are absent at present and whilst some progress has been made, further work is still required. Therefore an extension to 30 April 24 is required in line with development of operational procedures.	Executive Director of Children, Education and Justice Services Chief Officer - HSCP
					6 Actions 6 in progress 2 overdue										
18							Medium Priority	HSC2201: Recommendation 3.2 - Transition journey experience as part of successful transition review	Skills Development Scotland check in with young adults regarding positive destinations.Young Adults with Disability team currently conduct a review after 6-12 weeks following successful transition. As part of this review a question will be asked regarding the transition journey experience. This will be formally captured and discussed with Children affected by Disability team.There are no resources currently within Children's Services to conduct a separate follow-up interview.	In Progress	31/08/2023	30/04/2024	62		Executive Director of Children, Education and Justice Services Chief Officer - HSCP
19	Place	Policy and Sustainability	PL2003	Registration and Bereavement Services March 2021	80%	PL2003 Issue 2: Bereavement Services systems and records	Medium Priority	PL2003 Recommendation 2.1: Digitalisation of historic burial records	Management plan to move burial records on-line. This will require transfer from current CGI BACAS to a Cloud based version which is currently in progress. Thereafter, that will give access to a bolt on module which will allow more secure management of burial and memorial safety records in compliance with anticipated new legislation. The cost of the module is not anticipated to be onerous, but if required will be the subject of a business case. The business case will also identify resources required to transfer historic hard copy records to the system as required.	In Progress	31/03/2022	31/12/2023	580	Still in negotiations with UK archiving and the new contractor who have bought out BACAS – will chase them for an update. St Cuthberts booked are scanned as a test at the moment.	Executive Director of Place
					5 Actions 4 closed 1 in progress 1 overdue										
20	Corporate Services	Finance and Resources	RES1903	Budget Setting and Management February 2020	86%	RES1903 Issue 3: Continuous improvement: Lessons learned and customer feedback.	Low Priority	RES1903 Issue 3.2: Finance customer and staff feedback surveys	Finance will conduct customer and staff feedback exercises every two years. A feedback process will be developed and implemented that is aligned with the lessons learned methodology as described in recommendation 3.1.In addition, feedback from each exercise will be consolidated and used to generate improvement actions. The survey results and improvement actions will be reported to service managers and staff.	In Progress	31/12/2020	31/01/2024	1035	In progress, Has been delayed due to medical treatment of lead officer and work prioritisation.	Executive Director of Corporate Services
					7 Actions 6 closed 1 in progress 1 overdue										
21	Corporate Services	Policy and Sustainability	RES1910	Risk Management June 2020	96%	RES1910 Risk Management Issue 2 - Refreshed Risk Management Framework	High Priority	RES1910 Rec 2.5 - Commence roll-out of new risk management framework across Council	Rebased action to reflect progress with refreshed risk management framework June 2022 - as agreed with Azets The Corporate Risk Team will Commence roll out of new framework across services across a two year time frame (or sooner if possible).	In Progress	31/07/2023	31/01/2024	93	The Risk Assessment tool has been subject to consultation and development through the Risk Forum and will be reported onto CLT along with a Risk Framework guide. In addition the recruitment of a Chief Risk Officer is underway. This post will be key to supporting the implementation of the new Risk Framework. The Revised Risk Management Policy and Risk Appetite statement was reported to Policy and Sustainability on 24 October and will be referred onto GRBV on 28 November.	Executive Director of Corporate Services
					23 Actions 22 closed 1 in progress 1 overdue										

Appendix 3: Actions closed as management accept risk (22 June to 31 October 2023)

Directorate	Place	Action owner	Executive Director of Place	
Audit Code and title	PL1902 Tree Management			
Finding Title	Finding 1 - Strategic direction and operational delivery			
Internal Audit Risk Description	Limited understanding of the extent of tree management requirements demand from other divisions; the associated costs; and resources required to supporting ongoing tree management across the city.			
Internal Audit Recommendation	<p>1.5 Review and development of service level agreements (SLAs)</p> <p>Management should:</p> <ol style="list-style-type: none"> 1. Complete a review of tree management services requested by and delivered across other Council divisions and consider (with reference to the capacity and workforce plan whether the Council can continue to support these services based on the capacity of current resources, and the external support that may be required. 2. Existing SLAs should then be reviewed and refreshed to ensure they reflect the full range and costs of tree management services provided. This should include a review of financial and recharging arrangements to ensure that costs incurred by Forestry services are recovered. 3. SLAs should be developed, agreed, and implemented for tree management services provided to other Council divisions where they currently do not exist. 4. Regular meetings should be established with divisions to discuss Forestry services performance in line with agreed SLAs and operational key performance indicators. Performance dashboards should also be provided to support discussions at these meetings. 5. SLAs should be reviewed annually to ensure that they continue to reflect the forestry services delivered across Council divisions and incorporate any necessary changes. 			
Management Action	Parks and Greenspace management accept the internal audit recommendation made.			
Risk Rating	Initial Rating in Audit report	High	Residual rating at closure	Medium
Due Date	31/10/2021	Revised date	31/10/2023	
Mitigating Key Controls in Place	<p>Evidence has now been submitted detailing that action requirement 1 has been completed. This overlaps with another closed action from the Tree Management audit.</p> <p>Action 2 has been progressed as part of the process outlined below. Action 5 cannot be met fully as SLAs are not to be introduced, however, KPIs have been developed and approved. An alternative approach has been agreed by senior management which means that actions 3-5 will need to be risk accepted.</p>			

	<p>The Forestry Service has overall responsibility for maintaining trees in public ownership on its land within the city. However, these trees are the responsibility of the respective departments and service areas within the Council. The Forestry Service will carry out works to trees growing in areas, such as Council housing gardens, school grounds, libraries, where the managing department agrees to cover the costs associated with managing the risks associated with trees and associated works to maintain them.</p> <p>As the Forestry Service has moved into Neighbourhood Environmental Services, there is a desire to move away from Service Level Agreements for most service areas and develop appropriate service standards and performance measures to cover all work for internal stakeholders. This will include a virement of funds from services to the Forestry service to cover costs covered through the budget setting process and based on the cost to achieve the agreed service standards.</p> <p>The Forestry Service should have direct responsibility to manage trees on Council-owned property and in Council house gardens managed under the Housing Revenue Account (HRA), as well as schools, and Health and Social Care property, parks and open spaces, etc.</p> <p>Mitigating key controls in place:</p> <ul style="list-style-type: none"> • The Forestry Service Workforce and Resources Plan has identified the future needs of the city's tree and woodlands management. This has taken into account additional demands from service areas such as the support for Edinburgh Million Tree City, which will see in excess of 250,000 trees planted by 2030, and Ash Dieback. • The Forestry Service Standards and Performance Indicators document outlines that regular review of the workforce plan should be undertaken. • The Forestry Service can provide all services in relation to trees for the Council, from planting to felling, development, maintenance, and succession planning, and dealing with arboreal pandemics to ensuring trees are kept healthy and safe and do not pose a risk to people or property. • Service Standards – a set of statements outlining what the Forestry Service will provide by way of service are now established and available online. This is measured against key performance indicators. • The Forestry Service adopts a risk-based approach to tree management and therefore any tree work of lower or no significant risk is likely to be given less priority than issues that pose a significant risk to people and property and allocates its resources accordingly. • The same risk-based approach will be adopted by other internal stakeholders to ensure that all Council departments with responsibility for trees on their property are managed by the Forestry Service to the same service standards. • The Trees in the City management policies sets out works undertaken and outlines processes in more detail. • There will be an annual review prepared for senior management and for the appropriate service or departmental representative to share progress; provide information; report on ongoing, current, or new risks; and enable scrutiny to take place. Where changes to resources, including increases in costs, are required, this will be highlighted for the purposes of budget management and resource allocation.
Residual Issue	Internal intra-department Service Level Agreements have not been implemented. Instead, a service standards approach has been agreed as informed by the Service Standards and KPIs doc and supported by the Workforce and Resources Plan.

Further Actions	Regular review of Tree Management Policies, Workforce and Resources Plan, Annual review and reporting for service areas & KPIs (including future review of KPIs with service areas), adherence to outlined service standards.
------------------------	---

Directorate	Place	Action owner	Executive Director of Place	
Audit Code and title	PL2305 Edinburgh’s Employer Recruitment Incentives (EERI)			
Finding Title	Finding 4 - Helix user access management			
Internal Audit Risk Description	<p>Helix is a client management system and system administration for City of Edinburgh Council managed by Capital City Partnership (CCP). The system is used to contain privacy notices for employees engaged in Employer Recruitment Incentive schemes across the Council.</p> <p>Our review identified that 1 of the 3 Helix users in the Council no longer have EERI responsibilities. Management advised that user access processes were under review with CCP, as it was unclear whether Council users from other service areas may have access to EERI data.</p>			
Internal Audit Recommendation	<p>4.1 CCP Helix User Access Review User access procedures and reviews should be established in conjunction with Capital City Partnership to ensure that Council employees without EERI responsibilities have their access removed upon leaving, moving roles or when their responsibilities change.</p> <p>4.2 Monitoring and management of Helix user access rights Outcomes of the review of Helix user access should be recorded and the users’ access to Helix system which is disproportionate to their current role should be escalated.</p>			
Management Action	<p>4.1 We are working with Capital City Partnership regarding access across all Helix provision. Due to the complexities of several organisations and local authorities using the system, this will take longer to complete in full.</p> <p>4.2 In the meantime, all Helix access within Business Growth and Inclusion is monitored and removed for those not working on projects where this is required.</p>			
Risk Rating	Initial Rating in Audit report	Medium Priority		Residual rating at closure
Due Date	30/09/23	Revised date	N/A	
Mitigating Key Controls in Place	<p>A user’s procedure/declaration has been implemented which:</p> <ul style="list-style-type: none"> • Requires all Helix users to sign a declaration • Requires users to complete a user license form 			

	<ul style="list-style-type: none"> • Requires users to commit to utilising Helix in a way which restricts their use to roles within the system that are suitable for their role within CEC • Requires users not to access data that is not relevant to their CEC role • Requires users to inform the capital city partnership when Helix access is no longer required so that their account can be removed • Reminds users of the existing Information Governance Policy and Data Protection procedures. <p>A list of Helix users has been created and this will be reviewed by the Business Growth and Inclusion team on a six-monthly basis.</p>
Residual Issue	A data privacy risk exists whereby the Helix system would require development to segregate EERI data from other Council users. This is not currently in development.
Further Actions	<p>Requirement of all Helix users to review and sign user's procedure/declaration.</p> <p>Six monthly review of Helix user list and undertaking of any necessary remedial actions.</p>

Appendix 4: Progress with remaining Resilience audit actions as at 31 October 2023

Recommendation 1	Review of 3rd party contracts to confirm appropriate resilience arrangements – Place Directorate (Other directorates complete)	Due Date	31 January 2024
<p>The Place Directorate continues to progress this action. Sessions have been held with colleagues from the Contract and Grants Management Team to analyse compliance reviews and help identify where gaps exist. Due date is expected to be met.</p>			
Recommendation 2	Update of Council Business Continuity Plan	Due Date	30 June 2024
<p>Corporate Resilience team: due to resourcing issues within the Corporate Resilience team, this action remains ongoing but on track for completion by the deadline date. Resilience is reviewing corporate protocols as resourcing allows and supporting Directorates to review update Directorate protocols as required. Work is underway to combine the Council BCP with the Council Emergency Plan and Chief Officers' In Case of Emergency (ICE) Pack to provide a single document for those with a resilience responsibility and reflect that emergencies often include both emergency planning and business continuity aspects.</p>			
Recommendation 3	Review and testing of resilience protocols	Due Date	31 March 2025
<p>3.1 Corporate Services: Corporate resilience protocols are normally regularly updated following a revision programme, agreed annually by the Council Resilience Group. As Resilience staffing has been depleted for 18 months (due to a member of the team having been assigned to a project team and as a result of the impact of Covid) it has not been possible to review and test all corporate protocols as planned. Protocols have instead been reviewed and tested on a priority (risk) basis. Discussions are taking place to address staffing issues and, assuming a successful outcome, the action should be achieved by the agreed date.</p>			
<p>3.2 Place Directorate: The ongoing review of Business Impact Assessments (BIAs), which includes protocols for loss of key suppliers, ICT, staff and premises is being prioritised across the Place directorate. This review will continue on a regular cycle.</p> <p>Numerous service specific plans are in place which focus of loss of staff, disruption to key services and the requirement for emergency planning activities. This include a Neighbourhood Environmental Services High Winds Plan, Bereavement Services Contingency Plan, Road Services Winter Readiness and Severe Weather Tactical Plan, Waste Business Area Resilience Plan, Passenger Operations Contingency Plan and a Food Health and Safety Contingency Plan</p> <p>Building User Groups (BUGs) with resilience responsibilities have been established for key buildings with further groups to be added for locality offices and depots.</p>			

An annual exercise looking at key Place processes, impacts and contingency arrangements in relation to a scheduled power outage was first undertaken for winter 2022. This work was prioritised due to potential nationwide fuel shortages resulting from the conflict in Ukraine.

The Council Emergency Contact Directory has a section on Place contacts and a separate Roads Operation Emergency Standby Roster is maintained for winter and summer.

The ongoing recruitment of a Corporate Resilience Place Business Partner will allow the expansion of resilience activities in 2024, including the reintroduction of Place-specific table-top resilience exercises and further review of BIA documentation.

3.3 Children, Education and Justice Services: work to update BIAs is ongoing as part of a continuous process, weekly meetings are in place to support this.

3.5 Health and Social Care Partnership: Plans are being revised in line with our resilience assurance process which covers different areas quarterly with the latest cycle due at the end of October. We are reviewing / have reviewed our Care for People Plan, Severe Weather Plan, and our Partnership Tactical Plan which covers the generic resilience issues and are developing a National Power Outage contingency plan.

We also have specific contingency plans where there is likely to be disruption to our services (e.g., Operation Unicorn, COP26). Each service across the Partnership (approx. 70) has their own operational resilience plans which are currently being updated for the 22/23 cycle and due October. Each resilience plan identifies critical / essential service and what is needed to keep those services running and covers staff, ICT, premises, and external providers amongst others.

We are rolling out a programme of tabletop exercises (first one mid-October - District Nursing), with all services, working through a scenario (in this case severe weather & staffing reduction) and testing the robustness of their Resilience Plans. To through 70 tabletop exercises alongside several other priorities will realistically take until 2025 to fully complete.

This page is intentionally left blank

Education, Children and Families Committee

10:00am, Tuesday, 23 January 2024

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, last reported November 2023.
 - 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 hasn't been at the pace expected; this primarily relates to ongoing delays in recruitment which is a national challenge.
- 2.2 Some areas of progress have moved back to amber to be considered within the wider service review/redesign that has just commenced.
- 2.3 This report sets out the improvements in the Residential Services Improvement Plan from the last report that went to the Education, Children and Families Committee in November 2023.

3. Background

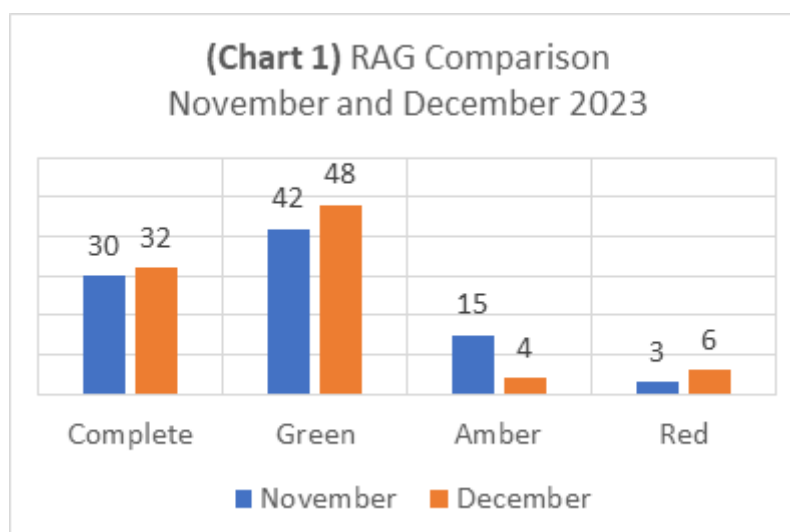
- 3.1 The Executive Director led significant due diligence activity which resulted in a self-assessment and Improvement Plan for Children's Services. This was shared as a B agenda with Committee on 27 April 2023. It was agreed that updates would be reported at each committee cycle.
- 3.2 On 15 November 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, on track, 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 resources; and the development of an enhanced assessment team and child protection resource, sitting at the front door. This resource is operational from 8 January 2024 and will enable more timely responses, greater scrutiny of demand and capacity and a move to full allocation of cases, ensuring best use of existing resources.

- 4.2 This additional resource will enable a greater focus on the practice standards, which were implemented in November 2023 and feeds into regular performance monitoring, in line with our key performance indicators and ambition to improve outcomes for children and young people.
- 4.3 Within the improvement plan we still have one action sitting at red in relation to improving child focussed understanding of safe and together approach to domestic abuse. This is being progressed as a multi-agency through the Child Protection Team and an update will be provided in March 2024.
- 4.3 Significant improvements have been made in our residential improvement plan. Since November's committee the Care Inspectorate have inspected two of our houses for young people. Oxfords on 8 November 2023 and Southouse on 10 November 2023. Once these Inspection reports are published on the Care Inspectorate website, we will bring these reports and their findings to committee.
- 4.4 Chart 1 shows a comparison in the progress of the Residential and Short Breaks Consolidated Improvement Plan between November and December 2023.



- 4.5 The Improvement Plan is dynamic because of the interdependence of milestones. This is kept under regular review.
- 4.6 Since the November 2023 Committee Report, three Amber Actions have been reclassified to Red Actions and relate to:

Complaints' training and quarterly sampling of complaints by Governance, Quality and Regulation.

Currently, social work complaints sit as a separate complaints service within the City of Edinburgh Council. This has been subject to review and the service will

integrate back into the wider Complaints Service of the Council. As this transfer of responsibility is not yet complete, we have scored this action as Red to maintain focus and oversight of the plan until the new Governance arrangements are in place.

This shift will enable the Governance, Quality and Regulation Service to focus on the delivery of case file audits across Children's Services and the Edinburgh Health and Social Care Partnership, as they will no longer be undertaking quarterly dip sampling and reporting on the handling of complaints for Children's Services as specified in the Action Plan.

A review of the completion rates of mandatory complaints training have shown a need for this area to be reprioritised, and a plan is in place to ensure this training is in place and staff enabled to attend. It has been agreed that additional resource will be put in place to drive this work forward. We expect to report back to committee that this milestone is met.

In relation to ongoing capacity and demand, and in response to the findings of a whistle blowing action, further resources are being allocated to learning and development to progress these priorities and further workforce planning.

Development of service specific training about safe recruitment practice in residential childcare. All recruiting managers across the council must complete online Safer Recruitment training. Current practice is compliant with [the Care Inspectorate Safer Recruitment Guidance 2023](#). However, there was an ask to create a specific training module for recruiting managers in our residential houses, focusing on additional considerations when recruiting to residential posts. The development of this training has been delayed due to capacity issues and staff vacancies, and it has fallen outside of a comfortable completion date. Work is being undertaken, as a priority, to develop this training by colleagues in Learning and Development, it is anticipated this work will be completed by end of September 2024. The increased learning and development capacity will enable this, with a contingency to commission externally to ensure timescales are met.

Multi-Agency Quality Assurance Group (MAQA). The MAQA provides Senior Managers with assurance and management oversight of the quality of care provided to young people in our houses and external provision. We are currently reviewing the Terms of Reference through the lens of Integrated Service Planning and quality assurance across the partnership, in line with the requirements of The Promise and Getting It Right For Every Child (GIRFEC). Membership of the Children's Services MAQA, which is led by the Chief Social Work Officer and Service Director for Children and Justice Services, is also subject to review, to ensure its effectiveness in driving required change. We have identified this as a Red action until this update is completed by April 2024.

4.7 Six Amber actions have progressed to Green, and one Amber action has been accepted as Completed. Key highlights include the implementation of a new Incident Form for recording of safe holds of young people and annual objective setting/improvement planning across the service.

4.8 A historic record of training is now accessible in one place through the My Learning Hub. This will allow managers to see more easily what training people have

completed. This will be further augmented by the new case recording system that social work is progressing.

- 4.9 In January 2024 the RAG Status will be reviewed again and updates on progress will be provided to future committees.
- 4.10 Regarding the update on the re provision of Edinburgh Secure Service, we are continuing to develop an emergency reception service. A change of service requires Registration with the Care Inspectorate to finalise, and we continue to work to achieve this and co-design our new service with input from our children, young people and their families. Meantime we have created the family-support outreach provision, Edge of Care support service, to enable young people to remain living at home. The service has already prevented some young people coming into care and assisted some young people to return home from care. Since October 2023 we have admitted 10 young people to our residential services. From this one moved from adult accommodation after an age assessment. Five emergency admissions, two as a result of Child Protection issues. One of the five has already moved to live with family. Four planned admissions, two from out of authority and returned to Edinburgh. This is a clear example of delivering The Promise with a commitment and vision to maintain/support children and young people to live within their own families/communities, wherever possible, to do so. Strategic planning through the Childrens Services Partnership and The Corporate Parenting Board are developing key drivers for this service area.
- 4.11 The Committee will be further updated on the progress of the Action Plan at the next committee.

5. Next Steps

- 5.1 The service will continue to drive the improvement agenda and learn through the process and inform Committee of progress.
- 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.

The manager of Residential Services has received the membership of the Committee Members and will be inviting the Committee to attend a local house in the near future.

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 was presented to Finance and Resources on completion of analysis, in October 2023. A further report will be submitted to Finance and Resources on 25 January 2024.

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	Progress as of 05/01/24
<p>Improve team working and develop a learning culture</p> <p>•Currently SCD provides a single point of access to the services that help keep children safe. As part of whole family support there is a need for greater emphasis on supporting and building resilient communities. There will be an increased focus on prevention, early help and asset-based community development working across all life stages.</p>	HOS Early intervention	1st April	Mar-24	Seamless early help offer in place and threshold document agreed by partnership	reduction in the number of needing social work support.	We have a partnership whole family support plan in place and are currently recruiting to the team	Permanent Head of Service in post as of 7th August. Integrated Front Door Project Implementation document now approved at CLT and project manager in place. Strategic and operational boards to be actioned. Partnership whole family support transformation post now recruited and in place. Early help coordinators and participation and business support posts to develop family information directory. Additional team leader post recruitment successful however 5 social work vacancies remain unfilled. Further recruitment in place and agency cover will remain to ensure capacity until recruitment is successful. New model is having positive reduction on work volume going to practice teams.	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.	The front door remains the single point of access to services. The resource has been developed into an assessment team and a child protection team, both which will be operational from 08/01/24. This resource has been drawn from existing staff, internal secondments and agency staff. The team will provide better data and analysis of pathways through services, outcomes and experience, to inform a wider service review/redesign, that is being taken forward across children and families social work. This resource will also allow the practice teams to move to full allocation of cases. This work will feed into the wider planning around scoping an integrated front door. March 2024.
<p>•Team to be physically co located with their managers and rota to build in time for team meetings and collaborative time.</p>	HOS Early intervention	Jun-23	Review September 2023	Better team cohesion and support	Reduced sickness improved morale	Additional capacity in the form of a bridging team and a new grade 12 put into the front door	Significant improvement in practice with tighter systems and processes in place. However still recruitment needed as evidenced above. Return to the office tied to wider organisational review of future of work questionnaire to ensure equity. 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	Waverley Court, City Chambers and Locality Offices are still subject to ongoing review -alongside the wider residential estate. All options for staff coming together and keeping connected are being supported. The use of office space and accommodation will be part of the wider service review/service redesign. It is anticipated this should be in place by August 2024.
<p>•Office space to be re modelled to support collaborative learning and working if necessary</p>	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.	As above -this is being progressed alongside Our Future Work developments. The need for office space is further challenged by the need for safe working spaces, for direct work with children, families and adults and planning and protection meetings with partner agencies. March 2024
<p>•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.</p>	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.	Recruitment of Education Child Protection lead and GIRFEC lead in place. Review of GIRFEC being undertaken, especially in line with interface between well-being and child protection. The new child protection resource and assessment team will be able to further inform this work and all data will feed into the service review/redesign. It is anticipated this should be in place by August 2024.
<p>•Development of reflective group learning offer to support team development and consistency of practice.</p>	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.	The establishment of the child protection and resource and assessment team will allow practice teams to move to full case load allocation. This will provide an operating model that ensures practice standards can be fully applied and monitored in terms of implementation and impact/outcomes. These provide the framework for practice going forward. Monthly business reports are being developed and staff are being recruited to ensure this performance monitoring is in place. The new case recording system will assist greatly in the development of this performance focus. August 2024.
<p>Manager oversight from CEC manager on all case decisions in place</p> <p>•Base note type will be used for management oversight</p> <p>•Nothing will be closed or passed to a practice team without manager signing this off.</p>	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.	As above
<p>•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.</p> <p>•The permanent structure of the team will be enhanced by 6 social workers and 2 student placements in addition to the current senior practitioners in place. This will be done from existing social work establishment as a stronger front door will significantly reduce the amount of work going through to practice teams. Initial data shows that currently only 8 cases per week are moving through. This data will need on going weekly monitoring.</p>	HOS Early intervention	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.	As above
<p>•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) :-</p> <ol style="list-style-type: none"> 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.	Child protection resource and assessment team to be operational from 08.01.2024. Update can be provided in March 2024.
<p>Assessment pod in place as a test of concept model</p> <p>•Pod is currently live and has reduced significantly the amount of work going through to the practice teams.</p> <p>•Weekly monitoring of this approach is now in place and an options appraisal report will be developed when the team has been in place for 12 weeks.</p>	HOS Early intervention - Change project lead	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 within 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.	Child protection resource and child assessment team now in place will better capture pathways through services and data/analysis will inform wider service review/redesign that is being taken forward. It is anticipated this should be in place by August 2024.
<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.	In place since Sept 2023 -informing pathways through services and impacts/outcomes
<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)	Process for applications now in place, March 2024.

