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ADDITIONAL CIRCULATION



To: Councillor Taylor, Convener; Councillor Carle, Vice Convener; Councillors Donnelly, Boulton, Cooney, Copland, Lesley Dunbar, Flynn, Greig, Hutchison, Len Ironside CBE, Laing, Malik, Nicoll, Noble, Samarai, Jennifer Stewart, Townson and Young; and Mr M Paul (Teacher Representative (Secondary Schools)), Mr A Rafferty (Parent Representative (Secondary Schools)), Mrs A Tree (Third Religious Representative), Mrs I Wischik (Roman Catholic Religious Representative), Mrs L Bruce (Parent Representative - Primary Schools) (Parent Representative (Primary Schools)), Miss P Scott (Teacher Representative - Primary Schools) (Teacher Representative (Primary Schools)) and Reverend H Steel (Church of Scotland Representative).

Town House,
ABERDEEN 24 January 2017

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The undernoted item is circulated in connection with the meeting of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** to be held here in the Town House on **THURSDAY, 26 JANUARY 2017 at 2.00 pm.**

FRASER BELL
HEAD OF LEGAL AND DEMOCRATIC SERVICES

B U S I N E S S

EDUCATION AND CHILDREN'S SERVICES FINANCE, PERFORMANCE AND SERVICE WIDE ISSUES

- 6.3 Education and Children's Services 2012-2016 Key Outcomes Report
(Pages 3 - 64)

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SUBMISSION OF LATE REPORT

NAME OF COMMITTEE : Education and Children's Services

DATE OF COMMITTEE : 26th January 2017

TITLE OF REPORT : ECS Directorate 2012-2016 Key Outcomes Report

Reason for late submission of report (to be completed by report author)

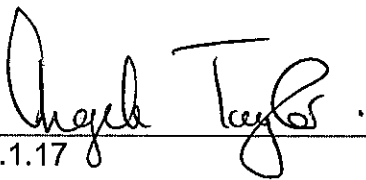
As a result of feedback from initial Report consultation stage, the content required additional significant editing which necessitated re-circulation of the Report for further consultation.


Reason why Convener is requested to consider accepting report as a matter of urgency / why the matter cannot wait for a future meeting (to be completed by report author)

Publication of annual Directorate key performance outcomes, prior to the conclusion of each subsequent year is a requirement which evidences the extent to which the Council is meeting it's Best Value responsibilities against Public Performance Reporting obligations. As there are no further meetings of the Committee before 31st March 2017, this Report requires to be accepted as a matter of urgency

Reason why Convener / Vice Convener has agreed to accept the report (to be completed by Convener / Vice Convener)

As above

Convener/Vice-Convener : 
Date : 24.1.17

Director/Representative : 
Date : 24.1.17

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	26th January 2017
DIRECTOR	Gayle Gorman
TITLE OF REPORT	Education and Children's Services 2012-2016 Key Outcomes Report
REPORT NUMBER	ECS/17/010
CHECKLIST RECEIVED:	Yes

1. **PURPOSE OF REPORT**

Provide Elected Members with a summary report of the Directorate's key outcomes against core strategic delivery and performance priorities, linking to the City's 2016-2026 Local Outcome Improvement Plan, over the course of 2012-16.

2. **RECOMMENDATION(S)**

It is recommended that the Committee note the work of the Directorate and provide comment on the Education and Children's Services Directorate 2012-2016 Key Progress Report (attached at Appendix A) and overview of achievements, awards and recognition attained through the Directorate across the period, attached at Appendix B.

3. **FINANCIAL IMPLICATIONS**

There are no financial implications arising directly from the report.

4. **OTHER IMPLICATIONS**

4.1 Legal

Local Authorities are required to act as set out in the Local Government Act 1992, and as defined within the Direction provided by the Accounts Commission, in respect of their Public Reporting obligations and;

4.2 Property, Equipment, Employee and Health and Safety Implications

There may be other property, equipment, employee or health and safety implications linked to the Directorate-wide health and safety performance measures. Any related implications under this heading are managed by the Directorate as a matter of course in accordance with best practice.

4.3 The report is designed for information purposes only and no Equalities and Human Rights implications are involved either in its preparation or the recommendations contained within the body of the Report.

5. BACKGROUND/MAIN ISSUES

5.1 The main content of this Report, reflected in Appendix A, provides a narrative against the key projects and outcomes, delivered by the Education and Children's Services Directorate over the course of 2012-16, which, going forwards, link directly to the City's 2016-2016 Local Outcome Improvement Plan (LOIP) partnership and strategic themes:

- Prosperous Economy
- Prosperous People
- Prosperous
- Enabling Technology

These also relate to the over-arching focus placed on the 'the child at the centre' as reflected in the GIRFEC (Getting It Right For every Child) approach which, in combination with legislative and statutory requirements, also act as significant drivers for the Directorate's integrated programme of work.

Additionally, the narrative captures the Directorate's effective use of change management over a period in which revision of the organisational structure, implementation of major national programmes such as the Curriculum for Excellence and introduction of a series of legislative policy obligations, such as those defined by the Children's Act 2014, have been delivered.

5.2 The detail contained within this Report, at Appendix B, captures a summary suite of qualitative and award outcomes related to the Directorate's delivery of service over the course of 2012-2016.

6. IMPACT

Improving Customer Experience

Analysis and publication of performance data and, in particular, the use of benchmark and trend information, offers the Directorate the opportunity to critically evaluate the extent to which it is currently meeting customer needs and, as required, re-align delivery methodologies to ensure that, in particular, children's experiences and outcomes are continuously improving.

Improving Staff Experience

Transparency of performance reporting, in terms of outputs and outcomes, offers staff with the opportunity to gain insight into areas of good practice within the Directorate, in particular those where improvement might be required. Importantly, it also helps employees to recognise where their contributions are materially influencing and driving the work of their Service.

Improving our use of Resources

This Report aligns with the principles of Best Value whereby local authorities are required to evidence and evaluate the extent to which resources are used effectively and efficiently in the delivery of services to stakeholders.

Corporate

Reporting to Committee is an essential governance requirement of the Directorate and Council's performance management arrangements, by which Elected Members may seek assurance that performance improvement activity is evidenced and robust.

The measures and narrative contained in this report align directly to the City's 2016-2026 Local Outcome Improvement Plan covering:

Prosperous Economy – Investment in Infrastructure

Prosperous People – Respected, Included, Achieving
Safe and Responsible

Prosperous Place – People Friendly City

Enabling Technology - Digital Connectivity
Skills and Education

Public

The report is designed for information purposes only and no specific Equalities and Human Rights implications are involved either in its preparation or the recommendations contained within the body of the Report.

Transparency in our performance reporting is a key component of our Public Performance Reporting requirement, which is subject to annual review by Audit Scotland.

7. MANAGEMENT OF RISK

The nature of this report is not such that a risk assessment of options is necessary as the content is for information only.

However, the regular reporting of performance is itself mitigation against the risk that the Council's Public Performance Reporting might be regarded as insufficient for the purposes of meeting the obligations placed upon it.

8. BACKGROUND PAPERS

Appendix A: E&CS Directorate 2012-16 Key Outcomes Report

Appendix B: E&CS Directorate 2012-16 Key Achievements & Awards Report

Aberdeen City 2016 Insight Briefing, Education and Children's Services Committee, 17th November 2016

2015-16 Annual Performance (Statutory Performance Indicators) Report, Education and Children's Services Committee, 17th November 2016

Aberdeen City 2016-2026 Local Outcome Improvement Plan

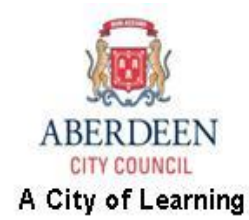
9. REPORT AUTHOR DETAILS

Co-ordinated by:

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Education and Children's Services 2012 to 2016 Key Outcomes Report



Education and Children's Services 2012 to 2016 Key Outcomes Report

Introduction

Following the introduction of the Community Empowerment Act 2015, a legal duty was placed on community planning partners to demonstrate that they are making a significant impact on the achievement of outcomes as a result of partnership working. In doing so, Community Planning Partnerships were required to prepare and publish a Local Outcome Improvement Plan (LOIP), by October 2017, setting out the priority local outcomes it proposes to improve. In advance of the statutory deadline, Community Planning Aberdeen developed its Local Outcome Improvement Plan, which signals our joint commitment to making change happen and is recognised as critical to accelerating the pace of collaboration and joint working to drive real and lasting improvements for communities across Aberdeen.

The ambitious ten year plan sets out the shared vision for Aberdeen and the transformational change which the Partnership is committed to achieving to improve outcomes for all our communities. The plan was endorsed as a living document which will evolve as the Partnership's approach to working with communities and improvement methodology matures.

The Education and Children's Services Directorate has led on the following key areas which further progresses community planning in Aberdeen.

- Delivery against the objectives contained within City's Integrated Children's Services Plan 2010-13 and 2013-16
- Creation and implementation of the Joint Inspection of Children's Services Action Plan
- Planning and preparation for significant legislative change related to the education and care of children and young people within the City.
- Delivery of sustained improvements in the City's educational and cultural estates supporting both access to, and the quality, of lifelong learning.
- Provision of expanded collaborative support for vulnerable communities and families through the Early Years Collaborative and the Family Centre network
- Reduction in the number of areas within the top 15% in Scottish Index of Multiple Deprivation by Health and Education measures

This Report details key progress, projects and achievements from 2012 - 2016 and demonstrates the contribution which has already been made by the Directorate in moving forwards the four strategic themes within the City's 2016-2026 Local Outcome Improvement Plan. (LOIP)

These themes are: **Prosperous Economy**, **Prosperous People**, **Prosperous Place** and **Enabling Technology** and are reflected against throughout this document

2 National and Local Context

National Context

Since 2012, education and children's social care have been delivered against a context of national legislative, strategic and policy change. This has required a flexible and targeted approach to ensure that the obligations placed on the Directorate are being met in full.

Of these changes, the implementation of the Children and Young People (Scotland) Act 2014, the Education (Scotland) Act 2016, along the phased introduction of the Curriculum for Excellence from 2013, have been defining influences and drivers.

In the large part, as a response to these changing frameworks, and to ensure integration of resource, methodologies and approach, the functions of the former Education, Culture and Sport and child-centred services provided within the Social Care and Wellbeing Directorates were, in April 2014, formally brought together to form the new Education and Children's Services Directorate.

Resultantly, the Council, through the Directorate, has been able to demonstrate the foresight and capacity to meet these challenges. Although significant additional work needs to be undertaken before the conclusion of 2016-17 to ensure success, the management and staff of the Directorate are confident that the necessary tools and skills are available to achieve this.

