

# Public Document Pack



To: Councillor John West, Convener; Councillor Jennifer Stewart, Vice-Convener; Councillors Allan, Boulton, Collie, Cooney, Cormack, Greig, Laing, Leslie, MacGregor, May, McCaig, Reynolds, Townson, Kirsty West, Wisely and Yuill; and Mrs M Abdullah, Mr G Bruce, Mr P Campbell and Mr S Duncan, and one vacancy (Roman Catholic representative).

Town House,  
ABERDEEN, 7 September 2011

## **EDUCATION, CULTURE AND SPORT COMMITTEE**

The Members of the **EDUCATION, CULTURE AND SPORT COMMITTEE** are requested to meet in Committee Room 2 - Town House on **THURSDAY, 15 SEPTEMBER 2011 at 2.00 pm.**

JANE G. MACEACHRAN  
HEAD OF LEGAL AND DEMOCRATIC SERVICES

### **BUSINESS**

#### **EXEMPT BUSINESS**

##### 1.1 Determination of Exempt Business

Members are requested to resolve that the business listed under items 10.1, 10.2 and 10.3 of this agenda be considered with the press and public excluded.

#### **REQUESTS FOR DEPUTATION**

##### 2.1 No requests received at present

#### **MINUTE OF PREVIOUS MEETING**

##### 3.1 Minute of Previous Meeting of 2 June 2011 (Pages 1 - 18)

## **MOTIONS**

- 4.1 Motion by Councillor Cormack - Parental Involvement in Education - Inclusion of a Parent Representative on the Committee Responsible for Education Services (Pages 19 - 32)

## **SERVICE WIDE REPORTS**

- 5.1 2011/12 Budget Monitoring (Pages 33 - 44)
- 5.2 Capital Monitoring - Education, Culture and Sport Projects (Pages 45 - 48)
- 5.3 Disposal of Operational Properties (Pages 49 - 54)
- 5.4 Education, Culture and Sport Service Asset Plan (Pages 55 - 112)
- 5.5 Education, Culture and Sports Quality - Our Journey to Excellence (Pages 113 - 160)
- 5.6 Education, Culture and Sport Service Improvement Plan 2011-15 (Pages 161 - 202)
- 5.7 Education, Culture and Sport Standards and Quality Report 2009-10 (Pages 203 - 282)
- 5.8 Education, Culture and Sport Policy Framework (Pages 283 - 302)

## **SPORT**

- 6.1 Sports Grants (Pages 303 - 308)

## **EDUCATION**

- 7.1 Update on Implementation of Budget Decision - Reduce Communities Team (Pages 309 - 322)
- 7.2 Primary School Estate Review Update (Pages 323 - 326)
- 7.3 Newhills Primary School - Land Transfer (Pages 327 - 330)

## **CULTURE**

- 8.1 Library and Information Service - New Ways of Working (Pages 331 - 342)

## **COMMITTEE BUSINESS, MOTIONS AND PERFORMANCE MANAGEMENT**

- 9.1 Committee Business Statement (Pages 343 - 358)
- 9.2 Motions List (Pages 359 - 362)
- 9.3 Education, Culture and Sport Performance Report (Pages 363 - 412)

## **ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE**

- 10.1 School and Social Work Transport Procurement Tender 2012 (Pages 413 - 416)
- 10.2 Aberdeen International Youth Festival - Governance and Service Level Agreement (Pages 417 - 422)
- 10.3 Frederick Street Development Site - Service Relocations (Museums Reserve Collection and Archaeology Unit) (Pages 423 - 426)

Website Address: [www.aberdeencity.gov.uk](http://www.aberdeencity.gov.uk)

Should you require any further information about this agenda, please contact Vikki Cuthbert, tel. (52)2520 or email [vcuthbert@aberdeencity.gov.uk](mailto:vcuthbert@aberdeencity.gov.uk)

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## EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 2 June 2011. Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor McCaig, Convener; Councillor Greig, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Corall, Cormack, Farquharson, Laing, Leslie, MacGregor (as substitute for Councillor May), Noble (as substitute for Councillor Kirsty West), Reynolds, Jennifer Stewart, John West, Wisely (to article 10) and Yuill. External Members:- Mrs M. Abdullah, Mr A. Aitken, Mr G. Bruce, Mr P. Campbell and Mr S. Duncan.

**The agenda and reports associated with this minute can be found at:-**

<http://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=143&MId=1912&Ver=4>

### DETERMINATION OF EXEMPT BUSINESS

1. Prior to considering the matters before the Committee, the Convener proposed that, in terms of Section 50A (4) of the Local Government (Scotland) Act 1973, the item identified as article 18 of this minute be considered with the press and public excluded so as to avoid disclosure of exempt information of the class described in paragraphs 6 and 8 of Schedule 7(A) of the Act.

**The Committee resolved:-**

to consider the aforementioned item with the press and public excluded.

### MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 24 March 2011.

**The Committee resolved:-**

- (i) to receive an update in relation to article 3(i) from the Legal Manager after the Committee had moved into confidence;
- (ii) in relation to article 5(i)(a) (2010/2011 Budget Monitoring), to request that the Head of Finance advise the Committee outwith the meeting if the letter had been sent to the Scottish Government to highlight the anomaly in the public sector taxing another part of the public sector; calling for a review of the situation; and asking for a continuation of the tapering relief; and
- (iii) to approve the minute as a correct record.

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**BACKGROUND REPORT ON PARENTS' CHARTER - MOTION BY COUNCILLOR BOULTON**

3. With reference to article 19 of the minute of the meeting of Council of 23 February 2011, and article 4 of the minute of the Education, Culture and Sport Committee of 24 March 2011, the Committee had before it a background report on the following motion which had been submitted by Councillor Boulton:-

“That Aberdeen City Council writes to Mike Russell, the Cabinet Secretary for Education and Lifelong Learning asking for a review of “The Parents’ Charter”.”

At its previous meeting, the Education, Culture and Sport Committee had requested that the background report contain reference to school transport costs. The paper before Committee contained a summary of the current policy on school placements, a summary of the current position in relation to school placements for the session 2010/11, and a statement of the costs of providing transport as a result of placing requests.

Councillor Boulton spoke in furtherance of her motion, and stated that given the financial climate, she felt it was appropriate to request that the legislation on school placements be reviewed to address the impact on families living within zone; not to remove parental choice, but to give local authorities more flexibility and the discretion to make alterations to the policy where necessary to minimise this impact.

**The Committee resolved:-**

- (i) to note the background report; and
- (ii) to request a more detailed report back on the matter to the next meeting.

**PARENTAL INVOLVEMENT IN EDUCATION - INCLUSION OF A PARENT REPRESENTATIVE ON THE COMMITTEE - MOTION BY COUNCILLOR CORMACK - ECS/11/036**

4. With reference to article 3 of the minute of the Policy and Strategy Committee (Education) of 28 April 2009, and article 7 of the minute of the Education, Culture and Sport Committee of 18 November 2010, the Committee had before it a report by the Director of Education, Culture and Sport which updated members on the progress made with the motion by Councillor Cormack:-

“That this Council agrees to promote further and to continue to develop parental involvement in the Council’s decision making process and that a report is therefore produced with recommendations for including parents in

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the work of the main Council committee with education responsibilities, relevant sub-committees and consultation processes.”

The report provided an update on the work of the Parents' Forum and noted that the Forum was requesting that the Committee consider how to include parents in the work of the Education, Culture and Sport Committee.

**The report recommended:-**

that Committee:-

- (a) acknowledge the progress made by the Aberdeen Parent Council Forum to establish its terms of reference and to effectively represent the views of the Parent Councils in local authority schools in the city; and
- (b) request that officers prepare a report for the next cycle to enable the Council to consider the most appropriate way to include parents in the work of the main Council Committee with education responsibilities, relevant sub-committees and consultation processes. The report should include the following:
  - arrangements in other Scottish local authorities;
  - the implications of a voting/non-voting option for members, taking account of the Local Government (Scotland) Act 1973;
  - an outline of the mechanism that the Forum proposes to take to appoint the parent representative;
  - detail of any changes that may be needed to the Committee composition, should Committee agree to a parent representative; and
  - advice on the formal processes required to secure a change in Committee representation.

**The Committee resolved:-**

- (i) to request that the report back include more detail on the legislation and the section of the Council's Standing Orders in relation to teacher and religious representatives on the Committee; and
- (ii) to approve the recommendations contained in the report.

**SCHOOL CATERING SERVICES - MEAL PRICE INCREASE - REFERRAL FROM ENTERPRISE, PLANNING AND INFRASTRUCTURE COMMITTEE - EPI/11/165**

5. The Committee had before it, by way of a referral from the meeting of the Enterprise, Planning and Infrastructure Committee of 24 May 2011, a report by the Director of Enterprise, Planning and Infrastructure which sought approval for

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officers within Facilities Management Services to apply an annual increase to the price of both primary and secondary school meals, as necessary.

**The report recommended:-**

that the Enterprise, Planning and Infrastructure Committee:-

- (a) approve an increase in the price of a school meal by 10p per meal from August 2011;
- (b) delegate power to the Head of Asset Management and Operations to determine and apply increases in future years' meal prices as necessary, to reflect budget decisions, increased costs etc, subject to the charges being benchmarked with other comparable authorities;
- (c) refer the report to the Finance and Resources Committee of 16 June 2011 for final approval to apply any increases, and to the Education, Culture and Sport Committee of 2 June 2011 for information; and
- (d) request that the final decision of the Finance and Resources Committee be communicated to parents through each school.

**The Committee resolved:-**

to note the report.

**UPDATE ON PROGRESS WITH IMPLEMENTATION OF PRIORITY BASED BUDGETING TRANSFORMATION OPTIONS - ECS/11/031**

6. With reference to article 2 of the Council Budget meeting of 10 February 2011, the Committee had before it a report by the Director of Education, Culture and Sport which updated members on the implementation of the Education, Culture and Sport Service transformation options and service options relating to potential external delivery, and outlined the work currently in progress to deliver the required savings as remitted at the Council Budget meeting.

**The report recommended:-**

- (a) that Committee note the progress to date on implementing the service transformation options and service options relating to potential external delivery required to deliver the identified savings; and
- (b) that Committee request an update on continued progress to the meeting of Committee on 24 November 2011.

**The Committee resolved:-**

- (i) in relation to transformation project ECS\_E11 (Redesign of senior secondary schools towards a virtual city campus), to request that officers circulate information to members on the number of pupils participating in the virtual



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- campus from the other ten secondary schools, once these figures were available;
- (ii) also in relation to ECS\_E11, to request that officers report back to Committee once more information was available on the potential impact of the costs of travel to those children from more deprived areas, to ensure travel costs were not preventing them from access to educational opportunities;
  - (iii) to request that officers investigate the possibility of using the Aberdeen Endowment Trust as a means of assisting these pupils with travel costs, and to note that officers would report back on all aspects of the virtual campus once the scheme was in its trial period; and
  - (iv) to approve the recommendations contained in the report.

**DEFERRED CULTURAL GRANTS 2011/12 - ECS/11/030**

7. With reference to article 12 of the minute of its previous meeting of 24 March 2011, the Committee had before it a report by the Director of Education, Culture and Sport which presented recommendations for cultural grants for the 2011/12 financial year for applications which had previously been deferred or deemed ineligible.

**The report recommended:-**

that Committee approve the allocation of cultural grants to the total value of £160,171 as presented in the following table.

Applicant	Project	Grant Requested	Recommendation
Aberdeen Arts Centre	Programme of Participatory Arts	£114,500	£39,000
Act 2 Youth Group	Summer Drama Project	£4,350	£2,300
APA	Youth & Community Programme	£28,000	£15,900
Creative Cultures Scotland	Programme	£20,000	£15,000
Cultural Enterprise Office	Delivery of services	£16,000	£4,721
Jazz Scotland	Year round jazz concerts, Aberdeen Jazz Festival	£20,000	£11,250
Peacock Visual Arts	Artistic Programme	£15,000	£10,000
Royal Scottish	Integrated programme of	£20,000	£10,000

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National Orchestra	Music Hall concerts and community outreach and educational services		
Scottish Culture and Traditions	Core activities	£40,000	£20,000
Scottish Ballet	Dancing Parallel	£32,647	£000 (referred to Sports Grants)
Sense Scotland	Connect	£18,696	£000
Station House Media Unit	shmuSOUND	£22,370	£10,000
University of Aberdeen	Flagship Cultural Programme	£25,000	£22,000
Vocoustics Promotions	Ongoing series of live music events and performances	£1,000	£000
<b>Total Grants Requested</b>		<b>£377,563</b>	
<b>Total Grant Recommendation</b>		<b>£160,171</b>	
<b>Remaining Budget</b>		<b>£84</b>	

**The Committee resolved:-**

- (i) to request that officers provide further information to Councillor Cooney on the Station House Media Unit application as to why it had not received the full grant amount requested; and
- (ii) to approve the recommendations contained in the report.

**BOOKINGS AND LETTINGS REVIEW - ORAL UPDATE**

8. With reference to article 18 of the minute of its previous meeting of 24 March 2011, the Committee was advised that there were no further updates which could be provided at this time.

In light of this, the Convener proposed that the Bookings and Lettings Review: oral update standing item on the Committee Business Statement be removed, and updates provided as and when required. The Committee heard that a report would be submitted in three cycles' time.

**The Committee resolved:-**

- (i) to agree to remove the standing item from the Committee Business Statement; and

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- (ii) to note that a report on the bookings and lettings review would be reported to the first Committee meeting in January 2012.

**SPORTS GRANTS - ECS/11/032**

9. With reference to article 17 of the minute of its previous meeting of 24 March 2011, the Committee had before it a report by the Director of Education, Culture and Sport which presented applications for financial assistance from eight sports organisations and made recommendations in respect of each.