Additional senior manager recruited •Interim manager in place to provide additional support •Grade 12 advert out week beginning 27th February •Interviews week beginning 27th March	Exec Director	Mar-23	Sep-23	Additional leadership in place to develop robust early support	Less children require social work support	Interim in post March 2023	Completed Permanent head of service in place 7th August.	Now complete	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	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.	Scoping being undertaken in line with other Local Authorities. Report by project manager to be presented to the board. Transfer of responsibility and planning to move to HoS early intervention, for children, families and justice services. Update on progress will be provided in March 2024.	
Full allocation model in place 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.	Data cleansing and work load analysis undertaken -with support from audit team. This has enabled closure of cases and confidence that the right cases remain open and supported. The new child protection resource and assessment team will enable full case allocation for practice teams. Update in March as Team start on 8 January 2024.	
Case 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.	Caseloads will be part of the monthly business reporting. Moving to full case allocation and having a structure that picks up child protection and assessment work should further enable this. Update will be provided in March 2024.	
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	Service review/redesign has been started -moving to a full managing change activity -to deliver within 18 months	
Re allocate resource between teams to support capacity for full allocation – once the work above has been completed.	HOS Practice Teams	May-23	Sep-23	As above	As above		on track- additional staffing moving to assessment team to support early action and intervention.	Subject to further review in line with case reallocation of child protection cases and will be brought into wider service review.	Child protection resource and assessment team in place from 08.01.24. Service review/redesign will further inform this. It is anticipated this should be in place by August 2024.	
Case audits and QA										
Audit a sample of children on the CP register	CSWO	Feb-23	Mar-23	The quality of practice is understood and we are able to evidence continuous learning and improvement. We are able to identify and celebrate good practice	Audit monthly report Audit action tracker	Plan in place and audit activity re launched in Feb 2023. Moderation, tracking and learning plan needs to be established and embedded.	Completed – audit programme in place and quality assurance framework that includes self-evaluation being developed with managers for full rolled out in September.	Now complete	Now complete	
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.	Now complete	Now complete	
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	Now complete	Now complete	
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	Now complete	Now complete	
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	Now complete	Now complete	
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	Now complete	Now complete	
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.	Work continues to progress well and updates continue to be provided to each committee	
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.	Complete, live on orb	
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.	Legal and Insurance advice still pending, an update will be provided in March 2024.	
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.		Further review of children on permanence orders being undertaken to inform practice. March 2024	
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		Complete	
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		Complete	

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		Complaints being moved to corporate team. Further update for March 2024.
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.		Self-evaluation being actively progressed by March 2024
Residential improvement plan •Current demand for placements is exceeding supply – emergency measures have been put in place to mitigate this and an ongoing placement sufficiency plan in development.	HOS Corporate Parenting	Mar-23	Jul-23	Children and young people are able to access placements that meet their needs locally	Number of children placed at a distance, placement stability is strong.	Weekly meetings in place – action plan re UASC, in place, governance systems in development, test project with housing in place. Capacity has now improved and enabled children to move back to the city. Tracking system now needs to be embedded.	27/07/2023 Agreement made to review the Senior Management Review Group (SMRG) that meets very second Thursday to review requests for Out of Authority Placements Review of Family Based Care Intake procedures has begun. The new process for care placements will be work flowed and recorded on SWIFT, allowing for reporting. The new process will require more detailed information regarding the reasons why care is required and what the exit strategy is to return the child to their family. Work to provide throughput of young people in our care is beginning to create capacity. As well as new strategies for supporting UASC population, we have also reviewed the use of our in house provision to better meet need. Numbers of children in our care, in out of area residential and in secure are safely reducing.	Children and families strategy to ensure all ch/yp can remain living in Edinburgh with their family or local community, with a plan to expedite ch/ypps plan to return to Edinburgh from out of area residential and foster care arrangements as safe and appropriate.	Weekly meetings in place, still subject to active review.
Supervision recording and improvement • Case supervision to be recorded on a child's file in the specific case note tab so reporting is enabled.	HOS Practice Teams	Apr-23	May-23	Drift and delay is minimised	Monthly report in place Annual supervision survey		Completed - supervision/ 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	Will be part of monthly reporting performance reports
• Currently supervision focuses predominantly on staff welfare and not case management and case reflection. Leaders of practice across all areas of services need training and support to ensure effective supervision is in place. Therefore training will be commissioned and mandatory for all staff in a management role.	CSWO	Mar-23	Oct-23	Managers are able to effectively support reflective practice and children get support that makes a difference and delivers positive outcomes.	Monthly report in place Annual supervision survey	SG Chief social work officer asked for support to identify effective development programmes in these areas.	Practice standards launched on 10th August contain requirements in relation to supervision. Supervision policy update is in progress and on track for launch date/ training in October. Corporate learning and development to support with supervision training	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.	Impact of effective supervision to be part of performance reporting -to feed into application of one supervision model across social work. Building on existing work and training undertaken and identifying gaps and associated work plan. Further update for March 2024.
•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.	As above
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.	Further scoping of residential space being considered with data around current profile of need in Edinburgh and redesign/review of social work services. It is anticipated this should be in place by August 2024.
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.			Review of GIRFEC paperwork, principles and tools is being progressed through the partnership and CSP. Dedicated training, to be delivered within 2024, around assessment and supervision is being sought for all social work staff -as part of the investment into staff development and adoption of a consistent model/approach. Further update in March 2024.
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	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 Jed - update June 2023 post agreed through full council and recruitment process in place - target for approval of appointment to September full council	Completed Recruitment process in place - final interviews 29th July 2023.		Completed
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 H&SC, C&F and CJ to undertake Post graduate Social Work Course beginning in February 2024. These successful candidates will return to Edinburgh council as social workers on completion of their course. All newly qualified social workers will have a supported year in employment to ensure retention.		Recruitment ongoing, vacancies are being filled. This will be part of the wider service redesign/review. It is anticipated this should be in place by August 2024.

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.	Newsletter still in development to be signed off by March 2024	
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.	Part of wider service review. It is anticipated this should be in place by August 2024.	
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.	On track for completion date	
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	Practice standards have been implemented and will be reported on monthly	
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		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 permanence tracking and promise brother and sister data.	Still work in progress, part of wider service review. It is anticipated this should be in place by August 2024.	
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.	This work is on track	
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.	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.		In progress to report March 2024	
Deliver the review of through care and after care	HOS Corporate Parenting	Mar-23	Mar-24	Young people get consistent support until 26	Reduction in the number of young people supported on duty.	Initial scoping paper in place	27/07/2023 Business Plan to advance an Organisational review of TCAC is near completion - this will be done when Mark Crawford returns from sickness on 07/08/2023. The Champions Board has reviewed what TCAC should be from a service users perspective and we anticipate co-design of the TCAC service.	Work progressing well, recent positive inspection report encouraging. Continued reporting to Committee and informing elected members on inspection outcomes.	This will be considered as part of the wider service review. It is anticipated this should be in place by August 2024.	
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.	As above	
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	As above	
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.	As above	
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.				Reflective sessions planned as regular occurrence in diaries as part of practice governance. This will be considered as part of wider review. It is anticipated this should be in place by August 2024.
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		Complete
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.	On track for completion date
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.	On track for completion date
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.	Currently under review by the Child Protection Committee and social work as multi-agency funded - March 2024

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 23 January 2024

Unaccompanied Asylum-Seeking Children

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the changing position in demand and the associated pressure on the budget.
 - 1.1.2 Note the requirement to realign the service to continue to meet the increased need within available resources.

Amanda Hatton

Executive Director for Children's, Education and Justice Services

Contact: Kathy Henwood, Service Director for Children's and Justice Services

E-mail: Kathy.Henwood@edinburgh.gov.uk

Unaccompanied Asylum-Seeking Children

2. Executive Summary

- 2.1 An increase in Unaccompanied Asylum-Seeking Children (UASCs), through spontaneous arrivals and the National Transfer Scheme (NTS) has created unprecedented demand on social work, accommodation, and support services.
- 2.2 This is not matched by additionality of resource.
- 2.3 This unpredictable demand has left young people of 16 plus years being placed in residential and homeless accommodation.
- 2.4 This approach risks the unintended consequence of displacing Edinburgh's young people to out of area placements, when local accommodation options are at capacity.
- 2.5 Service delivery is being reviewed to consider how best, to offset the need for emergency responses leading to high-level and costly packages of residential care.
- 2.6 Any strategy needs to embrace the needs of all children and young people as belonging to Edinburgh and having equality and rights at the fore.

3. Background

- 3.1 City of Edinburgh Council has seen a year-on-year increase in the number of UASCs, mainly through spontaneous presentations. See table below:

Year	Total	Spontaneous	NTS	18+ NTS	NRPF
2023/24	34	24	5	5	1
2022/23	10	9	1	0	30
2021/22	7	7	0	0	15
2020/21	8	8	0	0	

- 3.2 Family cases who present with No Recourse to Public Funds (NRPF) identified in red, have 2 FTE social workers, funded by Scottish Government, in recognition of the complexity of the work. There is no such funding to staff UASCs and the NTS.

- 3.3 All young people under the age of 18 years who present through the NTS or as UASC require to be considered under the legislative framework of being Looked After. This requires the provision of supported accommodation until 21 years and advice and support to 26 years, with City of Edinburgh Council holding responsibility as corporate parents.

4. Main Report

- 4.1 City of Edinburgh Council is actively supporting 61 young people who have presented as UASCs or NTS over the last few years.
- 4.2 These young people are supported in a range of accommodations across the city including Foster Care, CEC Residential Accommodation, Independent Living Accommodation and more recently the use of Homelessness Accommodation.
- 4.3 We receive Home Office support funding for each young person at a rate of £798 per week for under 18s and £270 per week for over 18s. While this income covers the basic weekly accommodation costs in Foster Care and Independent Living Accommodation, for young people up to age 18 years, it does not cover cost in more specialist accommodations, nor the continuing care costs for those young people 18-21 years of age. The Home Office Funding also does not cover the cost of the dedicated UASC support team. Increasing demand is placing the service under extreme pressure.

Accommodation by Provider	Number	Basic weekly accommodation costs	Home Office support - weekly rates
CEC Foster mainstream	5	11-15 years £442 -£ 646 16 years plus £515 -£719	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
CEC Continuing Care Fostering	2	Ranging £515 -£750	Over 18s - £270
CEC Residential	8	Ranging £2500-£4600	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
Fostering - other agencies	1	Ranging £750-£1600	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
Residential - other agencies	2	Ranging £3300-£3900	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
Supported Accommodation	3	Ranging £690-900	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
Independent accommodation	21	Ranging £440 -£800	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001
Homeless accommodation	19	Ranging £600-£800	Under 18 -£798 Over 18 - £270 Under 18 NTS -£1001

- 4.4 The need to reduce the numbers of UASC 16- and 17-year-old young people in homeless and residential accommodation is a working priority, but complicated by the unpredictability of spontaneous arrivals, the organised nature of young people's presentation in Edinburgh and the association with organised crime, high risk and vulnerability.
- 4.5 Some local authorities are using supported lodgings and other supported accommodation for those young people aged 16 plus. Work is progressing in Edinburgh to consider the practice guidance, commissioning and recruitment resource required to progress this as a meaningful option.
- 4.6 There is a need to ensure we can provide suitable, age, and need appropriate options, prioritising supported and independent living accommodation. This can be achieved by reviewing our internal residential resources and by considering flexible contract solutions, which can provide for the level of support required, as need presents.
- 4.7 We are scoping our internal residential resource to consider potential alterations and registration, to make best use of any existing accommodation and potential additionality to meet need.
- 4.8 Consideration is being given to commissioning more supported and independent living accommodation, scaling up to 30 places in the short term to meet the current requirement, in line with legislation, to a consistent and needs-led approach.
- 4.9 There is a need for increased staffing, as a dedicated resource, to ensure a responsive service that could offset the numbers of young people requiring high-cost, resource intensive residential accommodation and/or homeless accommodation. Both sit outside of the allowances that can be reclaimed.

5. Next steps

- 5.1 We will require to consider how we deploy and support staffing resources to continue to provide the required level of service. If we are successful in reducing accommodation costs, there may be an opportunity to divert funding to provide enhanced staffing levels.
- 5.2 With the right staffing resource, other accommodation options could be progressed at pace, with a renewed campaign to recruit supported lodgings, specialist foster care and /or community-based options.
- 5.3 This would also enable greater dialogue with other Local Authorities and contribution to the national debates around UASC and contextual safeguarding.

6. Financial Impact

- 6.1 The cost of supporting UASC who arrive in our city is already a concerning pressure but handled within available budget. The funding that we receive from the Home Office only covers the cost of standard accommodation and does not meet costs

when more specialist provision is required, and it also does not meet the cost of the staff team who support UASC in the city.

- 6.2 The service is at capacity and without action to realign the supports available this will become a significant pressure in the coming year.

7. Equality and Poverty Impact

- 7.1 The protection and prevention agendas, around organised crime, exploitation, poverty and trauma need to be recognised and actively addressed to ensure that UASC, whatever their circumstances, are afforded the right support and protection, in line with their individual needs.
- 7.2 There is emerging data supporting the disproportionate number of Vietnamese young people within the spontaneous presentations in Edinburgh. This is an area of work to be further scrutinised, under our contextual safeguarding and protection agendas. The dedicated staffing resource will lead on this.

8. Climate and Nature Emergency Implications

- 8.1 The requirement to ensure that Edinburgh's children and young people can be cared for within their own families and or communities is key in mitigating against unwarranted travel and transport requirements and associated impact/costs. The need to secure local accommodation options are central to meeting this need.

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

- 9.1 The increase in the numbers of spontaneous UASC arrivals raises concerns in terms of practice, strategic approach, and provision of resource.
- 9.2 Alongside the individual experience and associated trauma and vulnerability, there is a wider agenda around organised crime that needs to be explored. This has the potential to spill out into accommodation and communities, extending young people's risk and vulnerabilities. This requires safe accommodation, alongside dedicated support, access to independent advocacy and multi-agency protection and care planning.
- 9.3 This increase in numbers is captured on service risk registers.

10. Background reading/external references

- 10.1 N/A

11. Appendices

- 11.1 N/A

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 23 January 2023

Whole Family Wellbeing Fund (Edinburgh) 2024 – 2026: Grants Programme

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note that Scottish Government has provided Edinburgh Children's Services Planning Partnership (CSPP) with Whole Family Wellbeing Fund which to date amounts to £4.1m with commitment to funds in 2024/25 and 2025/26.
 - 1.1.2 Note that CoSLA has agreed that the Local Authority, as the co-statutory lead agency with duties in respect of Children's Services Planning, supports the CSPP ownership of this funding by holding and administering on behalf of its local CSPP.
 - 1.1.3 Note that the collaborative nature of the grant model designed by the Whole Family Wellbeing working group has been approved by the Edinburgh Children's Partnership upon recommendation of the multi-agency Joint Commissioning Group (JCG).
 - 1.1.4 Note that the recommended awards will be submitted to the Children's Partnership for approval and subsequently to Education, Children and Families Committee for noting, and delegate authority to the Executive Director of Children, Education and Justice Services to implement the decisions of the Children's Partnership.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Claire Gilliespie, Senior Project Manager

E-mail: Claire.gillespie@edinburgh.gov.uk

Whole Family Wellbeing Fund (Edinburgh) 2024 – 2026: Grants Programme

2. Executive Summary

- 2.1 This report details how the Edinburgh Children's Partnership proposes to distribute the Scottish Government Whole Family Wellbeing Fund for the financial years 2024/25 and 2025/26.
- 2.2 This is for the figure of £5.2m as a two-year grant and a further one-year fund distribution for 2025/26 which is dependent on further Scottish Government payments.
- 2.3 The funds should assist local Children's Services Planning Partnerships (CSPP) with the commissioning and establishment of holistic whole family wellbeing supports or services in line with the Scottish Government framework. These services should be an upscaling of existing transformational practice in order to build capacity for whole system transformational change required to reduce the need for crisis intervention shift investment towards prevention and early intervention.
- 2.4 As a requirement for this funding, Scottish Government directs that 'Decision-making in relation to this funding is expected to be in accordance with the collective agreement and direction of the local CSPP, with accountability resting with each strategic Children's Services Planning governance forum'.

3. Background

- 3.1 The Scottish Government has identified that holistic support should address the needs of children and adults in a family at the time of need rather than at crisis point. This will help families to flourish and reduce the chances of family breakdown, and of children entering the care system. To enable the commissioning and the provision of holistic whole family support services the Scottish Government is providing funds to every local Children's Services Planning Partnerships to be directed towards transformational design and delivery of supports and services.
- 3.2 The grant programme has been developed in partnership with LAYC and EVOG on behalf of the community and voluntary sector, and representatives across CEC, NHS and Police Scotland.

- 3.3 The Whole Family Wellbeing funds have been received for 2022/23 and 2023/24. This funding has been committed to for the lifetime of the current Parliament, with cross party support. It is not a long-term funding stream, the purpose being to support the transformational change required to reduce the need for crisis intervention and to shift investment towards prevention and early intervention.

4. Main report

- 4.1 The Whole Family Wellbeing Funding (WFWF) is a £500 million investment over the life of the current Parliament (2022 to 2026) to support the whole system transformational change required to reduce the need for crisis intervention. And to shift investment towards prevention and early intervention. The Scottish Government ambition is that by 2030 at least 5% of all community-based health and social care spend will be on preventative whole family support measures.
- 4.2 The Working Group, JCG and Edinburgh Children's Partnership has looked at the Scottish Government priorities for the fund and local mapping of gaps and needs of families regarding design and accessibility of services. A Grant model has been co-designed to scaffold systems change and bring in transformation within the city.
- 4.3 The funds from the Scottish Government have already been received for the periods of 2022/23 and 2023/24 totalling £4.1m towards the grant monies. Further funds will be received for the period of 2024/25 and 2025/26, with the end date of May 2026. It is recommended through the pathway above to distribute the funds in two phases.
- 4.4 Phase one funds will support transformational change through large scale uncapped bids which are granted for a period of two years subject to ongoing monitoring and evaluation. With the first of the grant monies being released to successful collaboratives in May 2024. This will focus on the National Principles of Whole Family Wellbeing and the six priority family groups in line with local priorities as set out in the Edinburgh Children's partnership plan. Further guidance for organisations will be issued when the programme opens for applications. This helps ensure a positive, equitable and inclusive future for our city.
- 4.5 Phase two will be a smaller funds subject to Scottish Government money. This phase will allow those already in receipt of the phase one grant to upscale further through an application or to support smaller collaborative bids for a one-year grant.
- 4.6 The collaborations will be partnerships between the Third Sector and at least one Statutory Partner (CEC, NHS, Police). It is the view of the working group and JCG that this is the only approach that will create systems change through new ways of working and design of services. This will provide plentiful data and evidenced test of change to support long term planning for services within Edinburgh.
- 4.7 An eligibility checklist will ask organisations if they have localised relationships with communities within in Edinburgh; if their organisation holds charitable status or is a CEC, NHS, Police based. Answering 'NO' to any of these questions means the

organisation is ineligible. The Scottish Government criteria excludes individuals and / or private companies.

- 4.8 To support a wide range of organisations to develop partnerships and embed the WFWF principles of non-siloed and non-competitive approach to service design, organisations have the opportunity to submit a 'Collaboration Call Out' through the WFW mailbox. They have engaged with a co-production event and the WFW Project Manager will support 'connectivity' through pro-actively increasing the mailing list to reach a wide, diverse audience. The project manager, prior to the applications being submitted, will ask for a pre-submission summary of the bid. Any bids which are addressing the same need / similar work will be approached by the Project Manager for permission to connect them with each other for further discussion / exploration of service design – note the Project Manager would only connect the potential collaborations. This is part of the transformational approach to service design to create sustainable, positive outcomes for families.
- 4.9 Phase One Applications will be scored by officers and partners who have a good working knowledge of the city, local priorities and needs. This will include CEC, NHS, and third sector representatives, and potentially Police staff. Once the assessment and scoring is complete, the recommendations will be moderated by a Panel comprised by an independent Chair, EVOC and LAYC representatives.
- 4.10 Phase Two Applications will be scored as above with the addition of Families who will be part of the Family Steering Group for WFW.
- 4.11 While collaborative engagement is ongoing, the CSPP will continue to progress the Grant Programme which is expected to open to applications week beginning 4th March 2024.

5. Next Steps

- 5.1 The timeline for the Grant process will be confirmed and submitted to the Children's Partnership for approval.
- 5.2 A Second Briefing (Co-production) event will take place with the Children's Partnership for approval.
- 5.3 An Evaluation framework will be confirmed and submitted to the Children's Partnership for approval.
- 5.4 To ensure ongoing performance monitoring, Collaborations will be expected to gather and collate monthly impact data on all successful grants using an agreed common reporting format which is currently being designed. Impact data on all whole Family Wellbeing funds will be submitted to the Scottish Government by the Children's Services Planning Partnership (through the Whole Family Wellbeing Project Manager and Chief Social Work Officer) on a 6-monthly basis.
- 5.5 Develop and build capacity with families to create a Whole Family Wellbeing 'Steering group' of those who have lived experience of family support across the

universal and targeted services to create meaningful family and children's voice to embed these into work of the action plan and funds.

6. Financial impact

- 6.1 The business case for this implementation has been agreed by Scottish Government as a national strategy.
- 6.2 The Phase One budget for Whole Family Wellbeing Grants in Edinburgh is £5.2m.

7. Equality and Poverty Impact

- 7.1 The Whole Family Wellbeing Principles are aimed to develop family supports to enable rights-based and informed approaches that are embedded in a commitment to deliver UNCRC Article 12.
- 7.2 The Whole Family Wellbeing Fund as directed by the Scottish Government should focus on supports for the six priority family groups (as outlined in the Scottish Governments 'Tackling Child Poverty Overview').
- 7.3 The grant model considered previous funds and drivers to hold equity at the heart of distribution. Collaborative bids must consider equity across the city while meeting local area needs.

8. Climate and Nature Emergency Implications

- 8.1 If any is identified, the Integrated Impact Assessment (IIA) will be able to capture and mitigate impact.

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

- 9.1 The Grant programme has been developed collaboratively with representatives across the Edinburgh Children's Planning Partnership within the working group, the Joint Commissioning Group and agreed at the Partnership.
- 9.2 An Engagement and Co-Production event has been delivered to a wide audience of CEC, NHS and Third Sector services / organisations who have welcomed the collaborative nature of the process and the programme itself, and the transformational approach of statutory and third sector partnership bids.
- 9.3 Feedback has been very positive with questions and clarification points being published as an 'FAQ' for potential applicants and a second Co-production event in February.

10. Background reading/external references

- 10.1 Holistic Whole Family Support: Route map and National Principles [Holistic whole family support: routemap and national principles - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/02/Holistic-whole-family-support-routemap-and-national-principles-2022-02-22.pdf)
- 10.2 Getting it Right for Every Child: Whole Family Wellbeing Fund [Whole Family Wellbeing Funding - Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/02/Whole-Family-Wellbeing-Funding-Getting-it-right-for-every-child-GIRFEC-2022-02-22.pdf)
- 10.3 Tackling Child Poverty: Overview of the Priority Families (June 2023) [PowerPoint Presentation \(www.gov.scot\)](https://www.gov.scot/resources/documents/2023/06/Tackling-Child-Poverty-Overview-of-the-Priority-Families-2023-06-22.pdf)

10. Appendices

None

Education, Children and Families Committee

10 am, Tuesday, 23 January 2024

The Early Years Service

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 To note the range of services and model of delivery within the Early Years Sector
 - 1.1.2 To note the analysis of Early Years Parent Survey 2023
 - 1.1.3 To note the constraints and opportunities of the current financial pressures.
 - 1.1.4 To note that the Strategic programme Board is overseeing the revision of Early Learning and Childcare (ELC) delivery model to ensure that the service is delivered within budget.
 - 1.1.5 To note a report on the Early Years hourly rate for partners 2024-25 will come to committee in April 2024.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lynn Paterson, Head of Education (North West) Early Years, Wellbeing & Families

E-mail: lynn.paterson@edinburgh.gov.uk

Report

The Early Years Service

2. Executive Summary

- 2.1 The Scottish Government committed to deliver an increase in funded Early Learning and Childcare from 600 hours to 1140 hours for every child aged 3-4 years and Eligible 2 year-olds to address poverty and to enable parents into work and training. The Local Authority successfully planned and implemented this strategy within the agreed budget and continues to deliver a high-quality service. Since 2020, there has been an increase from 35% to 42% of families accessing their funded provision via Partner Provider Nurseries despite a decline in the quality of provision; the increased number of children equates to a significant cost increase from the central budget.
- 2.2 The Scottish Government reviewed its grant funding for Edinburgh ELC from £46.4m in 2021-23 to £41.3m in 2022-23 and then reduced again to £40.4m in 2023-24. The overall reduction of £6m is therefore a major budget pressure. To continue to deliver a high-quality service, we need to reshape the model of delivery for ELC.
- 2.3 At the meeting held on 27 April 2023, The Education, Children and Families committee requested a full report on the early years` service. This report sets out all areas the early years` service has responsibility for. These are summarised under the themes in the table below:

Quality	Operational	Families
Support & Challenge – Local Authority, Partner Providers & Childminders	Compliance with Statutory guidance.	Family engagement and learning
Implementation of strategy using Education Scotland and and CI Quality Framework	Funded ELC	Parenting Programmes
Health and Social Care Standard	Non funded ELC	Temporary accommodation & Homelessness
Curriculum for Excellence – Early Level	Deferral/early entry	Income maximisation.
P1 Pedagogy- developing leaning through play	Additional Support Needs (audit support)	Sharing learning(digital)
Continuous Learning – Training, qualifications and development of apprentices through EELCA	Workforce- providing and developing a workforce that meets the needs of all children	
Outdoor learning	Estates/infrastructure	
Additional Support Needs(intervention and support)	Partner contracts	
Digital learning	Breakfast clubs and School Aged Childcare (SACC) (5-12 year olds)	

3. Background

- 3.1 The Local Authority duty to provide funded early learning and childcare to eligible children as required under The Children and Young People (Scotland) Act 2014 (Modification) (No. 1) Order 2019 and the Children and Young People (Scotland) Act 2014 (Modification) (No. 2) Order 2019.
- 3.2 Edinburgh's Early Years Service provides support to children and families from babies to 12 years old.
- 3.3 There is a central early years` quality improvement team which is comprised of 1 Quality Improvement Manager, 4 EY QIEO and 2 Early Years Managers to deliver the following support to 110 local authority registered early years settings; of which 32 settings provide ELC all year round and 78 settings open term time only.

City of Edinburgh are in partnership with 104 providers from the private, voluntary and independent sectors and 42 childminders to deliver funded early learning and childcare.
- 3.4 Approx 11K children are supported through the work of the early learning and childcare service.
- 3.5 All 90 primary schools are supported by having an Early Years Practitioners at Primary 1 stage to support developmentally appropriate learning through play.
- 3.6 All expansion plans came in on time and within budget however the recent budget settlement has presented a significant budget pressure in the delivery of a quality service.

4. Main report

- 4.1 The Local Authority has a duty to secure provision of Early Learning and Childcare (ELC) for eligible children from term after 3rd birthday, including Gaelic medium, and for Eligible 2 year-olds according to the specific criteria. The LA also provides non-funded places for babies through a centralised application system and discretionary provision based on needs of families.
- 4.2 Parents` views are sought regularly and the feedback from this provides data to inform the delivery models of provision to meet parents` needs. See data analysis of survey attached in Appendix 1.
- 4.3 The quality of provision in all settings is supported and challenged through the Quality Improvement Team whose remits are noted above in 3.3. The impact of this work creates a universal, targeted and intense model of support across all settings. Any setting that fails to meet any of the 10 points within the National Standard are placed into the Service Improvement Protocol (SIP) and have 1 year to show improvement. Currently there are 3% Local Authority (LA) settings and 22% Partner Provider Nurseries (PPN) settings who are in SIP- with 10 PPN plus 1 LA settings in the Extended SIP process.

4.4 The following data shows the average Care Inspectorate (CI) evaluations since September 2022 until now, for both Local Authority and Partner Provider settings. All ELC settings are required to achieve an evaluation of GOOD (4) or better by the CI to meet the National Standard and be in partnership with the local authority.

	Number of inspections	How good is our play and learning?	How good is our Setting?	How good is our leadership?	How good is our staff team?
Local Authority settings (105)	15	4	4	4	4
Partner Provider settings (104)	53	3	4	3	3
Childminders (42)	4	5	5	4	5

(where 6 excellent, 5 very good, 4 GOOD, 3 adequate, 2 satisfactory, 1 unsatisfactory)

4.5 Care inspectorate have been prioritising settings for inspection that were not previously meeting the National Standard prior to its introduction in August 2021. The LA team, as the guarantor of quality for every setting, works a large amount of time in partner settings to ensure that the quality of their provision meets the basic standards. Leadership as well as recruitment and retention of skilled qualified staff appears to be the biggest challenge for a number of partner provider settings within a service improvement period. This also poses a challenge in terms of sustainability of support from the local authority quality improvement team. Significant support can be given to support and upskill staff who then move on to other settings. The support from the local authority has been proportionate and focusing on settings that fall short of the national standard. Several larger private companies who manage multiple settings where several of their Edinburgh settings fail to meet the national standard are within a service improvement period. Despite having the support from their own internal quality improvement teams and that of the local authority, these settings remain a significant risk, with many of the settings within extended service improvement periods.

4.6 His Majesty's Inspectorate of Education (HMIE) also inspected 7 LA and 1 PPN settings; the average evaluations for period 2022-23 were: -

QI- 1.3	QI- 2.3	QI- 3.1	QI- 3.2
Leadership of change	Learning, Teaching & Assessment	Ensuring wellbeing, equality and inclusion	Securing Children's progress
5@Very Good	4@Good	5@Very Good	4@Good

The 1 inspection of a partner setting which was evaluated at 4 (good) for both 2.3 and 3.2 (short model of inspection.)

The quality of provision within those Partner Providers inspected by the Care Inspectorate is therefore variable with the average evaluations of quality being below the National Standard. The main contributors to partners being in SIP, is quality, leadership and retention of staffing. Despite intense support from the LA, staffing changes and lack of quality assurance means that settings are in a constant cycle of improvement and then declining standards.