Local Context

- Like other local authorities, the City has, for a number of years, encountered significant challenges in recruiting suitable numbers of qualified and experienced teaching staff. In 2016, this manifested itself in a mid-year peak shortfall of more than 100 positions across the City with particular pressure being experienced in recruiting against senior management positions.

On a related theme, successful implementation of the Council's Reclaiming Social Work model will, in part, be reliant on the Directorate's capacity to attract additional employees at senior practitioner levels from outwith the City. This must be achieved against a climate of national 'competition' for this experienced resource.

- In comparison with many of its 'nearest neighbour' authorities and the Scottish average, the City has seen relatively larger increases in the percentage of pupils with additional support needs. In 2016-17, this was reflected in the numbers of children and young people who had Individual Education Plans (12.4%) or were being assisted through the provision of English as an Additional Language programmes (15.4%). These figures represent a significant increase in both the percentage of pupils and level of demand on resource in comparison with the 2012-13 baseline year.
- Considerable challenge is being faced locally in maintaining the number of early learning and childcare (ELC) places to meet local demand. This is principally due to population growth of eligible children.
The delivery model in the City is reliant on partner provider nurseries offering childcare flexibility for working parents. In the past four years a number of partners have opted out of partnership with the authority or closed their businesses. This has put significant pressure on local authority based nurseries.

Over 2013-14 and 2014-20 respectively, there was a year-on-year reduction in the number of available partner provider places (-3.2%), and a reduction in the proportion of eligible children who were able to access ELC provision overall. This position, on both measures, was reversed in 2015-16.

- In terms of the size and condition of the City's schools, the schools estate has faced, and continues to face, significant pressures linked to the consistent five year trend of growth in the school age population (almost 2% each year).

This population pressure is predicted to continue increasing, in the short to medium term, at levels which are more substantial than that faced by the majority of benchmarked (and other) local authorities in Scotland. This growth exerts no economies of scale as meeting this demand needs to be mitigated by additional revenue and capital investment as opposed to the absorption of surplus capacity which is, in the majority of establishments, extremely limited.

- The number of out of authority residential placements amongst school aged children being cared for away from home has been substantively reduced over the course of the past two years. However, this continues to place a significant pressure on joint education and children's social care budgets, which is not as prevalent amongst the City's comparator authorities.

3. Aberdeen City's 2016-2026 Local Outcome Improvement Plan – Themes and Primary Drivers

Prosperous Economy

- Investment in infrastructure

Prosperous People

- Children have the best start in life
- Children are safe and responsible
- Children are respected, included and achieving

Prosperous Place

- People friendly city

Enabling Technology

- Digital Connectivity
- Digital Skills and Education

4. Directorate Priorities

The following five high level themes reflect the on-going strategic Directorate priorities which encompass the period of this Report

- Attainment and Achievement
- Inclusion
- Culture
- Engagement
- Reclaiming Social Work

Reflecting on the above themes and priorities, the following provides a detailed review of the Directorate's impact and work over the course of 2012-2016

5. Prosperous Economy – Investment in infrastructure

The Council's programme of revenue and capital investment over the period, and into the immediate future, has been a critical influence in terms of enabling and facilitating the Directorate to meet the national and local challenges and priorities outlined above. .

Investment:

Over the course of the previous four years, a targeted approach which puts the needs of children at the forefront has enabled the Directorate to invest in a number of particular revenue and capital growth areas relating to the children's education and social work,.

Substantial improvements in the infrastructure of schools, (through enhancement and upgrading of the quality of its schools estate) and in the support frameworks available to pupils (both within and outwith the school environment) and children within the care of the Directorate, have been core.

Table 1 below summarises the substantive areas where, in terms of value-added revenue and capital spend, the Directorate has identified and addressed the current and future needs of the wider community over successive financial years.

Table 1.

Approved Budgets	£'000
Capital Investment Programme – 2012-2020	
Education Estate	
Brimmond School	12,679
Centre of Excellence	18,500
Lochside Academy	47,000
Greenbrae School extension & internal works	4,631
Milltimber School	13,000
Stoneywood Primary	13,000
Tillydrone Primary / St Peter's capacity enhancement	17,000
Torry Primary & Community Hub	20,000
Cultural Estate	
Aberdeen Arts Gallery Redevelopment *	10,000
Music Hall Refurbishment	1,000
Tullos Swimming Pool Redevelopment	900
Dyce 3G Pitch	748
Provost Skene Refurbishment	1,500
Museums Collections Centre	5,850
Aberdeen Aquatics Centre	10,000
Children's Social Work Estate	
Marchburn Children's Home	900
311 Clifton Road	825
Kingsfield Children's Home Replacement	1,550
Additional Revenue Investment Programme 2012-2017	
Education	

Support for the Curriculum for Excellence	1,200
Investment for schools to be spent on locally determined priorities	1,439
Additional investment in schools serving Tillydrone area	100
Culture	
Big Noise Torry	788
Cultural Programming	1,910
Children's Social Work	
Reclaiming Social Work	2,930
Inclusion	
Implementation of Children and Young People Act	2,200
Inclusion Review - Additional Support Needs	200
investment to meet the demand for nursery places	200
600 hours of Early Learning and Childcare	1,800

- Figure represents maximum Council commitment towards £30m project and includes fundraised contributions

5.1 Key Outcomes – Capital



5.1.1 Schools Estate:

The Council has, over the period, provided a focus on updating the condition and suitability of the current school estate (including early learning and childcare provision), through a long term **£145.81 million*** capital programme encompassing new build and substantive refurbishment and upgrading programmes.

This has incorporated opening of the new **Brimmond School**, a replacement primary establishments for **Stoneywood** and **Milltimber** along with an extension to **Greenbrae Primary**. It also included early stage investment against the building of a **Centre of Excellence** for children with additional severe and complex needs, and the **South of the City (Lochside) Academy**. Future commitments have also been made to address the current over-capacities at Tillydrone and St. Peter's RC schools through new education provision and to develop a new primary education and community **Hub in Torry**.

*The Council has also invested in the purchase of the property of St. Joseph's School which is excluded from this figure.

The table below captures the influence of this programme in terms of improving the condition and suitability of the City's school estate and places this in the context of the national picture

Performance Measure	2011/12	2012/13	2013/14	2014/15	2015/16	Status	Long Trend	2015/16 National Figure
	Value	Value	Value	Value	Value			
% of City schools which are evaluated as being in Good or Satisfactory condition	92.5%	94%	94%	92.1%	93.8%			84%

5.1.2 Cultural Estate:

Over the past four years the City, has seen the largest programme of committed capital investment in its cultural provision in recent times, with some **£29.99 million** being directly offered in support of this programme.

This covers: delivery of the new **Museums Collections Centre** in 2016; **redevelopment of the Aberdeen Arts Gallery and Museum** venue, to be completed in 2017; the recent commitment against refurbishment of Provost Skene's House for re-opening in the same year; and a new **3G pitch in Dyce**.

The support of the Council, in different forms, has also been instrumental in facilitating the major redevelopment, by ALEO and partner organisations, of the Music Hall and the proposed expansion of premises operated by Station House Media Unit, and meeting the joint funding commitment of the **Aberdeen Sports Village (Phase 2) Aquatics Centre** build, which was completed in March 2014.

The value of this funding, leveraged by or dependant on the Council's investment commitments, amounts to an additional **£37 million** (Music Hall +£4m, Aberdeen Sports Village +£13m and Aberdeen Art Gallery + £20m) of investment being brought into the City and a **total inwards investment of £66.99 million**

5.1.3 Children's Social Work Estate:

During the course of the 2013-14 and 2014-15 budget years, the Council committed to two major projects within the Children's Social Work estate – first being **replacement of the Kingsfield Children's Home** and the second being a smaller redevelopment of the **Marchburn Children's home**. Currently, continued work on upgrading the now vacated children's through -care premises on **Clifton Road** has a budget of £825,000



5.2.Key Outcomes – Revenue:

5.2.1 Education Services:

Over the 2012-16 fiscal years, the Council has expended £261 million gross revenue in primary and £257 million in secondary schools provision with £14m (+26.6%) allocated against Early Years education in 2015-16. In each individual year, this has represented an increase in the level of spend per pupil or place as recorded in Table 2 below.

In terms of meeting the ‘inflationary demand pressures’ reflected in the Local Context, the Council, through the Education and Children’s Services Directorate, has invested in, and delivered against, priority educational objectives designed to meet these core demands which have each, in turn, influenced the levels of core revenue expenditure (gross) reflected in the three educational spend indicators:

Table 2. Gross Revenue Spend Per Early Learning, Primary and Secondary School Place*

Performance Measure	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Value	Value	Value	Value
Spend per Pre-School Place	£2,186	£2,867	£2,725	£3,884**	£4,712**
Spend per Primary School Pupil	£4,880	£4,958	£4,969	£5,278	£5,138
Spend per Secondary School Pupil	£6,613	£6,858	£7,211	£7,401	£7,558

- Scottish Local Government Benchmarking Framework publication ** published figure requires to be adjusted to reflect Pupil Census imputation rates.

The Directorate’s budget provision for 2016-17 anticipates that figures for spend per pupil/place will, in the large part, be maintained at similar levels. However, the final outcomes will be influenced by pupil migration between and across local authority provision and a number of other factors, such as teacher and support staff vacancy levels.

5.2.2 Culture:

The level of Council net spend per head of population against all Arts and Cultural provision **has increased by 4.5% in four years from £44.76 to £46.73*** in 2015-16, with an **additional investment of £3.3 million over 5 years** being provided on the development and expansion of the City's cultural programming in terms of grant availability and directly managed Council or partnership events (e.g. Festivals Collective, including SPECTRA/ production of Granite)

The impact and influence of this investment is reflected quantitatively in terms of the increasing numbers of visits to cultural venues, and cultural engagement within the City over the period (see below). The impact and influence of this investment is also reflected in the enhancement of the experience of users of these services, whether delivered directly by the Council or through support for partner organisations.

Gross revenue funding of 'core' venue-based cultural activity (which encompasses **Sport, Library and Information Services and Museums and Galleries**) over the past four years was **£31.1 million, £16.4 million and £11.1 million** respectively. Estimates provided against the wider cultural spend outcomes for 2016-17 suggest that the year-end will reflect a net level of total cultural revenue expenditure of £28.4m

The additional investment of £3.3 million over five years was provided in recognition of the DCMS feedback from the bid for UK City of Culture. In the current financial year, the £710,000 allocated to the culture programme is anticipated to generate in the region of £900,000 extra income for creative projects in the city, through grant awards, in kind and match funding.