**The report recommended:-**

that Committee consider the applications and approve the following recommendations:-

Aberdeen Disability Sport	£600
City of Aberdeen Gymnastics	£2,570
North East of Scotland Lawn Tennis Association	£2,000
Aberdeen Youth Rugby Association	£13,000
Scottish Schools Competition (Gymnastics)	£1,250
Aberdeen Sports Council	£7,000
The Royal Caledonian Curling Club	£5,250
Scottish Ballet	£8,453

**The Committee resolved:-**

- (i) to request that officers provide Councillor Cooney with the rugby development programme for next year;
- (ii) to request that officers advise Councillor Farquharson if the Council had charged for the use of Westburn Tennis Centre while the venue was under its control; and
- (iii) to approve the recommendations for funding awards as contained in the table above.

**UPDATE ON IMPLEMENTATION OF BUDGET DECISION - REDUCE COMMUNITIES TEAM - ECS/11/035**

10. With reference to article 11 of the minute of its previous meeting of 24 March 2011, the Committee had before it a report by the Director of Education, Culture and Sport which provided an update on the implementation of the decision to

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reduce the costs of the Communities Team by £1.4 million in 2011/12 and provisionally by a further £1 million in 2012/13. The report also included an update on the reduction of the staffing provision within the Service, an outline of progress towards the move of community learning centres to leased centre status, and an update of the ongoing work towards development of a model lease, management agreement and constitution.

**The report recommended:-**

that Committee:-

- (a) note the progress in relation to the appointment of staff to the new structure, and the reduction of the overall workforce;
- (b) note the progress in relation to moving community learning centres to leased centre status;
- (c) note the options being developed in relation to each community learning centre, and agree that a further report will come to the next Committee with firm recommendations for various community centres;
- (d) agree that officers seek to relocate the current groups within Torry Community Learning Centre to other suitable local facilities, in order to facilitate the closure of that facility;
- (e) determine whether it would wish to provide Management Committees with a Transition Grant for 2011/12 (as detailed in Section 5.3 of the report), and if so, agree to remit this to the Finance and Resources Committee for consideration;
- (f) note the progress in relation to developing a citywide model lease, management agreement and constitution, and agree the heads of terms for each as set out in Section 5.4 of the report;
- (g) agree that, until the Service Asset Management Plan for Community Buildings is completed, community centres and community education centres should only be granted one year leases;
- (h) agree that once approved, all community centres will be subject to the Management Agreement and Constitution and that all standalone centres will also be subject to the agreed lease; and
- (i) note that a petition has been signed by approximately 500 residents campaigning against the reopening of the Hillylands Centre on Croft Road.

The Convener, seconded by the Vice-Convener, moved an amended set of recommendations, namely:-

- (a) to note the progress in relation to the appointment of staff to the new structure and the reduction of the overall workforce;
- (b) to note the progress in relation to moving community learning centres to leased centre status;
- (c) to note the options that are being developed in relation to each community learning centre, and to agree that a further report will

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- come to the next Committee with firm recommendations for various community centres;
- (d) to agree that officers seek to locate the current groups within Torry Community Learning Centre to other suitable local facilities, in order to facilitate the closure of that facility;
  - (e) to agree to provide Management Committees with a Transition Grant for 2011/12 (as detailed in Section 5.3 of the report) and to remit this to the Finance and Resources Committee for consideration;
  - (f) to note the progress in relation to developing a citywide model lease, management agreement and constitution, and agree the heads of terms (as amended) for each as set out in Section 5.4 of the report, for the purpose of consultation with Management Committees, and delegate authority to finalise these to the Head of Legal and Democratic Services, Head of Asset Management and Operations, and Head of Communities, Culture and Sport;
  - (g) to agree that, until the Service Asset Management Plan for Community Buildings is completed, community centres and community education centres be granted a **minimum** one year rolling lease;
  - (h) to agree that once approved, all community centres will be subject to the Management Agreement and Constitution and that all standalone centres will also be subject to the agreed lease;
  - (i) to note that a petition has been signed by approximately 500 residents campaigning against the reopening of the Hillylands Centre on Croft Road; and
  - (j) to agree the following amendments to the model constitution heads of terms:
    - Bullet point 3 – delete “and organisations”
    - Delete bullet points 6, 7 and 8 and replace with:-
      - Management Committee will consist of at least ten members, including Chair, Vice Chair, Secretary and two youth members all elected annually at the AGM;
      - no more than one office bearer can be a member of staff.

Councillor Laing, seconded by Councillor Allan, moved as an amendment:-  
that this Committee -

- (a) notes with concern the progress in relation to the appointment of staff to the new structure, and the reduction of the overall workforce;
- (b) notes with concern the progress in relation to moving community learning centres to leased centre status;
- (c) notes with concern the options that are being developed in relation to each community learning centre, and agree that a further report will

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- come to the next Committee with firm recommendations for various community centres;
- (d) agree that officers seek to relocate the current groups within Torry Community Learning Centre to other suitable local facilities, prior to the closure of that facility;
  - (e) agree to provide Management Committees with a Transition Grant for 2011/12, equivalent to that paid to a leased centre Management Committee and remit this decision to the Finance and Resources Committee for final approval;
  - (f) notes with concern the progress in relation to developing a citywide model lease, management agreement and constitution, and agrees the heads of terms for each as set out in Section 5.4 of the report for the purpose of consultation with Management Committees, and delegates authority to finalise these to the Head of Legal and Democratic Services, Head of Asset Management and Operations, and Head of Communities, Culture and Sport;
  - (g) agree that, until the Service Asset Management Plan for Community Buildings is complete, community centres and community education centres should only be granted one year leases;
  - (h) agree that once approved, all community centres will be subject to the Management Agreement and Constitution and that all standalone centres will also be subject to the agreed lease; and
  - (i) notes with concern that a petition has been signed by approximately 500 residents campaigning against the reopening of the Hillylands Centre on Croft Road, and instructs officers to carry out further consultation with residents and local elected members to ensure all concerns highlighted in the petition have been addressed prior to the re-opening of the centre.

On a division, there voted:- for the motion (12) – the Convener; the Vice-Convener; and Councillors Corall, Cormack, Leslie, MacGregor, Noble, Reynolds, Jennifer Stewart, John West and Yuill; and Mr. P. Campbell; for the amendment (9) – Councillors Allan, Boulton, Collie, Cooney, Farquharson and Laing; and Mrs. M. Abdullah, Mr. A. Aitken and Mr. S. Duncan; declined to vote (1) – Mr. G. Bruce; absent from the division (1) – Councillor Wisely.

**The Committee resolved:-**

- (i) to adopt the motion;
- (ii) to note that information on Tilly Community Flat would be provided in the next report back to Committee;
- (iii) to request that officers circulate information to members on the training programme being made available to Management Committees;

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- (iv) to request that officers clarify the position in relation to the query raised by Councillor Laing that a Management Committee in her ward had been told that it could not carry forward money from the previous year's youth work budget; and
- (v) in relation to the relocation of programmes from the Torry Community Learning Centre, to request that officers provide Councillor Allan with further information on the long-lease flat in Torry, as well as the Torry Learning House.

**LEASE AGREEMENTS FOR VOLUNTARY ORGANISATIONS OCCUPYING WOODSIDE FOUNTAIN CENTRE - ECS/11/015**

**11.** The Committee had before it a report by the Director of Education, Culture and Sport, which sought direction from the Committee with regard to the legal and management options to address key challenges relating to the management of the Woodside Fountain Centre, which had developed from a leased community centre into a multi-occupancy building which provided various services to the local community.

**The report recommended:-**

that Committee:-

- (a) agree that the User Group, which contains representatives from all four voluntary organisations (tenants) within the building, manages the overall operation of the building;
- (b) agree that each tenant within the building continues to be responsible for their own programme, activity and service;
- (c) agree that all tenants and City Council Services within the building pay a proportion of the property costs pertaining to the whole building, with the aggregate of those proportions totalling 100%;
- (d) agree that the relevant proportions be calculated by City Council officers in relation to the floor space exclusively occupied by the tenants and City Council Services, with those occupying a larger proportion of the floor space paying a larger proportion of the property costs;
- (e) agree to begin recovering these costs from the occupants from April 2011;
- (f) agree that areas of the community centre should be made available for let, by the community centre, to other tenants of the building when they are not in use by the community centre, i.e. games hall, coffee bar, kitchen, small hall and garage; and
- (g) instruct officers to negotiate the amount of development grant payable to Woodside Community Centre Management Committee to ensure that the level of grant reflects the change in circumstances while ensuring the

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Management Committee is not disadvantaged financially by the changes (subject to the development grant amount not exceeding £10,565 per annum).

**The Committee resolved:-**

to approve the recommendations contained in the report.

**"BIG NOISE" - SISTEMA SCOTLAND IN STIRLING - ECS/11/034**

12. With reference to article 11 of the minute of the Policy and Strategy (Education) Committee of 9 June 2009, the Committee had before it a report by the Director of Education, Culture and Sport which gave an update on the recent visit by elected members to the "Big Noise" project in Stirling, and outlined the findings of the recent evaluation of the project undertaken on behalf of the Scottish Government. The report proposed that further consideration be given to the potential for delivery of the project in Aberdeen.

**The report recommended:-**

- (a) that Committee note the report and the potential for a similar project in Aberdeen;
- (b) that Committee instruct officers to investigate a business model for the delivery of a project working with Sistema Scotland; and
- (c) that Committee instruct officers to report to a future meeting of the Committee on the proposed business model, criteria for identifying an appropriate community, and possible funding sources.

**The Committee resolved:-**

- (i) to thank Neil Bruce and Annette Bruton for their work on the visit to Sistema, and to note that another report on the project would be presented to Committee in due course; and
- (ii) to approve the recommendations contained in the report.

**CLOSING THE GAP - ECS/11/040**

13. With reference to article 7 of the minute of the Education, Culture and Sport Committee meeting of 20 January 2011, at which members had requested a further report on the gap between the lowest attaining 20% and the highest attaining 20% of pupils, to include any lessons learned from how other local authorities had tackled the problem, the Committee had before it a report by the Director of



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Education, Culture and Sport which provided an overview of the key factors associated with underachievement and the gap between the highest and lowest performers in attainment.

**The report recommended:-**

- (a) that Committee note the contents of the report; and
- (b) that Committee instruct officers to develop a policy on raising achievement which sets out the approaches to be taken in schools and across Services to reduce the gap in attainment.

**The Committee resolved:-**

- (i) to request that in future reports, Closing the Gap and the Sistema project be considered alongside one another; and
- (ii) to approve the recommendations contained in the report.

**CELEBRATING ST ANDREW'S DAY IN SCHOOLS - ECS/11/045**

14. The Committee had before it a report by the Director of Education, Culture and Sport which sought approval for schools to remain open to pupils on St Andrew's Day on 30 November 2011, to allow the occasion to be celebrated in school. The report noted that in the previous two years, St Andrew's Day had been designated as a school in-service day and therefore pupils had previously been given a holiday to celebrate the occasion. If the schools were to remain open on 30 November 2011, it would afford teachers the opportunity to teach pupils about an important aspect of Scottish culture.

**The report recommended:-**

that Committee approve the change in approach to celebrating St Andrew's Day, by allowing pupils to celebrate the day in school, rather than using the day as a school in-service day.

**The Committee resolved:-**

to approve the recommendation contained in the report.

**PROVISION FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS ARISING FROM COMPLEX FACTORS: PROGRESS REPORT - ECS/11/043**

15. With reference to article 51 of the minute of the Finance and Resources Committee of 21 April 2011, and article 10 of the minute of the Education, Culture

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and Sport Committee of 24 March 2011, the Committee had before it a report by the Director of Education, Culture and Sport which updated members on progress with the proposed school campus for children with severe and complex needs. The report also sought endorsement of the proposed way forward for the service, namely the planned relocation of the children to three developmental nurseries and the development of a business case for the new school campus to be presented to the Finance and Resources Committee on 16 June 2011.

Appended to the report was a copy of correspondence received from the School Infrastructure Unit of the Scottish Government which advised that Scottish Ministers considered that the Council had fulfilled its obligations under the Schools (Consultation) (Scotland) Act 2010, and were therefore content that the Council close Raeden, Hazlewood and Woodlands Schools in line with the proposals to develop the Raeden campus.

**The report recommended:-**

that Committee:-

- (a) note the wishes of parents and guardians, and the new information brought forward by officers, following discussions with NHS Grampian about the future of the Raeden site; and
- (b) endorse the actions taken since the last meeting of the Committee, and the proposed way forward for services for children with severe and complex needs.

**The Committee resolved:-**

to approve the recommendations contained in the report.

**COMMITTEE BUSINESS STATEMENT**

**16.** The Committee had before it a statement of Committee business prepared by the Head of Legal and Democratic Services.

**The Committee resolved:-**

- (i) in relation to item 4 (Communities Team / Leased Community Centres), to note that the report on Torry Learning House, Tilly Flat and Cummings Park Flat would be brought to the September meeting of Committee;
- (ii) in relation to item 22 (Virtual Campus), to note that a date for the members' seminar on this subject was still to be arranged; and
- (iii) to otherwise note the updates provided.

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## **MOTIONS LIST**

17. The Committee had before it a motions list prepared by the Head of Legal and Democratic Services.

### **The Committee resolved:-**

in relation to motion 2 by Councillor Cormack on recognising the contribution of granite, to thank the staff involved in the Granite Festival for their work in making the event a success.