- 4.7 The Early Years service also manages the P1 deferral process where parents can choose an additional year of funded early learning and childcare. There has been a substantial increase in the numbers of families choosing this option since implementation in 2022 with 502 requests and 702 in 2023. Current budget pressures are therefore projected to rise in coming years with no additional funding being provided to cover these costs. The Scottish Government pilot project on deferrals indicated that there was no initial significant increase in the number of families requesting deferrals, however in Edinburgh it is evident that a deferred year has been requested by a growing number of parents (see Appendix 1). To minimise the need for deferrals, the service has implemented play-based learning in P1 as the universal model of delivery benefitting all learners. To support this approach, the service provides significant resources for learning for ELC staff and P1 teachers. Early Years Practitioners further support a developmentally play-based learning approach in all schools at P1 stage, to help Realise the Ambition at Early Level.
- 4.8 In 2020, EC&F committee approved the retention and deployment of 20 EY teachers to work across ELC settings identified through the EY quality improvement support model. This team of teachers support staff and children and has a positive impact on children`s learning experiences within settings.
- 4.9 20 Equity and Excellence Leads (EELs) support closing the poverty related attainment gap focusing on supporting children with communication and literacy as we know that this has the best impact on positive outcomes for the future. These are Scottish Government funded posts and are allocated to specific setting with the highest number of children living in SIMD Quintile 1.
- 4.10 To deliver a quality service the Early Years budget is deployed to deliver services for and with children and their families through a range of homeless support, parent and early education programmes, leadership and aspiring leadership programmes at all levels, outdoor learning as well as Forest and Beach Kindergarten, IT, a grow-your-own practitioners` approach through Edinburgh`s Early Learning and Childcare Academy (EELCA) and a researched-based creative curriculum.

5. Next Steps

- 5.1 The expansion of a high-quality Early Years` service in Edinburgh has been extensive and has been planned and managed within budget. To continue to deliver

this level of service, with a £6m reduction in budget, a review of the delivery model is urgently required. It is recognised that by providing service inhouse that quality of service can be more assured. It is essential that the EY delivery plan meets the principles of the EY expansion (quality, flexibility, accessibility and affordability) whilst also delivering best value for the council. In response to the significant reduction in revenue budget from £46.4m-£40.4m, governance of the review of the ELC delivery model is being overseen by Strategic Programme Board (SPB).

5.2 To bring the ELC service back within budget, the following areas are being considered by the SPB (Appendix 2) -

- 5.2.1 Maximise the use of local authority places by reducing the need to commission external provision and providing places for children from other local authorities whose parents/carers work in Edinburgh.
- 5.2.2 Provide greater flexibility for parents to access affordable childcare by enabling them to purchase additional hours in local authority settings.
- 5.2.3 Reduce the number of local authority settings open over the Christmas holiday period when the uptake of places is lower.
- 5.2.4 Review demand for term time and full year provision across the city to ensure local authority provision continues to meet the changing needs of parents/carers.

6. Financial impact

Finance

6.1 The table below sets out the funding made available to City of Edinburgh Council for the 1140 expansion programme. While there were significant increases between 2019/20 and 2021/22, since that time the funding has reduced by over £6 million.

This was due to a change in methodology applied by the Scottish Government along with changes applied to the total 'pot' of money available for distribution.

- Total quantum reduced by £15m in 2022/23 and a further £9.1m in 2023/24
- Introduction of rurality (5%) and deprivation (20%) elements to funding formula in 2022/23

Year	1140 Grant	Change
2019-20	£24,427,688	
2020-21	£41,462,688	£17,035,000
2021-22	£46,433,688	£4,971,000
2022-23	£41,313,984	-£5,119,704
2023-24	£40,405,000	-£908,984

It should also be noted that further funding will be provided to allow providers to pay a £12 hourly rate to their employees, however at the time of writing the level of funding has still to be confirmed.

- 6.2 The change in methodology has impacted particularly on Edinburgh and we now receive the third lowest rate of funding per child of any authority in Scotland, we were however paying the sixth highest rate in 2022/23 and significantly higher than rates paid by other city authorities (2023/24 comparable figures will be available in coming weeks)

West Lothian	£6.40
Moray	£6.30
Scottish Borders	£6.21
Argyll & Bute	£6.11
East Lothian	£6.04
City of Edinburgh	£6.03
Midlothian	£6.02

Other cities for comparison

Glasgow	£5.79
Aberdeen	£5.55
Dundee	£5.45

- 6.3 Further pressure has been put on this fund with the introduction of the right to deferral, which is estimated to cost £2.007m for City of Edinburgh in 2023/24. The funding is also required to cover associated inflationary costs such as pay award and any increases to hourly rates paid to providers.

Significant work has been progressed to manage staffing levels for council led provision which has managed the budget shortfall down to £3.5 million, however this level of overspend is not sustainable and must be brought back in to line with the available budget.

7. Equality and Poverty Impact

- 7.1 The Standards and Quality report Appendix 3 reflects and aligns with the wider Edinburgh Learns strategy to provide a Fairer, Greener and Healthier city for all our children and young people.

8. Climate and Nature Emergency Implications

- 8.1 Children in Early Years should be learning outdoors at least 50% of the time in ELC
- 8.2 7 Care Inspectorate registered Forest Kindergarten sites provide fulltime outdoor learning
- 8.3 New builds are built to Passivhaus standards.

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

- 9.1 Risk related to the project will be managed by the Strategic Programme Board. Financial risk is mitigated within the project.
- 9.2 EY Standards and Quality and Improvement Plan are aligned to the wider Edinburgh Learns for Life strategy
- 9.3 2023 Parent survey analysis Appendix 1

10. Background reading/external references

- [Early learning and childcare: statutory guidance - July 2021 - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- [Funding Follows The Child and The National Standard for Early Learning and Childcare Providers: Operating Guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- [Quality framework for early learning and childcare 2022 PRINT FRIENDLY.pdf \(careinspectorate.com\)](http://careinspectorate.com)
- [How good is our early learning and childcare? \(education.gov.scot\)](http://education.gov.scot)
- [Health and Social Care Standards: My support, my life \(careinspectorate.com\)](http://careinspectorate.com)

11. Appendices

- 11.1 Appendix 1 Data Analysis of Survey
- 11.2 Appendix 2 Revised Delivery Plan
- 11.3 Appendix 3 Standards and Quality Report

Appendix 1

Duty to consult and plan on delivery of early learning and childcare.

Education authorities have a duty to consult with parents and carers on the delivery of early learning and childcare at least once every two years.

Our most recent survey of parents and carers which ran from 23 October to 24 November 2023 covered the following themes.

- Delivery of 1140 hours
- The application process for a funded place
- Parent/carer satisfaction with the quality of provision
- The criteria for allocating funded places
- Support for children with additional support needs
- Parental engagement and involvement.
- Deferring entry to primary 1

546 parents/ carers responded to the survey. 56% access their funded early learning and childcare at local authority nursery and forest kindergarten settings and 44% in private partner provider provision.

Most parents/carers were able to access their first choice of setting 91%. Of the 48 responses who did not receive a place at their first-choice setting, 85% received a place at their second or third choice setting.

The following information is a summary of findings and where applicable, the actions we will take as a result of the survey.

Delivery of 1140 hours

92% of parents/carers were informed directly by their early years setting if they had a place, but 8% (42 parents/carers) were not directly notified and had to 'chase up' for information. 1140 hour placements are provided through a variety of delivery models including full year and term time provision. 78% of parents/carers had a term time placement and 22% a full year placement. Of the full year placements, 38% had the option to purchase additional hours. 21% of respondents stated a preference for a full year placement in a local authority setting with the option to purchase additional hours beyond their funded entitlement.

1. Theme - Flexibility

Issues – access to more hours in local authority settings

Solution – introduce the option to purchase additional hours in local authority settings that have capacity.

The application process for a funded place

37% of respondents provided feedback on how the process could be improved. The following provides details of the key themes, issues for parents/carers and what could be done to address these.

1. Theme – Communication

Issues – Knowing in advance if a child will get their first-choice setting.

Solution – Update the nursery admissions guidance to ensure settings inform parents/carers where their child is on the waiting list when they apply. Bring forward the date for notifying parents/carers when their child has a place.

2. Theme – Online centrally managed applications.

Issues – Parents/carers complete multiple applications. Requirement to email or hand in personally to settings.

Solution – The creation of an online application process started in 2019 and this was due to be linked with the new national SEEMIS early years system with an expectation it would be in place for August 2020. Unfortunately, significant delays to the national system has negatively impacted on the availability of the online application process for parents/carers. The newly created online application form has been tested with a sample group of parents/carers and is ready to start as soon as the new SEEMIS early years system goes live in October 2024

The admissions criteria for allocating places

The criteria for the allocation of funded places is set by the Scottish Government. However local authorities have discretion to allocate places for children who are not eligible and in March 2022, the Education, Children and Families Committee agreed to use this discretion to allocate Terrific Two-year-old places to children living in temporary accommodation or homeless and for children who had been supported from birth by the NHS Family Nurse Partnership programme.

- 68% of respondents agreed with the admission criteria for Terrific Two year old places. Most comments were either of the view that income threshold for places was set too low or stated that Terrific Two year old places should be available for all children.
- 88% of respondents agreed with the priority order for the allocation of places for children the term after their third birthday. Some commented that funding should be available the week after a child's third birthday rather than the term after. A few comments stated that funded places should only be for Edinburgh residents.
- 89% of respondents agreed with the criteria for allocating forest kindergarten places.

1. Theme – Forest kindergarten places

Issues – Ensuring children from disadvantaged backgrounds are able to access places at forest kindergartens

Solution – Introduce a new criteria for allocating places in forest kindergartens which prioritises children where 30% or more are living in SIMD 1 & 2 areas.

Parent/carer satisfaction with the quality of provision

Parents/carers were asked what was important to them when considering the quality of early learning and childcare based on a scale of 1-6 where 1 is the most important.

The following is the result with *How staff interact with my child* being the most important factor for parents and carers.

Order of priority	Factor
1	<i>How staff interact with my child</i>
2	<i>How much individual care and attention my child gets.</i>
3	<i>The Range of different experiences which support my child's learning.</i>
4	<i>Setting inspection reports</i>
5	<i>How much my child is learning.</i>
6	<i>Qualifications of staff</i>

When asked how satisfied parents/carers were about their current setting, *How staff interact with my child* also received the top response.

Parental/carers engagement and involvement.

The parent/carers survey in November 2021 was the first after COVID when parents had little or no access to their child's nursery. The findings of this survey noted 79% of respondents wanted to find out more about their child's learning and 59% wanted to be more involved in their child's setting. As a result of this feedback, we reviewed our staff training to enhance skills in working in partnership with parents to support engagement and family learning. This has clearly had a positive impact as the most recent survey feedback notes 8% of parents would be interested in finding out more about their child's learning and 6% expressing an interest in being involved in their child's setting.

I would be interested in finding out more about engaging in my children's learning e.g. linking learning from home to early years setting and vice versa.	8%
I would be interested in finding out more about how to be involved in the early years setting e.g. volunteering, aims of setting, parent groups to support setting.	6%
I would be interested in finding out more about family learning e.g. how I can improve my own and my families skills to help my child.	8%
I would be interested in finding out more about learning at home e.g. how everyday experiences support my child learning.	8%

Support for children with additional support needs

24% of parents/carers (76) responded to the questions regarding additional support needs. 98% felt their child was welcomed and included in the early years setting and appropriate support is in place to meet the needs of their child.

Deferring entry to primary 1

316 responses stated their child was eligible to start Primary 1 in August 2024. 29% stated they planned to defer entry to Primary 1 and apply for an additional year at nursery. This is more than double of the 14% of parent/carers who indicated their plan to defer entry to Primary 1 for the August 2022 school year and reflects the year on year increase of parents/carers choosing to have an additional year of funded early learning and childcare.

This trend will need to be closely monitored to ensure we have sufficient capacity to meet the demand for places for newly eligible children the term after their third birthday.

1 Theme – Deferring entry to Primary 1.

Issues – Ensuring sufficient capacity to meet the demand for places for children eligible the term after their third birthday.

Solution – Provide information for parents/carers on development of play pedagogy in Primary 1 classes across Edinburgh which is providing continuity of learning across the early level of Curriculum for Excellence.

Appendix 2

Reviewing the plan for the delivery of Early Learning and Childcare

The local authority is required to review their plan for the delivery of early learning and childcare every two years and take account of the views expressed by parents and carers through consultation.

In preparing our revised plan for the delivery of early learning and childcare, we are also required to ensure that our delivery is manageable and affordable within our resources.

The key principles of the early years expansion from 600 hours to 1140 hours of funded early learning and childcare are Quality, Flexibility, Accessibility and Affordability. Whilst we have continued to provide high quality provision with 97% of our local authority settings evaluated by the care inspectorate as good or better, there is scope for improving the delivery of funded early learning and childcare to provide parents/carers with more flexible delivery options that enable them to also be able to access affordable additional childcare.

Scottish Government funding for the delivery of ELC in Edinburgh has been reduced by approximately £6m. Therefore, to provide best value and ensure we can provide Edinburgh's parents and carers with flexible and affordable childcare we need to ensure we utilise our local authority resources efficiently to align with the councils Medium Term Financial plan.

The Strategic Programme Board for the Medium Term Financial Plan has agreed to support the early years service with a revised delivery plan which will

- Maximise the use of local authority places by reducing the need to procure external provision and providing places for children from other local authorities whose parents/carers work in Edinburgh.
- Provide greater flexibility for parents to access affordable childcare by enabling them to purchase additional hours in local authority settings.
- Reduce the number of local authority settings open over the Christmas holiday period when the uptake of places is lower.
- Review demand for term time and full year provision across the city to ensure local authority provision continues to meet the changing needs of parents/carers.

Appendix 3

EARLY LEARNING AND CHILDCARE

STANDARDS & QUALITY STATEMENT June 2023



The vision for Early Years in Edinburgh focuses on our children:

To ensure all our children have the best start in life. Their voices are heard, they are happy, well cared for and have quality opportunities to have fun, play and learn.

(UNCRC Article 6)

In August 2021, the CEC (City Education Council) successfully implemented the Scottish Government's commitment to provide additional funded entitlement for Early Learning and Childcare (ELC) to 1140 hours per year for all 3- and 4-year-olds, as well as 2-year-olds who would benefit the most.

The expansion plan has prioritised improving the quality of ELC provision, aligning to the essential characteristics of quality outlined in the Scottish Government Quality Action Plan. To achieve this, a 3-year improvement plan for ELC was developed in August 2021, focusing on the following key areas:

- 1140 Expansion: Ensuring the full realisation of the 1140 hours funded entitlement for eligible children.
- Leadership: Enhancing leadership capabilities within ELC settings to drive positive outcomes for children and families.
- Curriculum & Pedagogy: Improving the curriculum and practice to support children's learning and development.
- Equalities: Promoting equality and ensuring all children are valued and treated with respect within high-quality ELC settings.
- Equity & Inclusion: Creating an inclusive environment that caters to the diverse needs of children.
- Parental Engagement: Encouraging active involvement of parents/carers in their children's early learning journey.

The Improvement plan considered the Edinburgh Children's Partnership Plan, specifically focusing on the following aspects:

- SO1- Best Start in Life: Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140.
- SO4- Equity: Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation.

Throughout this process, Early Learning and Childcare settings have achieved success through being creative and flexible whilst facing challenges ensuring high quality care and learning experiences for our youngest children.

1140 Expansion

Our current estate consists of a wide range of early learning and childcare settings in Edinburgh, including 109 local authority settings, 8 Forest Kindergartens, 112 Private and voluntary settings, and 43 childminders in partnership.

Since August 2017, Edinburgh has been gradually implementing increased funded hours, and by the 2020-2021 session, an impressive 75% of eligible children were already benefiting from the extended hours ahead of schedule. By August 2021, all eligible children in Edinburgh were offered a funded 1140-hour place. This achievement continues to provide high-quality early learning and childcare to 10,500 children, with 65-70% of them receiving some or all their funded hours within local authority settings.

During particularly challenging times by August 2021, CEC were able to ensure that every eligible 2-, 3-, and 4-year-old in the city could access 1140 hours of early learning and childcare within their chosen locality. A survey conducted in November 2021 revealed that most parents/carers (92.37%) were able to secure their first-choice setting. Even among the 60 respondents who didn't receive their first-choice placement, 95% were accommodated in their second or third-choice setting. Of the placements, 56.15% were for term time, 41.67% for the full year, and within the latter, 17.82% had the option to purchase additional hours. The remaining respondents opted for blended placements, resulting in a successful outcome for 74.1% of the parents/carers surveyed. A further survey of parent/carers will take place in November 2023. It will be essential to review and adapt our delivery models in line with the feedback provided from this survey.

Supporting the growth of a qualified workforce to meet the expansion's demands, Edinburgh's Early Learning and Childcare Academy (EELCA) has played a crucial role. This session, they have delivered 14 Foundation Apprenticeships and 50 Modern Apprenticeships/Trainees. To enhance the qualifications of the ELC workforce and achieve the 2024 targets outlined in the initial plan, a draft pathway from level 6 to level 9 has been developed. EELCA continues to offer training and qualifications to create a highly skilled and effective workforce that is dedicated to lifelong learning and achieving the best outcomes for children and families.

In addition to the wide range of settings, there are currently 43 childminders in Edinburgh supporting more than 70 children. These childminders receive support from the quality improvement team for self-evaluation and transition approaches. Moreover, parents/carers are provided with valuable input to enhance the delivery model's quality. Recent care inspections of childminders have had positive results, reflecting the dedication to maintaining high standards.

To further support settings and parents in using more than one service for their funded ELC hours, CEC blended/split placement guidance has been developed.

Edinburgh's commitment to the 1140 Expansion demonstrates the city's dedication to providing high-quality early learning and childcare to its young population while nurturing a well-qualified and skilled workforce to ensure the best possible outcomes for children and families.

Leadership

Effective leadership plays a crucial role in ensuring the provision of high-quality Early Learning and Childcare (ELC) for our children. Leading the Strategy meetings held in September, January, and April have been effective in fostering collaboration and supporting self-evaluation among leaders across the sector, driving continuous improvements. In response to participants' preferences, these sessions have now returned to in-person events, however we offered an option of both in-person and online in April. This approach has been well-received, with a strong representation of settings in attendance.

To further strengthen leadership roles within ELC, various leadership programmes have been developed. Notably, the New Head of Centre (HoC) and Aspiring HoC programmes have received positive feedback, inspiring the creation of similar programmes for SEYO and EYO leadership roles. The Aspiring SEYOs programme, consisting of six sessions, has covered a range of relevant topics, resulting in attendees reporting an enhanced understanding of the SEYO role and increased confidence in their current EYO position. Encouragingly, half of the participants are now prepared to take the next step and are actively applying for promoted posts. Similarly, the Aspiring EYOs program, which commenced in March, received overwhelming interest, with over 100 applications and 30 participants benefiting from four sessions covering various aspects of leadership, all of which received positive feedback.

The central team has been proactive in expanding the Continuous Learning and Professional Learning (CLPL) offer, building on the resources provided within the Professional Learning Hub on the ELC Team page.

The outcomes of the ELC Quality Thematic Review have recommendations which will be taken forward this session. This review identified Senior Leadership Teams within ELC as needing further networking and collaboration support, which is being addressed through the creation of a forum for the designated leader to join led by the EY QIM.

Pedagogical leadership within ELC settings has been supported by the recently formed Early Years Teachers (EYTs) and Equity and Excellence Leads (EELs) as part of the central team. Allocation to settings is based on identified needs through the Risk and Capacity register for EYTs and SIMD data for EELs, leading to positive feedback from ELC settings benefitting from this additional support.

This strategically planned support is building capacity and empowerment of ELC teams which will lead to sustained continuous improvements in pedagogy and improved outcomes for children and families.

Curriculum and Pedagogy

The refresh of core CEC curriculum and pedagogy guidance in line with CfE and Realising the Ambition national guidance is supporting the development of an ELC curriculum and pedagogy framework aligned with the Edinburgh Learns for All Strategy. The Edinburgh Learns Board for Learning Teaching and Assessment includes representation from the Early Years (EY) sector. The EY QIM and a HoC attends the board meetings.

Planning for Learning & Children's Progress: Self-Evaluation through scrutiny activities and inspections has led to development work on equalities, curriculum, and progress tracking. This has impacted CEC's guidance on planning for learning, with a renewed emphasis on skills. Refreshed versions of "Planning with Children" and "Experiences and Spaces" documents have been developed and will be launched, integrated with guidance for 0-3-year-olds in the new session.

Capturing and monitoring children's progress: Guidance has been shared and feedback sought from local authority settings. Expectation is that all settings will engage with this next session. Using and analysing data as part of regular progress meetings with key staff and parents is essential to understanding and securing children's progress and ensuring equity for all children. It is integral to the child centred pedagogical cycle which underpins all the CEC refreshed guidance supporting high quality ELC provisions.

The refreshed suite of guidance will support the ELC core strategy for Play and Learning, enabling ELC settings to create their own play and learning frameworks.

Supporting Communication and Literacy: To support implementation and embedding of the communication and literacy guidance, CLPL bitesize sessions have been designed to assist settings and practitioners to engage with and upskill their knowledge and understanding. This complete guidance will form part of the wider CEC Literacy strategy being developed. A QIEO is part of the wider strategy group for Edinburgh Learns.

Numeracy and Mathematics: CEC Numeracy Guidance has been shared for feedback, and meetings with the Numeracy Development Officer are planned to refresh the progression pathway from Early Level to First level. A first draft of the wider Maths guidance titled "Mathematical Thinking: It's all connected" has been developed and will be shared in the new session. This guidance will form part of the wider CEC strategy currently being developed. A QIEO is part of the wider strategy group for Edinburgh Learns.

Health and Well-being (HWB): Work is underway on a draft HWB EY overview, which will encompass a range of guidance, documents, and links related to health and well-being, nurture, transition, UNCRC support, and CLPL. This will be shared in the new session. This will align with the wider CEC HWB Framework. An EY QIEO is part of the Edinburgh Learns HWB Board.

Digital Pedagogy: A successful rollout of devices has been completed, ensuring that all Early Years Practitioners (EYPs) and Early Years Officers (EYOs) now have their own iPads. Additionally, resources like Padlet and an updated Teams site are available to facilitate professional learning and knowledge sharing among practitioners.

Device Distribution and Empowered Rollout: The majority of devices have been delivered to practitioners, with ongoing efforts to provide them to Early Years Teachers (EYTs), Equity and Excellence Leads (EELs), and P1 EYPs. The empowered rollout has been mostly completed, although certain issues need to be addressed concerning P1 EYPs, EELs, and EYTs.

Basic Skills Development: Continuing to prioritise professional development, basic skills are being developed across the Early Years workforce.

Creativity in ELC: Collaborating with the ERASMUS project on creativity, practitioners, including representatives from Hailesland EYC and Canal View PS ELC, have engaged in this exploration. The experiences gained will contribute to a creativity strategy for the City of Edinburgh Council (CEC). A Creativity position paper, along with links to wider strategic leads for creativity, has been established for a cohesive approach.

Creative Skills Sessions: A series of in-person creative skills sessions have been delivered, with more planned for next session. An online creative skills course will also be available next session. The partnership with ERASMUS remains ongoing, and connections have been made with various organisations through Joan Parr.

Impact Assessment: To gauge the impact of Creative Skills sessions on practice and children's experiences, case studies are being conducted with participants from Angie Casside (CM), Leith Primary School (LA NC), Victoria Quay (PPN), Viewforth ELC (LA), and St John-Vianney (LA NC).

Cultural Entitlement: The establishment of a strategic-level working group (SLWG) aims to explore cultural entitlement across Edinburgh, bringing together various experts and representatives.

Outdoor Learning in ELC: Recognising the significance of Outdoor Learning as a national priority and the commitment to ensuring that children receive equal time outdoors as they do indoors in their funded Early Learning and Childcare (ELC), it was evident that support was necessary to enhance the quality of outdoor provision for children. To address this, a Strategic-Level Working Group (SLWG) has been established, led by the Early Learning and Childcare Manager (ELCCM).

A recent sector-wide survey was conducted, focusing on two key aspects: the available outdoor facilities at individual settings and the resources within local 'Greenspaces.' This comprehensive survey aimed to gather valuable insights to inform the improvement of outdoor learning environments.

To assist practitioners in enhancing outdoor provision for children aged 0-6 years, specific guidance has been developed and made available through a Padlet. This guidance places emphasis on three crucial elements:

1. Staff Confidence: Supporting educators in feeling confident and capable of conducting Outdoor Learning activities effectively.
2. Interactions, Experiences, and Spaces Outdoors: Focusing on creating meaningful and enriching experiences for children in outdoor settings while promoting positive interactions with the environment.

3. Clothing, Personal Care, Food, etc.: Addressing the practical aspects of outdoor learning, including appropriate clothing, personal care, and food arrangements.

By providing comprehensive and practical guidance through the Padlet platform, we are supporting improved quality of outdoor learning experiences for young children reinforcing the benefits of learning in natural and outdoor environments.

Play for Learning Project in Primary 1: The Play for Learning Project aims to promote and integrate play pedagogy across Early Level into P1. While there is a willingness among teachers to engage with play-based learning, baseline data revealed some barriers. These included challenges such as low adult-to-child ratios, limited understanding of play pedagogy, resource constraints for continuous provision, meeting the needs of EAL learners and those with additional support needs, school day structures, and assessment-related concerns.

To address these challenges and ensure sustained positive learning outcomes through play, the Early Years Quality Improvement team have engaged with Education Scotland (ES) for a three-year project. A strategic action plan was devised, targeting the identified barriers. One of the key tasks involved updating and refreshing the Play for Learning guidance in alignment with national practice guidelines, RtA. This helped boost staff confidence and understanding of play-based teaching approaches. Furthermore, specialised support through Continuous Professional Learning (CLPL) sessions with ES have been delivered. These sessions covered topics like national context, research principles, child development, responsive planning, observation, moderation, and assessment.

Additionally, a digital platform was established on Teams to facilitate collaboration, networking, and sharing of best practices. To enhance staffing, each school was allocated a budget to employ an additional Early Years Practitioner (EYP) with a focus on supporting play in Primary 1. While recruitment challenges were faced, schools with skilled EYPs reported positive feedback on the impact of this support.

For effective assessment and moderation, three P1 QAMSOs were trained, and they tailored the Moderation Cycle for learning, teaching and assessment to play pedagogy. Using this model for moderation within schools and across learning communities will increase teacher confidence in making robust judgements for end of P1 ACEL data.

The project has seen ongoing engagement with Education Scotland, and various in person networking events have been organised to share good practices. Monthly networking sessions for EYPs in Primary 1 have also been introduced, and the insights gathered here have been used to inform training for the wider team, including school leadership and teachers.

Training sessions were arranged with the central QCIS team to ensure a shared understanding of effective play pedagogy among colleagues.

Looking ahead, through the project we will explore pedagogy from early years through the whole school. Monthly networking events will continue online to support practitioners in Primary 1 and inform the central approach for further support.

The role of the Early Years Practitioner in Primary 1 has been communicated across our networks and a "Role of the Adult" document has been developed to foster teamwork in the delivery of P1 education. The Child's Voice survey was used to gather feedback from 10 children in each P1 class to inform CLPL support for next session. Feedback from children's experiences in P1 has been collected through a visual support project.

The project has made significant strides in promoting play-based learning and aims to continue building on its successes next session.

Equalities

As part of the local authority priority, we are committed to ensuring that all children in ELC settings are understood, valued, and celebrated by our dedicated staff. To achieve this, our focus in the ELC sector has been on developing staff awareness through high-quality CLPL. This has involved reviewing policies, the ELC curriculum, and available resources within ELC settings.

Two significant CLPL sessions were conducted to support staff awareness and initiate professional dialogue:

1. In June 2021, a Hakim Din event was organized for the Head of Centres.
2. In May 2022, we had the privilege of hosting Dr Stella Louis, who delivered a keynote and workshops. The keynote session was recorded and shared widely across the sector, and the workshops were attended by the EY central teams. The feedback from these sessions was overwhelmingly positive, with practitioners appreciating the opportunity to discuss this important but sometimes uncomfortable topic. Many participants expressed increased confidence in having conversations with their colleagues.

