

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.

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Report

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.

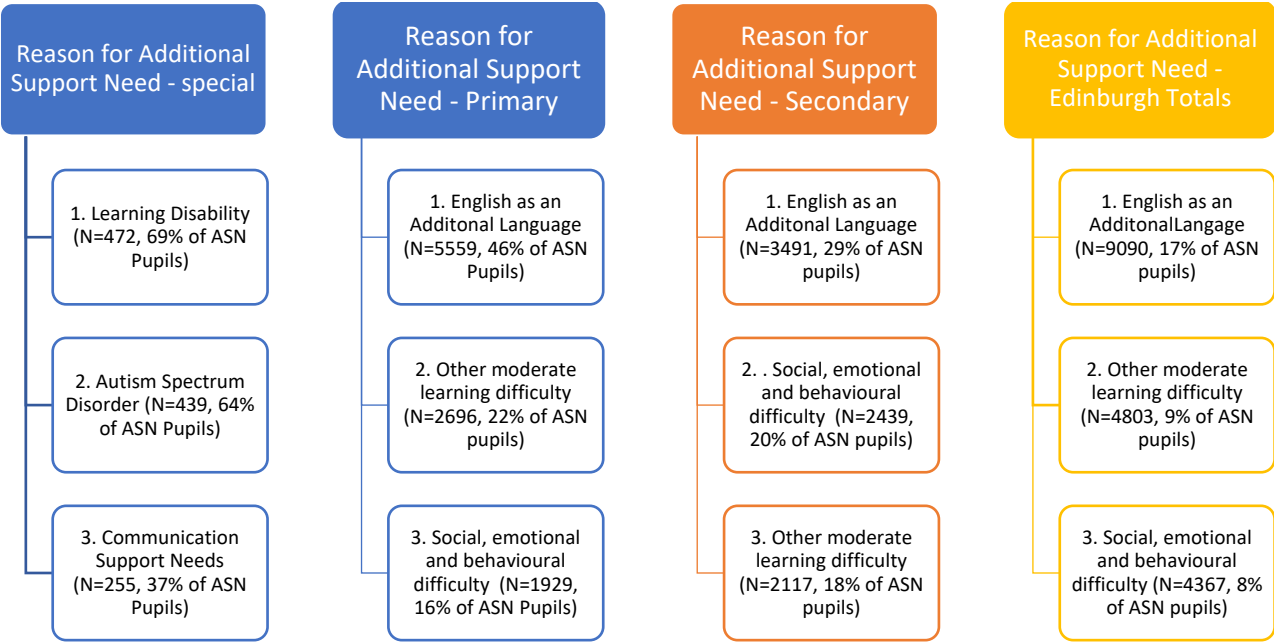


Table 2: Numbers of pupils identified with ASD, family issues and mental health issues