**At this juncture, the Convener proposed to take item 11.1 (50 Metre Pool Progress Report) as the next item on the agenda. The Committee concurred with the proposal.**

## **DECLARATION OF INTEREST**

**Councillor Collie declared an interest in the following article by virtue of his position as a Director on the Board of Aberdeen Sports Village and withdrew from the meeting during consideration of the item.**

## **EXEMPT INFORMATION**

**In terms of article 1, the following item of business was considered with the press and public excluded.**

## **50 METRE POOL - TENDER REPORT - ECS/11/044**

18. With reference to article 7 of the Council meeting of 27 April 2011, at which the Council had agreed to delegate authority to the Education, Culture and Sport Committee to make all necessary decisions at its meeting on 2 June 2011, in order to keep the project on track, the Committee had before it a report by the Director of Education, Culture and Sport which updated members on the current status of the project, and on the outcome of investigations into alternative methods of funding the Council's capital contribution. The report also provided an analysis of the tenders received for the proposed development; detailed the outcome of the EU Invitation to Tender evaluation to select the Principal Contractor for the construction of the complex; and provided a comparison of cost for constructing either an eight or ten lane pool.

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2 June, 2011

**The report recommended:-**

that Committee:-

- (a) note the content of the report;
- (b) note that the development cost, based on the most economically advantageous tender for the 10 lane option is £21,918,104 and for the 8 lane option is £21,638,104 compared to the previously reported estimated costs of £23,347,259 for the 10 lane option and £22,726,794 for the 8 lane option;
- (c) note that the total funding available from the other partners as detailed in section 5.3 of the report has increased from the previous total of £10 million reported to Council on 15 December 2010 to £14 million. This being the result of the University of Aberdeen increasing their contribution from £5 million to £8 million and Aberdeen Sports Village Ltd. (ASV Limited) agreeing to underwrite the shortfall of £1 million for the 10 lane option to ensure that the funding package can be secured. The remaining balance of external funding coming from a £5 million grant from **sportscotland**;
- (d) agree to approve funding of up to £8 million pounds and this be met from the Non-Housing Capital Programme for the construction of a 10 lane pool subject to:
  - (i) the Corporate Asset Group, on behalf of the Corporate Management Team, managing the overall spend of the Non-Housing Capital Programme in 2011/12 to stay within approved spending limits and to take into account the future capital demand for this project in the budget process for 2012/13 and 2013/14;
  - (ii) the revenue support for the ongoing costs of the project being capped at £250,000 per annum at 2010/11 prices with a review of future indexation once the facility is nearing completion of the construction phase;
  - (iii) officers reaching an agreement with partners in regard to the use of the facilities in light of the potential migration of swimming clubs to the new facility; and
  - (iv) officers reaching agreement on a Transfer Agreement Document, which will formalise the transfer of responsibility for the delivery and operational phases of the 50 metre pool project to ASV Limited.
- (e) note that the most economically advantageous tender for the 50 metre pool project was submitted by Contractor A, and subject to the Committee agreeing to approve funding on the basis of recommendation (d), to instruct officers to arrange, in conjunction with Aberdeen University and Aberdeen Sports Village Ltd., to appoint Contractor A as the Principal Contractor, based on their tender figure for the 10 lane option which results in an overall development cost of £21,918,104;
- (f) to instruct officers to report back to the next appropriate meeting of the Council in regard to the progress on the negotiations on items d(iii) and (iv) above; and

EDUCATION, CULTURE AND SPORT COMMITTEE  
2 June, 2011

- (g) to note that the provision of a 50 metre pool has been included within the scope of the Water Management Plan currently underway, and will also be included within the report to Committee, due on 15 September 2011. The Committee should be aware that historically there has been a recognition that the city has a greater number of swimming pools for the size of population than elsewhere. **sportscotland** is providing support to model the existing water provision and future needs. The recommendations will also take full account of the reducing revenue and capital budgets and the costs associated with the 50 metre pool and are likely to include a reduction in the number and range of facilities.

**The Committee resolved:-**

to approve the recommendations contained in the report, with an additional recommendation at d(v) "subject to officers receiving clarification from Aberdeenshire Council that their revenue funding contribution remains intact".

**EDUCATION, CULTURE AND SPORT PERFORMANCE REPORT - ECS/11/033**

**19.** The Committee had before it a report by the Director of Education, Culture and Sport which provided a summary of performance data to 31 March 2011 for the Education, Culture and Sport Directorate. Appended to the report were the Education, Culture and Sport service plan performance report for 2010/11; a report on performance against key outcomes from the Public Library Quality Improvement Self Evaluation for Library and Information Services; and an update on the Central Streetwork project.

**The report recommended:-**

that Committee:-

- (a) approve the Education, Culture and Sport Service performance report for the financial year 2010/11;
- (b) note the progress towards service plan actions;
- (c) note the progress against performance targets; and
- (d) note the good performance against key outcomes from Public Library Quality Improvement self evaluation for Library and Information Services.

EDUCATION, CULTURE AND SPORT COMMITTEE  
2 June, 2011

**The Committee resolved:-**

- (i) to request that the Education, Culture and Sport report to the Corporate Health and Safety Committee on health and safety reportable accidents be circulated to members for information; and
- (ii) to approve the recommendations contained in the report.

**EXEMPT INFORMATION**

**In terms of article 2, the following item of business was considered with the press and public excluded.**

**MINUTE OF PREVIOUS MEETING - UPDATE ON OPERATION OF COMMUNITY LEARNING HUB AT KAIMHILL PRIMARY SCHOOL**

**20.** With reference to article 2 of this minute, and in relation to article 3(i) of its previous minute of 24 March, 2011 (Operation of the Community Learning Hub at Kaimhill Primary School), the Committee was advised that the matter had been referred to an independent third party firm for reasons explained, and that a response was now awaited.

**The Committee resolved:-**

to note the update; and to request that officers contact the firm to ask when a response could be expected and advise the Committee accordingly.

**- CALLUM MCCAIG, Convener.**

## ABERDEEN CITY COUNCIL

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COMMITTEE:	<b>Education, Culture and Sport</b>
DATE:	<b>15 September 2011</b>
DIRECTOR:	<b>Annette Bruton</b>
TITLE OF REPORT:	<b>Parent Involvement in Education – Inclusion of a parent representative on the committee responsible for education services.</b>
REPORT NUMBER:	<b>ECS/11/060</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to provide elected members with information to enable them to consider the most appropriate way to include parents in the work of the main council committee with education responsibilities, and the relevant subcommittees and consultation processes.

As requested by the Education, Culture and Sport Committee in June 2011 this report includes the following:

- (i) information about the Local Government (Scotland) Act 1973 Act and the current arrangements to include external representatives on the committee in Aberdeen;
- (ii) a summary of the arrangements to include parents views in other Scottish local authorities;
- (iii) a description of the mechanism that the Aberdeen City Parent Councils Forum (ACPCF) proposes to take to appoint the parent representative;
- (iv) the current committee composition and changes that may be required should committee agree to a parent representative with or without voting rights; and
- (v) Advice on the formal processes required to secure a change in committee representation should the committee agree to include a parent representative on the Committee.

### **2. RECOMMENDATION(S)**

It is recommended that the Committee:

- (i) note the background information and the position in other local authorities in Scotland;
- (ii) note the options for adding a parent representative to the Committee and approve Option 2 (to add a parent representative from the ACPCF to the Committee, with voting rights) using the powers of the Local Government (Scotland) Act 1973 to give this effect and referring the necessary changes to Standing Orders to the Council for approval.

### **3. FINANCIAL IMPLICATIONS**

Any allowances or costs associated with adding a parent representative will be met from within Education Culture and Sport budget. This additional cost will be met from within the Parent Council Budget allocation.

### **4. OTHER IMPLICATIONS**

The Council is currently required to have the three church representatives on the Committee by virtue of the legislation, and the two teacher representatives by virtue of the standing orders (this is at the discretion of each local authority). A decision to appoint a parent representative will require a change to the current Standing Orders.

The process to be followed in the event of a decision to appoint a parent representative is outlined at section 8 below.

Should option three be agreed, the two existing teacher representative places will be reduced to one, and a process will require to be followed to appoint a single representative to that place.

### **5. BACKGROUND**

5.1 The Scottish Schools (Parental Involvement) Act 2006 requires Scottish Ministers and Education Authorities to promote the involvement of parents in children's education at publicly funded schools. The purpose of the Act is to help all parents to:

- be involved with their child's education and learning;
- be welcomed as active participants in the life of the school;
- work in partnership with the school; and
- be encouraged to express their views on school education more generally.

5.2 Committee approved the parent involvement strategy and action plan on the 2nd September 2008 Article 9 and supported the development of parent forum and parent council in all local schools.

5.3 All parents are automatically members of the parent forum at their child's school. As a member of the parent forum they are encouraged to support events and activities at the school and to get involved in their child's learning. Each forum is encouraged to set up a parent council. The parent council is expected to work in partnership with pupils, the head teacher and the local authority in the interests of their school.

The role of a parent council is to:

- support the school in its work with pupils;
- represent the views of all parents;



encourage links between the school, parents, pupils, pre-school groups and the wider community; and  
report back to all the parents in the school (Parent Forum).

5.4 The authority also arranges meetings once a term with the parent council of all mainstream and special schools in the city. These meetings provide an opportunity for the authority to communicate effectively with all parent councils; allow us to identify parent council support and training needs; and enable us to engage in discussions with parents on city wide strategic issues. Parent councils have a small operating budget, have been given city council group wise email access to improve communication systems and are offered regular support and training.

5.5 Councillor Cormack submitted a motion to the Policy and Strategy (Education) Committee (28 April 2009, Article 3) asking the committee to consider the involvement of a parent representative on the committee with education responsibility. The agreed motion was as follows:

‘That this council agrees to promote further and continue to develop parental, guardian and carers involvement in the Council decision making process and that a report is therefore produced with recommendations for including parents in the work of the main council committee with education responsibilities, relevant subcommittees and consultation processes.’

5.6 As parents are customers of the education services in the city the committee were minded to consider Councillor Cormack’s notice of motion.

## **6. The Local Government (Scotland) Act 1973**

6.1 Section 124 of the Local Government (Scotland) Act 1973 (as amended by the Local Government etc (Scotland) Act 1994) requires local authorities to appoint to any committee which it establishes to discharge the functions of the education authority, or advise on those functions, one representative of the Church of Scotland to be appointed by the General Assembly of the Church, one representative of the Roman Catholic Church to be appointed by the Scottish Hierarchy of the Church, and one person appointed by the Council having regard to (a) the comparative strength within the City of all the churches and denominational bodies having duly constituted charges, or regularly appointed places of worship, and (b) the representation already provided for through the other two church representatives.

6.2 The Act also enables local authorities to appoint people who are not elected members of the authority to be members of the committee, and it is in exercising this discretion that the Council has appointed two teacher representatives. This is reflected in the Council's Standing Orders. The two teacher representatives Mr Grant Bruce and Mr Stewart Duncan were nominated by the Teacher’s Consultative Forum (TCF) the representative group of all Aberdeen City Council teachers. The legislation used to appoint teacher representatives would also allow the appointment of a

parent representative to the main council committee with education responsibilities, relevant subcommittees and consultation processes. It is at the local authority's discretion whether it wishes to give voting rights to any of its external members. Aberdeen City Council has always exercised this discretion to give voting rights to its religious and teacher representatives, and could do so for a parent representative also.

## **7. Parent representation in other local authorities in Scotland**

A summary of the arrangements other local authorities make to include parents' views in council committees with education responsibilities is attached at appendix 1. Analysis suggests the following:

Eight local authorities have parent representatives on their committee; five of them appear to have voting rights.

Some local authorities that do not have stand alone education committees have very clear arrangements to encourage parental representation on educational matters. For example, East Ayrshire Council uses its standing orders to move agenda items to allow discussion by parent and teacher representatives before progressing other general council business.

Two local authorities have no external representation; Clackmannanshire, which is a very small authority, runs a 'cabinet' style administration and deals with education within this structure as individual agenda items. Shetland has recently re-structured and in the first cycle of their new Education and Families Committee had no external representatives but in line with the legislative requirement to have religious representatives, they are currently consulting about the appointment of religious representation.

The remaining authorities have religious representation, most have voting rights.

Twenty three local authorities also have teaching representatives on their committees, some have voting rights and some do not as this is at the discretion of local authorities.

Generally if the teaching representatives have voting rights other local representatives on the committee also have voting rights. Moray Council has a parent representative and a pupil representative as ex-officio members.

## **8. Parent representative selection process and role.**

- 8.1 The Aberdeen City Parent Councils Forum (ACPCF) was established with two representatives from each associated schools group (ASG). The forum has been meeting regularly. It has established its terms of reference, office bearers and has been fulfilling its representative and communication role effectively with all parent councils. Its constitution is attached at Appendix 2.

- 8.2 Should the committee agree to appoint a parent representative to the committee with education responsibilities, relevant subcommittees and consultation processes the Aberdeen City Parent Councils Forum (ACPCF) has designed a protocol which describes the role and remit of the nominated representative, including how they will be elected, how they will fulfill their representative function, how long they can remain in office and should the need arise the process of removing them from office. The parent representative proposed protocol is attached at Appendix 3.

In common with other external representatives, a parent member would be asked to sign a statement confirming that they would adhere to the terms of the Councillors' Code of Conduct issued under the Ethical Standards in Public Life Etc (Scotland) Act 2000 in the undertaking of their duties associated with the appointment.

## **9. Education Culture and Sport Committee representation.**

- 9.1 In appointing members to committee, the council shall, so far as is possible, give effect to the principles regarding political balance set out in the Local Government and Housing Act 1989 for its own members.
- 9.2 The membership of the Education Culture and Sport Committee agreed at Full Council on the 17 August 2011 is as follows:
- |      |                            |
|------|----------------------------|
| Six  | Scottish National Party    |
| Six  | Liberal Democrats          |
| Four | Labour                     |
| One  | Independent Alliance       |
| One  | Conservative and Unionists |
| Five | External Members           |
- 9.3 There are three ways that parent representatives could be included on the main council committee with education responsibilities, relevant subcommittees and consultation processes as follows:
- |          |   |
|----------|---|
| Option 1 | To add a parent representative from the Aberdeen City Parent Councils Forum (ACPCF) to the committee without voting rights.                         |
| Option 2 | To add a parent representative from the Aberdeen City Parent Councils Forum (ACPCF) with voting rights.   |
| Option 3 | To replace one of the teacher representatives with a parent representative from the Aberdeen City Parent Councils Forum (ACPCF) with voting rights. |
- 9.4 In order to improve the involvement of parents, guardians and carers in the education decision making process as set out in Councilor Cormack's notice of motion it is recommended that Committee agree to option 2.