- CIPFA Cultural Statistics in Scotland

5.2.3 Children's Social Care:

The Council has committed an **additional £2.93 million** of investment to support and ensure the successful delivery of the transformational Reclaiming Social Care Model programme.

5.2.4 Inclusion:

Supplementing the five year uplift in core budgetary provision against inclusion programmes and delivery, the Council has **provided £2.4 million** in funding to enable the Directorate to meet the obligations placed upon it by the introduction of the Children and Young People (Scotland) Act 2014 and the additional support needs of children identified through the Inclusion Review.

6. Prosperous People

Children are the Future:

Our ambition is to support every child, irrespective of their circumstances, to grow, develop and reach their full potential. We want Aberdeen to be a city where there is equality of outcomes and opportunities for all our children. Our priorities reflect the importance that we, as a City, Council and Directorate, place on supporting equality of access to education and supporting families to provide the best care they can for their children.

Aberdeen City offers rich opportunities for all children and young people to achieve and become responsible, contributing and confident adults. Through implementation of future focused engagement and participation strategies, in the context of an integrated services and partnership approach across the City, we will continue to ensure that children are both respected and included as citizens in their city.

6.1 Respected, Included, Achieving: Attainment and Achievement

6.1.2 Key Outcomes

As demonstrated by a range of applicable national measures, the Directorate has been making sound progress against a wide variety of Key Outcomes relating to this theme:

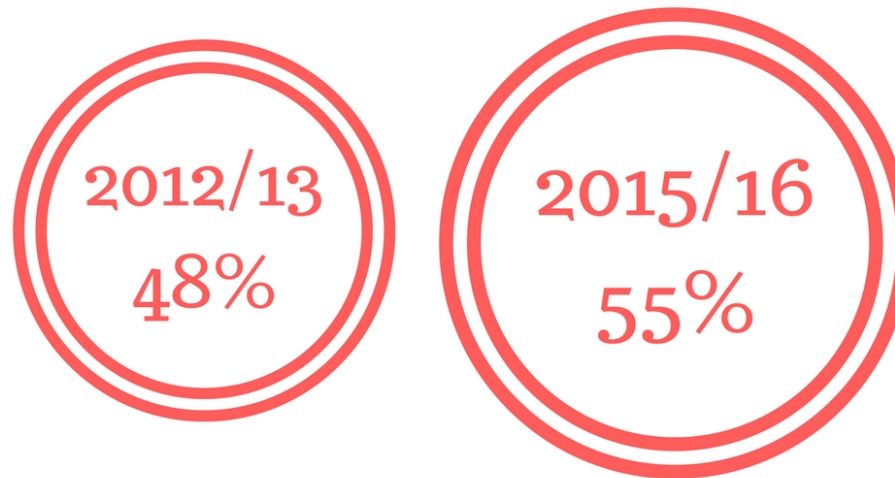
6.1.3 Attainment for All:

The Aberdeen City attainment rate for **National 4 for all subjects in 2015-16 (94.1%)** was marginally higher than the, as yet, unvalidated national figure and slightly higher than in 2013-14. The percentage of Aberdeen City S4 pupils gaining **SCQF Level 4 in Literacy and Numeracy**

has **increased significantly over the last five years from 62% to 85.9%**. Both of these figures are statistically in line with Virtual Comparator outcomes.

The National 5 pre-appeal pass rate for all subjects **rose from 77.1% in 2013-14 to 78.6% in 2015-16** and the proportion of Aberdeen City S4 pupils gaining a level 5 in Literacy and Numeracy has **also risen strongly over the last 5 years from 23.3% to 49.1%**. As with the National 4 figures, these results are above the national figures and within variance tolerances against the Virtual Comparator data.

**% of S4 year cohort attaining 5+ awards
at SCQF level 5 or better by end of S6**



6.1.4 Closing the Gap:

There was a closing of the qualifications (tariff score) 'attainment gap' between those S6 pupils in the highest and lowest 20% of SQA examination results, with **the differential having reduced from 1,557 in 2013-14 to 1,485 in 2015-16**, based on the CfE benchmark measure of cumulative S4-6 attainment. Additionally, **the City's outcomes against each of the three quintile based groups (lowest 20%, middle 60% and highest 20%) closely match or outperform the National and Virtual Comparator benchmarks.**

Using the same tariff point scale and relating this to the level of deprivation, **the attainment of those City pupils identified as being in the two most deprived deciles (highest 20% SIMD in Scotland) has also risen.** Furthermore, it is improving at levels which are in excess of the national trends for both of these deciles.

By the end of S6, all of our young people are performing as well as, if not better than, their peers in the Virtual Comparator in the majority of Scottish Index for Multiple Deprivation deciles. In addition, staying on rates across the lower deciles is continuing to improve.

Provisional data for the 2016 academic year, which was recently released by the Scottish Government, also indicates **that the City is in the upper quartile of local authorities for the rate of improvement in closing the Average Tariff Score Gap between both the highest and lowest 20% SIMD cohorts** (Quintiles 1 and 5) and the highest and 'whole school' cohorts.

Similarly, as yet unpublished, data against the breadth and depth measures for senior phase attainment (5 or more awards at SCQF levels 5 and 6) indicate that the **City has experienced the most improved performance by pupils from areas of the highest deprivation (SIMD 1) in Scotland over the 2012-2016 academic periods.** It also suggests that the gap between the City's outcomes and those at a national level has materially closed and, in some instances, is exceeding that of a number of comparator/'nearest neighbour' authorities.

6.1.5 Pupil Teacher Ratios:

The past four years have **seen an improvement of the core Pupil to Teacher Ratio (PTR) across primary, secondary and special school provision from 13.5 in 2012-13 to 14 in 2016-17.** The City is in the upper 25% of local authorities against this measure.

In absolute terms, this equates to an increase of 63 FTE primary teaching posts to 804 (an additional 8.5%) in 2011-12, with a similar 63 FTE posts deployed in Special Schools, 58 FTE in Early Years Learning Centres and centrally based provision recording 24 FTE teaching staff. These figures break down to offer equivalent PTR figures of: 2.4 in special schools (0.4 above 2012 levels and better than the national figure of 3.6); 17.0 in primary schools (an increase from 16.5 and above the national figure of 16.6); and 12.2 in secondary schools (which saw a small improvement from 12.1 across the same period).



6.1.6 Post School Participation:

The percentage of school leavers reported to be in **positive sustained destinations across the City has risen over the past four years from 89.3% to 90.1% in against the 2014-15 academic year**, with the outcomes for pupils from a number of schools that predominantly serve the regeneration areas having risen at a significantly faster rate.

Although the 2014-15 destinations figure had seen a dip from the previous high, **the three year average rate was slightly higher in 2014-15 (91.3%) and ahead of both most of the City's comparator authorities and the Scottish average (91.2%)**.

This pattern is mirrored in this year's release of experimental statistics, aligning with the Insight based National Participation Measure, which captures the more immediate post-school outcomes for leavers from the previous academic year.

6.1.7 Attendance and Engagement:

In order to retain and improve Pupil to Teacher Ratios in line with national expectations, the Directorate (enhanced and supported by the Council's commitment, along with a number of other support programmes), the Directorate has been able to offer increased levels of pupil support.

This is evidenced in material improvements in children's engagement within education **with a rising trend in pupil attendance levels across both of the main stages of the educational journey and, in particular, attendances within Special Schools, with the all schools figure for the City (93.7%) matching the national figure in 2015-16** and demonstrating an improvement of 0.5% points on the five year baseline. Whilst this appears a relatively small improvement, this disguises material gains against both secondary, and as noted above, Special school attendance levels of 2.3 and 3.4 percentage points respectively

6.1.8 Improving Quality Outcomes

Formal inspection outcomes arising from **evaluations of the City's schools by Education Scotland have improved over the past four years**; an increasing number of Quality Indicators have been graded as satisfactory and above and the proportion achieving higher level gradings has also risen over time. This pattern has materially contributed to the overall improvement in the wider measure for inspection outcomes recorded in Appendix B.

In March 2016, Middleton Park School achieved the highest overall grading against the inspection framework in Scotland, the first occasion on which a City school has attained this status. The school is also one of those in the City recognised for the extent to which it has embraced the use of technology in the learning environment (see Enabling Technology below)

6.2. Directorate Delivery Programmes

6.2.1 Teaching Staff Recruitment and Retention:

The Council hosted a multi-authority summit in September 2015, which was attended by representatives of another six education authorities, the Scottish Government and a variety of professional organisations. The aim of the summit was to discuss the issue of teacher recruitment across the North of Scotland and suggest measures to mitigate against this issue.

Although challenges still exist in this area, the Directorate continues to work collaboratively within the context of the Northern Alliance to address this issue. As a result of this, along with discrete Council and Directorate policy decisions and investment, the position is being managed in partnership on a regional basis rather than simply at a local level.

Investment in a teacher recruitment process and continuous professional development structure, (Leadership Development Framework) aligned with the national Donaldson and McCormac Reports, increasingly enables the City to compete effectively at both a regional and national level for quality teaching staff. It also offers probationary teachers the highest levels of support in these early stages of career development.

6.2.2 Curriculum for Excellence:

Introduction of the Curriculum for Excellence in the 2013/14 academic year represented a sea-change for education authorities in terms of how teaching and evaluation of the curriculum was to be delivered. The Council has successfully met this challenge and continues, through enhancement of the development of the curriculum across Aberdeen schools, to ensure that implementation and continued roll-out of this strategy is planned for, supported and adequately resourced.

6.2.3 Post School Participation:

The Council, since 2012-13, has placed a clear focus on enhancing the life and employability chances of our 14-25 year olds by (a) priority investments against this theme through the Directorate's lead involvement in the City's Youth Employment Strategy and the Aberdeen Guarantees programme and (b) expansion of the City Campus structure, enhancing the range of academic and vocational subjects available to senior phase pupils for study.

The Directorate, through the Achieving Outcome Group, the current Integrated Children's Services Plan and its senior management team, has contributed significantly to this Strategic Priority over the past three years and has been a main driving force in raising both the profile of this issue and engaging external partners, in the context of the national Developing Our Young Workforce strategy, to support this Objective.

6.2.4 Education (Scotland) Act 2016:

The Education (Scotland) Act 2016 was enabled in late 2016. It places a series of responsibilities upon education authorities, as expressed within the National Improvement Framework, to evidence the extent to which they are meeting the Scottish Government's new priorities in this area.

Although aspects of the Government's expectations around what form this will take are currently subject to additional consultation, the Directorate has been involved in substantial advance planning to ensure that, given the current timescales for implementation of the main aspects (August 2017), the Council will be in a position to meet these.

