

Business Bulletin

Education, Children and Families Committee

10.00am, Tuesday, 7 November 2023

Education, Children and Families Committee

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

Updates

Background/Contact

Item 7 Rolling Actions Log - Motion by Councillor Davidson – Internet Safety

As stated in a previous update, the Edinburgh Learns Digital team are working this term on updating previously issued guidance to directly support schools' delivery of digital literacy, cyber resilience, internet safety, and Computing Science.

Defibrillators Update

Budget £108,000

These are the initial proposed costs;

350-BAS-XX[1]10 HEARTSINE SAMARITAN 350P WITH 1 X ADULT PAD
PAK x 95 (£687.77 per unit) £65,338.15

STEEL WALL BRACKET FOR HEARTSINE DEFIBRILLATORS AED/Prep Kit
AED/ Wall Sign Sticker/Training x 95 (£332.23 per unit) £31,561.85

Grand Total £96,900

This will change though as initially we thought we needed 95 but have confirmed with the Contractor we are ordering 85 so the total should reduce by approx. 10%.

This will leave a budget for ongoing maintenance costs and replacement pads and batteries over the coming years.

GTC Scotland recognises teacher as a Pioneering Spirit in Equality with Saroj Lal Award

The General Teaching Council for Scotland (GTC Scotland) has awarded the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity to Edinburgh Biology teacher Hardeep Kaur.

The Saroj Lal Award celebrates the efforts of GTC Scotland registered teachers who challenge adversity in a bid to promote and facilitate a culture and ethos of equality and diversity. The award is linked to teachers' [Professional Values](#) of social justice, trust and respect, and integrity and the [Standard for Career-Long Professional Learning](#). This Professional Standard provides an aspirational and developmental framework for teachers in Scotland and supports their professional growth.

Hardeep Kaur is a Biology teacher at Portobello High School.

David McKee, Quality Improvement Education Officer (Digital Learning)

Gillian Tracey,
Directorate Operations Manager

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

Educational Materials Framework – examining the environmental credentials of educational products

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

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

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

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

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

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

Literacy Thematic Review

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

Maggie Deane,
Commercial Partner,
Commercial and
Procurement Services

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

Jackie Reid, Head of
Education, Quality
Improvement and the

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

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

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

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

Care Experienced Week

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

School Placements and Capacities

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

Broad General
Education

Emily Dempsey,
Corporate Parenting
Lead Officer

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

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

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

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

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

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

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

Reinforced autoclaved aerated concrete (RAAC) Update

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

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

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

Crawford McGhie, Head of Strategic Asset Planning

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

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

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

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

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

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

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

Feedback from people undertaking unpaid work includes:

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

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

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

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

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

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

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

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

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