## **10. Process to change standing orders and timescales to implement the decision.**

The proposal is to implement the changes to the committee as soon as the standing orders are amended. Standing Order 28 (2) (i) will require to be amended to permit a parent representative to be appointed, which will require a recommendation to be made to Council. The earliest that this could be done would be at the Council meeting on 6<sup>th</sup> October, 2011, and the change would be effective for the following meeting of this Committee.

## **11. IMPACT**

- 11.1 Corporate - Developing and implementing ways of further enhancing parent involvement helps to support community engagement with local communities and to develop a strong partnership with parents. The new forum is a substantial development for enhancing the “voice” of a key stakeholder group within Aberdeen.
- 11.2 Public - This report will be of interest to the general public but particularly parents, guardians and carers who have children and young people of school age.

## **12. BACKGROUND PAPERS**

- (i) Policy & Strategy (Education) Committee Report September 2008 Article 9 (The Parental Involvement Strategy)
- (ii) Education, Culture & Sport Committee Report May, 2009
- (iii) Policy and Strategy (Education) 28<sup>th</sup> April 2009 Notice of Motion Article 3
- (iv) Policy & Strategy (Education) Committee Report June 2009  
(The Background Report)
- (v) Education, Culture & Sport Committee Report November, 2009
- (v) Education Culture and Sport Committee November 2010.
- (vi) The Scottish Schools (Parental Involvement) Act 2006
- (vii) Local Government (Scotland) Act 1973 (as amended by the Local Government etc (Scotland) Act 1994)
- (viii) Standing Orders and Orders of Reference November 2009

## **13. REPORT AUTHOR DETAILS**

Sheila Sansbury  
Service Manager (Families and Vulnerable Learners)  
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**APPENDIX 1**

<b>Local Authority</b>	<b>External Representatives</b>
Aberdeen City Council	3 religious representatives, 2 teacher representatives voting members
Aberdeenshire Council	5 external members - teacher/religious with voting rights
Angus Council	3 religious representatives, 2 teacher representatives voting members
Argyll and Bute Council	3 religious representatives, 2 teacher representatives on Executive Committee (undertakes legal responsibilities for Education) voting
Clackmannanshire Council	Presently no Education Committee; educational matters discussed at Council meetings, no external reps.
Dumfries and Galloway Council	3 religious representatives, 2 teacher representatives voting members
Dundee City Council	3 religious representatives, 2 teacher representatives voting members
East Ayrshire Council	3 religious reps, 1 teacher rep. 1 parent rep Part of Cabinet when it deals with Education functions. voting rights for those agenda items
East Dunbartonshire Council	7 appointed representatives, incl. 3 religious representatives and others from teachers, Head Teachers, parents and local businesses non voting
East Lothian District Council	3 religious representatives, 1 teaching rep voting members
East Renfrewshire Council	3 religious representatives, 1 teacher representative voting members
Edinburgh City Council	3 religious reps, 2 teacher reps all with voting rights
Falkirk Council	3 religious representatives with voting rights: 2 teachers, 2 parents, 2 pupils representatives, none with voting rights.
Fife Council	3 religious representatives appear to have voting rights, appointed by committee.
Glasgow City Council	3 religious representatives on Executive Committee, 1 co-opted member on Children and Families Policy Development Committee
Highland Council	3 religious representatives, 1 youth convener (appointed and paid by Council on annual basis)
Inverclyde Council	3 religious representatives, 1 teacher representative, 1 parent representative
Midlothian Council	3 religious representatives
Moray Council	3 religious representatives, 1 primary rep, 1 secondary rep, 1 ex-officio pupil rep, 1 ex-officio parent rep
North Ayrshire Council	3 religious representatives
North Lanarkshire Council	3 religious representatives, 2 teacher representatives.
Orkney Islands Council	3 religious representatives, 2 teacher representatives
Perth and Kinross Council	3 religious representatives, 2 teacher representatives, 2 parent representatives (one from Primary School Board, one from Secondary)
Renfrewshire Council	3 religious representatives
Scottish Borders Council	3 religious representatives, 2 teacher representatives
Shetland Islands Council	New Education and Families Committee from June'11, at present no co-options but discussion re religious reps.
South Ayrshire Council	Leadership Panel meets twice each council cycle; 2nd on deals with Education functions 3 voting religious reps; 1 non voting teacher rep
South Lanarkshire Council	Education Resources Committee 3 religious reps, 2 teacher reps and 2 Parent Council reps.
Stirling Council	3 religious reps with voting rights, 1/2 teacher reps without voting rights attend Executive meetings for the Education part of agenda.
West Dunbartonshire Council	3 religious reps; 2 teacher reps, 2 parent reps permanently plus 1 Nursery Head, 1 Primary head and 1 Secondary head on ad-hoc basis
West Lothian Council	3 religious representatives, 1 teacher representative
Western Isles Council	3 religious representatives

## Aberdeen City Parent Councils Forum Constitution

1. The group will be known as the Aberdeen City Parent Councils Forum.
2. The Aberdeen City Parent Councils Forum (The Forum) means the nominated representatives of each Associated School Group (ASG) across the Aberdeen City Council area.

### Forum Aims and Objectives

3. The Forum will work in partnership with Aberdeen City Council and other organisations involved in education (e.g. Aberdeen ASN Forum) and child welfare issues to represent parents in the pursuit of our aim to help every child maximise their potential.

Specifically, the Forum will:

Provide a parents perspective at both a local and national level with a view to ensuring that all children receive the best and most appropriate education possible;  
Work in partnership with Aberdeen City Council Education Culture and Sport Directorate;  
Identify common educational issues of concern across Aberdeen City and raise these issues with the appropriate bodies;  
Provide parental representation to the National Parent Forum Scotland;  
Provide parental representation to any appropriate organisation within the educational sector across Aberdeen City where Aberdeen City educational policy is being designed or discussed; and  
Communicate with its members, the educational community and the wider community on educational related issues.

### Forum Membership

4. The members of the Aberdeen City Parent Councils Forum shall consist of parents or carers from the Aberdeen City Education Authority ASG area in which that member has a child at school.
5. Members are encouraged to nominate a deputy who will be the likely successor to the member. Deputies are eligible to attend Forum meetings along with members. Should a vote be required, the ASG will have one vote irrespective of the number of representatives attending.
6. If the deputy is attending in place of the regular member they will have that member's full rights and responsibilities.
7. A member will serve on the Aberdeen City Parent Councils Forum for a maximum of four years, except where no other representative from the

relative ASG is forthcoming. A new member will be appointed by the outgoing member contacting all other chairs of Parents Council in their ASG and asking for a volunteer.

8. If a member leaves the forum, that retiring member will initiate the process of finding a replacement member., in line with any local arrangements.
9. A member may be asked to retire from the forum if they have a vote of no-confidence from 66% of the Forum members attending a meeting. Written notice must be given to all members of any no confidence motion four weeks before the meeting.

#### Forum Meetings

10. The Aberdeen City Parent Councils Forum shall meet on a quarterly basis, subject to arising issues which demand more frequent meetings. The first meeting of the year will be aligned with the first academic session of the year. A quorum shall consist of 3 different ASG areas.
11. The Forum may establish any sub-committee or sub-groups as it sees fit in order to assist in its work. Any such sub committee or sub-group must be chaired by a member of the Forum and will report to the Leadership Team.
12. Where any matter requires a vote from the Forum then each ASG shall have only one vote.

#### Leadership team

13. A leadership team shall be elected from members of the Forum. It will consist of at least four members who may perform functions such as Chairman, Vice Chairman, Secretary and Treasurer.
14. Each post holder will serve for a maximum period of two years before re-election is required. Each nominee must be capable of remaining in post for two years and should therefore have a child whom will remain in education within the nominees ASG for that period.
15. Members of the leadership team are nominated for position by a proposer; they must be seconded by a forum member from a different ASG than the proposer. Should the numbers be over subscribed then a ballot system will apply. Each ASG will be able to cast only one vote for each vacancy.
16. Each post holder will have one vote.
17. The leadership team can co-opt any person or persons to the team. Such co-opted persons will not have a vote at Leadership team meetings.
18. A member may be asked to retire from the forum if they have a vote of no-confidence from 66% of the forum members attending a meeting. Written notice must be given to all members of any no confidence motion four weeks before the meeting.

## Audit

19. Accounts will be published each year, prepared by the leadership team for ratification by the forum at the AGM.

## Forum AGM

20. The leadership team will arrange an Annual General Meeting once a year. It will make its annual report, including account details available at that time. The constitution of the forum can only be changed at the Annual General Meeting (or at a Forum EGM (see below)) . Any proposal for change requires a proposer and seconder from a different ASG than the proposer and must then be put to the vote of all ASGS represented at the Annual General Meeting. A majority vote carries the motion.

## Forum EGM

21. An Extraordinary General Meeting can be called only after the representatives of four different ASG's support a written request to the Leadership team to hold an EGM. The grounds for that request must then be circulated within two weeks and a meeting called within six weeks from receipt of the request. All members of the Forum are entitled to attend an Extraordinary General Meeting.

## Forum Dissolution

22. If the forum, by a two thirds majority of the total voting membership, decides at any time that it is necessary or advisable to dissolve, it shall agree a date for a public meeting to be held to discuss the proposed resolution to dissolve. It is a requirement that not less than ten days prior to the date of such meeting a public notice be given by means of notification in a recognised Aberdeen City Scotland newspaper. If the resolution is supported by a majority of those persons present and qualified to vote, the forum shall be deemed to be dissolved and all assets remaining, after the satisfaction of any proper debts or liabilities shall transfer to a similarly constituted body.
23. If no constituted body is in place at the time of dissolution, all assets remaining, subject to approval of Aberdeen City Council, after the satisfaction of any proper debts or liabilities shall transfer to the Aberdeen City Council who shall hold same in trust for any future Aberdeen City Parent Councils Forum.



**PARENT REPRESENTATIVE ON THE ABERDEEN CITY COUNCIL  
EDUCATION, CULTURE & SPORT COMMITTEE**

**Role**

The Parent Representative must be able to commit to attending all meetings (during the working day and any emergency meetings out with normal working hours) of the Aberdeen City Council Education, Culture & Sport (EC&S) Committee and to represent the views of parents with school children within Aberdeen City Council's jurisdiction.

The Parent Representative will receive directions from and feed back to the Aberdeen City Parent Councils Forum (ACPCF).

The parent representative will be required to adhere to the terms of the Councillors' Code of Conduct issued under the Ethical Standards in Public Life Etc (Scotland) Act 2000 in the undertaking of their duties associated with the appointment.

The Parent Representative must be capable of remaining in post for two years and should therefore have a child whom will remain in education within Aberdeen City Council's jurisdiction for that period.

The Parent Representative will be required to receive EC&S Committee papers, read them and make the Chair of ACPCF aware of any agenda items which he / she considers require to be discussed by ACPCF prior to the EC&S Committee meeting.

The Parent Representative will be required to attend any meetings called by the Chair of ACPCF to discuss items prior to the ECS Committee meeting and will require to carefully note the views which ACPCF decides it wishes to put forward at the EC&S Committee.

The Parent Representative will e-mail all members of ACPCF informing them of their understanding of the major decisions taken at the meeting at an early course. Each ACPCF member will then be responsible for cascading the information to the parent council chairs within their ASG group. The Parent Representative will attend the next ACPCF meeting to provide members with a full report on the decisions taken at the EC&S Committee meeting. Approved minutes will be circulated to members when these become available.

## **Election**

The Parent Representative must have parental responsibility, be a guardian, and or be liable to maintain or have parental responsibilities (within the meaning of section 1 (3) of the Children (Scotland) Act 1995) in relation to a child or has care of a child or young person and who is currently receiving education and expected to do so for at least two years, within Aberdeen City Council schools.

The Parent Representative will be a member of the ACPCF.

The Chair of ACPCF will give members of ACPCF two weeks' notice of his intention to invite nominations for the position of Parent Representative. Nominations must be proposed and seconded.

Once all nominations have been received, the Chair will make members of ACPCF aware of the nominees. The members of ACPCF will then have a further two weeks to consult with the Chairs of all of the Parent Councils in their respective ASGs regarding the nominees and the use of the ASG's vote.

The Parent Representative will be elected by the ASG representative on the ACPCF casting a vote on behalf of his/her ASG. The ASG representative is expected to take into account the views of the Chairs of Parent Councils in his/her ASG when using his/her vote. There will be two votes per ASG.

The successful nominee will be required to obtain over 50% of the vote.

In the event that there is a tied vote or no clear winner, the following procedure will follow: -

Nominee with the least votes will be withdrawn from the contest and votes recast for the remaining nominees.

This procedure may be repeated as required.

In the event of only two nominees remaining and the vote still being tied, the ACPCF chair will have the casting vote.

### **Time in Office**

The Parent Representative will be eligible to hold office for two years.

Each Parent Representative nominee must be capable of remaining in post for two years and should therefore have a child who will remain in education within Aberdeen City Council jurisdiction for that period.

### **Removal from Office**

The Parent Representative may be asked to retire from the Committee if they have a vote of no confidence from 66% of the Aberdeen City Parent Council (ACPCF). Such a vote of confidence can only take place at a constituted ACPCF meeting. Written notice must be given to all ACPCF members of any no confidence motion four weeks before the date of the proposed meeting.

