

Business Bulletin

Education, Children and Families Committee

10.00am, Thursday, 27 April 2023

Education, Children and Families Committee

Convener:	Members:	Contact:
<p>Councillor Joan Griffiths</p> 	<p>Councillor Joan Griffiths (Convener)</p> <p>Councillor Key Councillor Kumar Councillor Mattos Coelho Councillor Walker 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

Serious Incidents involving children and Young People.

The authority policy "[Included, Engaged, Involved](#)" sets out how schools should assess, plan and record needs for learners who suffer from any wellbeing concern. For the majority of learners, these processes are managed and kept under review within schools.

Where cases are more serious, including those where learners suffer or inflict serious harm, including problematic sexualised behaviour, higher levels of scrutiny and quality assurance are instigated.

These cases are kept under close review during a monthly meeting involving:

- Service Director of Education
- Heads of Education
- Principal Educational Psychologist

The following information is collated and risk assessed:

- Current assessment of needs
- Child's Plan
- Effectiveness of inter-agency working
- Overall assessment of risk

A summary of actions/escalations is collated by the Operations Manager (Children, Education and Justice Services) and shared with the Executive Director for Children, Education and Justice Services for reference.

"Education Reform: Independent Review of Qualifications & Assessment in Scotland Interim Report, Professor Louise Hayward

This review is addressing the over dependency of our system on external exams that was exposed during COVID and builds on the various findings from various reports suggesting that we need a Senior Phase assessment framework that reflects the aspirations of A Curriculum for Excellence and one that captures the totality of learning and achievement of all. Phase one of this review developed a vision and values statement, phase two gathered views on a preferred Qualifications and Assessment model and phase three considers the draft proposals detailed in the Interim Report that was published in March 2023. In summary these proposals are;

- A significant reduction in external assessment
- A better and more clearly defined integration of academic and vocational qualifications
- A broadening of the evidence collected during the Senior Phase to include skills and other competencies

Lynn Paterson, Senior Education Manager

Stephen Kelly, Senior Education Manager

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

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

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

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

Raising Attainment – Frameworks for Learning – Teaching and Learning

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

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

Leadership for Equity

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

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

Jackie Reid, Senior Education Manager

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

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

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

Teachers' Charter

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

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

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

Other Areas of Strategy

Digital Empowerment

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

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

Learning Communities for Equity

Learning Communities are based on the cluster model, but now include special schools, denominational schools, early years establishments, wider council services and third sector organisations in the geographical area of the secondary school catchment area. Within the Edinburgh Learns for Life vision, collaborative leadership is being developed across each of the learning communities to improve the outcomes for children and young people through shared strategies for progress in learning, GiRfEC and curriculum pathways for every learner. An integrated whole family support model is being developed which has the potential to address fragmented working, remove duplication and take advantage of the synergies made possible by equity funding in schools, the breadth of current council services and the rich third sector provision that exists in our city. This model has the potential to offer better value for money if the service model is focused on poverty prevention and aligned to a clear set of outcome measures. These outcome measures are known as ‘the Edinburgh Imperatives’:-

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

Scottish Attainment Challenge

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

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

Roberta Porter, Quality Improvement Manager

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

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

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

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

Children and Young people – Care Plan

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

Gaelic Education

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

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

Lorna French, Service
Director, Education

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

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

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

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

Sustainability

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

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

Active Schools activity update:

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

Lorna French, Service Director, Education

Mel Coutts, Wider Achievement Manager

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

(Sport & Physical Activity)

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

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

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

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

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

Integrated Impact Assessment:

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

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

1. Analyse the current Active Schools delivery model looking at its effectiveness in learning communities located in different areas/demographics of Edinburgh.
2. Compare the Edinburgh delivery model of Active Schools to other similar sized local authorities including Fife, Aberdeen, Glasgow and North Lanarkshire.
3. Identify areas of best practise or new models, either in Edinburgh or elsewhere, to implement in learning communities where the current model is less effective.

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

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

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

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

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

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

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

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

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

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

Lorna French, Service Director, Education

Mark Crawford, Team Manager / Principal

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

Literacy Attainment (item 18 Rolling Actions Log)

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

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

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

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

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

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

Jackie Reid, Senior Education Manager

Crawford McGhie, Head of Strategic Asset Planning

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