In our efforts to promote cultural inclusivity, we reviewed ELC resources and established connections with suppliers Findel and TTS to acquire culturally inclusive materials. Our aim is to envision culturally inclusive ELC settings, where these resources are seamlessly integrated into everyday work rather than being treated as "special" artifacts. We recognise the need to further develop this approach by focusing on interactions, experiences, and creating inclusive spaces.

As part of our efforts to support inclusive practices, the EAL service has developed a self-evaluation session for ELC, successfully trialled with Sighthill and Stenhouse Early Years Centres. Our recently developed Communication and Literacy guidance and Maths and Numeracy guidance emphasises the visibility of diverse languages and scripts.

Focused work last session has included reviewing policies to include equalities training and guidelines for tackling racist incidents, necessitating collaboration with the English as an Additional Language (EAL) service. We have also begun to review our ELC curriculum to ensure an inclusive curriculum. Recently, the EY QIEO attended a productive cross sector meeting with the national anti-racist education group, with representatives from the Scottish Government and Education Scotland, at Juniper Green Primary School.

The curriculum work is ongoing and strongly linked to all core CEC guidance. We continue to offer CLPL and guidance on developing an inclusive curriculum. Already, these sessions have been delivered to EYTs and EELCA students. This work is closely related to our efforts in enhancing our planning guidance and focusing on essential skills.

We remain committed to fostering an inclusive and culturally sensitive ELC environment, valuing the diversity and uniqueness of each child in our care. Together, we strive to create a nurturing and respectful setting where every child can flourish.

UNCRC: To foster a rights-based approach and pedagogy rooted in the United Nations Convention on the Rights of the Child (UNCRC), Universal Staff Training sessions have been delivered and recorded and available for staff to engage with. The feedback from these sessions has been overwhelmingly positive, as practitioners reported increased confidence and understanding of implementing a rights-based approach in ELC settings.

In collaboration with EY Teachers, we have developed a comprehensive document on learning about and through rights-self-evaluation tool. This document has been shared with Education Scotland to promote this rights-based framework more widely. Furthermore, a Padlet with resources has been developed and shared across the SEIC. The resources have now been shared on a national and international level with Education Scotland.

To ensure the continuous improvement of our efforts, an evaluation form will be issued next session to gather data on staff confidence, knowledge, and the impact of adopting a rights-based approach on practice and the outcomes for children. This valuable information will inform the development of future CLPL and guide our next steps for children's rights and well-being in ELC settings.

Parental Engagement and Support for Families Experiencing Poverty

Learning together: Our primary goal is to foster strong partnerships between ELC settings and parents/carers. To achieve this, we have undertaken various initiatives and delivered a range CLPL sessions. The CLPL training sessions had 40 settings attending this year and 43 the previous year. The CLPL sessions have centred on parental engagement, evaluation toolkits, and sharing good practices. Additionally, we have made resources available on Teams, such as a narrated PowerPoint CLPL and a self-study SWAY, to introduce working in partnership with parents. A celebration event took place with 40 settings participating, and valuable practice-sharing occurred among 13 settings and 9 CEC partners.

To support practitioners with learning together with parents/carers the CLPL sessions have focused on all four aspects of partnership as defined by Education Scotland. These sessions have been delivered and are available for further engagement on the EY Teams page. The attendance at the termly network meetings has increased, and monthly data collection is now being shared.

We are proud of the progress and the impact of the Peep learning together network, where skilled practitioners can deliver high-quality parent/carer sessions directly to families. All Equity and Excellence leads have now been PEEP trained, resulting in 20 more trained staff members.

The waiting list for Peep training follows a targeted approach. Our aim is for all settings with 40 or fewer members to have at least one trained Peep member, and larger settings to have at least two trained staff. Peep training is now offered three times a year.

A dedicated Development Officer is now in place supporting the wide range of activities supporting parental engagement and learning together.

Intensive family support: Families of children within ELC facing financial challenges have been supported in accessing available assistance through Maximise, initially in the North of the city and now we have extended this support to the South of the city. For families facing significant challenges, the Intensive Family Support Services continue to hold monthly meetings, where data and information are shared between the third sector and Heads of Centres (HoCs). Notably, between April 2022 and March 2023, the North project supported 51 families, with 44 receiving advice, 15 benefiting from employability support, and 26 receiving IFS assistance. Financial gains amounted to £155,075.26, with three parents entering further education and three securing employment.

Similarly, the South project provided support to 33 families between 1st August 2022 and 31st March 2023, with 25 families receiving advice, 16 benefiting from IFS, and two receiving employability support. Financial gains reached £4,359.00, with nine families achieving financial benefits, 13 finding stable housing, and one engaging in volunteering or study.

Through these ongoing efforts, we are committed to creating an inclusive and supportive environment for all families, ensuring that every child's needs are understood, valued, and celebrated.

Equity and Inclusion

To promote equity and inclusion within the Early Learning and Childcare sector, collaborative working with various teams, including EY ASL (Additional Support for Learning) team, and the EP (Educational Psychology) Service. These initiatives have resulted in targeted CLPL sessions to upskill practitioners in supporting all children, with a particular focus on those with Additional Support Needs (ASN).

The CLPL sessions covered topics such as Getting It Right for Every Child (GIRFEC) process, ASN pathways, Individual Education Plans (IEPs), and planning to meet children's individual needs. By enhancing practitioners' understanding of GIRFEC processes, we aim to better support all children within ELC settings. Plans are in place to revisit and refresh GIRFEC processes in the next session.

Additionally, we have collaborated with Speech and Language Therapy (SALT) to support early language development, leading to the creation of the 'Communication is Key Calendar.' This resource shares monthly focuses and materials to aid children's early language development. The EY newsletter has been used to promote the use of these resources in all ELC settings, encouraging their dissemination to parents and families.

Information on the impact of poverty and Covid restrictions on children's Health and Wellbeing (HWB) and language development prompted a renewed focus on providing Hanen training sessions. A new model of delivery has been developed, comprising a 4-hour in-service session

and two twilights, with activities for practice in between sessions. Working collaboratively with SALT and the EP service, these training sessions target settings based on low SIMD (Scottish Index of Multiple Deprivation) data. All EELs are trained in Hanen, and five of them are additionally trained as trainers. EELs are actively engaged in a Hanen project that involves embedding Hanen approaches within their settings, while also working closely with the SALT lead to create a toolkit to support leaders to effectively ensure consistent use of strategies, and link to early language assessment of each child. This toolkit will support to monitoring and securing children's progress.

Leadership for Equity (LfE): the EY SLT has undergone initial training, and the QIEO team is collaborating with the LfE team to adapt and contextualise the current leadership training offer for ELC. Plans are in place to deliver this training to the wider EY team and the Heads of Centres next session. Additionally, the 1 in 5 training is being updated to be delivered next session, reinforcing our commitment to promoting equity and inclusion at all levels of ELC provision.

Homelessness: Efforts to support homeless families and ensure their inclusion during transitions have shown positive results in recent years. The data indicates a significant increase in ELC service uptake among homeless children, with a rise from 10% in 2021, 59% in 2022 and 69% in 2023. The transition project and school links have successfully supported 89 homeless children in P1 school entry in 2023, with ongoing efforts to track the progress for subsequent years.



This page is intentionally left blank

Education, Children and Families Committee

10.00am, Tuesday, 23 January

Edinburgh Learns for Life: Equity

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families committee is asked to:
 - 1.1.1 Note the content of this report.
 - 1.1.2 Note next steps from Section 5, including:
 - 1.1.2.1 Continued commitment to developing a culture of equity across the authority, through impactful professional learning and all Edinburgh Learns for Life Boards considering work through an equity lens.
 - 1.1.2.2 Further support positive data culture through the procurement of a cloud-based, universal tracking and monitoring system.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director and Chief Education Officer

E-mail: lorna.french@edinburgh.gov.uk

Report

2. Executive Summary

- 2.1 This report provides an update on the strategic actions of the Edinburgh Learns for Life: Equity Board. It outlines the impact of the Attainment Scotland Fund, including the Pupil Equity Fund and Strategic Equity Fund, on outcomes for children and young people experiencing poverty-related barriers. Our evaluation of Stretch Aims (targets to close the poverty related attainment gap - Appendix 1) indicates that there is progress in the closing of the poverty-related attainment gap. New Stretch Aims have been set for 2023-2026 and these relate to core measures determined by Scottish Government and core plus measures identified by the local authority.

3. Background

- 3.1 Closing the Poverty Related Attainment Gap has been a requirement of all local authorities since the introduction of the Education Act (2016) and the establishment of the National Improvement Framework (NIF). 'Closing the attainment gap between the most and least disadvantaged children and young people' is one of the key NIF priorities.
- 3.2 In March 2022, the refreshed Scottish Attainment Challenge (SAC 2.0) was launched through the *Framework for Recovery and Accelerating Progress*. Funding is provided through the £1 billion *Attainment Scotland Fund*. Funding allocations have been confirmed until March 2026, to support strategic planning over this period. In 2022/23 Edinburgh was allocated £641,043 and this has increased to £1,274,381 in session 2023/24.
- 3.3 The City of Edinburgh's response to the new policy landscape is set out in the *Finance for Equity Framework* (see Business Bulletin April 2023). This provides guidance on how the Attainment Scotland Funding should be used to help close the poverty related attainment gap and raise the attainment of all.
- 3.4 This report provides an update in relation to actions within education, specifically related to impact of the Attainment Scotland Fund, including the Pupil Equity Fund and Strategic Equity Fund, and an evaluation of our Stretch Aims. It follows on from the Edinburgh Learns: Equity Report September 2022 and the Education Standards and Quality Report September 2023.
- 3.5 Other actions that impact on poverty across education (including Wider Achievement and Lifelong Learning), are not contained within this report. It is acknowledged that these wider actions contribute to outcomes for children and young people facing poverty related barriers. These include out of school and

holiday activity, as well as opportunities in schools but not supported via the Attainment Fund. These actions are not detailed here, as this report focusses on Attainment Fund and Teacher CLPL impacts.

4. Main report

4.1 Pupil Equity Funding (PEF)

4.1.1 A revised Finance for Equity Planning Template is being used to ensure baseline data and measurable outcomes are included in planning. The Senior Development Officer Equity and Attainment Adviser have been working with targeted schools to ensure PEF resources are being maximised to improve outcomes for learners. Officers also review equity planning and impact during quality assurance meetings with school leaders.

4.2 Scottish Equity Funding (SEF)

4.2.1 A place-based approach to allocating SEF has been adopted, to ensure best value and to improve outcomes for learners. A Team around the Learning Community (TALC) model has resulted in the allocation of SEF to learning communities that have secured approval for their proposals.

4.2.2 These proposals are clearly based on Learning Community needs-analyses. This approach to identifying needs, and the joint planning for meeting these needs across each learning community, are important levers for improving equity and closing the poverty related attainment gap through collaborative improvement and innovative practice.

4.3 Stretch Aims

4.2.3 From 2022 all local authorities have been required by the Scottish Government to set ambitious Stretch Aims to close the poverty-related attainment gap. These focus on Core Measures determined by the Scottish Government, along with Core Plus measures identified by Edinburgh. Appendix 1 provides an evaluation of progress against each measure. From 2023, local authorities are setting 3-year Stretch Aims with annual trajectories. These are also outlined in Appendix 1.

4.2.4 There is an overall positive trend with the attainment gap at its lowest in the last 5-year period for both Literacy and Numeracy Curriculum for Excellence levels (ACEL). Further details can be found in Appendix 2.

4.2.5 There has been a rigorous approach to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

4.2.6 Quality Improvement Education Officers (QIEOs) have adopted a coaching in context approach and visited schools on a bespoke basis to support more effective use of data in raising attainment and meeting the stretch aims.

Leadership for Equity

4.2.7 Our commitment to accelerating progress in closing the poverty related attainment gap is evident in our *Leadership for Equity* professional learning offer. Further details of the programme can be found in Appendix 3.

4.2.8 We have exceeded the target Key Performance Indicator (KPI) for the training of school leaders. Plans are in place to adapt the training next session to train larger cohorts of teaching staff, across Learning Communities

Teachers' Charter

4.2.9 *Scotland's Equity Toolkit* (10.4) highlights that the effects of high-quality learning and teaching are significant for children and young people from disadvantaged backgrounds and those with protected characteristics. There is a strong consensus from educational research that high performance in education systems is dependent on the quality of teaching. We ensure our staff are well trained through Teachers' Charter professional learning offer. Since 2021 the participation rates of teaching staff in each of the four aspects of the Teachers' Charter are: 34% Formative Assessment, 39% Differentiation, 28% Skills and 26% Leadership of Learning.

4.2.10 We predict we will meet our KPI of 40% for the first two aspects this session.

5. Next Steps

- 5.1 Continual development of the Edinburgh Learns Equity professional learning offer to ensure all staff in education have the knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap. This would also support with meeting of KPIS for staff in Early Years and Pupil Support Assistants through the launch of the Support Worker Charter.
- 5.2 All Edinburgh Learns for Life Boards to consider strategic activity through an equity lens.
- 5.3 Continue to develop more effective approaches to tracking and monitoring to improve outcomes for learners. Including the procurement of a cloud-based, universal tracking and monitoring system to meet the needs of all system users. The new system will support data intelligence across all settings, enable school staff and officers to track Stretch Aims robustly and drive progress in closing the gap.

6. Financial impact

- 6.1 Interventions and actions listed within the report include those annually funded by the Scottish Government through the Attainment Scotland Fund.

7. Equality and Poverty Impact

- 7.1 Further actions have been taken within Children, Education and Justice services, to embed the End Poverty Edinburgh Plan.
- 7.2 A monthly Ending Poverty 'Network of Networks' continues to meet to provide opportunities for collaboration amongst anti-poverty representatives across CEC, including those from third sector organisations and those with lived experience of poverty.
- 7.3 This session, CEC is part of the Facing up to Poverty in Schools, Practice Network. Chaired by Public Health Scotland, and in conjunction with Child Poverty Action Group, this network is a forum for Local Authority equity representatives to examine the impact of poverty in schools and consider actions to reduce cost barriers and mitigate the effects of poverty in education settings.

8. Climate and Nature Emergency Implications

- 8.1 It is estimated that there is minimal impact on climate and the environment in this progress update.

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

- 9.1 Views and impact were, and continue, to be gathered from schools by the local authority in relation to the management of resources to support equity, specifically the use of Scottish Attainment Challenge funding.
- 9.2 Interrogation of data from schools in areas of high deprivation allows for the provision of intensive support and interventions.
- 9.3 Boards will consider work through an equity lens and report to and be governed by the Equity board.

10. Background reading/external references

Scottish Government publications

- 10.1 [The Scottish Attainment Challenge: Framework for Recovery and Accelerating Progress \(www.gov.scot\)](https://www.gov.scot/publications/scottish-attainment-challenge-framework-for-recovery-and-accelerating-progress/pages/1-1-introduction.aspx)
- 10.2 [Pupil Equity Funding : National Operational Guidance 2023 \(www.gov.scot\)](https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/pages/1-1-introduction.aspx)

- 10.3 [Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners | Resources | National Improvement Hub \(education.gov.scot\)](#)
- 10.4 [Scotland's Equity Toolkit | Resources | Education Scotland](#)

11. Appendices

- 11.1 Appendix 1 – City of Edinburgh Stretch Aims, 2023-26
- 11.2 Appendix 2 – Closing the Poverty-Related Attainment Gap
- 11.3 Appendix 2 - Leadership for Equity CLPL

The City of Edinburgh Stretch Aims 2023-2026

Stretch Aims

Core Stretch aim NIF measure: Achievement of Curriculum for Excellence Level Numeracy (combined P1, P4, P7)				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	84.5%	74%	91.5%	16.5pp
2022/23 Actual	83.77%	72%	91%	19pp
2023/24 SA	84.65%	75.5%	91.5%	16pp
2024/25 SA	84.8%	77%	92%	15pp
2025/26 SA	85.0%	78.5%	92.5%	14pp

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

Numeracy ACEL (P1, P4 & P7 combined) all pupils: 82.97% (2021-22), 83.77% (2022-23).

- We are 0.7pp short of our stretch aim 84.5% for all pupils.
- The stretch aim for the Numeracy gap is 16pp (P1, P4 & P7 combined) and we are 3pp short of this at 19pp

The impact of the revised Numeracy and Mathematics Strategy (2020) is reflected in the strong attainment levels demonstrating sustained improvement over time. Consistently high-quality teaching of Numeracy has been embedded through the Stages in Early Arithmetical Learning (SEAL) approach, the use of Progression Pathways to ensure continuity and progression in learning and better articulation of learning within the Broad General Education and the Senior Phase.

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

There has been a rigorous approach by the local authority to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

Additional information and rationale for aims (max 300 words)

The 3-year stretch aim assumes meeting the national standard of 85% for All Pupils (1pp improvement on 2023 level). For Q1 this assumes 1pp improvement each year; and 1.5pp improvement per year for Q5. This projects a gap reduction of 1pp each year.

Core Stretch aim

NIF measure: Achievement of Curriculum for Excellence Level Literacy (combined P1, P4, P7)

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
Current level (2021-22)	77.04%	62.47%	86.74%	24.3pp
2022/23 SA	78.5%	65%	87%	22pp
2022/23 Actual	77.34%	64%	87%	22pp
2023/24 SA	80%	67%	87.5	20.5pp
2024/25 SA	82.5%	69.5%	87.75	18.25pp
2025/26 SA	85.0%	72.0%	88.0%	16.0pp

Evaluation of Stretch Aim progress 2022/23:

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

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

Literacy ACEL (P1, P4 & P7 combined) all pupils: 77.04% (2021-22), 77.34% (2022-23).

- 1.2pp short of our stretch aim 78.5% for 2022-23 for all pupils.
- The stretch aim for the Literacy gap is 22.0 pp (P1, P4, & P7 combined) and we have achieved this.

There has been a rigorous approach by the local authority to the tracking and monitoring of ACEL data throughout the session, with targeted and intensive support being provided to schools highlighted through the collection of predictions in November and March and other quality assurance processes.

Officers have adopted a coaching in context approach to improve the quality of Raising Attainment meetings and local moderation. The commitment to accelerating progress in closing the poverty related attainment gap has been reinforced with school leaders through events such as the Headteacher Conference on SAC 2.0 and our Leadership for Equity professional learning offer, where best practice is shared. Ensuring that resources, such as PEF, are managed effectively to implement appropriate interventions to close the poverty-related attainment gap has been a key focus for the SDO Equity and Attainment Advisor working with schools. Maximising learning time to improve outcomes for our children and young people has resulted in very good progress towards meeting ambitious targets set.

Additional information and rationale for aims (max 300 words)

The 3-year stretch aim assumes meeting the national standard of 85% for All Pupils (7.7pp improvement on 2023 level). For Q1 this assumes approximately 2.5pp improvement each year; and 0.33pp improvement per year for Q5. This projects a gap reduction of 2pp each year to 16pp by end of 2026 session.

Core Stretch aim

NIF measure: Annual Participation Measure – percentage of 16–19-years-olds participating in education, training or employment.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	93%	88%	97%	9pp
2022/23 Actual	95%	91.4%	97.8%	6.4pp
2023/24 SA	95.7%	92.0%	98.0%	6pp
2024/25 SA	96.4%	92.75%	98.25%	5.5pp
2025/26 SA	97.2%	93.5%	98.5%	5pp

Evaluation of Stretch Aim progress:

- The SA for the APR in 2023 has been exceeded by 2pp and indicates that more 16-19 years old young people are participating in training, education or employment.
- The gap between young people living in Q1 and Q5 is at its lowest ever (6.4pp) and is 2.6pp lower than the SA of 9pp.

We have established a shared vision that is focused on the importance of tackling the poverty related attainment gap, particularly sustained school leaver destinations. The Youth Employment Partnership provides the bridge between school and post-school destinations. Over the last three years there has been an improving trend in our school leaver destination results (initial and sustained). Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place. Positive destinations for school leavers for session 21-22 were 96.1%. This is

significantly above the national average (95.7%) and above the virtual comparator (95.9%) and reflects the progress made in the APR. There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. Our success in integrating employer engagement continues to grow through a range of initiatives such as Career Ready, MCR Pathways and our own Job Education Training programme.

Additional information and rationale for aims (max 300 words)

The 3-year SA recognises the significant improvement in the APR during 2022/23 session and how this exceeded the 2023 Stretch Aim by 2.6pp. This aligns with the improvement in the SLDR, due to the numbers of young people participating in employment. We anticipate a Gap reduction of 0.5pp each year to achieve a 5pp gap by the end of session 2026. This assumes a 0.75pp improvement in the APR of Q1 and 0.25pp increase for Q5.

Core Stretch aim

NIF measure: percentage of school leavers attaining 1 or more awards (NQ only) at SCQF level 5 or higher

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022 Leavers Actual	86.18%	74.41%	95.84%	21.43pp
2023 Leavers Actual	Tbc	Tbc	Tbc	Tbc
Stretch aim to be achieved 2022-23	88.3%	77.6%	95.5%	17.9pp

Evaluation of Progress:

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

The Leavers data will be available in February 2024 and this will be used to determine whether the Stretch Aim has been achieved. This measure is no longer being used for the 2023-2026 Stretch Aims.

Core Stretch aim (new) NIF measure: percentage of school leavers attaining 1 or more awards (any) at SCQF level 5 or higher				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	88.57%	79.56%	96.59%	17.03pp
2022/23 Actual	Tbc	Tbc	Tbc	Tbc
2023/24 SA	89.5%	80.5%	97%	16.5pp
2024/25 SA	90.25%	81.5%	97.25%	15.75pp
2025/26 SA	91%	82.5%	97.5%	15pp
Additional information and rationale for aims (max 300 words)				
<p>This assumes a reduction by 0.75pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1pp per year, and 0.25pp for Q5.</p> <p>There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer.</p> <p>This Core Plus measure recognizes the parity of esteem in each learner's pathway and will drive improvement in attainment to maximise outcomes.</p>				

Core Stretch aim NIF measure: percentage of school leavers attaining 1 or more awards (NQ only) at SCQF Level 6 or higher.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022 Leavers	63.74%	37.94%	83.19%	45.25pp
2023 Leavers	tbc	tbc	tbc	tbc
Stretch aim to be achieved 2022-23	69.4%	47.0%	85.4%	38.4pp

Evaluation of Progress:

The Leavers data will be available in February 2024 and this will be used to determine whether the Stretch Aim has been achieved. This measure is no longer being used for the 2023-2026 Stretch Aims.

Core Stretch aim (new) NIF measure: percentage of school leavers attaining 1 or more awards (ANY) at SCQF Level 6 or higher.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Leavers Actual	68.38%	44.85%	85.54%	40.69pp
2022/23 Leavers	Tbc	Tbc	Tbc	Tbc
2023/24 SA	70%	46.5%	86%	39.5pp
2024/25 SA	71%	47.75%	86.25%	38.75pp
2025/26 SA	72%	48.5%	86.5%	38pp
Additional information and rationale for aims (max 300 words) This assumes a reduction by 0.75pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1pp per year, and 0.25pp for Q5. There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer. This Core Plus measure recognizes the parity of esteem in each learner's pathway and will drive improvement in attainment to maximise outcomes.				

Core Stretch aim Health and wellbeing – percentage attendance				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	Pri 93.1% Sec 91%	Pri 91% Sec 87.1%	Pri 94.5% Sec 93.3%	Pri 3.5pp Sec 6.2pp
2022/23 Actual	Pri 93% Sec 90%	Pri 89.5% Sec 85.8%	Pri 95.4% Sec 93%	Pri 5.8pp Sec 7.2pp
2023/24 SA	Pri 93.5% Sec 91.5%	Pri 91.5% Sec 88%	Pri 96% Sec 93.5%	Pri 5.5pp Sec 5.5pp
2024/25 SA	Pri 94.0% Sec 92%	Pri 92% Sec 89%	Pri 96.5% Sec 94%	Pri 4.5pp Sec 5pp
2025/26 SA	Primary 94.5%	Primary 92.8%	Primary 97% Secondary 94.5%	Pri 4.2pp Sec 4.4pp

	Secondary 92.5%	Secondary 90.1%		
<p>Evaluation of Stretch Aim progress: At an overall level we are 0.1pp short of our SA for Primary and 2pp short of the Secondary SA. In terms of the Gap, we are 2.3pp short of our Primary SA and 1pp short of the Secondary SA.</p> <p>Attendance Conferences took place in November and March to share best practice and upskill those who lead on improving attendance in our schools. Conference evaluations indicated significantly increased confidence in staff ability to improve attendance. Key themes for these events included: the role of the Pupil Support Officer; common barriers to attendance and supports available; and using data to support attendance.</p> <p>An Attendance Network has been created for staff to access a range of supports, resources and presentations to enhance practice. Most learning communities are or are planning to work collaboratively to share good practice, develop synergies and promote the importance of good attendance across their communities. This session, overall attendance in the primary sector improved every month compared to last year. By May in the secondary sector, it was broadly similar to last session. In line with national priorities we are now focusing on the poverty related attendance gap.</p> <p>There has also been work completed on SEEMIS coding and custom reports and crib sheets have been created for schools. This will support consistency in how schools record attendance and their ability to monitor and track through custom reports allowing them to target interventions.</p> <p>Additional information and rationale for aims (max 300 words)</p> <p>Based on our actual gap in 2023 (Primary 5.8pp, Secondary 7.8pp) we are striving to achieve a reduction in this over the next 3 years of 1.6pp in Primary and 2.8pp in Secondary. This will enable us to ensure that attendance in each sector is above 90%.</p> <p>National work through a deep dive led by Education Scotland into attendance is currently underway. This will provide a national perspective and feed into the LA plans and allow comparisons to be drawn across LAs.</p>				

Core Plus Stretch aim (NEW)				
NIF measure: Achievement of Curriculum for Excellence Level Numeracy – S3 3rd Level or higher.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	94.1%	88%	97%	9pp
2022/23 Actual	95.1%	91%	98%	7pp

Appendix 1

2023/24 SA	95.8%	91.7%	98.3%	6.6pp
2024/25 SA	96.4%	92.4%	98.7%	6.3pp
2025/26 SA	97%	93%	99%	6pp
<p>Additional information and rationale for aims (max 300 words)</p> <p>The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.</p> <p>By introducing this Core Plus measure, we wish to highlight the significance of Numeracy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners. More leavers attained literacy skills than numeracy skills, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (VC) for SCQF level 5 Numeracy, therefore improving attainment in our ACEL is essential to address this gap.</p> <p>Based on our actual gap for 2023 of 7pp we aim to reduce this to 6pp over the next 3 years. The attainment of 3rd Level by the end of S3 for Q1 would increase by 2pp to 93% and for Q1 by 1pp to 99%.</p>				
<p>Core Plus Stretch aim (NEW) NIF measure: Achievement of Curriculum for Excellence Level Literacy – S3 3rd Level or higher.</p>				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	91.1%	84%	97%	13pp
2022/23 Actual	92.7%	88.5%	96.9%	8.4pp
2023/24 SA	93.5%	89.6%	97.2%	7.6pp
2024/25 SA	94.3%	90.5%	97.5%	7.0pp
2025/26 SA	95%	91.6%	98%	6.4pp
<p>Additional information and rationale for aims (max 300 words)</p> <p>The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.</p> <p>We are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy. By introducing this Core Plus measure we wish to highlight the significance of Literacy attainment and ensure that</p>				

progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners.

In secondary there has been an increase of 1.6pp to 92.7% at 3rd Level or better compared to 2021-22.

Based on our actual gap for 2023 of 8.4pp we aim to reduce this to 6.4pp over the next 3 years. The attainment of 3rd Level by the end of S3 for Q1 would increase by 3.1pp to 91.6% and for Q5 by 1.1pp to 98%.

Core Plus Stretch aim (NEW)

NIF measure: Achievement of Curriculum for Excellence Level Numeracy – S3 4th Level or higher.

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	75.6%	59%	88%	29pp
2022/23 Actual	78.3%	59%	91%	33pp
2023/24 SA	79.3%	60.7%	91.7%	31pp
2024/25 SA	81%	63.4%	92.4%	29pp
2025/26 SA	82.5%	66%	93%	27pp

Additional information and rationale for aims (max 300 words)

The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.

By introducing this Core Plus measure, we wish to highlight the significance of Numeracy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners. More leavers attained literacy skills than numeracy skills, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (VC) for SCQF level 5 Numeracy, therefore improving attainment in our ACEL is essential to address this gap.