Not least of these statutory requirements will be the focus on Raising Attainment for All and closing the gap between the outcomes of those who are identified as being materially disadvantaged, whether this is in terms of circumstances, support frameworks or individual resilience and those who are not materially disadvantaged.

The extent to which the Directorate is already providing an independent focus on these areas is captured within the content of this Report, which also identifies the progress that has been made over the past four years in improving the outcomes and life chances of children and young people against these aims.

6.2.5 Quality Improvement:

Implementation of the Keeping In Touch Framework has provided the Directorate with a tool and the capacity to readily identify areas of future potential improvement within the delivery of education services. It also offers targeted support to schools, Headteachers and practitioners. The Framework, a unique programme at the time of its introduction, was recognised as an example of best practice by Audit Scotland in its 2014 report on Scottish Education performance. It was also highlighted within the Joint Inspection of Children's Services report which was published the following year.

This critical work has been supplemented through enhancement of the specialist curriculum development and Quality Improvement Officer function, which is available to support schools and teaching staff, together with the necessary investment in leadership and professional learning which supports the Directorate's workforce and succession planning objectives.

The Education Service senior management team are presently evaluating the current arrangements for quality assurance and improvement, further to an assessment carried out with Headteachers in 2016. This will start to embed the principles and themes incorporated in the fourth edition of How Good Is Our School. This new framework, which expands the scope and range of self and peer evaluation areas within the education system, will form the basis of future formal inspection regimes. It is therefore important that the Directorate is putting in place an understanding of, and measures to address, this changing emphasis.

On a related theme, various teams within the Education Service are moving forward with plans to support the Directorate in meeting its obligations towards the statutory Community Learning and Development framework (introduced in 2015), and the upcoming inspection timetable, which will be the first conducted under the new evaluation regime in Aberdeen.

6.2.6 Joint Inspection Improvement Plan:

The Joint Inspection of Children's Services, which was conducted in 2014 and published in March 2015, identified that, in terms of the core indicator evaluation suite, the City was successfully evidencing meeting the criteria against which the Inspection was based.

At the same time, the Directorate, with a leading role within the Integrated Children's Services Partnership, has continued to take forward the recommendations arising from the Inspection through delivery of the Joint Inspection Action Plan. Where appropriate, the longer term measures will be carried forwards to the City's 2017-2020 Children's Services Plan, which is currently being developed for implementation.

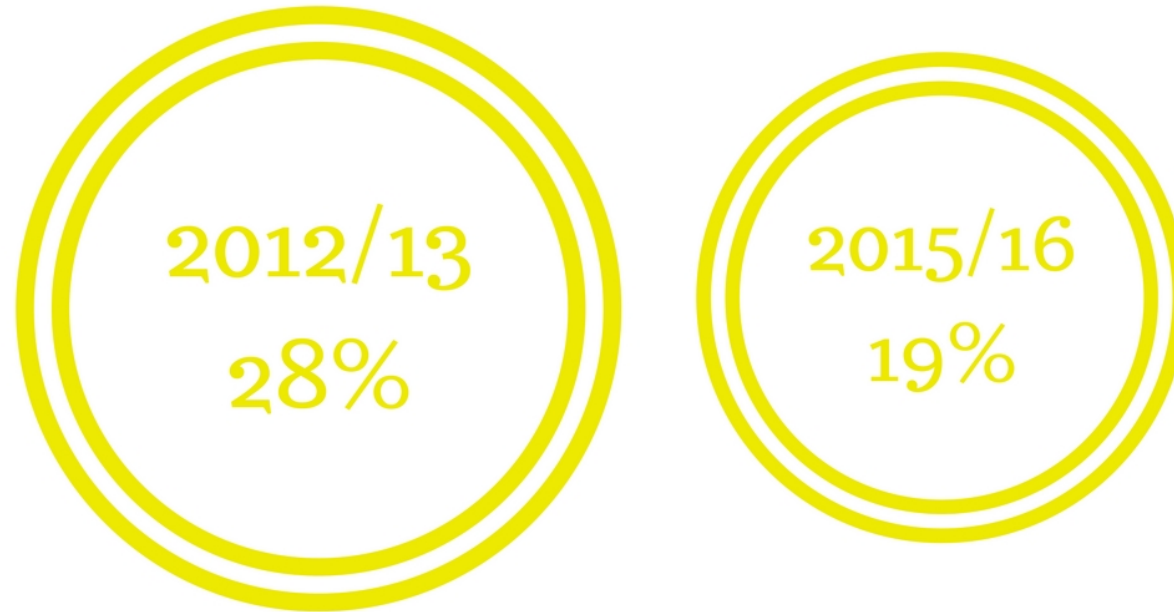
7. Prosperous People – Respected, Included, Achieving: Inclusion

7.1 Key Outcomes:

7.1.1 Mainstreaming Education:

Reflecting on the main emphasis highlighted above, **the proportion of children with Additional Support Needs whose education is being delivered in mainstream provision has increased substantially from 72% to 81%**. This figure is in line with the national figure for 2015-16, which is significant given the comparative size of this cohort at a local level.

% of children identified as having Additional Support Needs
whose education is being delivered outwith their own
community



7.1.2 Post School Participation:

In terms of supporting children who face additional challenges on leaving school, the percentage of Activity Agreement course completers who, at point of survey, were in **positive destinations across the 2015-16 fiscal year was recorded at 76.7%. This was above both national**

and most previous year figures. This improvement trend has continued to be replicated during the earlier part of 2016-17, with a year to date outcome of 82.4%, which is above the local annual target of 77%.

7.1.3 Attendance and Engagement:

The attendance rates for children educated in special schools has continued to rise and is improving at a faster rate than that recorded against all school, primary school and secondary school levels, indicating that the gap between the engagement experience of these children and the wider cohort is narrowing.

7.1.4 Attainment and Achievement:

Statistical information for the most recent academic year against the outcomes for looked after children in the context of Literacy and Numeracy and school leaver destinations has yet to be published. However, these measures have shown an upwards trend in previous years.

Local intelligence, supported by the work of the Virtual School Headteacher, indicates that there is reason to believe that further improvements in engagement with looked after young people may be reflected in a further rise in attainment and achievement outcomes, although cohort size can influence these outcomes substantially from year to year.

7.1.5 Improving Quality Outcomes:

Within both the Joint Inspection of Children's Services in Aberdeen of 2014 and the Validated Self Evaluation of Educational Psychology undertaken in 2016, the extent to which the Directorate is clearly developing a qualitative approach to the provision of integrated support of children with extended inclusion needs was recognised.

This work continues to be a driver for change and improvement across the integrated delivery of these Services, and in partnership with external organisations, is being carried forwards in the context of both the City's draft 2017-2020 Children's Plan and 2016-2026 Local Outcome Improvement Plan in terms of identified quality improvement measures around children's engagement and experience within the measures against the Prosperous People Priorities.

7.2 Directorate Delivery Programmes:

7.2.1 Inclusion Review:

The Directorate has addressed, and committed to further mitigate against, the pressures identified in the Local Context over the next three years along with the wider cohort of out of authority placements (including those not of school age and children for whom accommodation within the mainstream or existing specialist provision within the City is not currently possible) through the Reclaiming Social Work model and the full implementation of the Inclusion Review recommendations.

The City's Inclusion Review, which was completed in 2014 and is supported within a partnership framework that includes internal and external stakeholders and providers, has offered the Directorate with the opportunity to fully evaluate its impact against the life chances of children and young people with disadvantages. It also offers the directorate the opportunity to target resources appropriately.

The Action Plan derived from this material overview now drives a large proportion of the increasingly integrated work of both Inclusion and Children's Social Work Services. There has been a shift in emphasis which provides additional support for children to remain, as far as is possible, placed and engaged within existing family, school and community structures. This is based on an enhanced intensive collaboration between educational and social care services and external partners and a presumption of educational mainstreaming of those children with Additional Support Needs.

At a practice level this has resulted in a material re-design and establishment of revised Additional Support Needs structures to create an enhanced capacity linked with the City's Inclusion Review and to meet increasing demands placed on this part of the Service.

7.2.2 Children and Young People (Scotland) Act 2014:

Related to this, the Education, Inclusion and Children's Social Work teams have been working collaboratively to implement the major legislative requirements placed on the Council and Directorate by the Children and Young People (Scotland) Act 2014.

Foremost of this has been the substantive preparations linked to the introduction of the Named Person provisions contained in the Act, which were due to be implemented in August 2016 and, at this point in time, are anticipated to be enacted in full during the next academic year.

7.2.3 Inclusion Centre of Excellence:

Planning for the development of the new £18.5m Centre for Excellence, with provision for children with Additional Support Needs, has been substantively driven and supported by the expertise of officers within Inclusion and other Services. On completion, this state-of-the-art facility will materially assist the Directorate to deliver against the core aims from the Inclusion Review Action Plan and Council's Strategic Objectives.

7.2.4 Improving Quality:

The appointment, in 2015, of a new Virtual School Headteacher position has substantively improved the Directorate's capacity to provide quality based oversight and understanding of the education experience and outcomes for children who are either looked after by the authority or have Additional Special Needs. The post also offers a formal point of liaison between Inclusion, Education and Children's Social Work teams. This encourages increasing integration of quality-based approaches which materially benefit these children and young people.

Following a successful validated Self Evaluation (VSE) in 2016, the Educational Psychology Service has been working with stakeholders to review how best to support schools to develop their universal provision. This will limit the numbers of children and young people escalating through the staged procedure and ensure the quality and effectiveness of primary prevention and early intervention in schools.

8. Prosperous People – Best Start in Life: Children's Engagement – Early Years

8.1 Key Outcomes:

Directorate spend on early learning and childcare provision has increased substantially over the course of the period, as noted in Table 1 above, and in line with the following direct outcomes:

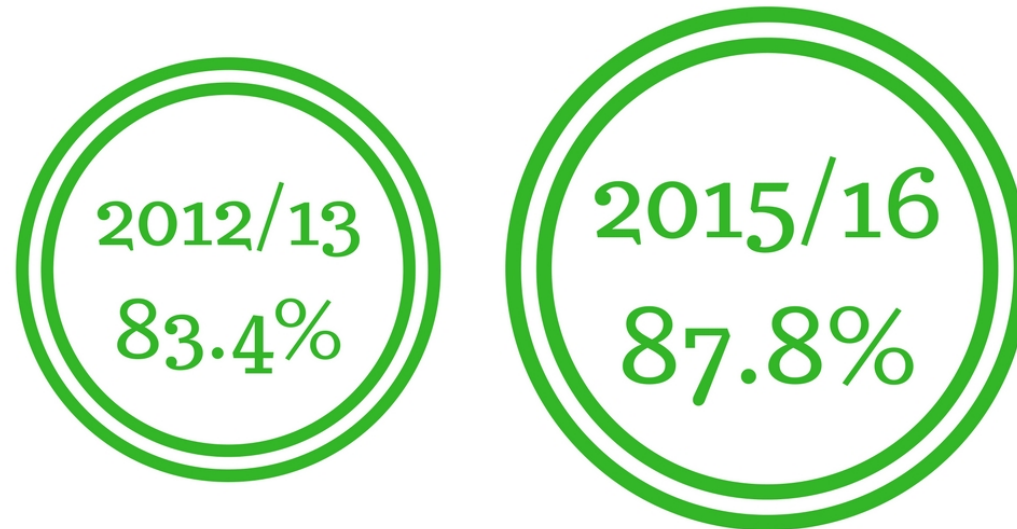
8.1.2 Early Years Provision:

The percentage of eligible children whose Early Learning and Childcare needs are being addressed through existing local authority funded provision has continued to improve and in 2015-16 was at a five year high of 87.8%, just below the national figure and local target for that year.