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## ABERDEEN CITY COUNCIL

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<b>COMMITTEE:</b>	Education, Culture and Sport
<b>DATE:</b>	15 September 2011
<b>REPORT BY:</b>	Director and Head Of Finance
<b>TITLE OF REPORT:</b>	2011/12 BUDGET MONITORING
<b>REPORT NUMBER:</b>	ECS/11/063

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to
- i) bring to Committee members notice the current year revenue budget performance to date for the services which relate to this Committee; and
  - ii) advise on any areas of risk and management action.

### 2. RECOMMENDATION(S)

- 2.1 It is recommended that the Committee:
- i) Note this report on the forecast out-turn on the revenue budget and the information on areas of risk and management action that is contained herein;
  - ii) Instruct that officers continue to review budget performance and report on service strategies

### 3. FINANCIAL IMPLICATIONS

- 3.1. The total Education, Culture & Sport revenue budget, amounts to £181m net expenditure. This is made up of £193m of gross expenditure, offset by £12m of Income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service will result in an unfavourable movement on the Council finances overall of £700K. This position will be reflected in the overall financial monitoring for the Council when it is reported to Finance and Resources Committee at the end of this Committee cycle.
- 3.3. Further details of the financial implications are set out in section 6 and the appendices attached to this report.

#### **4. SERVICE & COMMUNITY IMPACT**

- 4.1 As a recognised top priority the Council must take the necessary measures to balance its budget. Therefore Committees and services are required to work within a financial constraint. Every effort is being focused on delivering services more efficiently and effectively.

#### **5. OTHER IMPLICATIONS**

- 5.1 Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimised by the regular review of financial information by services and corporately by Members. This report is part of that framework and has been produced to provide an overview of the current operating position.

#### **6 REPORT**

- 6.1 This report informs members of the current year revenue budget performance to date, for the service budget and provides high level summary for the consideration of Members, to period 4 (end to July 2011).
- 6.2 The service report and associated notes on progress towards achievement of the 2011-12 savings targets are attached at Appendices A and B.

##### **2011-12 Approved Savings**

There are 20 approved savings, for 2011-2012 totalling £3.0M. These are listed at Appendix A. Against each of the savings is a narrative detailing the progress to date on each of these.

The monitoring of the Budgeted Savings is being carried out by the Programme Management Office. At this stage, the majority of the savings are forecast to be delivered, with the exception of savings on Out Of Authority Placements as outlined below.

Of the projected savings from Education, Culture and Sport, there are a 2 service options included which were contingent on national negotiations. The national negotiations have now taken place and these service options are not part of the agreement reached between CoSLA and teacher unions. The shortfall of £130K will be met from the Teachers Protection Grant.

#### **7 Financial Position and Risks Assessment**

The current forecast revenue out-turn is for an overspend of £700K.

- 7.1 The following areas of risk are highlighted together with management action being taken.

#### a) Out of Authority Placements

This is an aligned budget with Social Care and Wellbeing which funds those costs associated with educating and accommodating children in specialist schools not run by Aberdeen City Council. The total aligned budget is £5.2M, of which the Education Culture and Sport part of this budget totals £2.2M.

The latest estimate as at 31 July 2011 is that the total aligned budget has commitments totalling £5.8M with a total over-commitment of £0.6M. The Education, Culture and Sport element of the over-commitment is £165K.

This is a marked improvement on the budget position at this time last year which was showing total commitments of £7.5M

Officers from Education, Culture and Sport and Social Care and Wellbeing are continuing to work on short and long term strategies to reduce the number and duration of out of authority placements. This includes a series of rigorous case reviews and a review of current processes and alternative provision.

It should be noted that this budget is subject to external factors out of our direct control: the council is required to fund placements instructed by the Children's Panel and needs to respond to the needs of children and young people in crisis, which will on occasion require services outwith the authority.

Currently there are 22 young people in residential placements out of the authority; recent work has resulted in five young people returning to the city.

It should be noted that if commitments continue at current levels until the end of the financial year, this saving will not be achieved.

#### b) Determined to Succeed

This has been budgeted as a grant but it was found, after budgets had been finalised, that this funding was now included within the annual settlement. Discussions have been taking place between Corporate Finance and EC&S to identify funding to mitigate this shortfall. To date, £300K of the £600K shortfall has been identified. The service is currently reviewing its planned expenditure in order to operate within this level of funding, including making use of unspent monies from last financial year.

#### c) Transport Costs

At this time, expenditure is forecast to be £100K greater than budget. This assumes that retendering savings of £250K will be applied to these budgets. This budget is to be transferred to EP&I with the approval of Finance and Resources Committee.

#### d) Catering Operations

The Year to date position on catering operations at Provost Skene House, the Maritime Museum and the Art Gallery is a deficit of £70K.

Whilst it is believed that the year to date deficit can be met from staffing savings elsewhere within the budget, this deficit cannot be sustained at this level for the remainder of the year. The operation of the catering function at each of these sites is currently being examined by EC&S officers to bring this function back into line with budget.

e) Property Costs

It is estimated that there is a budget shortfall of £480K in cleaning costs by reference to previous year's expenditure. It should be noted that these budgets and associated costs are expected to be transferred to EP&I during October at the conclusion of a review by Corporate Finance into internal recharging and permission from Finance and Resources Committee to transfer budgets between services.

**8. REPORT AUTHOR DETAILS**

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Additional contributions to analysis of risks and management action by  
Director & Heads of Service – Education, Culture & Sport



Five Year Business Plan Implementation  
Education, Culture & Sport

Status Grid uses traffic light system  
Green indicates on target  
Yellow indicates some progress made, further work required  
Red indicates significant work required

	Responsible Officer	Position Statement as at 9.8.11	Year 1 (2011/12)	Year 2 (2012/13)	Year 3 (2013/14)	Year 4 (2014/15)	Year 5 (2015/16)
<b>Green Accented TRANSFORMATION OPTIONS</b>							
ECS1_C1	Patricia Cassidy/Gail Woodcock	New structure in place. Managed YSER process well advanced. £1.6M saving on target. <b>GREEN</b>	-1,600	-2,400	-2,400	-2,400	-2,400
ECS1_C26	Susan Devlin/Patricia Cassidy	Reduction in number of out of authority placements by redesign and small addition to existing local services	-1,600	-2,400	-2,400	-2,400	-2,400
ECS1_C3	Susan Devlin/Patricia Cassidy	Costs reduction from 26 OOP total. Responsible for S is recording saving on target from August. (Budget is currently over committed, due to this school year being out of alignment with the FY.) <b>YELLOW</b>	-470	-710	-950	-1,130	-1,310
ECS1_C3	Patricia Cassidy/Neil Bruce	Awaiting instruction as to how to engage with the Council's recently appointed external consultant who is assessing with alternative service delivery options. <b>GREEN</b>	0	0	-144	-144	-144
ECS1_C32	Patricia Cassidy/Neil Bruce	The options appraisal process for the Cultural Trust will address the possible inclusion of the non-staff and non-school catering service. Year 2 delivery. <b>GREEN</b>	0	-85	-85	-85	-85
ECS1_E11	David Leng/Derek Samson	On target. Citywide access to 15 additional Advanced Higher and course-development work ongoing with Shetland Council with potential for reduced staffing. Further curricular development and use of ICT also being explored. <b>GREEN</b>	0	550	-94	-94	1,316
ECS1_C17	Patricia Cassidy/Sheila Sansbury	Business Plan in place with link to ECS, E25, Shared Services. Delivery Year 3. <b>GREEN</b>	0	0	-35	-35	-35
ECS1_C26	Charlie Penman/Jane Nicklen	Thinkpiece coming to September SMT and shared services on agenda for Joint Director's meeting, 9 Sept. Year 2 delivery. <b>GREEN</b>	0	450	-450	-450	-450
ECS1_C10	Patricia Cassidy/Neil Bruce	Year 1 saving met. Commissioning Officer appointed. Next steps are scoping review of funding organisations and first organisations and establishing key officers working group. <b>GREEN</b>	-104	-343	-726	-1,251	-1,890
<b>EFFICIENCIES</b>							
ECS1_E19	David Leng/Lealey Kirk	£111k saving achieved. Implementation complete bar 2 people through mix of reduced hours and VS. <b>GREEN</b>	-395	-578	-578	-578	-578
ECS1_E30	David Leng/Kirsten Foley	80% savings could be achieved through savings on 16.5 days casual cover at SC 1. Preceding £1.5m shortfall in Y1 to be met from Teachers' Protection Order. Change contract arrangements. <b>RED</b>	-166	-250	-250	-250	-250
ECS1_C20	Patricia Cassidy/Bill O'Hara	Savings already achieved. <b>GREEN</b>	-168	-168	-168	-168	-168
ECS1_E5	David Leng/Liz Gilles	Hours asked up by existing Nursery Nurses in schools required. Number of hours still required in 4 ASCs and HR business case prepared for 2 parallel posts to cover for PBB Business Case. <b>GREEN</b>	-53	-80	-80	-80	-80
ECS1_E24	David Leng	Use of Teachers' Protection Grant to offset E5 budget option on reduction of nursery teachers. <b>GREEN</b>	-171	-265	-265	-265	-265
ECS1_E32	David Leng/	E26k saving delivered. Helen Valentine checking with SSPA as to whether position can be sustained. <b>GREEN</b>	-26	-26	-26	-26	-26
ECS1_E40	David Leng/Derek Samson	No Business Case. Derek to update on progress. <b>GREEN</b>	0	0	-1,848	-2,773	-1,457
ECS1_E37	David Leng/Derek Samson	Staff savings achieved through 4.39 FTE staff reduction and supply and overtime budget alterations to level of April 2012 and estimated by increase in fee income and more efficient fee monitoring. <b>GREEN</b>	-321	-521	-521	-521	-521
<b>STOP/REDUCE</b>							
ECS1_E22	David Leng/Sonia Faruqi	Combine E22 and E24 into one budget line. HR confident of delivery. Exact savings being calculated in monetary and FTE terms. <b>GREEN</b>	-1,245	-1,867	-1,867	-1,867	-1,867
ECS1_E24		Reduce Pupil Support Assistants Provision by 33% in Primary Schools <b>GREEN</b>	273	-1,867	-1,867	-1,867	-1,867
ECS1_E17a	David Leng/Sonia Faruqi	Additional Support Needs: Increase Teacher/Pupil Ratios to 1:10 - Secondary identified for each school for introduction in August 2011 <b>GREEN</b>	446	-655	-655	-655	-655
ECS1_E18a	David Leng/Sonia Faruqi	Implementation Plan prepared, schools advised and staffing implications identified for each school for introduction in August 2011 <b>GREEN</b>	233	-600	-600	-600	-600
<b>TOTAL</b>							
			-209	-3,622	-3,622	-3,622	-3,622
			-2,967	-8,606	-11,330	-13,960	-13,453

DIRECTORATE : Education, Culture & Sport

As at end of July 2011		Year to Date			Forecast to Year End		
Accounting Period 4	Full Year Revised Budget £'000	Revised Budget £'000	Actual Expenditure £'000	Variance Amount £'000	Outturn £'000	Variance Amount £'000	Variance Percent %
Head of Service - Communities, Culture & Sport	34,204	10,183	8,143	(2,040)	34,444	240	0.7%
Head of Service - Schools and Educational Services	142,002	48,266	47,837	(429)	142,451	449	0.3%
Head of Service - Policy & Performance	4,345	1,251	1,103	(148)	4,345	0	0.0%
<b>TOTAL BUDGET</b>	<b>180,551</b>	<b>59,700</b>	<b>57,082</b>	<b>(2,618)</b>	<b>181,240</b>	<b>689</b>	<b>0.4%</b>

ABERDEEN CITY COUNCIL  
REVENUE MONITORING 2011/2012

DIRECTORATE : Education Culture & Sport  
HEAD OF SERVICE : P Cassidy

AS AT	31 July 2011	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	TOTALS	VARIANCE		
ACCOUNTING PERIOD 4		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		12,215	4,605	4,243	(362)	12,215	0	0.0%	0
PROPERTY COSTS		3,059	1,166	1,193	27	3,059	0	0.0%	0
ADMINISTRATION COSTS		642	172	88	(84)	642	0	0.0%	0
TRANSPORT COSTS		354	118	84	(34)	354	0	0.0%	0
SUPPLIES & SERVICES		5,106	1,702	710	(992)	5,106	0	0.0%	0
COMMISSIONING SERVICES		3,359	1,120	934	(186)	3,524	165	4.9%	0
TRANSFER PAYMENTS TOTAL		9,318	3,105	3,078	(27)	9,318	0	0.0%	0
CAPITAL FINANCING COSTS		5,579	0	0	0	5,579	0	0.0%	0
<b>GROSS EXPENDITURE</b>		<b>39,632</b>	<b>11,988</b>	<b>10,330</b>	<b>(1,658)</b>	<b>39,797</b>	<b>165</b>	<b>0.4%</b>	<b>0</b>
LESS: INCOME									
GOVERNMENT GRANTS		(192)	(64)	(683)	(619)	(192)	0	0.0%	0
OTHER GRANTS		(82)	(24)	(455)	(431)	(82)	0	0.0%	0
FEES & CHARGES		(2,374)	(791)	(703)	88	(2,374)	0	0.0%	0
RECHARGES		(363)	(120)	(120)	0	(328)	35	-9.6%	0
OTHER INCOME		(2,417)	(806)	(226)	580	(2,377)	40	-1.7%	0
<b>TOTAL INCOME</b>		<b>(5,428)</b>	<b>(1,805)</b>	<b>(2,187)</b>	<b>(382)</b>	<b>(5,353)</b>	<b>75</b>	<b>-1.4%</b>	<b>0</b>
<b>NET EXPENDITURE</b>		<b>34,204</b>	<b>10,183</b>	<b>8,143</b>	<b>(2,040)</b>	<b>34,444</b>	<b>240</b>	<b>0.7%</b>	<b>0</b>

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

**Staff Costs**

Whilst the year to date expenditure is £362K less than budgeted, it should be noted that annual Staff Turnover Savings of £330K relating to this element of the service is currently held within another Head Of Service portfolio. On a pro rata basis, this would reduce this underspend by £110K

It should be noted that £60K of this underspend relates to catering operations at the Art Gallery, Provost Skene House and the Maritime Museum, where year to date deficits have arisen.