In secondary there has been an increase of 2.6pp to 78.3% overall at 4th Level or better compared to 2021-22.

Based on our actual gap for 2023 of 33pp we aim to reduce this to 27pp over the next 3 years. The attainment of 4th Level by the end of S3 for Q1 would increase by 7pp to 66% and for Q5 by 5pp to 93%.

Core Plus Stretch aim (NEW) NIF measure: Achievement of Curriculum for Excellence Level Literacy – S3 4th Level or higher.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2021/22 Actual	62.5%	49%	83%	33pp
2022/23 Actual	71.1%	60%	88%	27pp
2023/24 SA	74.5%	61.8%	88.3%	26.5pp
2024/25 SA	77.9%	62.9%	88.6%	25.7pp
2025/26 SA	80.5%	64%	89%	25pp
<p>Additional information and rationale for aims (max 300 words)</p> <p>The percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.</p> <p>We are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy. By introducing this Core Plus measure we wish to highlight the significance of Literacy attainment and ensure that progress is being maximized throughout the BGE and by the end of S3 to ensure outcomes are improved for all learners.</p> <p>In secondary there has been an increase of 8.6pp to 71.1% overall at 4th Level or better compared to 2021-22.</p> <p>Based on our actual gap for 2023 of 27pp we aim to reduce this to 25pp over the next 3 years. The attainment of 4th Level by the end of S3 for Q1 would increase by 4pp to 66% and for Q5 by 1pp to 89%.</p>				

Core Plus Stretch aim Percentage of S4 pupils attaining 3 or more awards (any) at SCQF level 5 or higher.				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 SA	74.8%	55%	89%	34pp
2022/23 Actual	71.05%	51.59%	87.13%	35.54pp
2023/24 SA	75%	56%	89.33%	33.33pp

Appendix 1

2024/25 SA	76%	57.66%	89.66%	32pp
2025/26 SA	77%	59%	90%	31pp
<p>Additional information and rationale for aims (max 300 words) This assumes a reduction by 1pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 1.33pp per year, and 0.33pp for Q5.</p>				

<p>Core Plus Stretch aim (NEW) Percentage of S5 pupils attaining 3 or more awards (any) at SCQF level 6 or higher.</p>				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)
2022/23 Actual	56.37%	30.52%	76.88%	46.4pp
2023/24 SA	58%	32%	77%	45pp
2024/25 SA	59.5%	34%	77.5%	43.5pp
2025/26 SA	61%	36%	78%	42pp
<p>Additional information and rationale for aims (max 300 words) This assumes a reduction by 1.5pp in the gap between Q1 and Q5 each session. The improvement in Q1 will be approximately 2pp per year, and 0.5pp for Q5.</p>				

Closing the Poverty-Related Attainment Gap (PRAG)

- There is an overall positive trend with the attainment gap at its lowest in the last 5-year period for both Literacy and Numeracy Curriculum for Excellence levels (ACEL).
- This is encouraging, particularly as funding received in the City of Edinburgh is significantly less than in several of the other large local authorities, such as Glasgow, Fife, Dundee, North and South Lanarkshire.

Broad General Education

- Improvement in attainment for 2022-23 is reflected in the poverty-related attainment data. The gap in attainment between those living in Quintile 1 versus those in Quintile 5 is at its lowest level in the last five years for Numeracy and each of the Literacy organisers (Reading, Writing, Listening & Talking) in P1 and P7.
- Literacy levels have increased in 2022-23 at P1 (80.5%) and P7 (77.6%) compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%
- Some improvement in Writing is evident, particularly in P1 and P7. We will track progress in Listening and Talking closely as there are drops of 1pp at P1 and P4. The actions arising from the Literacy Thematic Review will continue to support progress across each of the organisers.
- For Numeracy there has been a reduction of 7 percentage points (pp) in P1 and 4pp in P7 since 2021-22. For Literacy in P1 the gap for Reading is 18% (22% in 2022); Writing is 18% (6pp drop since 2022); Listening & Talking is 11% (16% in 2022). In P7 the gap for Reading is 17% (20% in 2022); Writing is 20% (3pp drop since 2022); Listening & Talking is 11% (16% in 2022).
- In P4 the Gap in Numeracy and each of the Literacy organisers has increased since 2021-22. The gap in Numeracy has increased to 23% (16% in 2022). There has been a 4pp increase in the Reading gap (to 22%) and 5pp increase in the Listening & Talk gap (now 17%) compared to 2022. Writing in P4 has the largest gap of 27% (8pp increase since 2022). Therefore, accelerating progress in learning for this particular cohort of children is a priority.
- In S3 the poverty-related attainment gap is at its lowest level in the last five years for Third Level + Numeracy and Literacy (7%). It is also at its lowest for Fourth Level Literacy (27%). There has been an increase of 4pp in Fourth Level Numeracy to 33% though this gap is less than the pre-Covid period.

Senior Phase

- **National summary statistics for Leavers (All SCQF Awards)**

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

National summary statistics for Leavers (National Qualifications only)

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

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

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

Leaver destinations

- The stretch aim for the Annual Participation Measure has been exceeded by 2pp and indicated that more 16-19 year old young people are participating in training, education or employment. The gap between young people living in Q1 and Q5 is at its lowest ever (6.4pp) and is 2.6pp lower than the Stretch Aim of 9pp.
- Over the last three years there has been an improving trend in our school leaver destination results (initial and sustained). Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place

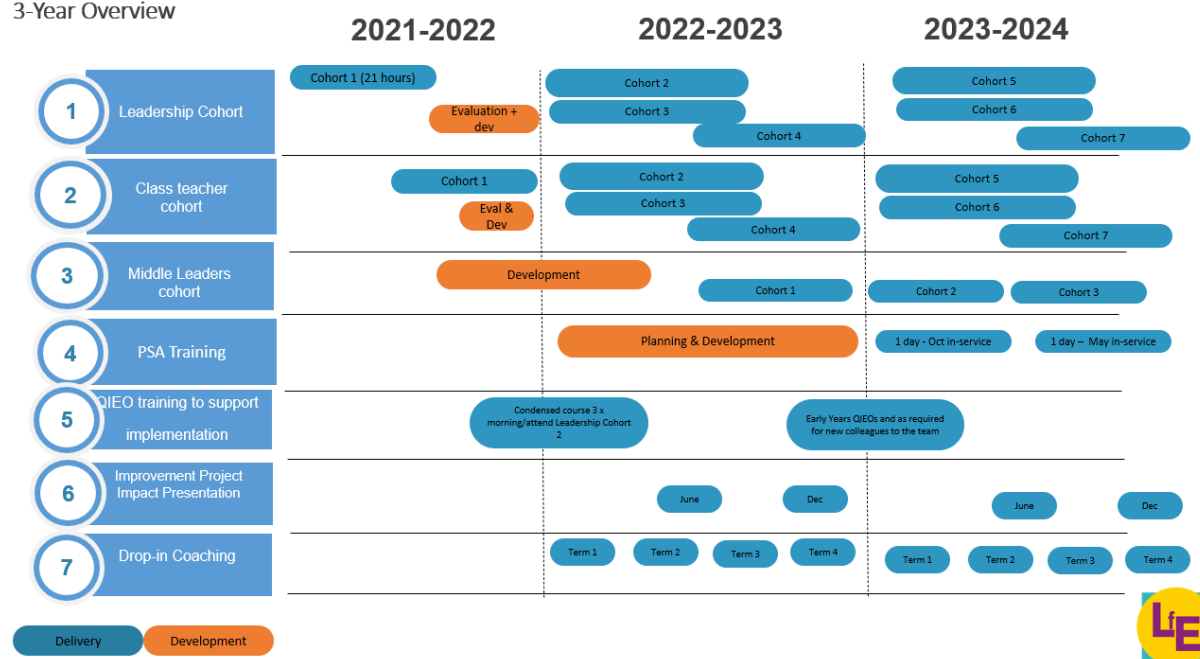
Leadership for Equity

“Leadership for Equity” is our externally accredited professional learning programme that provides participants with the leadership knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap at a whole-school strategic or classroom level. The programme covers a range of areas, including

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

The programme has completed its second year of delivery and building on the pilot of online delivery in 2021-22, an in-person delivery model was adopted in 2022-23, to Senior Leaders and Class Teachers. Course materials have been developed further to include a Middle Leaders version of the course. This will be extended over the next 2-3 years to include a programme for Early Years Heads of Centre initially, followed by Early Officers, Early Years Practitioners, Pupil Support Assistants and Newly Qualified Teachers. The programme covers a range of areas, including

3-Year Overview



A “Planning for Impact Toolkit” has been developed. This provides detailed implementation strategies on all the main themes covered in the course and is designed to be an additional support for Senior Leaders in their application of key strategic actions to promote equity in schools following skills and knowledge gained through participation in the course.

Participation rates

Sector	Senior Leaders	Teachers	Middle Leaders
Primary	66	45	11
Secondary	21	11	7
Special	2	1	1
Total	89	57	19

89 Senior school leaders, 57 teachers and 19 Middle Leaders across Edinburgh, have completed this suite of professional learning to date. The target Key Performance Indicator (KPI) for the training of school leaders was set at 20%. We have exceeded this with 29% of school leaders completing the equity training. The KPI target for teaching staff was 5% and we are 3pp short of this. This session, we have increased the number of cohorts for both teacher and middle leader training, to address the shortfall in training opportunities and meet our KPI. Development plans are also in place to include a programme for Early Years, Pupil Support Assistants and Newly Qualified Teachers

Evaluations

Evaluations showed that 100% agree that the course will support them in developing key strategic actions for equity and have a positive impact on staff in their establishment. The course has been described by participants as ‘an invaluable opportunity to improve practice in my school’, ‘motivating and thought provoking’, and ‘informative, inspiring and interesting’.

Evaluations



Leaders

“Really thought provoking and has given me a desire to improve in certain areas. Feel everyone should have this CLPL to make a true and lasting difference in children’s lives.”

“Best CLPL I have done this session and will be a key driver on school improvement next year.”

“This has been the best CLPL and has made me reflect on many, many aspects of my practice and our school practice. It has supported and challenged me - and I now need to make a meal with it!”

“This remains one of the best professional learning courses I have ever done since becoming a HT.”

“Brilliant day - challenging, supportive, thought provoking, and very real for our work in schools. This will help me plan forward.”

Teachers

“Thank you for a really worthwhile and interesting course. This has had a really big impact on my reflective practice. I feel this course will have a positive impact on my practice and I will take away lots of strategies to implement in my classroom.”

“Thank you - you got through a tonne of information and are very encouraging with practical examples which are very helpful. It would be good to prioritise time to reflect and discuss.”

“It was exceptionally helpful and informative, well delivered and challenging.”

“A day of data... was interesting, enjoyable and most of all valuable.”

Measuring impact

Re-engagement and sharing sessions are held 6 months after course completion. Delegates undertake a project in school, following this CLPL, and present to their colleagues on intended outcomes, measures for success, actions taken and evaluation of project to close the poverty-related attainment gap in their schools. Delegates are offered a 1:1 coaching session with a member of the LfE team, to support with planning and ensure the project is impactful for young people living in poverty.

Education, Children & Families Committee

10:00am, Tuesday, 23 January 2024

School Placements and Appeals Process

Executive/routine
Wards
Council Commitments

Executive
All

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note changes to the P1 and S1 Appeals process to be implemented for 2024.
 - 1.1.2 Note that Officers continue to work collaboratively to look at how appeals outside of the P1 and S1 process are managed to ensure consistent decision making.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Nicola Harvey, Service Director, Customer and Digital Services,

Customer and Digital Services Division, Corporate Services Directorate

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

Schools Placement Appeal Process

2. Executive Summary

- 2.1 During 2023 resource and procedural issues impacted the effective operation of the school placement appeals procedure, with appeals being heard later in the year than usual. This report provides an update on the immediate actions being taken to strengthen the process.

3. Background

- 3.1 At the Council meeting on 31 August 2023, members sought further information on the Placing in Schools and Appeal processes.

4. Main report

- 4.1 The P1 and S1 school placement appeals process requires close collaboration between Committee Services, Customer Services, Legal and Education services. The current process is detailed in Appendix 1.
- 4.2 A lessons learned activity has now been completed by the relevant services and this identified the following issues during the 2023 process.
- There was a delay in sourcing panel members and identifying availability to allow Appeal Hearings to be established.
 - Low levels of panel members exist, despite a recruitment drive in 2022.
 - Intake limits are set at officer level, where previously these were ratified by elected members (this provided a steer to parents about availability in schools and was designed to support the appeals process).
 - Multiple appeal channels, with the potential for duplication and inefficiency.
 - Multiple touchpoints for data sharing are overly resource intensive.
- 4.3 To strengthen the process and stakeholder journey the following actions will be progressed:
- **Improved administration** – The current Appeals availability calendar will be replaced with an appeals timetable for each cluster of schools and issued in January as well as publishing on-line.

- **Improved process** - Appeals will only be accepted via an online form. This will provide one concise and coordinated customer channel. Officers are developing IT systems to support this process.
- **Enhanced administrative support** - Dedicated resource to be allocated by Committee Services to support the appeals process.
- **Improved records management** - Appeals to be held on an electronic workflow and document management system, with all case notes linked to the appellant. This will provide a full case history of process, as well as comprehensive management information at an individual school level.
- **Improved visibility of school availability** – Recommended that Elected members ratify intake limits at an appropriate Committee meeting.
- **Expand appeal resources** - Engagement exercise to be undertaken with Parents Councils to increase number of appeal panel members and create greater resilience.
- **Appropriate Escalation** - The process will be supported by effective service levels across all areas involved with the appeal process, and associated escalation triggers.
- **Consistency of Decisions:** Officers will look for opportunities to consolidate other years appeals into this process. This work is currently undertaken directly by schools.

5. Next Steps

- 5.1 Officers will collaborate to implement the improvement plan for the 2024 process and consider closer coordination with the other years appeals process.

6. Financial impact

- 6.1 Budget considerations associated with enhanced resource requirements and the improved records management functionality are being progressed. It is anticipated that these costs will be contained within existing budgets.
- 6.2 It is anticipated that with a more joined up process that this will control, and limit schools being oversubscribed and in turn will minimise the impact of the requirement for additional resources.

7. Equality and Poverty Impact

- 7.1 The activities in this report are designed to ensure that all citizens can simply and timeously exercise their right to seek alternative education opportunities for children and young people with exceptional circumstances.

8. Climate and Nature Emergency Implications

8.1 There are no specific implications associated with this report.

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

9.1 The updated process will ensure clear role responsibility, governance and compliance activities and these will mitigate against future operational challenges.

10. Background reading/external references

10.1 Admissions in Mainstream Schools

Start primary school – The City of Edinburgh Council

11. Appendices

11.1 Appendix 1 Current School Office Process

Appendix 1

Current School Appeals Process

- Preparatory step - availability calendar normally issued by Committee Services in January, with the intention that appeals will be heard in May/June for clusters of schools within the same area. This is designed to ensure that parents/pupils are notified of the outcome of their appeal prior to the new academic year and pupils can attend the appropriate transition days.
- Appeals requests received by Committee Services via central mailbox and online form.
- Committees instruct Customer Services to prepare reports on specific appeal.
- Customer Services engage with Legal Services to validate paperwork.
- Customer Services return appropriate appeals paperwork to Committee Services.
- Committee Services confirm date of appeal to appellant and issue related paperwork.
- Appeals panel hears the case (NB Appeals can take a full day to be dealt with)

This page is intentionally left blank

Education, Children and Families Committee

10am, Tuesday, 23 January 2024

Inclusion in City of Edinburgh Schools – Annual Report 2023

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the data for inclusion and the work being carried out to support improvements in inclusion of our children and young people across in our schools and the key actions that will be taken forward over the next 12 months.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Lorna French, Service Director Education & Chief Education Officer

E-mail: lorna.french@edinburgh.gov.k

Inclusion in City of Edinburgh Schools – Annual Report 2023

2. Executive Summary

- 2.1 In the City of Edinburgh Council schools there are currently 45.9% (n=24,760) children and young people recorded as having an additional support need. Additional support needs are recorded as 10% higher in the secondary sector than the primary sector. The percentage of pupils with additional support needs is relatively high compared to national figures and those of other Local Authorities and work is taking place to fully understand this situation.
- 2.2 Following the National Review of Inclusion in 2022, Edinburgh undertook a Collaborative Learning Review into approaches to Inclusion. This included Senior Education Managers, Education Scotland and colleagues from the Association of Directors of Education. This review found that the city's vision for inclusion was current and clear and that there was a comparatively high level of resource available. The review made a number of recommendations for improvement that the Inclusion Review Programme is addressing.
- 2.3 The Inclusion Review Programme has 4 current workstreams. Recommendations that arise as part of this Programme of work will be brought before Elected Members for approval as required.
- 2.4 A number of key actions are noted that will be the focus for improvement activities over the next 12-months and beyond that will aim to strength inclusive practice across the learning estate and ensure the needs of our learners with additional support needs continue to be met.

3. Background

- 3.1 Within the City of Edinburgh Council inclusion had been managed for a long period of time in Children's Social Care. In 2021 the service moved to education but did not have a permanent head of service until July 2023 when Dr Lynne Binnie joined the City of Edinburgh Council as the Head of Education for Inclusion. Dr Binnie brings a wealth of experience in the area of additional support needs and Inclusion at both a Local Authority and National level. Dr Binnie is currently undertaking significant due diligence activity across the service. The work outlined in this report as priority for this year has been informed by this work and will be adapted as more review and development work is undertaken. An initial key focus for Dr Binnie is to review the data for inclusion and ensure the key actions

identified within this report are progressed at pace.

- 3.2 The vision for inclusion in the City of Edinburgh is that “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”. The vision of the Inclusion Strategy focuses on 4 key drivers: relationships, rights respecting, restorative approaches, and resilience building.
- 3.3 The Edinburgh Learns Inclusion Board has strategic responsibility for driving forward policy and practice to support inclusive practice and the monitoring of performance with respect to inclusion. The board provides guidance on supporting procedures, legislation and guidance. It recognises that inclusive practice has implications for all aspects of learning communities and requires a strong collaborative approach from all services working with children and families.
- 3.4 To ensure the needs of Edinburgh’s children and young people are met in an environment that supports their development, our continuum of support for Inclusion is delivered according to three stages namely Universal, Targeted and Intensive.

4. Main report

Data for Inclusion

- 4.1 In September 2023, the City of Edinburgh Council schools recorded 46% of pupils as having an additional support need which sits significantly higher than the national average of 34%. Additional support needs are recorded as 10% higher in the secondary sector than the primary sector, a trend that is present nationally (51% and 41% respectively). There are three predominant reasons for additional support need across our schools namely (1) English as an Additional Language, (2) Other moderate learning difficulty and (3) Social and emotional behavioural needs. In line with national trends there has been a significant increase in the ASN population over the last 10 years. This trend is apparent for both primary and secondary sectors.
- 4.2 Number of pupils in specialist schools is determined by spaces. The total number of pupils in the City of Edinburgh educated in special schools has remained around 1.25% over the last five years despite the growth in population and the significant growth in pupils with additional support needs. This has led to a more complex range of needs having to be met within mainstream school sector as thresholds of entry to special schools have had to increase due to the increase in overall number of pupils with additional support needs. This has led to pressure across the specialist school estate and an urgent review is required to ensure the estate can meet the need of current and future learners, especially those with more complex and enduring needs.
- 4.3 Overall exclusions show a downward trend possibly attributable to a significant reduction in exclusions within the special school sector. All pupils excluded are recorded as having an additional support need. Exclusions of care experienced

children and young people are reducing over time but still remains above the national average.

- 4.4 Session 2022/2023 recorded an overall attendance rate of 91.6% which is higher than the national average of 90.2% but lower than that recorded in session 2020/2021. The data for the City of Edinburgh Council compares favorably with the other cities in Scotland. Overall attendance patterns are improving within primary schools compared to secondary schools. Within primary schools the numbers of poor attenders is falling and there is a narrowing of the gap between attendance levels of pupils attending schools in areas of high deprivation compared to the areas of low deprivation. In secondary schools, attendance rates are more static with this year's attendance patterns so far remaining in line with the figures and trends from the same time last year. Attendance of our Care Experienced children and young people remain the poorest of any group.

Collaborative Improvement Collaborative

- 4.5 A Collaborative Learning Review took place over 3 days in June 2023 in collaboration with officers from ADES and Education Scotland. The review found that 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.
- 4.6 At the **Universal Level**, the significant resources include the high level of quality professional learning documents in the Edinburgh Learns Teachers' Charter. At the **Targeted level** resources include fully funded Support for Learning Teachers, Transition Teachers, Wellbeing Hubs, Enhanced Support Bases, Additional Support for Learning Service staff and Educational Psychologists. At the **Intensive Level** Specialist Schools and third sector partners offer a wide range of intensive support and alternative pathways.
- 4.7 The added value of staff in specialist roles such as Additional Support for Learning Service and the Educational Psychological Service was seen as very helpful by most senior leaders who engaged in the evaluation. In the best practice, these teams 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 and making referrals to other services.
- 4.8 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.
- 4.9 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. 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.

- 4.10 The Collaborative Learning Review identified that there was a need to refresh 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.*' Ensuring that all staff are consulted and involved in shaping the purpose of inclusive education, as part of the refreshed narrative of education. In addition, there was a need to refresh the Staged Intervention Pathways to rebalance understanding of universal, targeted and intensive levels of support. The review emphasized the need to incorporate the refreshed narrative into all developing work with (Teams around the) Learning Community ensuring that all staff are involved in the discussions about the core purpose of learning in Edinburgh and how inclusion is embedded within all curricula and wider achievement.

Inclusion Review

- 4.11 The Inclusion Review Programme has four in-flight workstreams which, due to the different drivers, are at different stages of the Strategic Change methodology as reported at the previous committee. The four workstreams are: maximising models of attendance, review of support worker posts and remits; review of the central inclusion service structure and a review of the management structures in special schools. Recommendations that arise as part of the Managing Change and Strategic Change Programme will be brought before Elected Members for approval.
- 4.12 In addition to these four workstreams, initial work is commencing to develop a learning estate strategy that will ensure the City of Edinburgh Council has a range of special schools and mainstream schools that meet the needs of the current and future population of learners.
- 4.13 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 including parents and carers.

5. Next Steps

- 5.1 Continue to develop measures and key performance indicators for inclusion and include these in an improved Quality Assurance frameworks for Inclusion.
- 5.2 In conjunction with the corporate parenting board review the data for inclusion with respect to care experienced learners specifically with respect to exclusion and attendance.
- 5.3 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 staff are consulted and involved in shaping the purpose of inclusive education, as part of the refreshed narrative of education.
- 5.4 Refresh the Staged Intervention Pathways to rebalance understanding of universal, targeted and intensive levels of support.

- 5.5 In conjunction with the Children’s Partnership, refresh GIRFEC, including guidance and professional learning, quality assurance, clear processes and a communication strategy.
- 5.6 Develop a learning estate strategy where future schools will be truly inclusive and designed to accommodate the needs of all children and young people irrespective of disability or additional support requirements. This will include a review of the special school estate and the provision of a variety of flexible and adaptable spaces within mainstream schools that enable inclusion of children and young people with additional support needs.

6. Financial impact

- 6.1 This report does not contain any direct implications for the finances. However, strands of work referred to within this report will outline their impact on finances as they are brought forward. There will be specific proposals for capital spend in relation to the estates strategy.

7. Equality and Poverty Impact

- 7.1 This report does not contain direct implications for Equality and Poverty. However, strands of work referred to within this report will outline their impact on equalities and poverty as they are brought forward. It is essential to ensure that an proposals ensure equality of access to high quality education and curriculum for children and young people with additional support needs and disabilities.

8. Climate and Nature Emergency Implications

- 8.1 This report does not contain direct implications for the Climate and Nature Emergency. However, strands of work referred to within this report will outline their impact on equalities and poverty as they are brought forward. A key principal of any vision for inclusion and associated frameworks and strategies will be the reduction in transport costs and motorised journey’s, this is especially the case in relation to special school placements and out of area placements.

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

- 9.1 This report does not contain direct implications for risk, policy, compliance, governance and communities. Strands of work referred to within this report will outline their impact on risk, policy, compliance, governance and communities as they are brought forward.

Background reading/external references

None

11. Appendices

11.1 Appendix 1 Overview of the Data for Inclusion

◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

Overview of the Data for Inclusion Session 2022/2023

January 2024

This report has been written to inform senior officers with a summary of the data for inclusion session 2022/2023.

Summary

- In September 2023, the City of Edinburgh Council schools recorded 46% of pupils as having an additional support need which sits significantly higher than the national average of 34%. Additional support needs are recorded as 10% higher in the secondary sector than the primary sector (41% and 31% respectively).
- There are three predominant reasons for additional support need across our schools namely (1) English as an Additional Language, (2) Other moderate learning difficulty and (3) Social and emotional behavioural needs.
- In line with national trends there has been a significant increase in the ASN population over the last 10 years. This trend is apparent for both primary and secondary sectors.
- Number of pupils in specialist schools is determined by spaces. The total number of pupils in the City of Edinburgh educated in special schools has remained around 1.25% over the last five years despite the growth in population and the significant growth in pupils with additional support needs. This has led to a more complex range of needs having to be met within mainstream school sector as thresholds of entry to special schools have had to increase due to the increase in overall number of pupils with additional support needs.
- Overall exclusions show a downward trend possibly attributable to a significant reduction in exclusions within the special school sector.
- All pupils excluded are recorded as having an additional support need.
- Exclusions of care experienced children and young people are reducing over time but still remains above the national average.
- Session 2022/2023 recorded an overall attendance rate of 91.6% which is higher than the national average of 90.2% but lower than that recorded in session 2020/2021. The data for the City of Edinburgh Council compares favorably with the other cities in Scotland.
- Overall attendance patterns are improving within primary schools compared to secondary schools. Within primary schools the numbers of poor attenders is falling and there is a narrowing of the gap between attendance levels of pupils attending schools in areas of high deprivation compared to the areas of low deprivation. In secondary schools, attendance rates are more static with this year's attendance patterns so far remaining in line with the figures and trends from the same time last year.
- Attendance of our Care Experienced children and young people remain the poorest of any group.

ASN data

Table 1 indicates that in the City of Edinburgh Council schools as of September 2023 there are currently overall 24, 076 pupils recorded as having an additional support need (ASN). The percentage of total pupils

with ASN in the City of Edinburgh is 46%, which sits significantly higher than the national average of 34%. This figure is higher in secondary schools (51%) than primary schools (41%) which reflects a similar national trend.

Table 1: Numbers and percentages of pupils in school with at least one recorded ASN as of September 2023.

Sector	No. of Pupils with ASN	Total No. of pupils	% Pupils with ASN
Primary	12193	30058	40.6%
Secondary	11883	23150	51.3%
Special	684*	686	99.7%
Overall Total number of pupils with ASN	24760	53894	45.9%

*2 pupils at Braidburn Special School did not have any ASN recorded at the time of census

As demonstrated in graph 1 below, data from the pupil census in September 2023 identified the main reasons for pupils with additional support needs across the City of Edinburgh Council. Overall, the three predominant reasons for additional support need in Primary pupils was (1) English as an Additional Language, (2) Other moderate learning difficulty and (3) Social and emotional behavioural needs. English as an Additional Learning need accounted for 17% of all pupils with additional support needs. This is significantly higher than the national average of 8% and reflects the diverse population living within the capital city.

The three predominant reasons for additional support need in Primary pupils was (1) English as an Additional Language, (2) Other moderate learning difficulty and (3) Social and emotional behavioural needs. For Secondary pupils, the three main reasons for additional support were (1) English as an Additional Language, (2) Social and emotional behavioural difficulties, and (3) other moderate learning difficulty. For Special school pupils, the three main reasons for additional support were (1) Learning Disability, (2) Autism Spectrum Disorder, and (3) communication support needs which reflects the placement criteria for these schools.

Graph 1: The top three recorded ASN overall and in primary and secondary schools as of September 2023.