The proportion of this cohort being offered placements in local authority ELC environments in 2015-16 rose to 3,030 from 2,958 in 2012-13 and the percentage of applications being met by the Council continued a **three year improvement trend with just over 99.0% of applications being accommodated in 2015-16.**

In concert with this, the number of available Early Learning and Childcare places is rising, **with an additional 300 places and increased flexibility of provision being offered over the 2016-17 year.** In addition, the ME2 programme which offers access to formal early learning opportunities for 2 year olds from disadvantaged families, has also been expanded.

% of eligible population allocated Ante Pre-School, Pre-School
and Deferred Entry nursery places
in local authority and partner provider Early Learning and
Childcare settings



8.1.3 Engagement:

The percentage of ELC pupils with regular access to a GTCS registered teacher at the survey point in September 2016 had risen to a five year high of 74% from 70% in 2012-13, the highest proportion in comparison with the City's urban classification benchmark authorities, and above the national figure.

8.1.4 Improving Quality Outcomes:

Aberdeen City Council Childcare Services has seen a significant improvement in the **proportion of positive Care Inspectorate reports (achieving a quality score in each indicator of satisfactory or above) from 35% in 2011-12 to 100% in 2014-15 and 2015-16**. The greatest improvements have been in the quality of both the Environment and Staffing.

8.1.5 Joint Inspection Outcomes:

As noted below, the Joint Inspection of Children's Services identified a number of areas of good or best practice within delivery of the Early Years programme offered by the Directorate. Both these, and those areas where an element of improvement was recommended, have been extended and addressed within the draft 2017-2020 Children's Services Plan.

Additionally, the Early Years improvement agenda and future objectives are well represented within the City's Local Outcome Improvement Plan, with a view to securing continuous improvement against the quality and scope of service provision.

8.2. Directorate Delivery Programmes

8.2.1 Expansion of Early Years Provision:

The Children and Young People (Scotland) Act 2014 has significantly expanded funded early learning and childcare. From August 2014, the funded entitlement for all children aged 3 and 4 years increased from 475 to 600 hours per year and this entitlement was also expanded to include eligible 2 year olds for the first time (under the Me2 programme).

The Council has, as noted above in Table 1, provided an additional £2.9 million against meeting this requirement and the additional demand that growth in the eligible population has created. The Directorate has been responsible for managing and ensuring that the spend is planned and directed in the most effective way to meet local needs. **A planned increase of 6.1% on the 2015-16 figures for places in the current academic year, at this point time, appears to be on target for delivery.**

8.2.2 Early Years Collaborative:

Working in partnership with NHS Grampian, Police Scotland, the third sector and other support organisations, the Directorate, on the Council's behalf, has led and contributed substantively to the City's Integrated Children's Service Plan, linked to the introduction of the national Early Years Collaborative framework, with a focus on improving the experiences of all Aberdeen's children.

One example of how this is being translated on the ground is **introduction of The Dolly Parton's Imagination Library, a monthly book gifting for looked after children aged 0 – 4 years**, which has brought together Aberdeen Libraries, NHS Grampian, and Education & Children's Services to work in partnership to help raise awareness; promote and implement the Dolly Parton's Imagination Library as part of the Bookbug early years programme.

8.2.3 Attachment:

A Whole System Approach to Attachment has been implemented in Aberdeen as a result of the Early Years Change Fund. The overarching theme leading quality improvement within all Early Years services is 'attachment'. A consistent approach to understanding the significance of secure parent/carer/child attachment has greatly enhanced the ability of services to meet the needs of all children and families. This approach includes and involves services and partner organisations across the City.

A total of 1,700 staff from across all agencies have attended attachment training sessions to improve understanding of the theory of attachment. 'Attachment in Aberdeen City' was commended as an example of good practice in our Report of a Joint Inspection published in March 2015 (Care Inspectorate). It acknowledged: "Important work on attachment had improved staff confidence in targeted early intervention across all services. For example, midwives were able to report improved bonding between mothers and new born babies as a result".

8.2.4 Family Support:

The Council's Early Years teams, along with external partners involved in the City's Children's Services Plan, through the Early Years Change Fund, have continued to provide support and funding to support families to build community capacity to enhance children's learning and improve the outcomes for the families in most need.

The Early Years teams have worked with over 500 families in the past 3 years through the range of family support projects funded by Early Years Change Fund monies. These projects have provided a consistent range of services which have delivered early interventions and have prevented families moving into a situation where the inclusion of statutory services would become necessary.

These services are consistent with Early Years Framework priorities and the Model for Improvement. It is estimated that this approach, where it provides an early intervention alternative to support through specialist or statutory services has the potential to offer six figure savings per family (based on the average cost of annual residential care placements).

8.2.5 Play:

Aberdeen is regarded nationally as an excellent example of promoting children's learning through play in all contexts. A refreshed Aberdeen Play Policy was launched in June 2013 and Aberdeen, as a 'City of Play' was commended as an example of good practice in our Report of a Joint Inspection, which was published in March 2015 (Care Inspectorate).



8.2.6 Improving Quality:

The Family Information Service achieved the Families First Quality Award with the National Association of Family Information Services in December 2012. The Aberdeen Family Information Service (FIS) was the first Scottish FIS to achieve this award.

8.2.7 Future Provision Planning:

The Directorate continues to increase the number of available places and to plan for the proposed expansion in provision from 600 to 1140 hours for all 3-4 year olds and eligible 2 year olds by 2020. The Local Outcome Improvement Plan currently reflects the objective to build on the progress made to date through achievement of an additional 100 Me2 places and to meet 100% of demand for ELC places by 2020.

9 Prosperous People – Safe and Responsible (Reclaiming Social Work)

9.1 Key Outcomes

Planning for, and consultation on, implementation of Reclaiming Social Work, a whole systems approach to children’s care and support commenced in 2013 and has represented a transformational change to the delivery of Children’s Social Work across the City.

Whilst it is too early to evidence the extent to which the approach has influenced longitudinal outcomes for children under the care of the Directorate, in terms of evaluation of the Model, and its potential for impact, it is evident that it has the capacity, in the shorter to medium term, to positively influence the experiences of children, young people and their families coming into contact with the Directorate or under the continuing care of the authority.

At the same time, there are a series of expectations and impact measures captured within both the City’s 2016-2026 Local Outcome Improvement Plan and draft 2017-2020 Children’s Services Plan which outlines the anticipated benefits and improvements, for looked after and supported children, that will result from the Model’s concluded implementation.

The two main measures, which align with the core Balance of Care theme, is that the proportion of looked after children who are cared for at home or in a kinship arrangement will increase to match the outcomes of the City’s comparator authorities and that, over five year period, the number of looked after children cared for in a residential setting out with the City will reduce by 25%.

Detailed information on the implementation of the Reclaiming Social Work model can be viewed through the link below and information on the outcomes of children in care in the City are available through publication of the national CLAS statistics.

Reclaiming Social Work: http://www.aberdeencity.gov.uk/social_care_health/reclaiming_sw.asp

Children Looked After Statistics: <http://www.scotland.gov.uk/Topics/Statistics/Browse/Children/PubChildrenSocialWork>

9.1.1 Joint Inspection Outcomes

The Inspection Report noted that, as a result of Children’s Social Work involvement in delivery of the Integrated Children’s Service Plan,

“Inspectors are confident that the lives of many children and young people growing up in Aberdeen City are improving as a result of the services delivered to them” and “many families, including very vulnerable families, were benefitting from early support”

At the same time, it also reflected that the longer term outcomes for Looked After Children were less positive than those of their peers

As a response to this latter comment, the Service, through the RSW Model, has provided a focus on this issue. Actions, across the Service, Directorate and Children’s Services partnership, have already made some progress in raising the expectations for, and support of children who are looked after. Building on the related work detailed within the concluded Joint Inspection Action Plan, some of the agreed actions will be now be consumed in longer term pieces of work such as delivering on our new duties to deliver “Continuing Care”, the 2017-2020 Children’s Services Plan and the 2016-2026 Local Outcome Improvement Plan.

In respect of Reclaiming Social Work’s potential and Children’s Social Work’s existing part in, and contribution towards the work of the City’s Child Protection frameworks, the Report noted that:

“Children and young people in need of protection were helped to keep safe and response to immediate concerns about their safety was now prompt and effective.”

9.2 Directorate Delivery Programmes:

9.2.2 Reclaiming Social Work:

In January 2015, Council gave approval for the implementation of the Reclaiming Social Work (RSW) model across Children’s Social Work. The model is intended to deliver improved outcomes for children and families. Social work staff have been trained on systemic practice and are being freed up from some of the bureaucratic demands of their role to enable them to focus on direct work with children and families. A roll out of the new model commenced in February 2016 and will continue over the coming year.

One of the intended outcomes of this new approach is a rebalancing of our looked after children profile. We want to support more children to remain at home with their parents or with extended family members. This over the coming years will see a reduction in the numbers of children placed in fostering resources a number of which are far from their home and local communities.

This transformational programme is supported, in achievement of its aims, by the two additional programmes of work noted below.

9.2.3 Review of Children’s Residential Services:

Running alongside the implementation of RSW, a review of Children’s Residential Services concluded in 2016. Our aim is to support more of our most vulnerable children remain in our care and avoid them having to be placed in out of authority high cost placements. It is important that our staff who work

in this area are equipped to undertake this role and we will be supporting attachment based training which complements the systemic approach taken across the service.