**Supplies & Service**

Whilst year to date expenditure is £710K greater than budgeted, this is matched with greater than budgeted income of the same value. Included within this heading is unbudgeted income in respect of Maritime Phase 3 Oil & Gas (£285K), Maritime Education Room (£90K) and Strategic Music Partnership (£110K)

Within this heading is an underspend of £65K in relation to Catering provisions at The Art Gallery, Provost Skene House and the Maritime Museum, where income levels are less than budgeted.

**Commissioning Services**

Out Of Authority Placements - The present position on the aligned budget shows an overspend of £565K, of which £165K is attributable to Education, Culture & Sport. The service have identified that a shortage of SEN places is a potential barrier to retaining children within the city and bringing others back from Out Of Authority provision.

**Government Grants**

The bulk of the additional Income of £683K reflects the expected additional expenditure within Supplies & Services.

**Other Grants**

The bulk of the additional Income of £455K reflects the expected additional expenditure within Supplies & Services.

**Fees & Recharges**

Recoveries from Common Good. In line with 2010-11 levels this is likely to be £35K less than budgeted.

Year to date Income in respect of catering at the Art Gallery, Provost Skene House and the Maritime Museum is £200K under budget. Although there are offsetting savings in Staffing and Supplies and Services of £40K and £65K respectively, there is a year to date deficit of £65K in the net position of these 3 establishments.

**Other Income**

The additional income reflects recharges to Sport Aberdeen for Creche Services which were not budgeted. This will be used to

PROJECTED VARIANCE	CHANGE
£'000	£'000

0	0
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0	0
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165	0
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35	0
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ABERDEEN CITY COUNCIL  
REVENUE MONITORING 2011/2012

DIRECTORATE :Education Culture & Sport  
HEAD OF SERVICE : D Leng

AS AT	31 July 2011	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	TOTALS	VARIANCE		
ACCOUNTING PERIOD 4	£'000	£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS	101,794	34,501	33,275	(1,226)	101,414	(380)	-0.4%	0	
PROPERTY COSTS	26,836	11,306	11,329	23	27,316	480	1.8%	0	
ADMINISTRATION COSTS	429	143	51	(92)	429	0	0.0%	0	
TRANSPORT COSTS	2,864	955	896	(59)	2,964	100	3.5%	0	
SUPPLIES & SERVICES	5,240	1,747	1,096	(651)	5,140	(100)	-1.9%	0	
COMMISSIONING SERVICES	2,485	828	955	127	2,585	100	4.0%	0	
TRANSFER PAYMENTS	2,281	760	872	112	2,231	(50)	-2.2%	0	
CAPITAL FINANCING COSTS	6,097	0	0	0	6,097	0	0.0%	0	
<b>GROSS EXPENDITURE</b>	<b>148,026</b>	<b>50,240</b>	<b>48,474</b>	<b>(1,766)</b>	<b>148,176</b>	<b>150</b>	<b>0.1%</b>	<b>0</b>	
LESS: INCOME									
GOVERNMENT GRANTS	(1,573)	(511)	(32)	479	(1,273)	300	-19.1%	0	
OTHER GRANTS	(130)	(43)	(43)	0	(130)	0	0.0%	0	
FEES & CHARGES	(903)	(281)	(361)	(80)	(903)	0	0.0%	0	
RECHARGES	(94)	(31)	(31)	0	(94)	0	0.0%	0	
OTHER INCOME	(3,325)	(1,108)	(170)	938	(3,325)	0	0.0%	0	
<b>TOTAL INCOME</b>	<b>(6,025)</b>	<b>(1,974)</b>	<b>(637)</b>	<b>1,337</b>	<b>(5,725)</b>	<b>300</b>	<b>-5.0%</b>	<b>0</b>	
<b>NET EXPENDITURE</b>	<b>142,002</b>	<b>48,266</b>	<b>47,837</b>	<b>(429)</b>	<b>142,451</b>	<b>450</b>	<b>0.3%</b>	<b>0</b>	

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

**Staff Costs**

It should be noted that £30k of Staff Turnover costs relating to this Head Of Service lay within budgets held by another Head Of Service. It should also be noted that the Managers Team staffing budget is currently underspent on a year to date basis by £70K.

PROJECTED VARIANCE £'000	CHANGE £'000
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0	0
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There are forecast to be annual staffing savings of £350K in respect of Probationer Teachers budget, on the assumption the new intake of Probationers in August 2011 is largely cost neutral.

(380)	0
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Whilst year to date expenditure is less than budgeted, it should be noted that the annual roll related staff adjustment exercise is in process. Whilst initial reports from EC&S are favourable in respect of School Teaching Staff numbers, additional costs are arising as a result of the ASN Admissions policy. As yet the extent of these costs is not known as no data has been passed to Services Accounting to review. It should be noted that as schools now use cash based monitoring for their staffing budgets that if the individual school budget is not adjusted both the current and next years staffing budgets are likely to be understated.

**Property Costs**

The main reason for the year to date and forecast variance relates to Cleaning Costs. It should be noted that these budgets and associated costs are expected to be transferred to EP&I during August at the conclusion of a review by Corporate Finance and permission from Finance and Resources Committee to transfer budgets between services.

480	0
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**Transport Costs**

The main reason for the year to date and forecast variance relates to School Transport contracts. It should be noted that these budgets and associated costs are expected to be transferred to the Public Transport Unit during October at the conclusion of a review by Corporate Finance and permission from Finance and Resources Committee to transfer budgets between services. It has also been assumed that re-tendering savings of £250K will be attributed to this budget.

100	0
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**Supplies & Services**

The main reasons for the variance relate to a previous years underspend on Determined to Succeed (£200k) plus schools not utilising their Per Capita budgets until later during the year. An examination of catering related costs for 2010/11 against the current year budget has indicated an underspend of £100k.

(100)	0
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**Commissioning Services**

Year to date expenditure reflects payments made for pre school providers. It should also be noted that based upon previous years charges, Swimming Pool Hire expenditure is forecast to be £100k greater than budget.

100	0
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**Transfer Payments**

Year to date expenditure reflects the costs of Free School meals, here expenditure is not always on a straight line basis. Using 2010/11 expenditure levels as an indicator, it is expected that final expenditure will be slightly below budget.

(50)	0
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**Government Grants**

The main reason for the under recovery of grant relates to the change in status of the Determined To Succeed monies which are budgeted as a grant, but which are now included within the annual settlement figure. This accounts for £150k of the year to date variance. Discussions are taking place with Corporate Finance to identify funding to offset this budget disparity

300	0
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**Other Income**

The main reason for the year to date variance relates to DEM Target Savings which are not normally achieved until later in the financial year.

0	0
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450	0
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ABERDEEN CITY COUNCIL  
REVENUE MONITORING 2011/ 2012

DIRECTORATE :Education Culture & Sport  
HEAD OF SERVICE : C Penman

AS AT	31 July 2011	ANNUAL BUDGET	BUDGET TO DATE			PROJECTION TO YEAR END			CHANGE FROM LAST REPORT
			PLANNED	ACTUAL	VARIANCE	TOTALS	VARIANCE		
		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
ACCOUNTING PERIOD 4		£'000	£'000	£'000	£'000	£'000	£'000	%	£'000
STAFF COSTS		2,070	690	747	57	2,070	0	0.0%	0
PROPERTY COSTS		454	330	285	(45)	454	0	0.0%	0
ADMINISTRATION COSTS		405	135	56	(79)	405	0	0.0%	0
TRANSPORT COSTS		41	14	15	1	41	0	0.0%	0
SUPPLIES & SERVICES		681	227	143	(84)	681	0	0.0%	0
COMMISSIONING SERVICES		0	0	0	0	0	0	0.0%	0
TRANSFER PAYMENTS		2	0	0	0	2	0	0.0%	0
CAPITAL FINANCING COSTS		1,140	0	0	0	1,140	0	0.0%	0
<b>GROSS EXPENDITURE</b>		<b>4,793</b>	<b>1,396</b>	<b>1,246</b>	<b>(150)</b>	<b>4,793</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>
LESS: INCOME									
GOVERNMENT GRANTS		(10)	0	0	0	(10)	0	0.0%	0
OTHER GRANTS		0			0	0	0	0.0%	0
FEES & CHARGES		(10)	(4)	(2)	2	(10)	0	0.0%	0
RECHARGES		(394)	(131)	(131)	0	(394)	0	0.0%	0
OTHER INCOME		(34)	(10)	(10)	0	(34)	0	0.0%	0
<b>TOTAL INCOME</b>		<b>(448)</b>	<b>(145)</b>	<b>(143)</b>	<b>2</b>	<b>(448)</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>
<b>NET EXPENDITURE</b>		<b>4,345</b>	<b>1,251</b>	<b>1,103</b>	<b>(148)</b>	<b>4,345</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>

VIREMENT PROPOSALS

None this cycle

BUDGET TO DATE MONITORING VARIANCE NOTES

PROJECTED VARIANCE	CHANGE
£'000	£'000

**Staff Costs**

At present, held within a cost centre linked to this Head Of Service is Staff Turnover Vacancy targets of £360K. This Staff Turnover saving, if attributed to the other Heads Of Service, would increase the budget available by £120K. Included within these staffing costs is year to date expenditure of £24K in respect of a member of staff who is currently in dispute with the council. For forecasting purposes, it has been assumed that Staff Turnover Savings will be apportioned out to the respective Heads Of Service.

0	0
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**Administration costs**

The main areas of underspend within this heading relates to Curricular Staff Development (£25K), Childrens Service Development Budget (£20K) and Disclosure Scotland Checks (£10K)

0	0
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**Supplies & Services**

The main areas of underspend are the 3Rs Development fund (£50K), Disability Adjustment works (£40K) and ICT Masterclasses (£30K). It is understood that work in respect of modifying rooms in 5 schools for the August roll intake are in the process of being considered. These costs will be set against the 3R's Development Programme monies.

0	0
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## **Glossary**

The following glossary refers to terms used within the body of the report and its appendices

### **Staff Costs**

This cost category includes all direct staff costs such as salaries and wages as well as indirect staff costs such as pension and lump sum payments.

### **Property Costs**

This heading includes all costs associated with the upkeep of buildings and grounds. This includes such expenditure as rates, energy, property repairs, cleaning, grounds maintenance and the 3 R's unitary charge.

### **Administration Costs**

This heading relates to the administrative functions associated with the service. This includes such expenditure as courses, printing & stationery, telephones, disclosure checks and advertising.

### **Transport Costs**

This heading includes the costs of day to day travel for all staff, car parking passes, Home to School Transport and any relocation travel expenses.

### **Supplies & Services Costs**

This heading relates to a number of types of expenditure, and includes purchase, hire, repair and maintenance of equipment, catering costs, exam fees, Community Centre management funds purchases, schools per capita budgets.

### **Commissioning Services**

This heading includes payment for services carried out by external agencies. This includes payments in respect of External Placements, swimming pools, Grampian Health Board.

### **Transfer Payments**

This mainly reflects payments to third parties such as clothing grants, free school meal costs and education maintenance allowance payments, grants and contributions to external bodies.

### **Capital Financing Costs**

This is the repayment costs associated with projects previously approved within the Non Housing Capital Programme. The budget reflects the planned repayment of both capital and interest elements.

### **Income - Fees & Charges**

This is income generated from the sale of services. This includes admission charges, premises hire, music and coaching fees catering sales and the sale of season tickets.

### **Income - Other Income**

This tends to encompass expenditure recoveries and includes education maintenance allowance reclaims from the Scottish Government, DEM Target Savings, funding carried forward from previous years and miscellaneous income categories.



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## ABERDEEN CITY COUNCIL

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COMMITTEE	Education Culture & Sport
DATE	15 September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Capital Monitoring – EC&S Projects
REPORT NUMBER:	EPI/11/229

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### 1. PURPOSE OF REPORT

To advise the Committee of the capital spend to date for the Education Culture & Sport projects included within the Non-Housing Capital Programme.

### 2. RECOMMENDATION

The Committee note the current position.

### 3. FINANCIAL IMPLICATIONS

The monies required to fund these projects are achieved through external borrowing, capital receipts and grant income. These projects are all accommodated within the Non-Housing Capital Programme. Any underspend, carry forward or overspend will have implications for the programme. There are no issues at present that would result in such implications.

### 4. OTHER IMPLICATIONS

There are no other implications at this time but as projects progress or indeed fail to progress then other implications may arise and will be reported at an appropriate Committee.

### 5. BACKGROUND/MAIN ISSUES

As reported at the Finance & Resources Committee in June 2011 the overall responsibility for the monitoring/management of the Capital Programme lies with the Head of Asset Management & Operations. The Planning & Monitoring Officer within Asset Management & Operations is in regular contact with the Service Representative and the Capital Accountant, reporting in the first instance to the Corporate Asset Group. This ensures that the spend figures are always up to date and accurate.