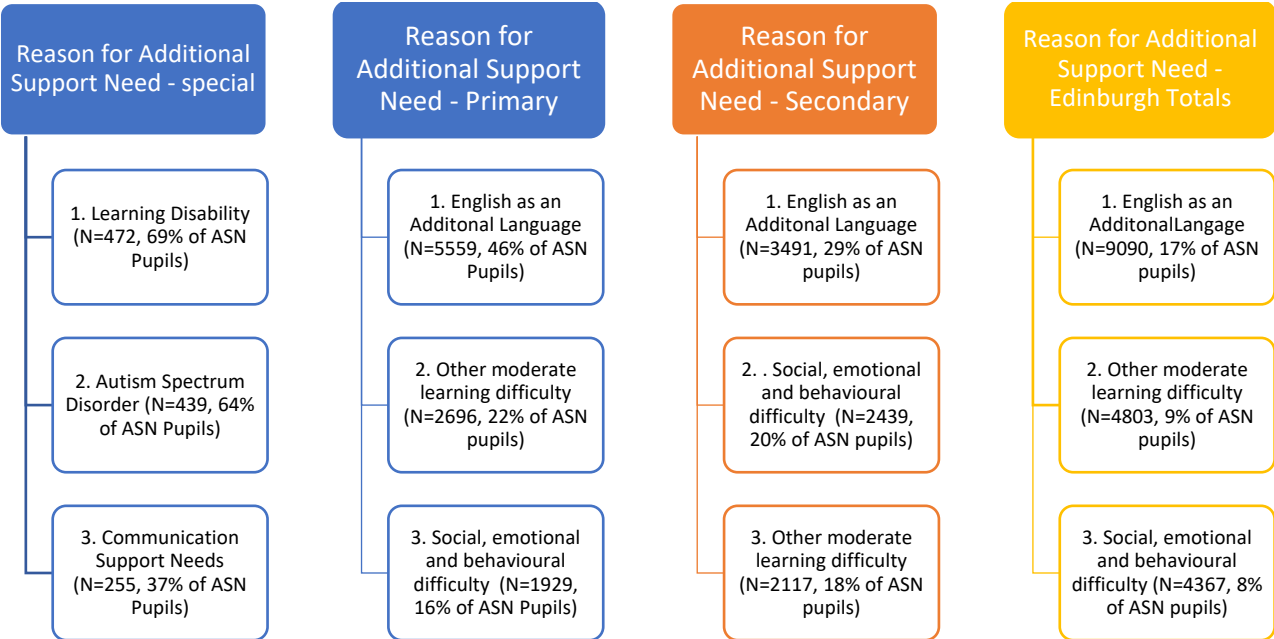


Table 2: Numbers of pupils identified with ASD, family issues and mental health issues

Reason	2019/20	2023/24
Autistic Spectrum Disorder	1500	2402
Family Issues	1601	2418
Mental Health Issues	647	1159

Table 2 shows that the number of school aged children and young people with Autism Spectrum Disorder (ASD) as a reason for their ASN has continued to increase over recent years. At September 2023 approximately 10% of primary and secondary school pupils were diagnosed with ASD (840 and 1123 pupils respectively). As of Sept 2022, there are 2,402 pupils with ASD attending our schools. It should also be noted that there is currently up to a 2-year waiting list for diagnosis. Therefore, while ASD is not in the overall top three most prominent reasons for ASN as identified by the Sept 2023 pupil census, it is still worth noting the continuing rise in numbers across the City of Edinburgh.

The two other notable increases over the 5-year period are for Mental Health reasons increasing from 647 pupils in 2019/20 to 1159 pupils in 2023/25; and for Family Issues where there is an increase from 1602 to 2418 pupils. Both of these increases were seen in both the primary and secondary sectors.

Table 3 below shows the increase in the ASN population over the last 10 years; between 2014 and 2023, the total number of ASN pupils in East Lothian has increased significantly from 9,095 to 24,076 pupils. This trend is apparent for both primary and secondary sectors. The increase can also be found when looking at the percentage of school age population with ASN which has gradually increased over the last 10 years, from 20% to 45% of the school age population.

Table 3: The City of Edinburgh school age population with ASN from 2014 – 2023

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total number of primary pupils with ASN	5061	6347	7038	6723	7501	11278	12645	12636	13095	12193
Total number of secondary pupils with ASN	4034	4250	4966	5421	6572	8255	9177	10342	11289	11883
Total number of pupils with ASN	9095	10597	12004	12144	14073	19533	21822	22978	24384	24076

Total school age population	46289	46967	47890	49009	49964	50650	51299	51855	52903	53208
% school age population with ASN	20%	23%	25%	25%	28%	39%	43%	44%	46%	45%

Table 4: Numbers of pupils with additional support needs in mainstream and specialist provision over time

Sector	No of Pupils	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Overall Total	Specialist	625	643	661	659	679	677
	Mainstream	12144	14073	19533	21822	22978	24384
	% specialist	5.15%	4.56%	3.38%	3.01%	2.95%	2.77%
Primary	Specialist	289	311	302	283	277	275
	Mainstream	7501	11278	12645	12636	13095	12193
	% specialist	3.85%	2.75%	2.38%	2.23%	2.11%	2.25%
Secondary	Specialist	336	332	359	376	402	402
	Mainstream	5421	6572	8255	9177	10343	11289
	% specialist	6.19%	5.05%	4.34%	4.09%	3.88%	3.56%
Total school population		49009	49964	50650	51299	51855	52903
	% specialist	1.27%	1.28%	1.30%	1.28%	1.3%	1.2%

Table 4 contains the numbers of pupils with additional support needs in specialist provision and mainstream provision since 2017/18, allowing us to look at trends of current and previous numbers of pupils accessing specialist provision. It is assumed that all children and young people in specialist provision have additional support needs.

Number of pupils in specialist schools is determined by spaces. The total number of pupils in the City of Edinburgh educated in special schools has remained around 1.25% over the last five years despite the growth in population of 3, 894 pupils and the significant growth in pupils with additional support needs. Table 3 indicates that the number of special school places has increased by 52 places over the last 5-years despite the overall number of pupils with additional support needs almost doubling as you can see from the percentage of pupils with additional support needs educated in special schools decreasing from 3.85% to 2.25%. This has led to a more complex range of needs having to be met within mainstream school sector as thresholds of entry to special schools have had to increase due to the increase in overall number of pupils with additional support needs.

This pattern is similar across both sectors. The number of pupils in primary specialist provision has remained relatively stable over time (14 spaces approximately 3 classes). The number of pupils in secondary specialist provision has increased considerably more quickly through the years, rising from 336 in 2017/18 to 404 in 2022/23 (68 spaces approximately 9 classes) however, in primary and

secondary school the percentage of pupils with additional support needs educated in specialist provisions has decreased over time.

While the numbers in the specialist provisions have increased, the numbers in specialist provision as a proportion of the number of pupils with ASN is relatively small demonstrating that the majority of children with additional needs are attending mainstream schools.

Exclusion Data

Table 5 shows that over time exclusions across all sectors in the City of Edinburgh schools have decreased over time. The primary sector has sustained a significant reduction when compared to the two years prior to COVID although there has been an 11% increase from last year (161 to 179). Exclusions in secondary had a relative spike during lockdown session (when time out of school is factored in) however they have returned to pre-covid numbers. Exclusions in the special school's sector have had the most significant reduction with no primary aged exclusions and a 79% decrease from last session.

Table 5: Number of Exclusions over time according to sector

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Primary	200	256	147	106	161	179
Secondary	562	529	446	374	532	541
Special	107	52	29	63	71	15
Total	869	837	622	543	764	735

Table 6 indicated that the number of pupils impacted by exclusion has been reducing overall however, this is largely attributable to the significant decrease in the special school sector. The number of pupils excluded in the primary school sector has increased by 18 pupils from session 21-22 to session 22-23 (from 99 – 116).

Table 6: The number of pupils experiencing exclusion over time and according to sector

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Primary	143	153	127	72	99	116
Secondary	384	369	332	289	395	382
Special	45	30	22	26	34	13
Total	572	552	481	387	528	511

During session 2022-23 all the 511 incidents of exclusion involved a pupil with additional support needs. This is an increase from 83% recorded in session 2021-22 and significantly higher than the percentage recorded nationally which sits at 70%.

The most common additional support needs for those experiencing exclusion were:

- Social Emotional and Behavioural Needs 56%
- Family Issues 23%
- English as an Additional Language 11%

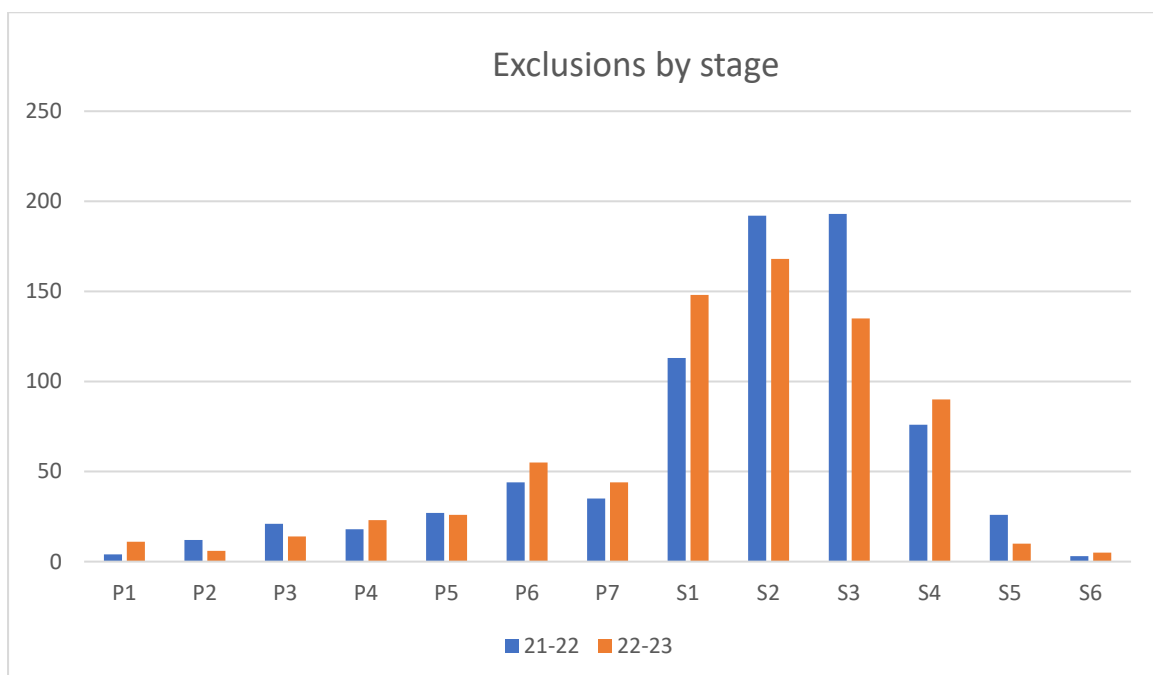
- Autism 10%
- Specific Learning Difficulty 13%
- Interrupted Learning 9%
- Mental Health 9%

In session 2022-2023, in total 90 exclusions were for care experienced children and young people. This amounts to 12% of all exclusions which is higher than the national average at 6% but does show a reduction from 2018-2019 when it was 16% (136) and 2021-22 when it was 15% (118). Although this is some way off our ambition of zero exclusions it continues to be a positive downward trend from 118 in 2021-2022 and 136 in 2018-19. Our data shows that 10% (56) of pupils excluded were care experienced. This is a reduction from 83 individuals in 2018-2019 and 66 in 2021-22. The average number of days lost for care experienced learners was 3 days.

Overall, the average number of days lost per exclusion was 2.5 days. Across all schools there has been a slight decrease in both short exclusions (under 3 days) and long exclusions (5 days or more). During session 2022-2023, 564 (77%) of exclusions were for 6 openings (3 days) or less, only 43 (5.6%) exclusions were for 10 openings (5 days) or more. This is a significant decrease from session 2021-2022 when 149 (20%) exclusions were for 10 openings (5 days) or more. In total, 4 (less than 1%) exclusions were for 20 openings (10 days) or more. These 4 exclusions equate to 4 individual pupils losing a combined total of 105 openings. This is a positive reduction from session 2021-2022 last year when 5 pupils lost a combined total of 246 openings. Of the four pupils experiencing extended exclusions 3 were from secondary and one was from a special school. The longest exclusion was 30 openings from the special school sector.

Graph 2 shows the number of exclusions during session 2022-2023 per stage. The data indicates an encouraging reduction however exclusions at P1 and S1 showed an increase.

Graph 2: Exclusions by Stage for session 2021-2022 and 2022-2023



Attendance

Table 7 describes the overall attendance rates in our primary and secondary schools for session 2022/2023 and the rates according to levels of deprivation. Special schools support children and young people across the Local Authority and therefore it is not appropriate to include any analysis regarding deprivation.

Table 7 shows that overall attendance rates for session 2022/2023 are higher in primary schools compared to the secondary and special school sectors (93%, 90% and 88.2% respectively). Attendance rates of pupils in schools in the least deprived areas are consistently lower in both primary and secondary sectors of 5.9% points and 7.2% points respectively.

The City of Edinburgh Council collects data that focuses on the rates of attendance of pupils designated as poor attenders at school. Poor attendance is defined currently as attendance below 85%. Low attendance figures relate to pupils in primary schools and pupils in S1-4 in secondary schools only. Table 5 shows that in session 2022/2023 there were fewer poor attenders in primary schools compared to secondary schools and special schools.

Table 7: Overall attendance rates for session 2022/2023 according to deprivation and percentage of pupils with below 85% attendance

Sector	Overall attendance rate	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1-Q5)	% pupils below 85%
Primary (n*=30,058)	93%	89.5%	95.4%	5.9 % points	10.4%
Secondary (n*= 23,150)	90%	85.8%	93%	7.2 % points	18.7%
Special (n*=686)	88.2%				21.2%

*n= number of pupils

Graph 3 and 4 highlight in more detail the attendance rates for primary and secondary schools according to deprivation for the whole of session 2022/2023 and the data we have available for session 2023/2024 (Aug-Nov 2023).

Graph 3: Overall attendance rates across all primary schools and comparisons between most deprived areas and least deprived areas for session 22/23 and 23/24 until November

Percentage Attendance in Primary Schools up to November 2023

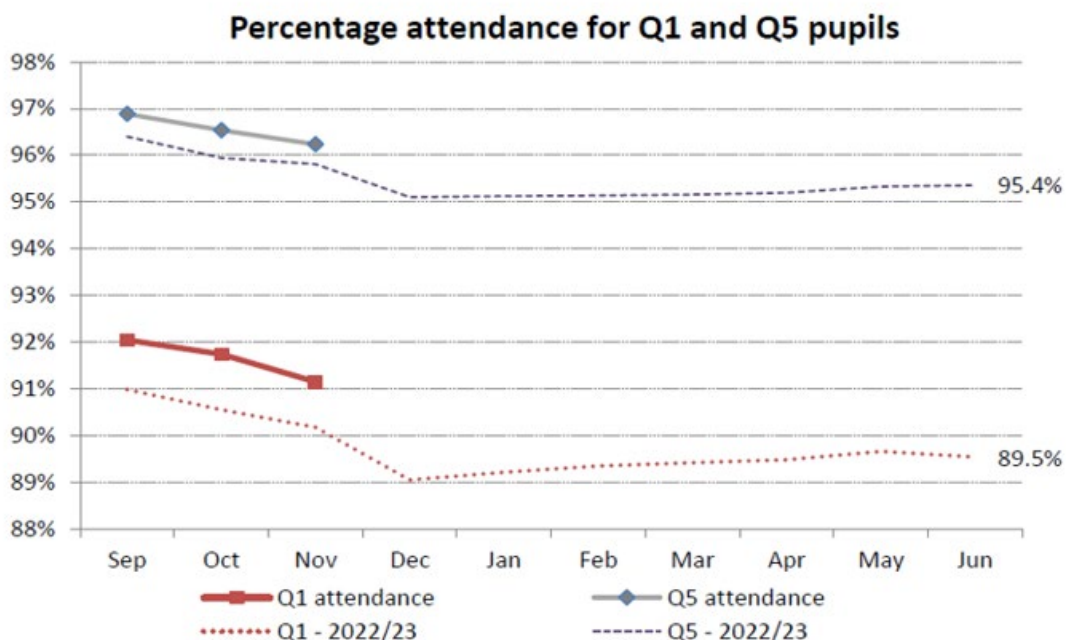


Table 8: Monthly comparison of primary school attendance rate according to deprivation

Date	Quintile 1	Quintile 5	Gap
November 22	90.2%	95.8%	5.6 % points
November 23	91.1%	96.2%	5.1 % points

Table 8 shows that in November 2022 primary schools in the most deprived areas (Quintile 1) had an overall attendance rate of 90.2% compared to a rate of 91.1% in November 2023. In November 2022 primary schools in the least deprived areas (Quintile 5) had an overall attendance rate of 95.8% compared to a rate of 96.2% in November 2023. This data shows very little change in the gap between the most and least deprived schools.

Graph 4: Overall attendance rates across all secondary schools and comparisons between most deprived areas and least deprived areas for session 22/23 and 23/24 *until November

Percentage Attendance in Secondary Schools up to November 2023

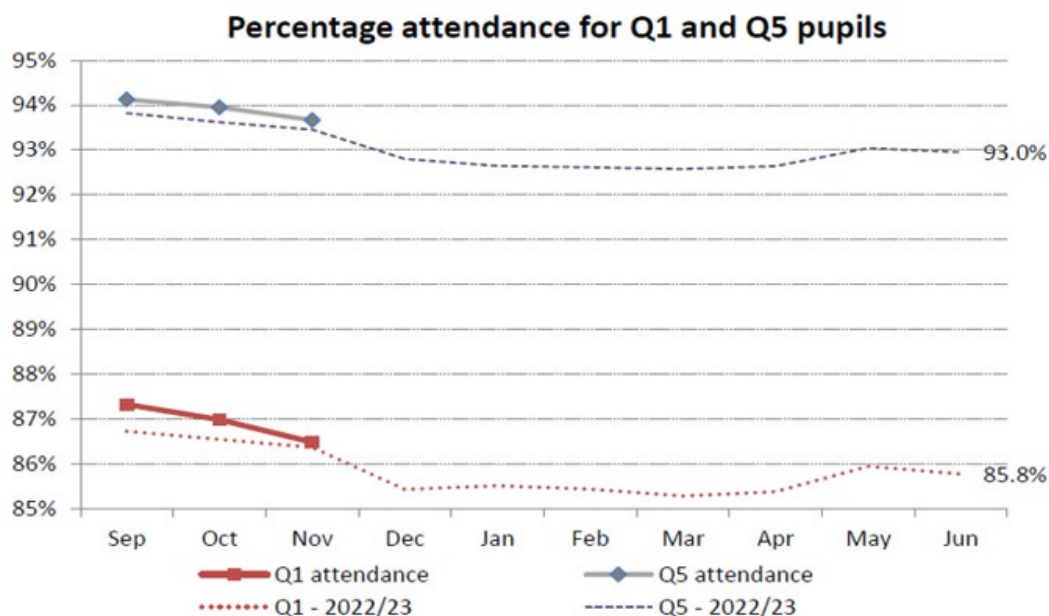


Table 9: Monthly comparison of secondary school attendance rate according to deprivation

Date	Quintile 1	Quintile 5	Gap
Nov 22	86.4%	93.5%	7.1% points
Nov 23	86.5%	93.7%	7.2% points

Table 9 shows that in November 2022 secondary schools in the most deprived areas (Quintile 1) had an overall attendance rate of 86.4% compared to a rate of 86.5% in November 2023. In November 2022 primary schools in the least deprived areas (Quintile 5) had an overall attendance rate of 93.5% compared to a rate of 93.7% in November 2023. This data shows no change in the gap between the most and least deprived secondary schools.

Attendance for Care Experienced Children on a Compulsory Supervision Order

The attendance of our Care Experienced pupils on a Compulsory Supervision Order in the City of Edinburgh Schools remains a real concern. Table 10 and Graph 5 provides the attendance data for the 316 pupils during session 2022/2023.

Table 10: Overall attendance rates of children and young people on a compulsory supervision order during session 2022/2023 and % of these pupils with below 85% attendance as of June 2023.

Sector	Overall attendance rate	Care Provision	% pupils below 85% in June 2023
Primary (n*=180)	86%	Home: 78% (n=85) Away: 93% (n=95)	33% (n=59)
Secondary** (n*=136)	74%	Home: 60% (n=52) Away: 83% (n=84)	51% (n=69)

*n= number of pupils

Table 10 shows that the overall attendance rates during session 2022/2023 for the 316 care experienced children and young people on a compulsory supervision orders was 86% primary and 74% in secondary schools significantly below the attendance rates for non-care experienced pupils. As of June 2023 there were 59 pupils in our primary schools and 69 in our secondary schools with attendance below 85%. The attendance rates for pupils looked after at home compared to those looked after away from home is significantly lower in both primary and secondary school sectors.

Graph 5: Care experienced children and young people on a compulsory supervision order with low attendance in primary schools and secondary schools for session 2022/2023 and 2023/2024 up until November 2023

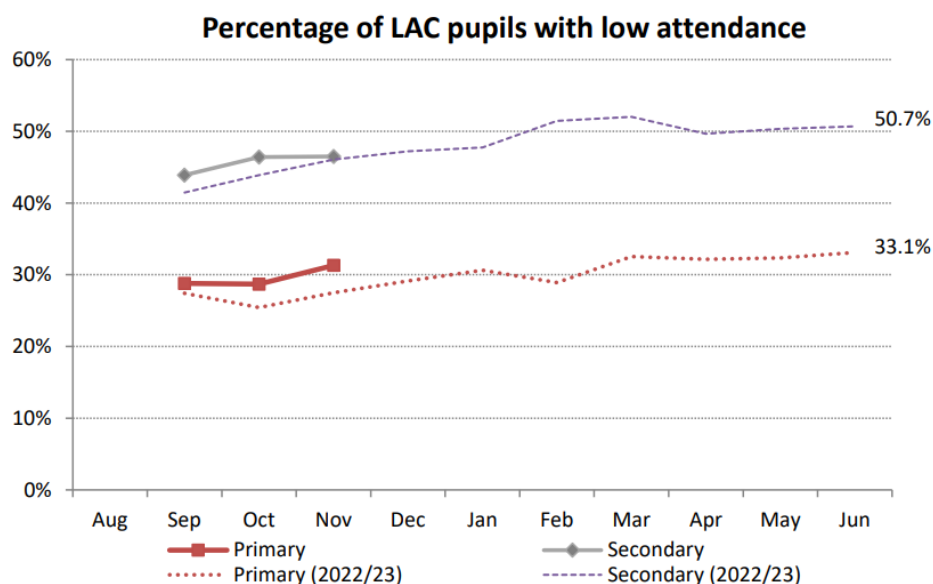


Table 11 shows a comparison of monthly data between November 2022 and of the number of care experienced children and young people on a compulsory supervision orders with attendance lower

that 85% according to sector. Overall the total number of pupils has reduced however the percentage of primary and secondary pupils with poor attendance remains the same.

Table 11: Monthly comparison of the number of care experienced children and young people on a compulsory supervision orders with attendance lower than 85% according to sector

Sector	No of pupils - November 2022	No of pupils - November 2023
Primary	46% (n=65)	46% (n=51)
Secondary	53% (n=76)	54% (n=60)
Total	141	111

Education, Children and Families Committee

10am, Tuesday, 23 January 2024

The Edinburgh Children's Partnership Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of the Edinburgh Children's Partnership Plan (Appendix 1).
 - 1.1.2 Note that this has been approved by NHS colleagues.

Amanda Hatton

Executive Director of Children, Education and Justice Services

Contact: Rose Howley, Chief Social Work Officer and Service
Director Performance, Quality, and Improvement

E-mail: rose.howley@edinburgh.gov.uk

The Edinburgh Children's Partnership Plan

2. Executive Summary

- 2.1 The Edinburgh Children's Partnership is the statutory partnership as outlined in the Part 3 of the Children and Young People (Scotland) Act 2014, which requires councils and NHS Health boards along with other key partner agencies to work together to plan, provide and deliver services for children and their families.
- 2.2 Edinburgh Children's Partnership reports into the Edinburgh Partnership Board and supports the Edinburgh Partnership Board to deliver against the wider Edinburgh Partnership Community Plan 2018-2028. Which aims to ensure that those living in Edinburgh have enough money to live on; access to work, learning and training opportunities; and a good place to live.

3. Background

- 3.1 The City of Edinburgh Children's Services Plan 23-26 was prepared in line with Part 3 of the Children and Young People (Scotland) Act 2014 statutory guidance relating to Children's Services Planning and prepared in conjunction with NHS Lothian and partner organisations, including Third Sector representation.
- 3.2 Part 3 of the Act seeks to improve outcomes for all children and young people in Scotland by ensuring that local planning and delivery of services is integrated, focused on securing quality and value through preventative approaches, and dedicated to safeguarding, supporting, and promoting child wellbeing. It aims to ensure that any action to meet need is taken at the earliest appropriate time and that, where appropriate, this is taken to prevent need arising.

4. Main report

- 4.1 Early intervention and prevention are the strategic approach that runs through all the priorities in the Children's Services Plan and is supported through robust multi-agency partnership working.
- 4.2 The strategic priorities agreed in Edinburgh's 3-year plan (2023-2026) are:
 - Improved pregnancy and early years support for families experiencing complex social factors.
 - Children's emotional and mental health needs

- Improved neurodevelopment pathways
- Preventative Youth work and community-based opportunities for Edinburgh's Children and Young people.
- Prevention and early intervention by strengthening GIRFEC practice.
- whole family support
- Reducing poverty
- Trauma Informed Practice
- Children's Rights
- Delivery of The Promise and improved Corporate Parenting
- A partnership approach to place and planning, ensuring that children's voices are included in decisions about their environment.
- Joined up commissioning where Partner agencies will work together to commission the services that are needed to fulfil the priorities identified in the Children's Services Plan.

5. Next Steps

- 5.1 The Children's partnership have set up working groups to progress the objectives in the plan and to develop an implementation and action plan in response to the priorities and objectives.
- 5.2 The partnership will rigorously monitor and evaluate the plan, to establish how effective the plan is, through various methods such as developing an improved partnership data set, an outcomes framework and feedback from children's young people and families. The partnership will provide reporting on outcomes and the difference it makes to children, young people, and families, to ensure that all partners continue to deliver effective services for children young people and families.

6. Financial impact

- 6.1 The intention is to deliver the plan within existing resource. Further resource implications may be identified within the duration of the plan (2023 - 2026) however funding is being received externally via the partnership whole family wellbeing fund which the partnership will use to progress the plan.

7. Equality and Poverty Impact

- 7.1 The plan will have a focus on meeting the requirements of the United Nations Convention on the Rights of the Child.
- 7.2 The partnership will aim to engage with marginalised voices, encourage people with lived experience to play an active role in decision-making spaces. To enable the core aims of the partnership to be achieved for all children we will strengthen the systematic evaluation of our plans from the viewpoint of preventing discrimination as described in article 2 of the UN Convention of the Rights of the Child.

8. Climate and Nature Emergency Implications

8.1 There is no impact on climate change as a result of this report or plan.

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

9.1 There is a statutory requirement for partnerships to produce an integrated children's plan every three years.

9.2 Over the last three years children and young people were regularly consulted through Youth link Scotland, Scottish Youth Parliament, Young Scot and Children's Parliament, with Lockdown Lowdown and How Are You Doing surveys. Data from these consultations have been drawn upon locally to influence strategic planning.

10. Background reading/external references

N/A

11. Appendices

11.1 The Edinburgh Children's Partnership Plan



Edinburgh Children's Services Plan 2023/26

Contents

Foreword.....	3
Our Vision.....	4
Our Partnership.....	5
Our Principles.....	6
Assumptions.....	8
Previous Plan.....	8
National policy drivers.....	10
Integrated planning.....	10
The Promise.....	11
Tackling Child Poverty.....	12
The National Performance Framework.....	13
United Nations Conventions on the Rights of the Child.....	14
Getting it Right for Every Child.....	15
Healthy Places.....	16
Enablers.....	17
The needs of our children and young people.....	18
Engagement with children, young people and families.....	20
Our Priorities.....	22

Foreword

We are delighted to share with you our ambition as a partnership and collectively introduce the new Edinburgh Integrated Children's Services Plan covering the years 2023-2026. This plan is the culmination of extensive collaboration and dedication from a range of professionals and community members who are committed to improving outcomes for children and families in Edinburgh.