9.2.4 Permanence and Care Programme:

In 2014 ACC was asked to be a pilot authority for the Scottish Governments Permanence & Care Programme (PACE). This multi-agency programme seeks to reduce drift and delay for children in the care system who cannot return to the care of their family. Considerable progress has been achieved in reducing unnecessary drift and delay more can still be done the work of the PACE programme in Aberdeen was recognised on a national level when along with Aberdeenshire it won a Herald Society Award in November 2016.

9. Prosperous Place

The following section of this Report outlines some of the Directorate achievements and projects that have and will, in the coming years, impact positively on the City of Aberdeen as a place to live, work and visit: it incorporates the extent to which these are increasingly delivered in partnership with major ALEO and national providers and seek to position the City at the forefront as a destination of choice for living and working in an urban environment.

9.1 People Friendly City: Culture

9.1.1 Key Outcomes

As noted above, over the course of 2012-16, the Council has materially increased the level of revenue investment in cultural provision through support for both Directorate and externally delivered programmes.

Reflecting on the enhanced level of support noted above the following summarises the main areas of development, and outcomes arising from this £3.3 million investment to date:

9.1.2 SPECTRA

SPECTRA 2016 was named 'Festival of the Year' in October at the Drum Scottish Event Awards and was also shortlisted for People's Choice, Cultural Event of the year and large event of the year. **In 2016, there were 35,000 attendees and the event contributed over £1m to the local economy.**

9.1.3 True North

The festival was created using the rich musical heritage of the North-east of Scotland as its inspiration, with the singer-songwriter being the central reference point, taking in the journey from bothy ballad to Emeli Sande. This year the festival attracted attendances of approximately 3,600 over the weekend, which exceeded the target, and was a 38% increase on year one. In addition to the support from Aberdeen City Council's cultural programme, the festival also attracted additional funding for the first time from Event Scotland and Aberdeen Inspired.

9.1.4 Youth Arts Collective

The Youth Arts Collective North East is a partnership of organisations from across the North-east of Scotland. It was formed in response to a successful application to Creative Scotland to become one of the country's Youth Arts Hubs – an initiative which forms part of the national Time to Shine Youth Arts strategy. **Around 20 projects and initiatives have taken place, attracting around 3,000 participants.**

9.1.5 Anatomy Rooms

The Anatomy Rooms, with start-up funding from the Council's Creative Spaces programme, now has 14 directly leasing residents makers and artists, 1 fashion and textiles workshop 'Stitch Studio' consisting of 5 participating designers: 1 University of Aberdeen research group consisting of 4 locally based practitioners, and a project room utilised as an education suite. **Since February 2016 the Anatomy Rooms has had over 4,200 visitors and has further provided Aberdeen City Council with 60 training days including the recent Corporate Governance conference.**

9.1.6 Festivals Collective

Aberdeen Festivals has attended four tourism trade fairs as part of its work with VisitAberdeenshire to promote the region as a cultural destination and also the VisitScotland Expo and three other trade shows promoting Aberdeen's cultural assets to Norwegian and Central Belt potential audiences: growth funding from Visit Scotland has been submitted and agreed for this current year. A first ever cultural press trip saw journalists from the whole of the UK attend the True North Festival. This has resulted in significant additional press and promotion for festivals in Aberdeen. Economic impact in February 2016 states that the Festivals collectively contributed over £1.5m to the local economy.

- **The number of day visits generated to Aberdeen as a result of festival activity is 13,975**
- **85% of visitors to the festivals who were not local said attending a festival was their main or sole reason for visiting Aberdeen City Council**
- **The festivals are estimated to have generated 20.36 new jobs in one year in Aberdeen**

9.1.7 Look Again

The second Look Again Visual Arts and Design festival was held in April 2016. There were 6 new major creative commissions experienced by 18,000 people: 69 artists and designers work showcased: 17 volunteers delivered 406 hours of volunteering time. Four local designers delivered an outreach project to 96 children in three city schools. Including Creative Scotland project funding, the budget for Look Again was £200,000, with £20,000 from the local authority.

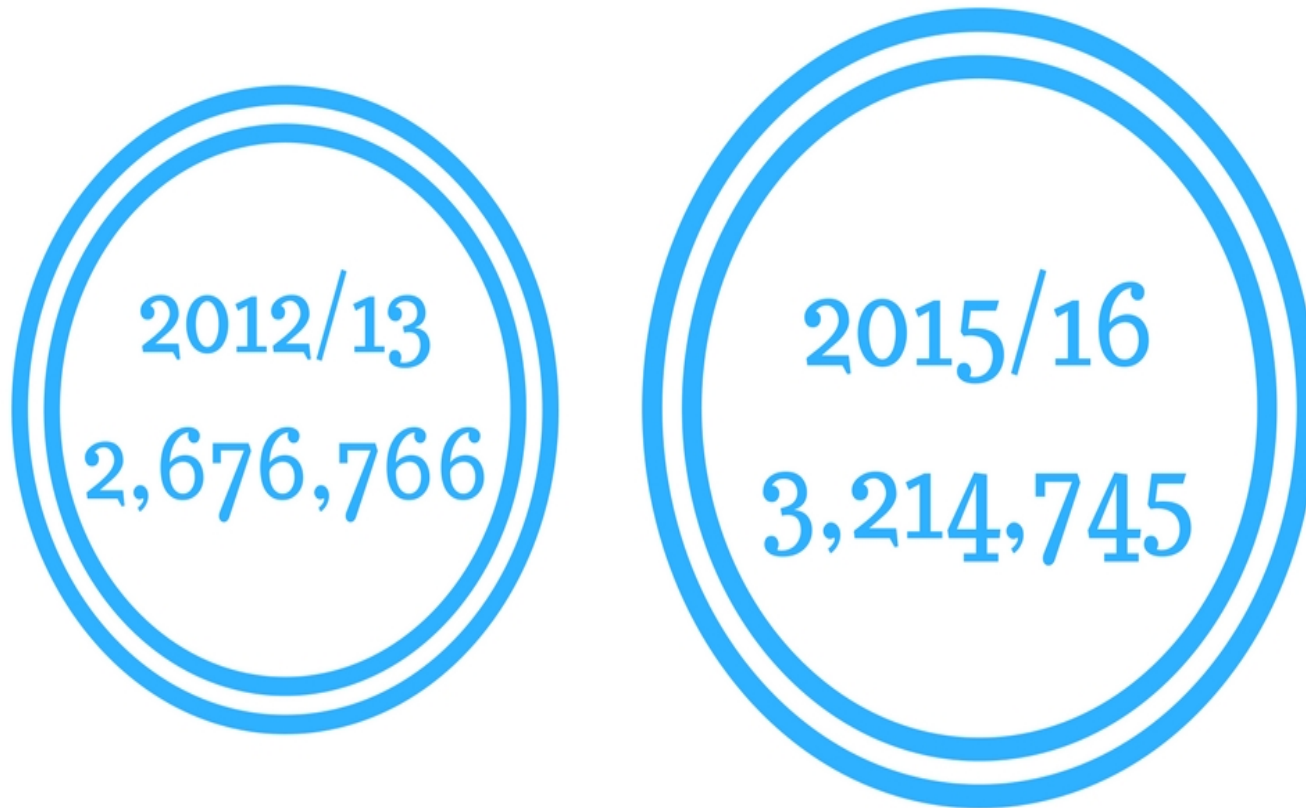
In real terms this, along with the Directorate's 'core' cultural provision, has materially influenced the **increase in both the levels of participation in cultural activity and sporting activity. Cultural engagement within the community, as reflected in the latest Scottish Household Survey, rose from 93% (2012) to 96% (2015)** and figures for both sporting activity and cultural activity were above the national figure. On the ground, this is captured in increases in the use of cultural services noted below

9.1.8 Improving Quality Outcomes

In the absence of an agreed national quality template covering the whole of cultural provision, a number of recent surveys and self-evaluations conducted through the Directorate, external partners and national research, indicate that the experiences of a growing proportion of the City's population and users of cultural provision have been improving over the past four years.

The Library and Information Services and Museums and Galleries Services continue to hold recognition against and, apply and deliver services in line with, national accreditation schemes (e.g. Visit Scotland, HGIOPL) and strategies.

Number of attendances at cultural events and visits to places of
culture
managed and funded (or part funded)
through Council investment



9.2 Directorate Delivery Programmes

9.2.1 Cultural Estate:

Planning for and delivery of the Art Gallery and Museum redevelopment has formed a major part of the Culture Services work over the past three years and, in concert with the new Museums Collections Centre and redevelopment of Provost Skene's House prior to re-opening in 2017, has been the focus of the Directorate's contribution to the Council's strategic cultural priorities and City's future position as a place to visit. Provision of additional artist support and the capacity for small scale art exhibitions has also been provided through the opening of the 17 venue in Belmont Street, which is maintained through a range of artistic collaborations.

The sport and physical activity agenda has also been supported by the Council and Directorate through completion of the build programme for the Aquatics Centre at **Aberdeen Sports Village** in early 2014. This venue is the base facility for the City's and Region's performance sports excellence programmes, **generating some 283,000 visits each year**. It plays host to major international events that the City would previously have been unable to compete for.

Through investment in maintaining and upgrading the present Libraries estate (e.g. Airyhall/Central Library) and restructuring the operation hours of libraries to reflect community need in 2016, the Directorate has been enabled to widen access to these premises and provide an improved experience for visitors.

9.2.2 Participation:

Additionally, in terms of enhancing access to the cultural offering and participation within the City, through core and project programmes delivered wholly by or in partnership with the Council, such as the Active Schools programme, there are now **some additional 17,600 and 90,000 participations in cultural learning and physical activity respectively** in comparison with the 2013-14 and 2012-13 baseline years for these measures.

Other examples of how the Directorate is encouraging participation are the introduction of Community Sports Hub's, currently operating through six separate campus and the Hazlehead Football Academy from which a number of pupils have 'graduated' into professional and semi-professional careers, (three of which are currently on contracts with Aberdeen Football Club)

Expansion of the City's cultural programming, along with renewal of the City's Cultural Strategy, has been core to the work of the Directorate's cultural teams throughout the past four years. The outcomes from this work are being increasingly reflected in the levels of cultural activity within the community as outlined below:

Performance Measure	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Value	Value	Value	Value
% of adult population who have attended cultural events or visited places of culture in past 12 months	80%	81%	81%	82%	84%
% of adult population participating in cultural activities in the past 12 months	78%	80%	81%	83%	86%

At these levels, the City is well placed in the context of the national picture for both of these measures (82% and 79% respectively) and in the upper quartile of local authorities for this combination of measures for cultural engagement.