| 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%

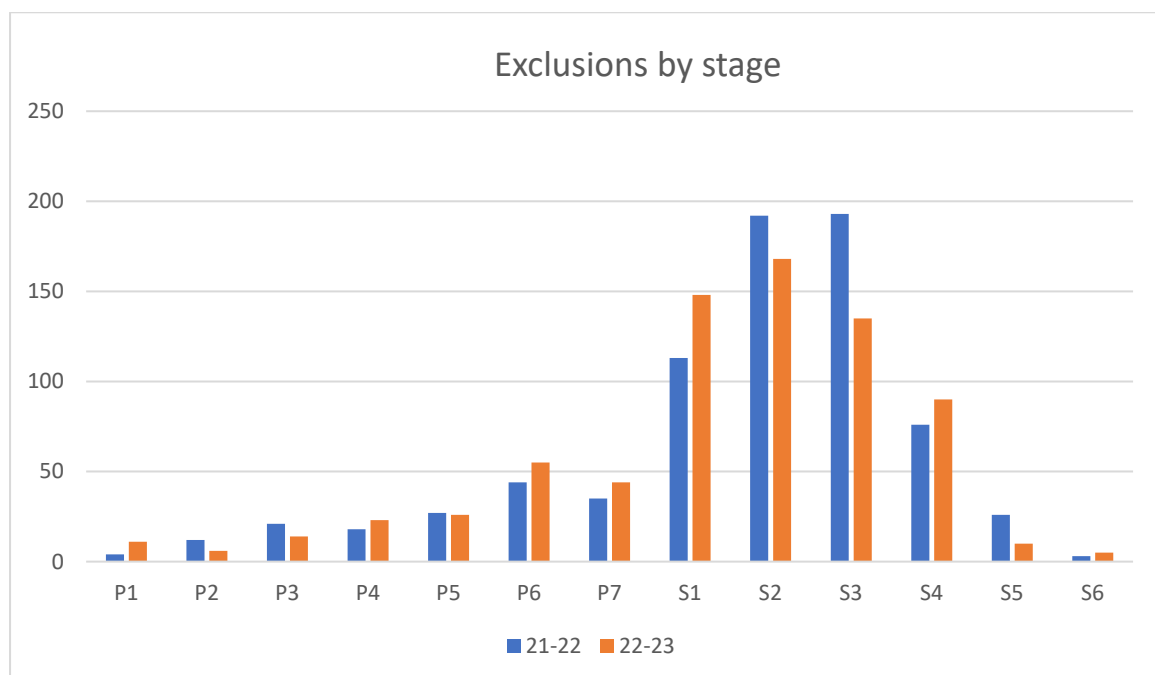
- Autism 10%
- Specific Learning Difficulty 13%
- Interrupted Learning 9%
- Mental Health 9%

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

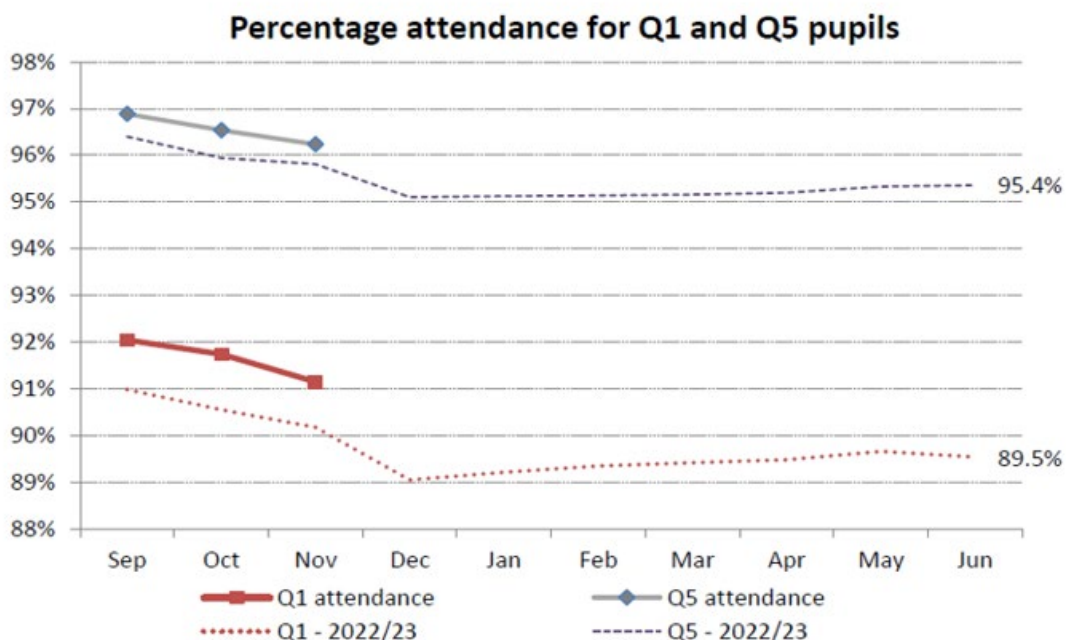


Table 8: Monthly comparison of primary school attendance rate according to deprivation