Education Culture & Sport has a total of £0.958 million allocated to it from the Non-Housing Capital Programme. The projects included in the programme are:-

- 1) Music School Accommodation
- 2) Outdoor Education Move to Kingswells
- 3) Information Communication Technology Connectivity
- 4) Replacement of Education Management Information System
- 5) Bucksburn / Newhills Proposed Amalgamation
- 6) Provision for Children with Complex Needs
- 7) Oldmachar Academy Heating/Ventilation

The total expenditure at the end of period 4 is £6,000 which is a spend so far of 0.62%. Appendix A provides a detailed breakdown of this spend.

Discussions so far have not identified any under or over spend predictions. Variances in monthly spend compared to predicted spend have been identified in some cases, which has resulted in spend profiles being amended.

An update on the Capital position will be reported to this Committee in November.

## 6. IMPACT

Corporate - The capital programme encompasses projects which link to the Community Plan, Single Outcome Agreement, Corporate and Individual Service Plans and Vibrant, Dynamic & Forward Looking.

Public - This report will be of interest to the public as it outlines the Council's capital spending to date on Education Culture & Sport Projects.


## 7. BACKGROUND PAPERS

Non-Housing Capital Programme 2011/12 – Monitoring Report approved at Finance & Resources Committee on 17 June 2011.

## 8. REPORT AUTHOR DETAILS

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Planning & Monitoring Officer

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 01224 52319

## Appendix A - Non Housing Capital: Education, Culture & Sport spend to Period 4 (July)

Project I.D.	Project Description	Total Budget 11/12 £'000	Projected Spend Full Year £'000	Actual Spend to July 31 £'000	Legal Commitments to July 31 £'000	Percent of Budget Spend to July 31
682	Music School Accommodation	5	6	6	0	120
<p><b>Notes</b> Project completed and Making Good Defects Certificate issued.</p>						
742	Outdoor Education Move to Kingswells	6	6	0	6	100
<p><b>Notes</b> Payment of £6,000 to contractor to settle final account due in September.</p>						
750	Information Communication Technology Connectivity	105	105	0	49	0
<p><b>Notes</b> Project carried forward from last year. Milestone payments due in August and October.</p>						
751	Replacement of Education Management Information System	474	474	0	107	0
<p><b>Notes</b> Budget required for seconding staff. As of July, staff are still not in place. Discussions are ongoing regarding potential savings on this project.</p>						

**Appendix A Continued - Non Housing Capital: Education, Culture & Sport spend to Period 4 (July)**

<b>Project I.D.</b>	<b>Project Description</b>	<b>Total Budget 11/12 £'000</b>	<b>Projected Spend Full Year £'000</b>	<b>Actual Spend to July 31 £'000</b>	<b>Legal Commitments to July 31 £'000</b>	<b>Percent of Budget Spend to July 31</b>
773	Bucksburn / Newhills Proposed Amalgamation	50	50	0	4	0
<b>Notes</b> Budget exclusively for Design Team professional fees.						
776	Provision for Children with Complex Needs	316	316	0	220	0
<b>Notes</b> Budget to pay decant works and further investigative works.						
780	Oldmachar Academy Heating/Ventilation	2	2	0	2	0
<b>Notes</b> Project completed on budget– Certificate of Making Good Defects has been issued.						

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15 September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT:	<b>Disposal of operational properties</b>
REPORT NUMBER:	<b>ECS/11/ 057</b>

---

### 1. PURPOSE OF REPORT

The purpose of this report is to seek approval from the Committee to declare various operational properties surplus to the requirements of the service.

### 2. RECOMMENDATIONS

That the committee:

a) Declare the following properties surplus to the requirements of the Education, Culture & Sport service:

Former Bankhead Academy (school site only)  
Torry Community Learning Centre (formerly Torry Nursery)

b) Remit the properties to the Finance & Resources Committee on 29 September 2011 for a decision on whether they should be declared surplus to Aberdeen City Council, and if so, to authorise the Head of Asset Management & Operations to commence the disposal process of these properties on the open market.

### 3. FINANCIAL IMPLICATIONS

The disposal of these properties will generate future capital receipts for the Council. As the proposed sales will be at Market Value, there are no state aid implications.

The Finance and Resources Committee on 2 December 2010 agreed to the principle of ring-fencing any capital receipts resulting from the disposal of educational establishments in order to contribute to the implementation of the Learning Estates Strategy.

**The Bucksburn Academy site formed part of the 3Rs Affordability Case and this will release capital receipts in support of the significant investment already made in Education, Culture and Sport properties through the 3Rs project. (comment from Brian Dow)**

No detailed valuation work has been undertaken on these properties as yet.

There will be future costs associated with marketing and maintaining these properties until disposal process is complete.

#### **4. OTHER IMPLICATIONS**

There are no significant other implications in relation to the proposals, although ongoing property maintenance and legal resources will be required in the future to conclude the proposed sales.

#### **5. BACKGROUND/ MAIN ISSUES**

Education, Culture & Sport have identified that the following two properties are now surplus to the service's requirements and that their availability be referred to the Finance & Resources Committee to consider their future: (see Appendix 1 for plans of each property).

##### **Former Bankhead Academy**

Bankhead Avenue  
Bucksburn  
Aberdeen  
AB21 9ES

Site - 2.7 Hectares / 6.7 Acres

Buildings - 10,600 sq m/ 115,000 sq ft

This school was vacated for new 3R's Bucksburn Academy. The site comprises of a mixture of different building styles, including the original granite building, and a 1970s hexagonal extension. There are playing fields located separately from the site, which are not considered to be surplus to requirements, due to the need for public sports facilities within this expanding community. Within the proposed Aberdeen Local Development Plan the school is shown within OP15/ Residential Policy, with the site being suitable for residential development. However part of site is beneath Airport Public Safety Zone.

##### **Torry Community Learning Centre**

Oscar Road  
Torry  
Aberdeen  
AB11 8ER

Site - 0.43 Hectares / 1.06 Acres

Buildings - 1016 sq m / 10,944 sq ft

This building was the former Torry Nursery, into which Community Learning and Development have expanded over recent years. It is a single-storey, flat roofed 1950's style building, with metal windows and doors, which is no longer particularly 'fit for purpose'. Within the proposed Aberdeen Local Development Plan the site is located within Residential Area (H1) and therefore would be suitable for residential development.

The Education, Culture & Sport Committee on 2 June 2011, agreed “that officers seek to locate the current groups within Torry Community Learning Centre to other suitable local facilities, in order to facilitate the closure of that facility.” Groups have now been relocated, and the building was vacated in early August 2011. It is no longer required for Community Learning and Development purposes, and can therefore now be declared surplus to requirements.

In anticipation of a Report being submitted to Committee, the availability of each property has been circulated to all Council Services and the North East Property Group. To date there have been no specific expressions of interest in any of the properties.

Accordingly, the Committee is now invited to approve the recommendation to declare these properties surplus, and to remit these properties to the Finance & Resources Committee on 29 September 2011.

## **6. IMPACT**

Sales of these properties meet the single outcome agreement in relation to the efficient running of the Council and its property portfolio.

These potential disposals will assist in the redevelopment of vacant buildings/sites and will have wider economic benefits.

The subjects are due to be declared surplus, and, as such, there are no Equalities & Human Rights Impact Assessment factors.

## **7. BACKGROUND PAPERS**

None

## **8. REPORT AUTHOR DETAILS**

David Wright  
Service Manager (Assets & Finance)  
[dwright@aberdeencity.gov.uk](mailto:dwright@aberdeencity.gov.uk)  
01224 523042

Torry Nursery School / Community Learning Centre



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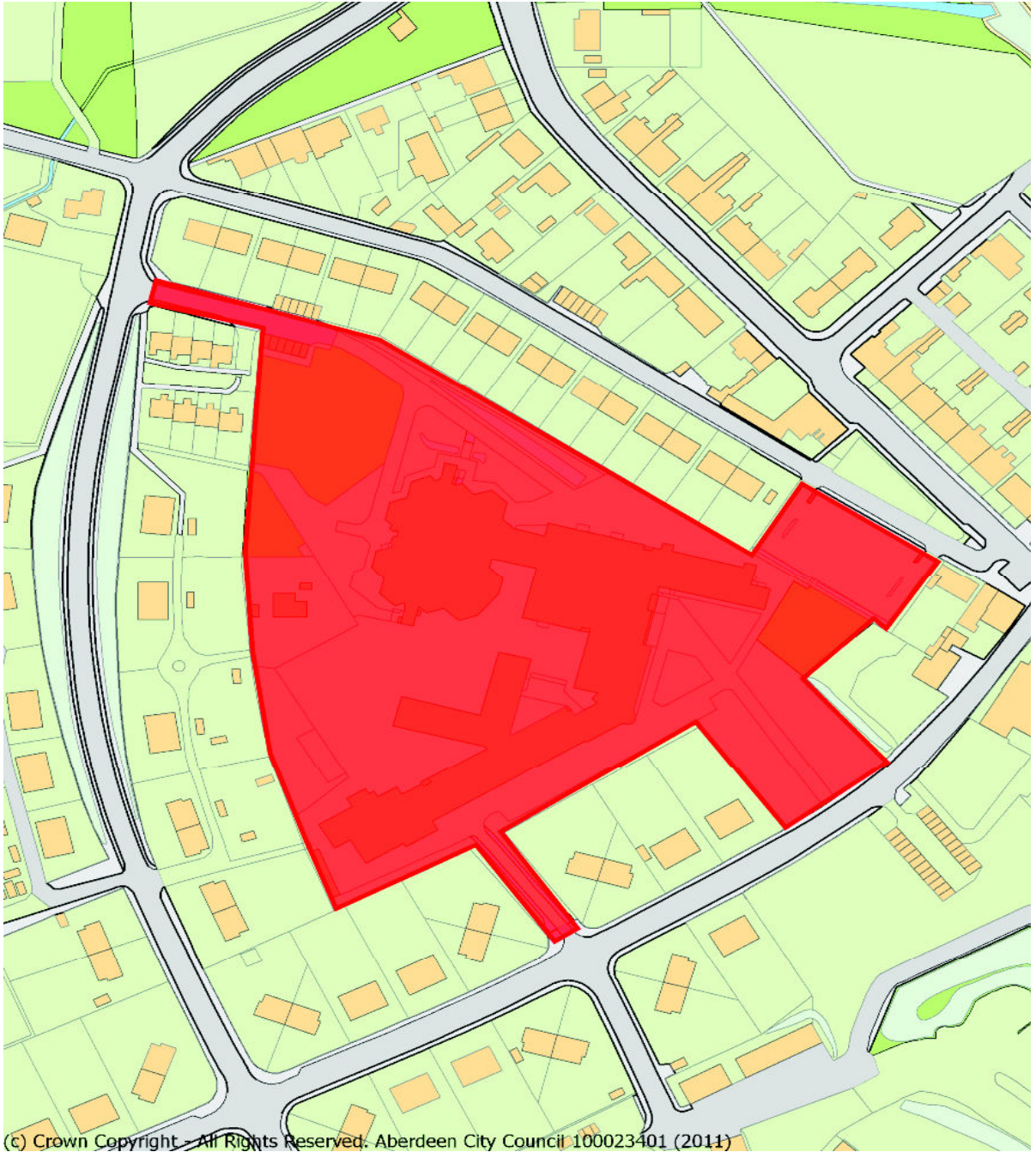
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## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture and Sport
DATE	15 September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT:	Education, Culture and Sport Service Asset Plans
REPORT NUMBER:	ECS/11/038

---

### 1. PURPOSE OF REPORT

To seek approval of the Service Asset Management Plans for Education, Culture and Sport.

### 2. RECOMMENDATION

It is recommended that the Committee approve the Service Asset Management Plans for Education, Culture and Sport.

### 3. FINANCIAL IMPLICATIONS

There are no immediate financial implications flowing from this Report. However, if implemented the Service priorities identified within the Service Asset Management Plans will have revenue and capital implications.

### 4. OTHER IMPLICATIONS

The Service Priorities identified may have staff time, condition and suitability implications.

### 5. BACKGROUND/ MAIN ISSUES

#### 5.1 Service Asset Management Plans

The Council's Property Asset Management Plan (PAMP) approved by the Resources Management Committee in June 2009 identifies the need for Service Asset Management Plans (SAMP).

Service Asset Management Plans are an integral part of developing corporate asset management planning as they identify key asset problems facing individual services. Each Service makes an assessment of the key property issues arising from the Council's initiatives and strategies, and

also from existing knowledge on issues of property condition and suitability in each area. Service Managers have analysed the available information about their portfolio so that gaps in provision and future needs are brought to the surface.

These SAMP s will be used to inform bids for capital investment and enable the Council to develop a strategic approach for addressing property portfolio gaps through its PAMP.

An abbreviated format for the SAMPs has been used in line with the approved PAMP, but more detailed Asset Plans will be developed in future years. Subsequent versions will follow the full guidance, which is currently under review.

## 5.2 Scope of Service Asset Management Plans

Given that there are a number of different service areas located within Education, Culture and Sport, individual SAMPs have been produced under the following headings:

- Schools
- Communities
- Libraries and Information Services
- Museums and Galleries
- Sport and Recreation
- Cultural Facilities

In order to develop the SAMPs, workshops were held with key managers from each of the above service areas. Detailed information on each building was considered, including:

- Condition ratings (A – D)
- Suitability ratings (A – D)
- Energy consumption/ efficiency
- Rating costs
- Historical maintenance expenditure
- Predicted/ required maintenance
- Age of building

In addition, managers were asked to consider:

- Anticipated key changes to the service
- Asset demand profile
- Asset supply profile
- Supply and demand comparison
- Preferred solutions and an outline 5 year plan

### 5.3 Outcomes from the Service Asset Management Plans

The draft SAMPs have been prepared for all directly managed Education, Culture and Sport buildings. These are enclosed as appendices to this report, together with an Executive Summary, which outlines the key priorities for the Service.

### 5.4 Next Stage

Following approval of the SAMPs they will then be assessed corporately by the Corporate Asset Group and will help identify tasks to be addressed by the Property Asset Management Plan which is to be reported to future meetings of the Finance & Resources Committee.