Further information on the full scope and range of current and future cultural provision within the City is reflected through the Council's website:

http://www.aberdeencity.gov.uk/community_life_leisure/arts/culture/art_culture_home_page.asp



10. Enabling Technology – Digital Connectivity, Skills and Education

10.1 Key Outcomes:

Increasingly, across the Directorate’s range of services, digital inclusion is both a priority and a driver for improvement and change. Examples of this are the growth in Library and Museums virtual use, including digital membership, use of mobile apps and the strengthening of infrastructure networks serving schools.

In terms of quantitative and measurable improvement, the extent to which cultural engagement is being enhanced is evident in the growth of virtual visits to both Library and Museums services as noted in the table below:

Performance Measure	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Value	Value	Value	Value
Number of visits to libraries - virtual	495,083	473,269	659,567	529,701	538,025
Number of visits to/usages of council funded or part funded museums - virtual	617,775	491,471	835,822	787,225	992,242

Successful application for Scottish Government grants has seen the service benefit directly from over £50,000 to develop the Silver City Vault, Library App, Digital Communities project, and staff technologies training. In addition, the City has also benefited from national projects worth over £2.3 million to deliver Ambition and Opportunity, the national strategy for public libraries launched in 2015.

Aberdeen City Council supports and funds MAKE, the 3d digital fabrication facility based at Seventeen, the creative hub for Aberdeen, enabling access to the most up to date 3D printing equipment at low cost to schools, community groups and individuals, as part of a contract with RGU.

10.2 Directorate Delivery Programmes:

10.2.1 Expansion of technology in education and care environments:

Over the course of 2012-2016 the Directorate has, supported by significant investment in both infrastructure and hardware, rolled-out a **programme of Wi-Fi provision within Children’s Residential Care premises and schools which means that the majority of residents, pupils and employees now have access to the digital realm, unrestricted by technical or capacity constraints.**

Within the classroom, and in particular through implementation of the Digital Learning Strategy, the use of mobile devices in support of the Curriculum for Excellence is now a key influence and a valuable additional learning tool for both pupils and professionals working in these areas.

10.2.2 Library and Information services:

In terms of the use and application of technology, access to library and information services and supporting digital learning the following captures, in limited form, those programmes that have been developed over the past five years.

- **More service offered on a 24/7 basis including introduction of e-magazines, online language courses and interactive training have been added to the suite of reference resources for business, health, science, general information and local history.**
- **Online registration has been introduced along with online payment for services and charges. Introduction of streamlined processes for purchasing resources using EDI technology have realised efficiencies in supply.**
- **Introduction of self-issue has increased capacity to deliver supported services and reduced wait times for library users.**

11. Future Focus

The above content provides an overview of the work and focus of the Education and Children’s Services Directorate during the past five years and illustrates the extent to which both the Council and the City’s on-going and medium term objectives are, in large part, being planned for effectively in the interests of the Directorate’s wide range of stakeholders and partners.

Looking forwards, this work has provided the foundations for continued improvements in the quality and range of engagement with children and young people in particular and offers the Directorate with the opportunity, through the 2016-2026 Local Outcome Improvement Plan, to both embed and carry forwards the City’s priority objectives in respect to the **Economy**, **People**, Place, and **Enabling Technology** themes.

Working through the City’s Strategic Partnership framework, the Directorate will be enabled to influence and positively impact on the resilience and outcomes of the City’s young people which will provide them with enhanced life chances and allow them to participate more fully in a community where,

not least as a result of the Directorate's contributions, the opportunities for lifelong learning, to be respected and included and to experience a high quality of life are enhanced.

- The City's 2016-2026 Local Outcome Improvement Plan is available in full through the link below:

<http://communityplanningaberdeen.org.uk/aberdeen-city-local-outcome-improvement-plan-2016-26/>

- The Council's Aberdeen Performs website captures a range of annual performance measures, including those referred to above, that supplement the content of this Report

http://www.aberdeencity.gov.uk/council_government/performance/performance_indicators/prf_CouncilPerf_Home.asp

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Appendix B: Education and Children's Services Directorate – Inspections, Achievements and Awards, 2012-2016

Formal Inspection Frameworks

Education and Children's Services Inspections:

Provision and delivery of a substantive part of the Directorate's work is constantly quality assured through national systems of self, peer and statutory evaluation. This framework is supported and supplemented by evidence of awards and recognition of the contributions of the Directorate against other national, regional and local quality schemes, as noted in the body of this document.

Core to this formal inspection regime, the Joint Inspection of Children's Services in Aberdeen and continuous inspection of services by both Education Scotland and the Care Inspectorate are benchmarks by which the Directorate measures and evaluates the quality of its service provision and delivery.

Joint Inspection of Children's Services, March 2015:

Evaluation against each of the core areas of review, against the Quality Indicators, rated 6 out of the 9 outcomes as Good with the both the outcomes against each of the 9 areas, and the overall inspection being positive.

The outcomes from the above inspection also highlighted various areas of strength and good practice being delivered by the Directorate, and Council, in partnership with other providers:

Strengths:

'In the course of the inspection we identified a number of particular strengths which were making a positive difference for children and young people in the Aberdeen City Community Partnership area. These were:

- *Supporting pregnant women, including those who were vulnerable, and ensuring that new born and young babies get the best possible start in life.*
- *Empowering children and their families to understand what services were available and would best meet their needs through the provision of easily accessible, up to date, high quality information.*
- *Recognising and responding promptly and electively to immediate concerns that a child or young person may be at risk of harm or abuse.*
- *Ensuring there are sufficient opportunities for children and young people to express their views about service developments and important issues in their lives.*

Good Practice Examples:

In each inspection we ask partners to nominate some examples of good practice which can be shown to have a positive impact on the lives of children, young people and families. During the inspection, we assess these examples to identify those which we consider would be useful to community planning partnerships across Scotland.

We commend the following examples:

Innovative approach to the implementation of GIRFEC

Hanover Street Primary School was a very good example of “GIRFEC in action”. The school was taking a whole school approach to help identify children’s concerns or worries. They used questionnaires, tailored to each age group, to explore well-being indicators with all children.

Information was discussed and plotted on a Wellbeing Wheel for individual children, transferred on to a one page, colour coded, summary for the class and then collated for the entire school. The results informed the school development plan and in turn children were part of child led working groups addressing issues they had identified.

City of Play

The City of Play project was working effectively to ensure that children in Aberdeen City were empowered to play, were encouraged to direct and define their own play spaces and have access to high quality play opportunities and resources.

The foundation for this was the implementation of the Aberdeen Play Forum comprehensive play policy launched in 2013 and based around Article 31 of the UN Convention on the Rights of the Child. Article 32 recognises that every child has the right to rest and play and to have the chance to join in a wide range of activities. Considerable investment had been made to improve play areas around the city. Innovative approaches to play had been adopted and there was evidence that a joined-up approach from staff, effective community engagement and an understanding of the importance of play was benefitting children. Take up of service had increased significantly.

Attachment in Aberdeen City

The Integrated Children’s Services Board had invested time and resources to promote and roll out the practice model based on attachment theory across the partnership.



The premise adopted was that by improving attachment practice across the authority area and embedding the knowledge and understanding of the theory across services working with children, the quality of work with families would improve, partnership working would improve and as a result the life circumstances of vulnerable children would also subsequently be improved.

A significant and comprehensive training programme had been delivered and positively evaluated. Staff were very positive about the changes made to their practice and indications that this approach was beginning to improve outcomes for children and young people were very encouraging.

Education Scotland and Care Inspectorate Continuous Inspection Framework (Education):

The table below captures the four year outcomes to date of the continuous inspection framework of educational provision (Early Years, Primary and Secondary) delivered directly by the Directorate or through partner providers. The expectations, and therefore, outcomes of inspections by Education Scotland changed materially in 2013-14, in part to align with introduction of the Curriculum for Excellence. On this basis, previous year figures are not directly comparable

Table 1.

Performance Measure	2013/14	2014/15	2015/16	2016/17	Status	Long Trend
	Value	Value	Value	YTD Value		
Combined positive outcomes from Education Scotland and Care Inspectorate inspections of educational provision	86.7%	90.0%	93.5%	100.0%		

At this level of combined positive inspection outcome Aberdeen City's results for 2015-16 have improved on the previous two year's figures and exceed Education Scotland's NPF Baseline + 1 year figure for Scotland (91%) which, in the absence of an official combined statistical measure at national level, acts as a credible proxy benchmark.

Drilling down further into the inspection evaluations against each 'Quality Reference Indicator', 91.7% of the areas assessed were rated as positive which is just short of the national 92% (rounded) figure based on the most recently published Baseline + 1 estimate and, as with the establishment inspection outcome itself, shows improvement against both the 2013-14 and 2014-15 outcomes.

At the most recent snapshot point (30th September 2016), the Directorate, and partner providers, were recording a 100% positive inspection outcome against 2016-17.

Care Inspectorate:

The Care Inspectorate recently completed their annual inspection of the Adoption and Fostering Service. Feedback from the Care Inspectorate indicated their intention to award the Service grades of either Good or Very Good against the Quality Indicators.

Aberdeen City Council Childcare Services has seen a significant improvement in the proportion of positive Care Inspectorate reports (achieving a quality score in each indicator of satisfactory or above) from 35% in 2011-12* to 100% in 2015-16*. The greatest improvements have been in the quality of both the Environment and Staffing

- These figures reflect the standard academic year measures rather than fiscal year outcomes reported in the Statutory Performance Indicator Report considered at November 2016 Committee

Audit Scotland:

In the context of the Accounts Commission's 2014 report on Scottish Education, the Directorate's 'Keeping in Touch' framework was recognised by Audit Scotland as an area of best practice in terms of how identification of support need and the allocation of resource to schools is being targeted.

Achievements

This section summarises a proportion of the Directorate's achievements over the course of 2012-16 and is reflective of the on-going work that will be delivered through to year's end and into the future.