| 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

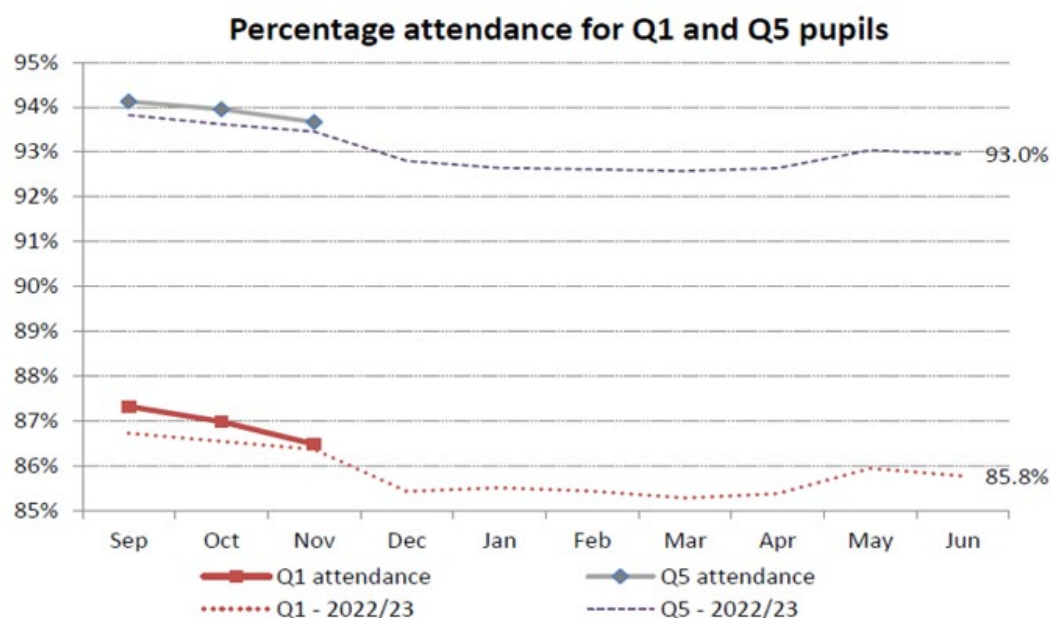


Table 9: Monthly comparison of secondary school attendance rate according to deprivation

| 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

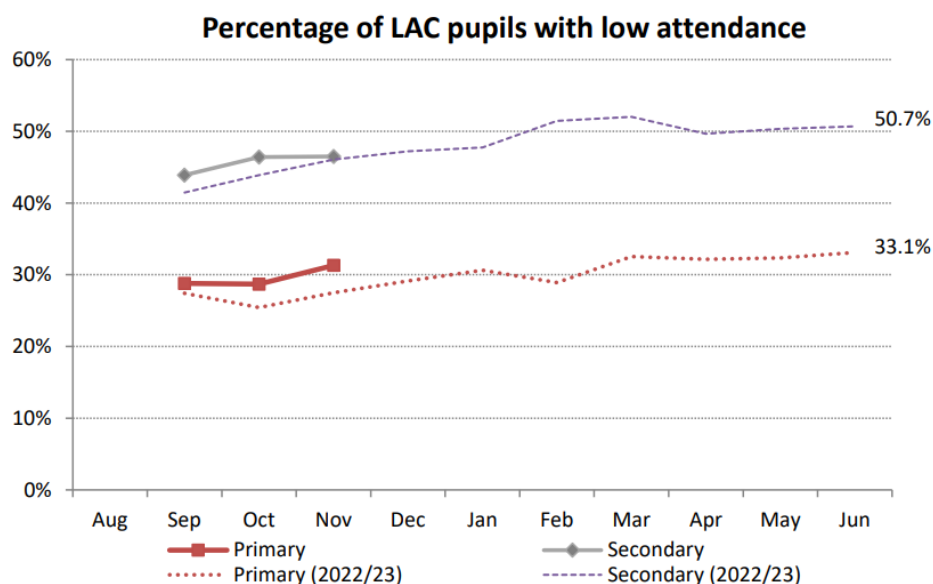


Table 11 shows a comparison of monthly data between November 2022 and of the number of care experienced children and young people on a compulsory supervision orders with attendance lower

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 |