The aim of this plan is to provide a framework for delivering high-quality, integrated services that are tailored to meet the needs of children and families across the city. We recognise that children and young people are at the heart of our communities and that we must work together to create an environment in which their voices can be heard and they can thrive.

At the core of this plan is the belief that every child in Edinburgh deserves the best possible start in life, and that early intervention is essential to addressing issues before they become more significant. We aim to promote an integrated approach to children's services, breaking down barriers between different agencies and working collaboratively to deliver effective support.

An effective whole family support model is one of collaboration and brings together families, communities, professionals and systems to work together in a joined up co-ordinated approach, to develop a shared understanding and prevent further problems arising in the future.

We know that every child is unique, and their needs will differ depending on their circumstances. Therefore, our plan aims to provide a range of services in a child's local community that are flexible and responsive to individual needs, whether that be in education, health, social care, or other areas.

We are confident that this plan will make a significant difference to the lives of children and families in Edinburgh. By working together, we can create a city where **all of Edinburgh's children and young people enjoy their childhood and achieve their potential.**

Thank you to everyone who has contributed to this plan, and I look forward to seeing the positive impact it will have on our community



Our Vision

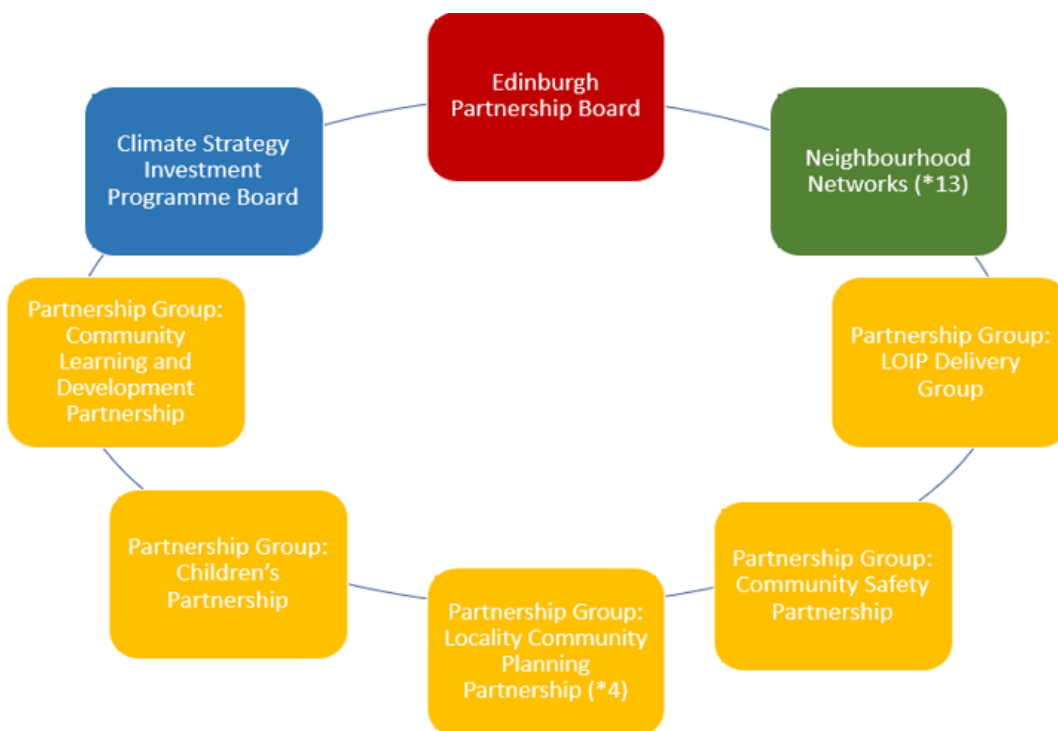
Edinburgh's children and young people enjoy their childhood and achieve their potential.



Our Partnership

The Edinburgh Children’s Partnership (the Partnership) is the statutory partnership as outlined in the Children and Young People (Scotland) Act 2014 which requires councils and NHS Health boards along with other key partner agencies to work together to plan, provide and deliver services for children and their families. The partnership directs the strategic planning, development and delivery of children and young people’s services on behalf of the Edinburgh Partnership. Our partnership organisations represent local government, health, social care, education, government organisations and third sector voluntary organisations.

Edinburgh Children’s Partnership reports into the Edinburgh Partnership Board and supports the Edinburgh Partnership Board to deliver against the wider [Edinburgh Partnership Community Plan 2018-2028](#). Which aims to ensure that those living in Edinburgh have enough money to live on; access to work, learning and training opportunities; and a good place to live.



Our Principles

This plan is built around a set of core principles that guide everything we do together. The objectives and implementation plan we set f, will need to be guided by and adhere to these principles to ensure we as a partnership deliver the maximum benefit for our children and young people.

Our five core principles are:

Multi-agency Collaboration

All our objectives will be multi-agency and we will make best use of the partnerships' collaborative gain and the influence that combined service provision can have to address complex social issues. All priority programmes within the implementation plan will have more than one agency involved in the delivery.

Prevention and early intervention

We will prioritise objectives that help protect our children and young people from poor outcomes. Through a range of universal and specialist interventions and services, we will ensure that every child and young person has better opportunities to fulfil their potential. Our aim is to provide an environment that supports good health and wellbeing, as well as ensuring any issues are addressed before they become crises, thereby allowing our resources to be used more effectively. When need is identified, we will react quickly and provide the right services at the right time, with the knowledge that early intervention and support provides better outcomes. Our services and partners will put measures in place to ensure we understand our ability to prevent poor outcomes and intervene early when required.

Voice of the child and young people

We will ensure children and young people are at the heart of developing the future of Edinburgh. Children, young people, and their families are best placed to determine what they need to live healthy and happy lives. We will empower children, young people, and their families to contribute to how we support their communities and design solutions to address any issues.

Reducing Inequalities

Increasing the life chances of all children and young people and reducing inequalities in outcomes that currently exist. It is therefore essential that the Edinburgh Children's Partnership Board seeks to address the fundamental causes of inequality, including tackling poverty.

Equality, diversity, and anti-racism

Embed equality, diversity, and antiracist practice in all strands of its work. The COVID-19 pandemic has brought several challenges, and has also, sadly, magnified the existing disadvantages that some groups face for reasons including their age, gender, race, disability or experience of poverty. The partnership will aim to engage with marginalised voices, encourage people with lived experience to play an active role in decision-making spaces. To enable the core aims of the partnership to be achieved for all children we will strengthen the systematic evaluation of our plans from the viewpoint of preventing discrimination as described in article 2 of the UN Convention of the Rights of the Child.

Assumptions

The current plan was developed on the assumption that services are provided in the way which:

1. best safeguards, supports and promotes the wellbeing of children in the area concerned,
2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising,
3. is most integrated from the point of view of recipients,
4. constitutes the best use of available resources, and
5. related services in the area are provided in the way which, so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

Previous Plan

In the 2020/23 Edinburgh Children's Services Plan, our priorities were the 3Bs:

- Best Start - Every child should have love, care and support
- Bridging the Gap - Every family should have enough money to live on
- Being Everything, You Can Be – All children and young people should have access to a safe place and someone they can talk to

Best Start

This working group successfully progressed tests of change across areas of Edinburgh which focused on the sharing of information (at both individual and strategic level) from Health Visitors with Early Years centres, thus improving the uptake of Early Years placements as well as the supports offered to children.

Bridging the Gap

Although this working group started before the completion of 2020-2023 Plan this area of work was subsumed into the Local Outcome Improvement Plan (LOIP), given the Priority area of Enough Money to Live On within the LOIP, to avoid duplication of work with Community Planning.

Being Everything, You Can Be

This working group progressed two main areas of work relating to mental health and wellbeing and school attendance.

Mental health and wellbeing

In the last three years a Community Mental Health Framework was embedded which allowed for the development of a Single Point of Access for mental health and wellbeing supports within Edinburgh. The implementation of the Single Point of access is a key priority within the 2023-2026 Plan.

School attendance

Gracemount High School was identified as a priority school through a local Collaborative Enquiry to bring education and community partners together and work with young people experiencing issues with school attendance to identify key barriers. We will continue to build upon this work within 2023-2026 Plan.

Integrated Planning

Building strong relationships is important in Edinburgh's children's services. Creating and keeping these relationships helps when working with children and young people, families, and different agencies. The Edinburgh Children's Partnership wants to make things easier by reducing issues and delays in the city's children's sector.

To do this, the partnership is finding new ways to use available resources, staff, and funding. This will help lower the needs and inequalities that affect children and their families.

By working together, people in the children's sector can support each other and follow the values of both the trauma-informed approach and Edinburgh's Promise Fundamentals.

National Policy Drivers

The Partnership acknowledges there is a range of national strategies and plans that pertain to improving the lives of children, young people and their families in Edinburgh. Many of these plans have interconnections and common goals/ aims to improve the health, wellbeing and development of children and young people.

- [Getting it Right for Every Child \(GIRFEC\)](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [The Promise](#)
- [The Scottish Government's Tackling Child Poverty Delivery Plan](#)
- [The Children and Young People's Mental Health and Wellbeing Action Plan](#)
- [The Scottish Attainment Challenge](#)
- [The Youth Employment Strategy](#)
- [The Children and Young People's Rights and Participation Strategy](#)

The Promise

The Promise sets out a 10-year children's sector transformational programme, concluding in 2030. Edinburgh's Promise will support all children and all families (including from living away from home and being the care system) and will focus on preventative and supportive work to ensure wherever possible that Edinburgh's children and young people remain in the care of their families.

Keeping the Promise is far bigger than the activities of the Children's sector in Edinburgh. Significant work underway is aimed at areas as diverse and as key as:

- **To realise a child's rights, we must support their family— whether it's one they're born into or not. And all families need support at different times.**
- **All children within Scotland's "care system" will have a good, loving childhood. They will feel loved. They will have their needs met. And they will have their rights upheld.**
- **Ensuring that where children and young people cannot remain with their families, that the significant relationships that they have with family, friends and others are supported, promoted and maintained.**
- **Ensuring children and young people have access to activities outside of school to support their development and interests, and that children and young people's health needs will be responded to as a priority.**
- **Supporting young people who are unable to live with their family, go onto have the life chances expected of their peers and to break the stigma of care experience.**

Tackling Child Poverty

Edinburgh aims to eliminate child poverty by 2030. Although previous Children's Services Plans have made progress, the current cost-of-living crisis shows more work is needed to protect children and young people from poverty. Child poverty was increasing before the pandemic, which only further exposed families to social and economic inequality. There is a clear link between child poverty, adverse childhood experiences, and later health outcomes, as highlighted in the [NHS Lothian Director of Public Health Annual Report](#).

To address this, the Partnership is continuing to make child poverty prevention a core focus of its plan. Edinburgh's child poverty landscape is vast and complex, involving many partners. A review will be conducted to ensure clear responsibilities and well-coordinated activities across the city, including in relation to [Edinburgh's Annual Child Poverty Report](#), which measures success and identifies challenges.

Key areas of work during this plan's implementation will include strengthening financial well-being support in relevant service areas to help those most in need. The ongoing review of welfare services across the city will also be supported as it enters its next phase of delivery. Staff in key services will receive training to enhance their skills in addressing welfare and debt issues, enabling them to confidently refer and signpost people in need.

The upcoming incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scottish law offers a rights-based perspective on addressing child poverty. This approach can reduce stigma by helping children, young people, and their families understand their right to social and economic assistance

The National Performance Framework

This framework aims to improve outcomes for the people of Scotland by increasing opportunities, increasing wealth, creating sustainable and inclusive growth and reducing inequalities. The framework sets out eleven national outcomes against which progress will be measured. These include people growing up loved, safe and respected, able to realise their full potential; people live in inclusive, empowered, resilient and safe communities; people are well educated and skilled; people are healthy and active, and that poverty is tackled by sharing opportunities, wealth and power more equally



United Nations Conventions on the Rights of the Child (UNCRC)

The Partnership's commitment to Children's Rights continues into this plan. With the expected inclusion of the UNCRC into Scottish law, there is a need to begin to see, hear, and observe children's rights as being at the fore of decision making at operational and strategic levels.

Over the next 3 years we need to work to ensure that our community understands the rights of the child. Adults need to know their actions in and around children and young people (and their family's lives) first and foremost of as participation, protection and provision in those rights.

Workforce development will be undertaken to ensure the normalisation of discussions around children and young people as being not only rights supporting but also ensuring that children's rights - including their rights for their views to be respected; their rights to access information; education and health; their rights to have their basic needs met in terms of food, clothing and a safe home; and their rights to rest; play and access cultural and arts opportunities in safe and healthy environments - are a constant focus across all decision making, planning, monitoring and evaluating of services.



Getting it Right for Every Child (GIRFEC)

GIRFEC provides the framework for understanding a child’s life against eight wellbeing indicators. Safety, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included are all key indicators of the success and development of a young person along their life course as shown by the SHANARRI wheel (see right). It also aids consistent assessment of where gaps exist in someone’s development and where support can be offered to remedy that gap.

GIRFEC will be used as a consistent approach to support children and their families’ circumstances, supporting decision making on when and where offers of support and assistance are required to ensure that we get it right for every child.



We want all children to get the best start in life. Our universal approaches start by supporting all families from before the birth of the child. As a basic principle, the first person to offer support to a child or young person and their family should be the person to complete a GIRFEC whole family assessment using the partnership agreed assessment tool and provide either a single agency response or co-ordinate a plan and a team around the child and family.

A Whole Family Approach

We want to provide support that responds to the needs of the whole family. Support will recognise the strengths of families and work alongside them to build resilience. Children and families will be engaged at every stage and their experiences will help shape and improve services. Measuring the difference, we make we want children and families to receive support that meets their needs at the right time and makes a difference to their health, happiness and safety and to achieve their potential. We will measure the impact of our joined up approach across the partnership to check that what we do is effective and a good use of resources.

Whole family support and getting it right for every child is everyone’s responsibility. Every one working with or engaging with children and families, regardless of organisation has a responsibility to deliver whole family support and support the family to access appropriate services.

GIRFEC puts the responsibility on all professionals from across the partnership to identify emerging concerns and potential unmet needs for individual children and families, irrespective of whether they are providing services to children or adults. Professionals working in universal services are best placed to identify children or their families, who are at risk of poor outcomes. These will be in health services, such as midwives, health visitors, GPs and school nurses, or in nursery and education provision at any age from early years onwards.

Healthy Places

Children's health and wellbeing is shaped by the places in which they live, including their homes, schools, neighbourhoods, parks and leisure facilities and the infrastructure and transport options that allow them to access the places they need. The UNCRC sets out the specific rights that all children have, with their rights to health, education, rest, play and to grow up in healthy environments being essential to allow them to realise their full potential.

Edinburgh Children's Partnership will support children's rights to grow up in healthy places, as well as supporting children to know about, feel welcome in and access these places. This will include accessing places within their local community but also enabling and encouraging them to access the wide range of health-promoting places, including green and blue spaces, libraries, museums and other cultural opportunities that exist across the city.

The children's partnership will take forward a number of areas of collaborative work to ensure children's voices are included in place-making decisions, particularly in relation to 20-minute neighbourhoods, as well as to ensure children are supported to access the places they need in their communities and beyond. This aligns with the Edinburgh Poverty Commission's calls to action that Edinburgh's citizens should have 'opportunities that drive justice and prospects' as well as 'connections in a city that belongs to us'.



Enablers

Commissioning

The Partnership are in the process of developing a framework for commissioning that will benefit children and their families by maximising the money that comes to Partnership members, to be used to support and develop services for children, young people and their families.

Work continues to develop a joint commissioning framework, which will support the Partnership in agreeing upon, planning for, developing, and commissioning new services. The framework will begin to allocate the Scottish Government funding for Edinburgh's Whole Family Support transformation, so that family support is in place in a consistent manner across the city, being offered at the right time, for the time it is needed for, and at times which fit with the family and not with traditional opening hours.

Enhanced Data Sharing

Over the last 18 months a significant piece of work has been undertaken to review the existing (2015) Data Sharing Agreement (DSA) between the NHS Lothian/City of Edinburgh Council and voluntary sector organisations working with children. The new DSA has been developed in line with the Edinburgh's Promise and the principles and data protection provisions of the GIRFEC refresh, recently published by the Scottish Government.

Through this DSA, which sets out how the proportionate and timely sharing of relevant information will be managed. Access to services for children and young people should no longer be dependent on families negotiating barriers and the experience for all will be more positive, inclusive, and effective. All organisations wishing to sign up to this Data Sharing Agreement will receive training on it and the standards they will be expected to meet, as well as being provided with operational guidance on what this may mean in practice for your organisation.

The needs of our children and young people

Edinburgh is home to 87,551 children and young people under the age of 18, equating to roughly 20% of Edinburgh's overall population (Edinburgh Council, 2021).

Whilst educational outcomes across primary and secondary schools in Edinburgh have shown, in general, steady improvement over the years the poverty related attainment gap persists. For example, the percentage of primary pupils achieving their expected Curriculum for Excellence level in Literacy in 2021/22 was at its highest at 77% though this was 87% for those least deprived compared to 62% for those most deprived pupils, a 25 percentage point gap. For secondary schools the percentage of leavers with 1 or more awards at Scottish Credit and Qualifications Framework (SCQF) Level 6 or higher for 2021/22 was 68% though this was 86% for those least deprived compared to 45% for those most deprived pupils, a 41 percentage point gap.

The gap is also evident in the levels of school attendance, for 2022/23, with 95% attendance in Primary schools for those least deprived compared to 89% for those most deprived and in Secondary schools 93% for those least deprived compared to 86% for those most deprived. This highlights the need for targeted interventions to promote equal opportunities for all.

In general, the city is doing well against a range of key health outcomes. With regard to pregnancy, indicators show that the percentage of women classed as 'obese' in Edinburgh is lower than that seen in Scotland, 17% compared to 26%. There are risks associated with being overweight in pregnancy such as developing conditions like pre-eclampsia and gestational diabetes. It is worth noting there are significant discrepancies between population groups, with poorer outcomes seen for those living in areas of higher socio-economic deprivation. This is demonstrated by the fact that over 20% of pregnant women living in the most deprived areas are classified as obese, compared with less than 10% of those living in the least deprived areas. The same trends are seen for other indicators, with nearly 20% of women in the most deprived areas smoking in pregnancy, compared with less than 1% in the least deprived areas.

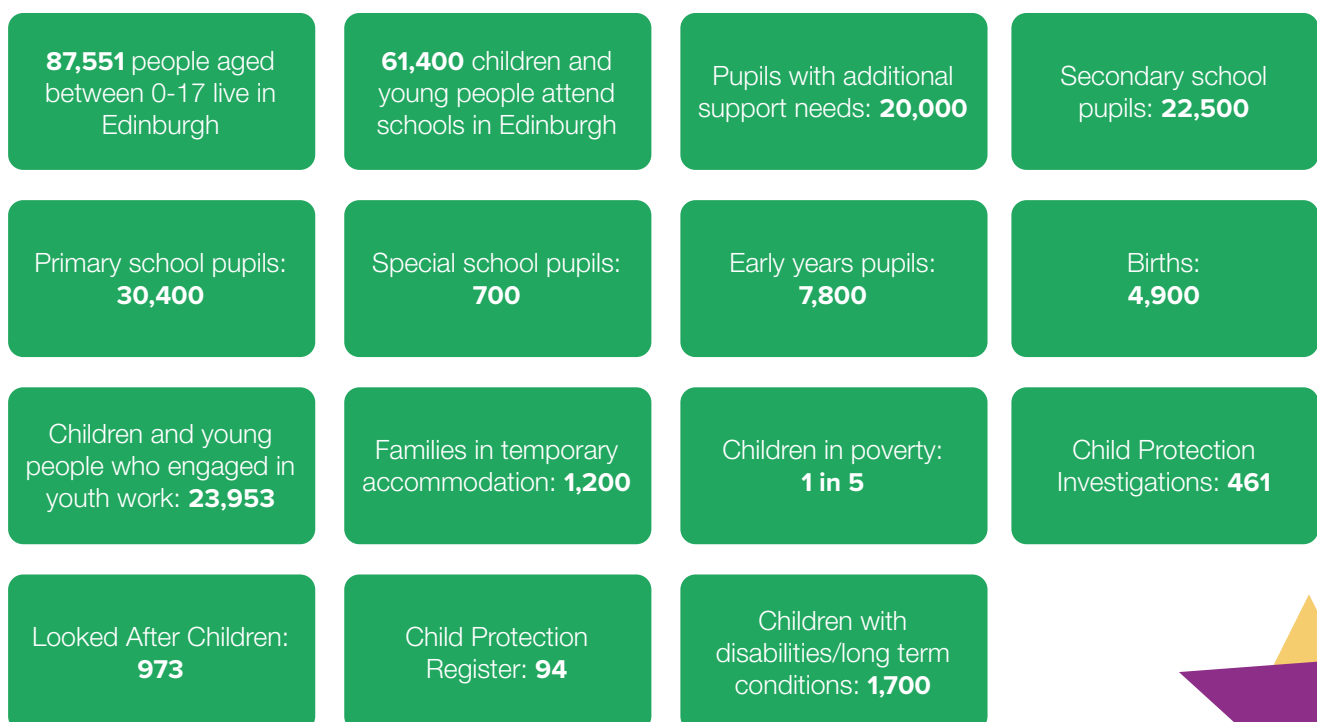
The proportion of babies reported to be exclusively breastfed at their 6-8 week check-up is 49%, this is higher than the Scottish proportion of 32%. This has been steadily increasing across the city since around 2012/13, in line with Scotland, although at a faster rate. Regarding developmental concerns recorded for children at their 27-30-month review, the percentage of children with one or more concerns recorded was 10% compared to the Scottish percentage of 15%.

In Edinburgh, 73% of children in primary 1 have a healthy weight, compared to 70% of children across Scotland, this has declined, however since 2018/19. Regarding oral health, 78% of P1 children were shown to have good dental health, this increases to 79% for children in P7. In both cases, this is higher than the percentage seen across Scotland.

Local data from the 2021/2022 Health and Wellbeing Census Scotland survey, conducted with Primary 5 to Secondary 6 pupils, demonstrated the following in relation to education, mental health, neighbourhood, life at home and physical health for this age range living in Edinburgh:

- **81% strongly agreed or agreed they enjoyed learning new things**
- **65% agreed that adults are good at listening to what they say**
- **67% said the area in which they live is a good place to live**
- **65% said they always have an adult in their life who they can trust and talk to about personal problems**
- **63% of P7-S6 pupils said they never went to bed hungry**

While Edinburgh has made progress in many areas related to the well-being of children and young people, there is still room for improvement. Addressing the attainment gap between the most and least deprived pupils, tackling mental health issues, and reducing obesity rates are key priorities for the city. Continued investment in targeted programs, collaboration among local stakeholders, and the evaluation of existing initiatives are crucial for ensuring that Edinburgh remains a supportive and inclusive environment for all its children and young people.



Engagement with children, young people and families

Over the last three years children and young people were regularly consulted through Youthlink Scotland, Scottish Youth Parliament, Young Scot and Children's Parliament, with Lockdown Lowdown and How Are You Doing surveys.

Data from these consultations have been drawn upon locally to influence strategic planning.

In December 2020, an Edinburgh Family Support Mapping consultation was undertaken, with a recommendation that information gathered from this consultation should influence resource allocation decisions taken by Community Planning Partnerships.

Participation in Implementation

During the COVID-19 lockdown, a Family Support Mapping Exercise, Parental Consultation and Schools Consultation with over 2600 parents and carers, schools and organisations was carried out on behalf of the Edinburgh Children's Partnership (ECP).

As a result of this process, the following 7 key priority areas for improving Family Support were identified building on existing good practice across the board.

1. Accessible Outreach Support For Families
2. Support for Parents of Children with Additional Support Needs (ASN)
3. Supporting Parents with their own and their children's Mental Health
4. Improving Confidence in Parental Engagement/ Family and Home Learning
5. Increasing Access to Low Cost Family Activities
6. Antenatal and Perinatal Support
7. Better Signposting and Information on Available Family Support

Edinburgh Youth Action

In November 2022 there was approval at Full Council Committee to progress what was then referred to as “Young People’s Assembly” but this is likely to be known as Edinburgh Youth Action following consultation with a group of young people in January 2023.

Local youth forums will be started alongside a citywide forum, the aim of which will be to enable the voices of young people to be heard.

Edinburgh Children’s Services Partnership will look to engage with Edinburgh Youth Action as part of the ongoing delivery and implementation of 2023-2026 Children’s Services Plan.

Champions Board

Edinburgh Champions Board is a platform for young people with care experience to influence the policy and practice of corporate parents through a range of participant and engagement activities.

For this reason, Edinburgh Children’s Services Partnership should also engage with this group in addition to the Edinburgh Youth Action.



Our Priorities

AIM	PROGRAMME DESCRIPTION
We will ensure Edinburgh's Children and Young People have timely access to appropriate emotional, mental health, and wellbeing support	Developing a single point of access to efficiently allocate mental health & wellbeing supports in line with Scotland's new Mental Health and Wellbeing Strategy
We will ensure Edinburgh's Children and Young People receive the appropriate needs-based support whilst they are assessed for neurodevelopmental concerns	Utilising the single point of access to implement a neurodevelopmental pathway in line with the SG service specification
We will work to increase community-based opportunities for Edinburgh's Children and Young People in safe spaces with trusted adults	Working with our third sector partners to sustainably embed youth work into service models.
We will provide families with holistic support to help to deliver improved outcomes for children, young people and families	Implementing our whole family support strategy and effectively utilise the whole family wellbeing fund.
We will reduce the number of families and children living in relative poverty	Implementing and delivering on the actions set out in the Local Poverty Action Plan
Partner agencies will work together to commission the services that are needed to fulfil the priorities identified in the Children's Services Plan	Develop robust joint commissioning processes and oversight
All professionals are appropriately trained and equipped to deliver services in a trauma-informed way	Implementing Trauma Informed Practice throughout the partnership workforce
We will ensure the rights of every Children and Young People in Edinburgh are upheld by embedding UNCRC into daily practice and processes	Developing a plan to ensure UNCRC is implemented across all partnership services
We will work to ensure families are supported to stay together at home	Delivery of The Promise and the new Corporate Parenting plans within Edinburgh
Families are supported in a way that demonstrably improves outcomes for mothers and babies	Developing a partnership approach to testing bespoke supports offered throughout pregnancy and early years for families experiencing complex social factors
We will strengthen GIRFEC practice and ensure information is shared proactively to aid prevention and early intervention	Developing a plan to ensure GIRFEC practice is strengthened across all partnership services, and information is shared between partners effectively.
We will ensure Children and Young People have access to healthy environments, in line with UNCRC, to support their health and wellbeing and enable them to fulfil their potential.	Develop a partnership approach to place and planning , ensuring that children's voices are included in decisions about their environment and that they are supported to make use of facilities and activities across the city.

How will we measure our success?

The Partnership have identified a number of key objectives in order to measure the effectiveness of this plan. These are outlined below:

- An increase in the number of families supported through a whole family GIRFEC early help plan.
- An increase in the number of children, young people and families making progress against the goals in their GIRFEC plan.
- An increase in the number of children, young people and families who are satisfied with the support they receive.
- A reduction in children living in poverty.
- A reduction in contacts requesting a statutory social work service – meaning that families are supported within local communities by those who already know them and can provide early intervention at a very early level.
- A reduction in the number of children and young people with a child protection plan.
- A reduction in the number of children and young people looked after outside of their family.
- A reduction in crisis mental health intervention being required.
- An increased amount of professionals within the partnership receiving multi-agency trauma informed practice awareness training.

How will the Plan be monitored?

The partnership will develop an implementation and action plan in response to the priorities and objectives.

The partnership will rigorously monitor and evaluate the plan, to establish how effective the plan is, through various methods such as developing an improved partnership data set and feedback from children young people and families. The partnership will also provide feedback on outcomes and the difference it makes to children, young people, and families, to ensure that all partners continue to deliver effective services for children young people and families.