Attainment and Achievement

- Delivery of improving trends in pupil attainment and achievement, including material signs of a closing of the outcome gap
- Raised standards of inspection outcomes within education establishments over 4 years.
- Development, and introduction of, new and improved services for families in the four 'Attainment Challenge' schools to support parents to support their children's
- Instigation of new quality assurance procedures in schools including evaluation of level of support each school receives over the school session
- Curriculum for Excellence implemented in all schools in 2013-14 with final phase concluded in 2015-16.
- Evaluation of efficacy of Quality Improvement Team's impact upon improving outcomes for learners
- Successful pilots completed for the commissioned work model supporting specific aspects of poor attainment and identified curricular areas.
- Successful introduction of 'Reflective Reading' to support learning and teaching in literacy.
- Scots Language Working Group established in partnership with Education Scotland
- Preparation for and launch of Strategic Community Learning and Development (CLP) Plan in 2015 in partnership with internal and external providers
- Implementing UNICEF's Rights Respecting School Award programme teaching children and adults about the UN Convention on the Rights of the Child
- Aberdeen Guarantees , launched in September 2014, now has over 450 business supporting young people with placements
- Expansion, and increasing recognition, of the Aberdeen Learning Festival's role in supporting educational learning

Inclusion:

- Establishment of the Inclusion Service to take forward the recommendations of the 2014 Inclusion Review, providing advice, guidance and professional learning opportunities to schools to support the inclusion and development of children with a wide range of additional support/wellbeing needs, both in mainstream and our specialist provisions.
- Step Change partnership improves outcomes for young people at risk of or involved in offending in Aberdeen
- Appointment of a 'Virtual School Headteacher' provision to materially support and offer oversight of the educational outcomes for disadvantaged children

Culture:

- Support of delivery against the City's 2012-15 Cultural Strategy, Vibrant Aberdeen, and development of it's replacement.
- Completion of the Root and Branch Review of External Funding and implementation of recommendations
- Big Noise Torry launched in April 2016 and Big Noise Team now embarked on first full academic year programme of work with Torry schools
- Expansion of the City's cultural programming
- Roll-out of digital and technology platforms in support of Library and Museums accessibility

Engagement- Early Years:

- 'Me 2' - early learning and childcare service for eligible 2 year olds established and embedded within Early Years provision
- Expansion of early learning and childcare places in local authority and partner provider nurseries to meet increased demand
- Delivery of progress in the City against the objectives of the Early Years Collaborative programmes.
- The introduction of a Participation Strategy for Integrated Children's Services, assisting children and young people and families through policy, planning and service developments

Reclaiming Social Work:

- Progressive implementation of the Reclaiming Social Work Model
- Delivering a review of the care commissioning framework
- Established, and taking forwards, the Review of Residential Childcare
- Introduction of the Permanence And Care Programme (PACE)
- The creation of Internship and Apprenticeship employment opportunities, via Family Firm, reinforcing Aberdeen City Council's commitment to creating and developing training, work experience and employment opportunities for looked after young people and care leavers

On- Going Awards:

The list of awards received by the Directorate, and its education establishments over the period includes:

PSQM (Primary Science Quality Mark):

Aberdeen City schools have had increasing success in gaining PSQM Awards and more recently, we have gained two Gold Awards, four Silver Awards and three Bronze Awards.

Our new cohort has 18 schools working towards awards – mainly schools who are now working towards a higher level of award. This means that 45 of our 47 schools either hold, or are working towards, one or more awards.

UNICEF Rights Respecting School Award:

In Aberdeen City, there are currently 29 schools registered with the RRSA. Collectively our schools have achieved the following awards:

- Recognition of Commitment - 6
- Level 1 Award - 2
- Level 2 Award – 2

Eco-Schools Award:

The aim of the Eco-Schools programme is to make environmental awareness and action an intrinsic part of the life and ethos of the school for both pupils and staff and to engage the wider community. There are three levels of award – Bronze, Silver and Green.

61 out of our 64 schools are registered eco-schools (47 Primary; 11 Secondary; 3 Special). A total of 27 Green flags were awarded – 13 schools received their first green flag award, 9 their second, 4 their third and 1 their fourth. 40 Schools have achieved silver status.

Fairtrade Schools:

A number of schools have received the Fair Active and Fair Aware Awards for their commitment to Fairtrade. The Fair Aware Award has been received by Ashley Road and Glashieburn Primary. The Fair Active Award has been received by St Joseph’s RC Primary School.

Project Awards and Accreditations:

2016-17

- In 2016, Aberdeen City Libraries became the first library service in Scotland to gain the Volunteer Friendly Award as part of a combined City cultural submission. The Award recognises organisations who lead best practice in volunteering and we are the first library service in Scotland to receive the award.

2015-16

- Hazlehead Academy was awarded the Literacy Across Learning Award at the Scottish Education Awards 2015.
- The Library and Information Service were presented with a Silver Marketing Excellence Award by the Publicity and Public Relations Group (PPRG) of the Chartered Institute of Library and Information Professionals (CILIP).
- Aberdeen Digital Data Observatory received an Outstanding Achievement Award through the national Knowledge Transfer Partnerships Certificate of Excellence
- The SPECTRA Festival of Light event achieved recognition at the 2016 Drum Scottish Event Awards as Scottish Festival of the Year.
- The PACE (Permanence and Care) programme in Aberdeen was recognised on a national level when, along with Aberdeenshire, it won a Herald Society Award in November 2016.

2014-15

- Grade A are a peer education group in the City who deliver drugs education sessions to school and community groups in Aberdeen. Grade A were finalists in the 2014 National Young Scot Awards and they were invited to an Awards Ceremony in Glasgow, where they reached the final three, and were selected by STAND (Scotland Tackling Alcohol and Drugs) as a finalist for the National Stand Awards held in Edinburgh in June 2014.

2013-14

- Aberdeen Play Forum was awarded the 2014 Playwork in Other Contexts Award at the Annual Playwork Awards for their development work at Clinterty.
- The Walking Group, a joint initiative between NHS Grampian Royal Cornhill Hospital and the Healthy Minds Team were awarded a GRAFTA at the annual awards in October 2013 for 'Partnership in Practice'

2012-13

- Aberdeen City's Family Information Service was the first in Scotland to achieve the Families First Award. This is a national quality award from the National Association of Family Information Services (NAFIS)

- The Educational Psychology Service was accredited for the purposes of training educational psychologists by the Scottish Division of Educational Psychology Training Committee (SDEPTC) until February 2018. The Service was commended for a range of strengths including the clarity of their induction policy, the inclusion of all members of staff.

Recognition:

Children and Young People Awards:

Given the relatively limited national awards framework covering the work of the Directorate, the City introduced the Children and Young People Awards to recognise, at a local level, the achievement of our young people and the professionals who support them. The following captures a sample of projects and school establishments that have been recognised over the past four years through the various awards categories.

2012-13

Business Links Award	Oldmachar Academy / Sparrows Energy
City of Culture 2017 Award	The Reading Bus
Enterprising Young People Award	Kincorth Academy - Young Déjà Vu
Global Citizenship Award	Harlaw Academy - Team Rwanda
ICT Award	Hazlehead Academy - 'Energenious' Eco Group
Integrated Working Award	Project Fit
Opportunities for All Award	St Machar Academy in Partnership with the Outward Bound Trust
Positive Ethos Award	Cordyce School
Raising Achievement Award	The CPD's (Cummings Park Drivers)
Sandra Burnett Award for Environmental Awareness	Hanover Street - Primary 1 and Primary 1/2 Classes
The Baillie John Porter Award 2013	Bramble Brae School
The Schools Award	Riverbank School

2013-14

Business Links Award	Northfield Academy & Balfour Beatty
Aberdeen A City of Culture Award	The CPD's
Enterprising Young People Award	Riverbank School - The Smoothie Group
Global Citizenship Award	Riverbank School - The Big Knit
Healthy Living Award	The 'Know More' Project
ICT Award	Riverbank School - Primary 1C
Integrated Working Award	Aberdeen Streetwork Project
Positive Ethos Award	St Machar Academy - Secondary 3
Sandra Burnett Award for Environmental Awareness	Hazlewood School Eco Committee
The Baillie John Porter Award 2014	Holy Family Roman Catholic School
The Schools Award	Sunnybank School

2014-15

Business Links Award	Girls GetSET Team and GE Oil & Gas
Enterprising Young People Award	Hanover Street School – Primary 1
Global Citizenship Award	Hazlehead Primary School – Primary 5,6 and 7
Healthy Living Award	St Machar Academy - The Alliance Group
ICT Award	Middleton Park School
Integrated Working Award	Aberdeen Guarantees Project Management Team
Physical Achievement Award	Cults Academy - Under 15's Girls Football Team
Raising Achievement Award	Hazlehead Academy - Faculty of English & Literacy
Sandra Burnett Award for Environmental Awareness	Northfield Academy - Eco Group
The Baillie John Porter Award 2015	Bramble Brae School
The Schools Award	Braehead School
The Community Learning Award	The Woodside Juniors Volunteers
Working in the Community Award	Hazlehead Primary School

Aberdeen Guarantees Award	Positive Transitions Programme - SHMU
Creative Learning Award	Middleton Park School
Developing the Young Workforce Award	Hazlehead Academy / Subsea 7
Health and Wellbeing Award	Stoneywood School
Learning for Sustainability Award	Riverbank School
Learning Through Technology Award	Hazlewood School/Learning Technologies Team
Parental Engagement Award	Clinterty Project
Partnership Working Award	Northfield Academy / Youth Work in Schools Team/Cummings Park Centre
Promoting Inclusion Award	Stoneywood School – Primary 5/6
Sandra Burnett Award for Environmental Awareness	Hanover Street School - Primary 4E
The Schools Award	Middleton Park School

Over the course of 2012-2016, the Directorate has been well represented in nominations for the Aberdeen City Council awards and other internal recognition programmes: Every year there are examples of teams who achieve excellence in what they do. These represent a small number of the highlights:

2012-13 Star Awards

- CPD/Schools: Customer focus and outstanding leadership of the team that organised the first ever Aberdeen Learning Festival in February 2013
- Pre-School ASN Services: This team established a new service for children with severe and complex additional support needs. The team have been praised by children's families for providing excellent support
- Lifelong Learning Team and Arts Development: This team became the first Local Authority SQA approved centre to deliver a Volunteering Skills Award in Scotland

2013-14 Star Awards

- A Special Award was presented to the team of 150 officers, from a range of services, which helped turn the mothballed Braeside School into a fully functioning school in a matter of days to accommodate children affected by the sudden closure of Hamilton School.

2014-15 Star Awards

Three individual Directorate employees, including the Deputy Headteacher at Danestone School, Manager at the Beach Ballroom and School Administrator at St Peters School were in receipt of Star Awards with a number of other employees and teams being short-listed in this year.

2015-16 Star Awards

- Library Promotions and Events & Programming Working Groups made it through to the final 3 in the Shaping Aberdeen Culture Award.

ALEO Partners:

Sport Aberdeen and Aberdeen Sports Village:

QUEST Quality Assessment Scheme:

Both of the Council's main sport and physical activity ALEO partners have now gained recognition under the national QUEST quality assessment scheme for facility based delivery and operations and, related to this, have been in receipt of a variety of additional national awards relating to particular aspects of the services provided to customers (e.g. Aberdeen Sports Village – National Fitness Awards 2014 and 2015) or have been successfully assessed against industry operational benchmark schemes.

Aberdeen Performing Arts:

Investing in People Awards attained in 2014 and 2016