References

National Records of Scotland (2021). Mid-2020 Population Estimates Scotland. Retrieved from <https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/population/population-estimates/mid-year-population-estimates/mid-2020>

Scottish Government (2020). Scottish Index of Multiple Deprivation. Retrieved from <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

Public Health Scotland (2021). Child Health Data. Retrieved from <https://www.publichealthscotland.scot/our-areas-of-work/children-and-young-people/>

City of Edinburgh Council (2017). Edinburgh Integrated Children's Services Plan 2017-2020. Retrieved from <https://www.edinburgh.gov.uk/downloads/download/13961/childrens-services-plan>

City of Edinburgh Council (2018). Mental Health and Wellbeing Strategy 2018-2023. Retrieved from <https://www.edinburgh.gov.uk/downloads/download/13960/mental-health-and-wellbeing-strategy>



This page is intentionally left blank

Education, Children and Families Committee

10.00, Tuesday, 23 January 2024

Edinburgh Child Protection Committee – Annual Report 2022-23

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of the Edinburgh Child Protection Committee Annual Report 2021-22.
 - 1.1.2 Note the period of transition that has taken place in relation to Committee Membership over recent months.
 - 1.1.3 Note the positive contribution made by services across the City in keeping children safe.

Amanda Hatton

Executive Director – Education and Children’s Services

Contact: Laura G Brown, Lead Officer – Edinburgh Child Protection Committee

E-mail: laura.g.brown@edinburgh.gov.uk

Report

Name of report

2. Executive Summary

- 2.1 This report accompanies the Edinburgh Child Protection Committee Annual Report 2022-23 (see Appendix 1), which summarises the work of this multi-agency strategic partnership within the past year. It highlights the core business of the Child Protection Committee as well as areas of strength and good practice, alongside identified priority areas for the coming year.

3. Main report

- 3.1 Since 2020, the Edinburgh Child Protection Committee Annual Report has been submitted to the Education, Children and Families Committee for information and comment.
- 3.2 The Scottish Government guidance “Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities” (2018) sets out the functions of child protection committees:
- Continuous improvement
 - Public information, engagement and participation
 - Strategic planning and connections
 - Annual reporting on the work of the Child Protection Committee.
- 3.3 Following endorsement by the Chief Officers Group (Public Protection) in November 2023, the Annual Report is presented to the Education, Children and Families Committee for information and to note and comment as necessary.
- 3.4 The Edinburgh Child Protection Committee is a multi-agency strategic partnership, including membership from the City of Edinburgh Council, Police Scotland, NHS Lothian as well as partners including the Edinburgh Voluntary Organisations Council (EVOC), Scottish Council of Independent Schools (SCIS) and Scottish Children’s Reporter’s Administration (SCRA).
- 3.5 Several key achievements are highlighted within the Annual Report, including:

- Embedding the Neglect Toolkit and Care and Risk Management Guidance (CaRM) into practice
- Launching the Edinburgh Public Protection Joint Protocol for Conducting Learning Reviews, replacing Significant Case Reviews with a new inclusive and systematic approach to organisation learning, in line with the [National Guidance for Child Protection Committees Undertaking Learning Reviews \(2021\)](#), and the [National Guidance for Adult Protection Committees Undertaking Learning Reviews \(2022\)](#).
- Reviewing the 'All of Us' Public Campaign and carried out further events and opportunities to prevent Child Sexual Abuse, in partnership with Stop it Now! (Scotland) and NSPCC Scotland.
- Revising a range of Multi-Agency learning opportunities in line with National Guidance for Child Protection Scotland 2021 and delegate feedback.
- Developing new multi-agency learning opportunities especially around LGBTQ+ Inclusive Practice, which is receiving professional interest from the Scottish Government and other Child Protection Committees in Scotland.

4. Next Steps

- 4.1 The Child Protection Committee Annual Report highlights several areas of work to be taken forward over the coming year across the range of strategic functions.

These include:

- Reviewing the structure, membership and collective purpose of the Committee and it's Sub-Committee structure to ensure it is fit for purpose in supporting the responsibilities set out in Section 2.
- Preparing for and publishing the revised Edinburgh & Lothians Inter-Agency Child Protection Procedures in line with National Guidance for Child Protection in Scotland 2021 (and 2023 update).
- Carrying out a whole-scale Self-Evaluation of Child Protection leadership and services to aid us in developing a new action plan and learning & development strategy linked to the roles and functions of the Child Protection Committee.
- Raising staff and public awareness of the roles and functions of Public Protection in Edinburgh.

5. Financial impact

- 5.1 The Child Protection Committee is funded by an inter-agency tripartite budget, with contributions from City of Edinburgh Council, Police Scotland and NHS Lothian. All work referred to above and in the Appendix is resourced from within this budget. As such there is no additional financial impact identified.

6. Equality and Poverty Impact

- 6.1 By nature, Child Protection looks to address and understand issues of equality and poverty and the impact they may have on risk of harm to children & young people. This has been further strengthened by the National Guidance for Child Protection in Scotland 2021. Therefore, any changes to Child Protection policy, procedure or protocols will be subject to an Integrated Impact Assessment.
- 6.2 The Edinburgh Child Protection Committee Annual Report, in itself, does not make any new proposals and therefore there is no direct impact on equality or poverty.

7. Climate and Nature Emergency Implications

- 7.1 There are no carbon impacts or impacts on climate change and sustainable development.

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

- 8.1 The Edinburgh Child Protection Committee is seeking to improve direct engagement with the community and those with lived experience of services, as detailed in Appendix one- Annual Report.
- 8.2 The roles and responsibilities of the Committee are closely aligned with the Council's overall strategic priorities and also with the vision of the Edinburgh Children's Partnership, which seeks to ensure that all Edinburgh's children enjoy their childhood and achieve their potential. This ensures there is connectivity between the aspirations for children, young people and their families across these strategic forums.
- 8.3 The Committee seeks to offer strategic planning and connection to allow for assurance and governance of Child Protection endeavours across Edinburgh. As such, there are no health and safety, governance, compliance or regulatory implications.
- 8.4 The Annual Report is a publicly available document, published online via the [Edinburgh Child Protection Committee page](#) on the City of Edinburgh Council website.

9. Background reading/external references

None.

10. Appendices

- 10.1 Appendix one - Edinburgh Child Protection Committee Annual Report 2022-23.



Edinburgh Child Protection Committee Annual Report 2022-23

Table of contents

1. Introduction	Page 1
2. Demographics	Page 2
3. Child Protection Committee Structure and Functions – overview	Pages 3-4
4. Continuous Improvement	
i. Policies, Procedures and Guidance	Page 5 - 6
ii. Data and Evidence	Page 7
iii. Quality Assurance and Self-Evaluation	Page 8
iv. Conducting ICRs, SCRs and Learning Reviews	Page 9
5. Learning and Development	Page 10 - 11
6. Public Information, Engagement and Participation	Pages 12
7. Strategic Planning and Connections	Pages 13 - 14
8. Conclusions and next steps – Chief Officers	Page 15
Appendix A - Remit and Membership of Committee Sub Group structure	Pages 16 - 17
Appendix B – Child Protection Register Statistics	Page 18

1. Introduction

Colleagues,

As you will be aware there has been a significant period of change of personnel, the previous chair left post during the reporting period alongside the lead officer. Consequently Annual Report for 2022-23, has been constructed from the information held on record rather than comment from the individuals involved

Over the last year despite the changes the Edinburgh Child Protection Committee, has worked across the multi-agency partnership to keep children safe.

This report outlines the work we have done in the last year to continually improve our services.

The Child Protection Committee and associated Subcommittees have continued to meet throughout the reporting period to ensure protection of Edinburgh's children. These meetings have in the main been virtual, however, there was the opportunity to hold one hybrid session. The frequency of in person committee meetings will increase moving forward.

This annual report is structured around the functions of the Child Protection Committee, as laid out in Scottish Government guidance. It highlights the achievements during the reporting period, and importantly what we plan to do moving forward.

There is evidence of strong partnership working which we have reflected in showing the good work being done to keep children safe. We know that this requires collaboration and cooperation, qualities which I have seen throughout the multi-agency partnership, and which continues to provide strong foundations going forward.

Lillian Cringles

Independent Chair – Edinburgh Child Protection Committee

2. Demographics

Between 2001 and 2021 the population of Edinburgh increased by 10% to an estimated 526,400. This is triple the national figure over the same period. The estimated number of children and young people aged 0-17 within Edinburgh in 2021 was 87,500 and this is the same as for 2001.

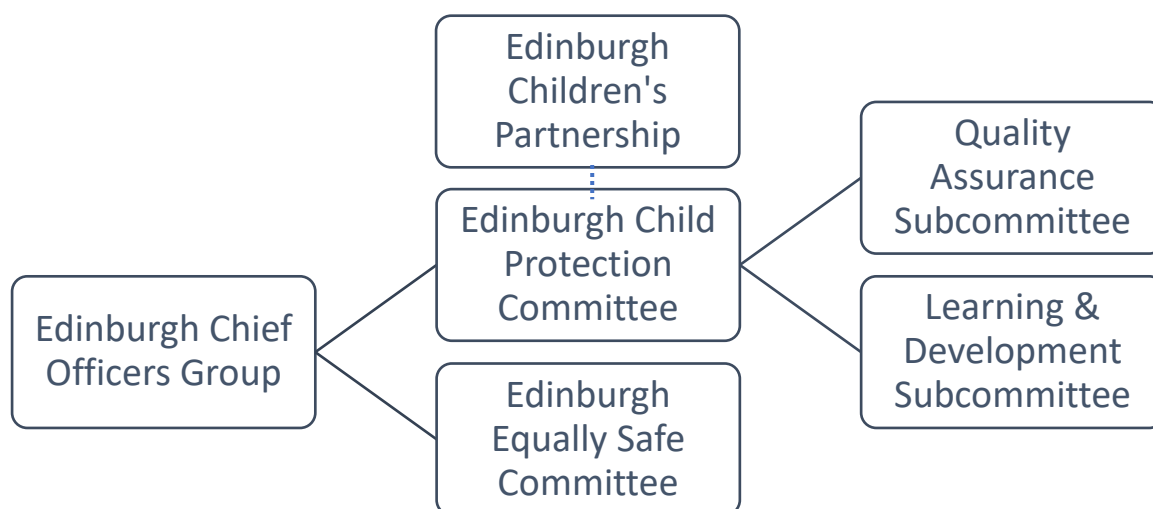
The population was projected to increase by a further 3% by 2026 though this is 10% for those aged 60 and over compared to less than half a percent for those aged 0-17. Within the young population there is expected to be little change for those of pre-school age with a decrease of around 8% for those of Primary school age and an increase of 12% for Secondary school age.

In 2022 of the 53,500 children and young people attending Edinburgh's local authority schools almost 12,000 (22%) were Black, Asian and minority ethnic. One in five children or young people do not have English as their first main language and round 1,100 were asylum seekers or refugees.

Around 2,200 pupils were assessed as having a disability and around 40% of our school pupils are assessed as having an additional support need.

In 2022/23 there were over 11,500 child welfare concern contacts, a 15% increase on the previous year, and 1,100 inter-agency child protection discussions. There has been an average of 94 children or young people on the Child Protection Register from April 2022-March 2023.

3. Child Protection Committee Structure and Functions



The Edinburgh Child Protection Committee is the inter-agency strategic partnership, responsible for the design, development, publication, distribution, dissemination, implementation and evaluation of child protection policy and practice across the public, private and wider third sectors in the City of Edinburgh area. Through our local structures and membership, we provide individual and collective leadership and direction for the management of child protection services.

The Committee is made up of senior representatives from across all key areas and partners concerned with the care and protection of children. Guidance issued by the Scottish Government requires every local authority area to have a Child Protection Committee. Strong links exist between the Committee and the Edinburgh Children's Partnership (the Partnership) through the Edinburgh Children's Services Plan (2020 - 23). Work continues to ensure that this is a developing partnership.

As previously identified the vision for both the Committee and the Partnership remains, this is to ensure that all Edinburgh's children and young people enjoy their childhood and achieve their potential.

The Children's Services Plan was developed following consultation with children, young people, parents, carers and staff, whose collective feedback assisted the formation of the Plan's three main aims – the 3Bs:

- Best Start
- Bridging The Gap
- Being Everything You Can Be

In line with the GIRFEC well-being indicators, we aim to ensure children and young people are safe, healthy, active, nurtured, achieving, responsible, respected, and included. The Committee has a key role in achieving these aims along with the Children's Services Partnership, recognising that the environment for some children in Edinburgh is more challenging, requiring additional measures to ensure children are protected from harm.

The governance of the Committee is the responsibility of the Edinburgh Public Protection Chief Officers' Group. This group consists of high-level representation from City of Edinburgh Council, Police Scotland and NHS Lothian, meeting on a regular basis to provide scrutiny and oversight.

In 2019, the Scottish Government published the document "Protecting Children and Young People: Child Protection Committee and Chief Officer Responsibilities". This sets out the functions of the child protection committee, which are:

- continuous improvement
- public information, engagement and participation
- strategic planning and connections
- annual reporting on the work of the CPC.

4. Continuous improvement

The Committee has a pivotal role in ensuring that services to protect children and young people are effective and continue to improve. This covers several areas:

i. Policies, Procedures and Guidance

The Committee:

- supports all agencies to have their own up to date policies and procedures in place.
- regularly develops, disseminates, and reviews inter-agency policies and procedures.
- ensures protocols are developed for key issues where agreement is required.

What we have done:

Supported the implementation of Care and Risk Management (CaRM) guidance which supports work with young people whose behaviour is a concern.

Consulted with the workforce on changes to our local child protection procedures to bring these in line with the National Guidance for Child Protection In Scotland (2021).

We have continued to work closely with the Edinburgh Voluntary Organisations Council (EVOC) and particularly their Children, Young People and Families Network, which is made up of over 100 local charities & organisations. There is a Child Protection Liaison group, attended by EVOC representatives and the Lead Officer to CPC, which meets on a quarterly basis to strengthen links and support the network to update their own processes.

We continue to implement and evaluate the outcomes of the Assessment of Neglect Toolkit.

What we will do April 2023- March 2024:

Review the Terms of Reference and membership of the Child Protection Committee, given the significant changes in personal and structures within the Multi agency partnership.

Publish and implement the revised Edinburgh and Lothians Child Protection Procedures, following approval by all involved local areas.

Publish an Edinburgh Public Protection Learning & Development Strategy, alongside Adult Protection and Equally Safe Committees.

Review our additional local documentation to ensure this is in line with the overarching Procedures and Guidance.

Develop an action plan linked to the roles and functions of the Child Protection Committee

Seek assurance on the delivery of services that appear as integrated as possible to the children, young people and families who use them.

Ensure the best use of resources within the Public Protection budget.

ii. Data and Evidence

The Committee retains an overview of management information from all key agencies relating to the protection of children and young people. The Committee:

- has an overview of information relating to children and young people with their names listed on the Child Protection Register.
- receives regular management information reports, which include analysis of trends.
- identifies and address the implications of these management reports.
- ensures that management information informs the inter-agency child protection strategy and provides an oversight for the Public Protection Chief Officers Group (PPCOG).

What we have done:

We fully embedded version 2 of the National Minimum Dataset for Child Protection Committees in Scotland into our programme of work. This provides three-year trend data which helps us understand the operation of key processes as well as any emerging issues in the protection of children.

We have continued to work closely with colleagues in universal services to support and further understand the interaction between children who are supported through GIRFEC processes and those who become subject to formal child protection measures.

What we will do next:

Work closely with Edinburgh's Scottish Interview Model and the Sycamore Centre, we will gather additional data and evidence of the children and young people consenting to joint investigative interviews and the reasons for our involvement.

Carry out self-evaluation on a partnership basis to understand the extent to which we are operating in accordance with relevant National Guidance.

Continue to develop and embed the practice of engagement with families at all points.

iii. Quality Assurance and Self-Evaluation

Whilst individual agencies have responsibility for the quality assurance of their own service, the Committee has responsibility for the development and implementation of inter-agency quality assurance mechanisms. The Committee:

- agrees, implements, and reviews multi-agency quality assurance mechanisms for inter-agency work, including auditing against the framework for standards.
- ensures that the quality assurance mechanisms contribute directly to the continuous improvement of services to protect children and young people.
- contributes to the preparation for the integrated system of inspection of children's services.
- considers the findings and lessons from inspection on a national basis, in relation to practice in Edinburgh and from initial and significant case reviews.
- co-ordinates initial and significant case reviews as necessary.
- reports on the outcome of the quality assurance processes and make recommendations to the Committee and the Chief Officers' Group.

The Quality Assurance Subcommittee is the central coordination point for this work in Edinburgh.

What we have done:

Overseen the progress of the Child Protection Improvement Plan, ensuring multi-agency activity is completed within agreed timescales. This includes key multi-agency work to tackle neglect through the introduction of a revised toolkit to support early assessment and identification.

Monitored progress of actions resulting from case reviews, audit, and evaluation activity, to ensure that these are progressed to completion in a timely manner. Engaged with Learning Reviews from other areas to understand the implications for practice more locally.

Carried out a review of our combined actions log, to ensure that those marked as completed are backed up by evidence and that improvements have been embedded into practice.

What we will do next:

Contribute to the partnership self-evaluation and use this to inform a future iteration of our Improvement Plan.

We will re-develop combined action log in line with new structure of sub-committee and the CPC Plan that will emerge from our current self-evaluation activity.

Revisit the scope and structure of the Multi-Agency Practice Evaluation process to ensure its focus on areas identified as priorities by the Committee.

iv. Conducting ICRs, SCRs and Learning Reviews

In September 2021 the Scottish Government published National Guidance for Child Protection Committees undertaking Learning Reviews, recognising the need to move beyond apportioning blame to learning together about what is helping and what is hindering efforts to help children.

Child Protection Committees, on behalf of the Chief Officers, are responsible for undertaking Learning Reviews and in 2022-23 Edinburgh Child Protection Committee carried out the necessary preparation to transition from the previous model of Initial and Significant Case Reviews to the Learning Review process.

The Committee will use the learning from these Reviews to promote good practice, improve practice and contribute to improved outcomes for children and young people.

What we have done:

Continued to liaise with and consider feedback from the Care Inspectorate, in their role as the central repository for Learning Review reports.

Contributed to the development of the Learning Review Hub – an online resource run by the Care Inspectorate with the aim of sharing learning from case reviews across the country.

Published the Edinburgh Public Protection Joint Protocol for Conducting Learning Reviews, bringing our local processes in line with National Guidance.

What we will do next:

Complete our first Learning Review and ensure any identified learning is shared and acted upon.

Establish a Public Protection Learning Review Panel to build a shared knowledge, understanding and shared ownership of the learning.

5. Learning and Development

Child protection training and staff development must be undertaken at both single agency and inter-agency level, for those working with children and families. This is underpinned by the promotion of children's rights and GIRFEC principles.

Through the Learning and Development Sub Committee, the Child Protection Committee is responsible for promoting, commissioning, and assuring the quality and delivery of inter-agency training. The Committee:

- retains an overview of single agency child protection training and considers the implications of inter-agency training.
- plans, reviews, and quality assure inter-agency training and learning and development activities.
- implements and reviews annually, a programme for inter-agency child protection training.
- ensures relevant and consistent inter-agency training is provided for practitioners, managers, non-statutory agencies, and Child Protection Committee members.

What we have done:

Continued to develop and deliver a varied programme of interagency training, both as self-directed e-learning and virtual training sessions, as well as moving much of our programme back to in-person learning events.

Reviewed our course calendar on an ongoing basis and returned to face-to-face or hybrid training opportunities to allow for the best transfer of multi-agency reflective learning on key topics.

This year we have reviewed and re-developed :

- Domestic Abuse for general and specific workforce
- Child Protection & Disability Training
- Identifying and Addressing Exploitation of Children & Young People
- Understanding & Responding to Neglect.

We have commenced development of new courses to meet unmet needs, particularly:

- LGBTQ+ Inclusive Practice.

We continue to use the Edinburgh Child Protection Knowledge Hub to disseminate information and publicise learning opportunities.

Through the National Learning & Practice Development Group, we have contributed to the development of the revised National Framework for Child Protection Learning and

Development and shared our materials to inform the development of national resource packs.

What we will do next:

Publish the Public Protection Learning and Development Strategy.

Review the structure and membership of the Learning & Development subcommittee and produce a new work plan, which will align with the CPC Plan.

Further develop our capacity to utilise course feedback, both in order to ensure the continued quality of training but also to understand the impact of training upon the workforce.

6. Public Information, Engagement and Participation

The Scottish Government guidance for child protection committees states that:

Keeping children and young people safe is everyone's job and the CPC must be able to demonstrate that its work is informed by the perspectives of children, young people and their families. CPCs will maintain an overview of levels of knowledge and confidence in child protection systems within their area and address issues as required within their Improvement / Business Plans. Each CPC will develop, implement and regularly review a communications strategy that includes:

- *raising awareness so that members of the public, including children and young people, know what child protection means and what to do if they have a concern for a child or young person*
- *explaining and promoting the role of services in protecting children and young people*
- *engaging with local communities to raise awareness of indicators of concern*
- *increasing understanding of the role that communities and all adults have in protecting children and young people*
- *involving children, young people and families in its design and delivery*
- *taking account of new and emerging risks*

(Protecting Children and Young People, Scottish Government, 2019)

A priority for the Committee in recent years has been to maximise visibility and connectivity with frontline staff and the community, which closely aligns with the functions described above.

What we have done:

Continued the promotion of key public protection messages.

Completed the "All Of Us" campaign in partnership with NSPCC Scotland, ending with a family event in Leith.

What we will do next:

Plan and deliver a further prevention of Child Sexual Abuse campaign in partnership with NSPCC Scotland.

Continue to work collaboratively with colleagues across public protection to ensure key messages are communicated to staff and the public.

7. Strategic Planning and Connections¹

The Committee links into several multi-agency structures and ensures relationships are robust and productive. The Committee:

- identifies the key links with other bodies and ensure such links are strong and productive.
- in conjunction with other bodies, identifies issues where joint working would be beneficial or duplication could be avoided and ensure that action is taken to address these issues.
- implements and reviews the effectiveness of joint protocols linked to child protection.

Within Edinburgh, the Chief Officers Group for Public Protection is the key forum for collaboration at a strategic level, with close links to the Edinburgh Children's Partnership. This ensures there is a culture of collaboration threaded throughout the work of the Committee.

What we have done:

Engaged in national forums such as CPC Scotland and the National Learning and Development Network.

Members of the Committee are represented on the National Child Protection Implementation Group and associated subgroups, ensuring we are closely connected to key strategic forums relating to the implementation of child protection guidance.

Continued to promote interagency collaboration, including across local authority boundaries, for example through the continued investment in the eIRD system which has benefits across the public protection landscape on a Lothian-wide basis.

Consolidated previous improvements to the link between the Committee and the voluntary sector through the continuation of a bi-monthly liaison meeting as well as regular input from Lead Officer and other colleagues at the wider EVOC Network meeting.

¹ Scottish Government guidance states that:

CPCs must ensure strong and robust strategic planning links to wider integrated children's services planning arrangements in their local area in order to ensure that the need for support and protection of children and young people can be comprehensively met in well designed, effective and sustainable local services, programmes and initiatives.

CPCs must link effectively with other multi-agency partnerships and structures locally, regionally and nationally, including Chair and Lead officer participation in Child Protection Committees Scotland.

(Protecting Children and Young People, Scottish Government, 2019)

What we will do next:

We continue to work closely with East & Midlothian and West Lothian Public & Child Protection Committees as we publish a pan-Lothian Child Protection Procedures, whilst also exploring our differences.

We Continue to ensure that the Child Protection Committee is closely linked to Edinburgh's Promise. The Committee are also looking to strengthen their links with the Champions Boards or others with lived experience.

Continue to contribute to key strategic forums and link with the Scottish Government on implementation of the National Guidance for Child Protection In Scotland 2021.

Provide the wider multi agency parenthood with an understanding of the work ahead extent to which the National Guidance is being implemented. We will additionally utilise the self-evaluation tool to support the planning and delivery of implementation activity.

8. Conclusion and next steps – Chief Officers

The Edinburgh Child Protection Committee Annual Report for 2022-23 is designed to demonstrate the key role of the Committee in ensuring the inter-agency response to the protection of Edinburgh’s children is cohesive, structured, and working towards continuous improvement. The report summarises some of our key achievements throughout the period under review.

We are clear, however, that we are on a journey of continuous learning and improvement and we still have work to do. We maintain close working relationships with agencies in the statutory, voluntary, and independent sectors and are determined to ensure we retain an outcome-focused approach to child protection matters.

As Chief Officers, we fully appreciate the challenge of ensuring Edinburgh’s children are safe as well as providing a platform from which all children in Edinburgh can reach their full potential. We have continued to make progress towards achieving our aims since the publication of last year’s annual report. This annual report reflects on the successes and identifies our areas of further improvement. We extend our appreciation for the continuing efforts of all agencies in Edinburgh working together to protect children and young people. This work is challenging and complex, however, it is an area in which we are committed to achieving excellence.

We endorse the contents of the Child Protection Committee annual report for 2022-23



Appendix A – Remits and Membership list of Committee Sub Group structure

Appendix B – Child Protection Register Statistics

Appendix A – Remit and Membership of Committee Sub Group structure

Edinburgh Child Protection Committee Quality Assurance Sub-Committee

Purpose

1. To operate a quality assurance framework that allows the Child Protection Committee to monitor the effectiveness of local child protection services.
2. To operate a performance reporting framework and a system for self-evaluation in support of the above.
3. To implement a system of regular multi-agency case file reviews.
4. To oversee significant case reviews, commissioned by the Child Protection Committee; and to consider appropriate recommendations to the Child Protection Committee.
5. To monitor the implementation of any recommendations arising from reviews agreed by the Child Protection Committee.
6. To develop multi-agency improvement plans in response to external inspection reports or internal assessment processes.
7. To monitor the progress of member agencies' implementation of agreed improvement plans

Membership

Membership will include representation from the following agencies/ services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council (Communities and Families)
- City of Edinburgh Council (Health and Social Care)
- City of Edinburgh Council (Safer and Stronger Communities)
- Scottish Children's Reporter Administration
- Edinburgh Voluntary Organisations Council

Input from the voluntary sector representative on the Child Protection Committee will be sought as appropriate. Officers from other services/agencies may be co-opted onto the sub-group as required, subject to the approval of the relevant agency.

Meetings

The sub-group will meet at a frequency determined by the requirements of the agreed tasks, but not normally less frequently than the Child Protection Committee.

Meetings will be minuted and will be reported to the Child Protection Committee.

Edinburgh Child Protection Committee Learning and Development Sub-Committee

Purpose

1. To develop a learning and development strategy that allows the Child Protection Committee to monitor the effectiveness of interagency child protection training
2. To plan and coordinate an ongoing programme of interagency child protection learning and development opportunities for staff and volunteers working in Edinburgh.
3. To develop methods of reviewing the efficacy and impact of interagency training upon staff confidence and competence.
4. To contribute to multi-agency plans (such as the Child Protection Improvement Plan or those resulting from Learning Reviews) from a learning and development perspective.
5. To maintain an overview of developments in child protection matters both locally and nationally, in terms of the impact upon the learning and development needs of the interagency workforce, and to develop coordinated responses to address identified needs.
6. To liaise with the other subgroups of the Child Protection Committee to avoid duplication of work.

Membership

Membership will include representation from the following agencies/services:

- NHS Lothian
- Police Scotland
- City of Edinburgh Council
- Edinburgh Voluntary Organisations Council (EVOC)
- Scottish Children's Reporter's Administration (SCRA)

Meetings

The sub-group will meet at a frequency determined by the requirements of the agreed tasks, but not normally less frequently than the Child Protection Committee. Meetings will be minuted and will be reported to the Child Protection Committee.

Appendix B – Child Protection Register Statistics

	2022 Number	2022 Rate per 1,000 population	2021 Number	2021 Rate Per 1,000 population	2012 Number	2012 Rate Per 1,000 population
Edinburgh	104	1.3	97	1.2	223	3.1
East Lothian	41	2.1	29	1.5	62	3.3
Midlothian	24	1.3	38	2.1	117	7.5
West Lothian	92	2.6	103	2.9	118	3.3
Scottish Borders	39	2.1	34	1.8	37	1.9
Aberdeen	115	3.2	83	2.3	87	2.7
Dundee	61	2.6	84	3.5	82	3.5
Scotland	2,031	2.2	2104	2.3	2,698	2.9

Source:

[Scottish Government, Children's Social Work Statistics Scotland 2021-22](#)

Statistics at 31 July each year.