The approved SAMPs along with all the other Directorates SAMPs will feed into the 2011 PAMP update and help identify future capital spending demands.

## 6. **IMPACT**

Corporate - The continued implementation of the Property Asset Management Plan will ensure that the Council is utilising its property portfolios to support Services in implementing the Single Outcome Agreement. The approved property visions and asset objectives already support *Vibrant, Dynamic & Forward Looking*.

Public – Subject to Service Priorities

## 7. **BACKGROUND PAPERS**

Property Asset Management Plan 2009 (Non-Housing)

## 8. **REPORT AUTHOR DETAILS**

David Wright  
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# **Service Asset Management Plan (SAMP)**

**2011**

**Education, Culture & Sport**

## **Service Asset Management Plan (SAMP) 2011**

### **Education, Culture & Sport**

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## **Service Asset Management Plan (SAMP) 2011**

Directorate: Education, Culture & Sport

Director: Annette Bruton

### **Executive Summary**

Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country with a population of around 210,000. It provides employment to over 10,000 people across the region. The Education, Culture and Sport Directorate employs over 4,000 staff working across the city supporting the following three service sectors:

Schools and Educational Establishments  
Communities, Culture and Sport  
Educational Development, Policy and Performance

This Service Asset Plan is structured in five separate parts with a Service Asset Management Plan (SAMP) for each service:

- Schools
- Communities
- Libraries & Information Services
- Museums & Galleries
- Sport & Recreation

These SAMPs will be used to inform bids for capital investment and enable the Council to develop a strategic approach for addressing property portfolio gaps through the Council's Property Asset Management Plan.

Each SAMP contains details of the condition and suitability of buildings managed by each Service. Both condition and suitability are ranked A – D.

Each SAMP contains:

- Anticipated changes to the service
- Asset demand profile
- Asset supply profile
- Supply and demand comparison
- Solutions and an outline business plan

Education Culture and Sport Service Asset Management Plan (SAMP)



## **Education Culture & Sport**

The focus of the Education, Culture and Sport Directorate is to contribute to building a 'City of Learning' which empowers individuals to fulfill their potential and to contribute to the economic, social and cultural wellbeing of our communities.

The Education, Culture and Sport Service Plan for 2010 – 2013 sets out the direction for our Directorate over the next few years and will be subject to annual review and update.

Our key priorities are met through the provision of a range of services and activities:

- Delivery of pre-school and school education
- Provision of museum and gallery service
- Provision of public library service
- Promotion of lifelong learning amongst young people and adults
- Delivery of sport and leisure opportunities through direct service provision and via partnership working including Sport Aberdeen

A sound education opens doors, not just to positive employment opportunities, but also to the enjoyment of art and culture and the stretching of imaginations and horizons. It provides information to enable children, young people and adults to make informed lifestyle choices about, for example, their health and about their journey through life and work. As a Directorate we deliver a wide range of services so that people can take part in learning, sport and cultural activities including early years services, schools, libraries, museums and community and leisure centres.

Our priorities for the Directorate encompass the activities and initiatives which we will undertake in order to achieve the Council's key strategic objectives which are reflective of the National priorities set by the Scottish Government. Underpinning all of these priority themes are the objectives to improve attainment and achievement for all our learners and to close the gaps in learning, participation and employment outcomes that exist within the City.

1. Curriculum for Excellence
2. Fit for Purpose Schools/Learning Centres
3. Learning in the wider community
4. Technology
5. Health and wellbeing
6. Engagement in arts, culture and heritage
7. Helping those with different needs
8. Better Performing/Value for Money
9. Skilled and Trained Staff Working together
10. Working Together

## Service Approach to Asset Management

The current economic climate and associated budget pressures require prudent resource management. It is essential to plan for the required capital expenditure and the revenue costs associated with capital borrowing as well as ongoing repair and maintenance, in the context of decreasing budgets. Additionally core business costs including staff and utilities will continue to increase. It is therefore critical that we rationalise our assets and realise any opportunities for income generation through getting the best return and best value from the remaining assets.

A Service Asset Management Plan (SAMP) has been compiled for each Service Area, however, there are a number of overarching principles and themes which apply to the whole of the Directorate's property portfolio. These include the following actions.

Reviewing the estate to identify greater opportunities for shared use of buildings and rationalising under utilised facilities. Examples of this include: the provision of facilities for partner service delivery by Police and NHS in new build schools; co-location of library, community and sports facilities in schools; relocation of educational support services into under-utilised schools.

Aspiring to bring all schools and facilities up to a similar standard to the 3Rs buildings.

Declaring properties surplus to requirements at as early a stage as possible is essential in order both to minimise revenue costs and realise capital receipts.

Proceeds from the sale of surplus properties should be reinvested in improving the estate and helping to meet the priorities of the SAMPs.

Ensuring that developer contributions are sought through *Planning Gain* agreements to address the implications of new development on current education provision.

Prioritising work for inclusion in the annual condition and suitability programme, with a particular emphasis on addressing deficiencies in buildings rated C and D, in order to bring them up to a minimum of a B rating, and avoiding investing in buildings that may not have a long term future.

Working with the City Council's energy management unit to benchmark similar sized buildings to identify their performance in terms of energy consumption and energy management, and support innovative approaches to improving energy efficiency. Examples of these include: installing insulation within the worst performing buildings; replacing oil-fired central heating with more cost effective gas, and exploring greater use of CHP and alternative technologies within Education, Culture and Sport buildings.

Seeking to improve accessibility to all Education, Culture and Sport buildings wherever possible, in line with the Disability Discrimination Act, acknowledging that many of the service's buildings are iconic elements of the Aberdeen cityscape, for which this will be particularly challenging.

### Summary of Assets

<b>Buildings</b>	<b>Type</b>	<b>No</b>	<b>Total</b>
<b>Primary Schools</b>			<b>48</b>
	Victorian granite	16	
	1930s/50s	13	
	1960s/70s flat roofed	16	
	1980s/90s	9	
	3Rs	9	
<b>Secondary Schools</b>			<b>12</b>
	Victorian granite	2	
	1930s/50s	3	
	1960s/70s flat roofed	4	
	1980s/90s	1	
	3Rs	2	
<b>Special Schools</b>			<b>3</b>
	1960s/70s flat roofed	2	
	1980s/90s	1	
<b>Community Centres</b>			<b>53</b>
	Stand alone	30	
	Part of a School	15	
	Part of Library	2	2
	Housing / Flats	4	
	Part of Customer Access Point	2	
<b>Libraries</b>			<b>17</b>
	Stand alone	12	
	Part of school	2	
	Part of shopping centre	1	
	Part of community centre	1	
	Part of Customer Access Point	1	
<b>Museums &amp; Galleries</b>			<b>7</b>
	Museums and Galleries	4	

	Storage Facilities	2	
	Other	1	
<b>Outdoor Education</b>			<b>2</b>
<b>Sports Facilities</b>			<b>37</b>
	Stand alone swimming pools	2	
	Swimming pools in a school	5	
	Sports centres with pool	6	
	Golf courses	4	
	Pavilions	9	
	Outdoor seasonal	7	
	Regional facilities	5	
<b>Cultural Facilities</b>	His Majesty's Theatre, Lemon Tree, Music Hall, Beach Ballroom, City Moves Dance Space		<b>5</b>

### Service-wide Priorities

A key element of the service's approach to asset planning is to identify the long-term requirements for service delivery, taking account of the pressures arising from the new Local Development Plan whilst balancing the budget as well as emerging national policies and opportunities. This involves identifying the short, medium and long-term options for maintaining and developing the estate.

Whilst each area of the service have identified their own preferred options, the Education, Culture and Sport Senior Management Team have considered these and have prioritised these, on a proposed service-wide basis, as follows:

### Short Term Priorities

1. Build a new ASN 3 – 18 years school campus on the site of the former Raeden Centre and close Hazlewood and Woodlands Schools.
2. Close Bucksburn Primary School and amalgamate with Newhills School in a new building on the former Newhills School site using funding support from the Scottish Government via the Scottish Futures Trust.
3. Address the need for additional accommodation at Riverbank Primary School to meet the identified increase in pupil numbers resulting from new housing development.

Education Culture and Sport Service Asset Management Plan (SAMP)

4. Develop new “fit for purpose” provision based on the outcomes of the service review for pupils with social, emotional and behavioural needs and the building options appraisal currently being undertaken.
5. Undertake a detailed review of the Primary School estate.
6. Review the level of provision of Community Centres in the city. A comparison of provision shows that Aberdeen has more Centres than Glasgow with less than half the population, almost three times the provision in the Shire and more than six times the provision in Dundee.
7. Assess the implications of transferring Community Centres to leased management arrangements, in terms of condition and suitability.
8. Work with Sport Aberdeen, sportscotland, Scottish Swimming and local swimming clubs to review the provision of Swimming Pools city-wide, and develop a Water Management Plan for the city.
9. Commission the construction of the Regional 50 Metre Pool and Aquatics Centre in partnership with the University of Aberdeen, sportscotland and Aberdeen Sports Village.
10. Review library provision across the city.

### **Medium Term Priorities**

1. Implement the outcome of both Primary and Secondary School Estate Reviews.
2. Work with Sport Aberdeen to review the requirement for sports facilities across the city in the light of increasing budget pressures and the condition and suitability of buildings.

### **Long Term Priorities**

1. Continue to investigate possible sources of funding to support the Art Gallery Development Study Preferred Option.
2. Continue to explore opportunities to create a new museums storage facility in conjunction with partners that will provide improved access to collections, enhanced research facilities and improved educational and learning opportunities.
3. Consider the future requirements for upgrading and maintaining cultural assets that are managed by commissioned bodies, (e.g. Aberdeen Music Hall).

Education Culture and Sport Service Asset Management Plan (SAMP)

### **Ongoing Priorities**

Initiate a rolling programme of energy efficiency works and building improvements to reduce operational costs of running buildings and improve the Council's carbon footprint.

Undertake a detailed review of school security requirements, to ensure that they provide safe and secure environments.

Continue to prioritise the work that is undertaken through the capital condition and suitability programme across the Directorate Estate.

Work closely with Planners, Developers and the Planning Gain Team to ensure that appropriate developer contributions are obtained to address education, culture and sport needs arising from new development across the city and region.

Complete the roll-out of Wireless technology.

## **Service Asset Management Plan (SAMP) 2011**

### **Schools**

Directorate:	Education, Culture and Sport
Service:	Schools Service
Service Managers:	Liz Gillies, Sohail Faruqi & Derek Samson

#### **Section 1 Introduction**

The School Service Asset Plan has been compiled as part of the Education Culture and Sport Asset Plan.

The Service Asset Plan will be used to determine the priority areas for spend across the Education Culture & Sport estate in line with the Service Plan, taking into account best value and reducing budgets.

#### **Section 2 Description of Service**

Aberdeen City Council currently delivers its Schools Service through 47 Primary Schools, 12 Secondary Schools, 3 Special Schools and a range of support services such as sensory support, language support and behavior support.

The Council delivers pre school education in 47 Primary Schools, one stand alone Nursery, one Children's Centre and 6 Social Work Family Centres, as well as securing services from 49 external partner providers.

Nearly 30% of the current primary school estate is of traditional Victorian granite construction as well as 2 of the 12 Secondary Schools.

A further 20% is of the flat roofed, open plan design, built primarily during the 1970s on a system build basis, and in direct response to the oil-related expansion within Aberdeen. 14 schools, (4 secondary and 10 primary), were built in the 1960s and 70s.

8 schools are of varying design, (7 primary and 1 secondary), were built during the 1980s and 90s.

The most recent school building programme was the 3Rs, when 9 schools were built and 1 school was completely refurbished from 2007 – 2010. Hanover Street

Education Culture and Sport Service Asset Management Plan (SAMP)

School, a Victorian granite school was also totally refurbished in 2008 with funding from the Schools Fund.

The School Estate consists of:

- 16 Victorian granite buildings (including 1 rented)
- 13 1950's buildings
- 16 1960s/70s flat roofed single storey prefabricated buildings
- 9 1980s/90s buildings
- 9 3Rs new-build buildings

<b>Victorian Granite</b>	<b>1930s/50's</b>	<b>1960s/70s Flat Roofed</b>	<b>1980s/90s</b>	<b>3Rs</b>
<b>Primary</b>				
Ashley Road	Abbotswell	Bucksburn	Charleston	Airyhall
Broomhill	Bramble Brae	Cornhill	Danestone	Braehead
Culter	Holy Family	Cults	Forehill	Hazlehead
Ferryhill	Kingsford	Dyce	Glashieburn	Heathryburn
Gilcomstoun	Kirkhill	Fernilea	Kingswells	Kaimhill
Hanover Street	Muirfield	Greenbrae	Loirston	Manor Park
Kittybrewster	Riverbank	Milltimber	Middleton Park	Mile End
Skene Square	Seaton	Newhills		
St Joseph's	Tullos	Quarryhill		
St Peter's	West Park	Scotstown		
Stoneywood				
Sunnybank				
Walker Road				
Woodside				
<b>Secondary</b>				
Aberdeen Grammar	Northfield	Bridge of Don	Oldmachar	Cults
Harlaw	St Machar	Dyce		Bucksburn
	Torry	Kincorth		
		Hazlehead		
<b>Special Schools</b>				
		Hazlewood	Woodlands	
		Cordyce		

There are also four former school sites:

Bankhead Academy	Propose to declare surplus in September 2011
Greenferns School	Retain pending the outcome of the School Estates Review

Education Culture and Sport Service Asset Management Plan (SAMP)



Linkside Academy	Being demolished to enable the construction of the 50 metre pool.
Braeside School	Being retained pending the outcome of the School Estates Review

### **Section 3 Anticipated Key Changes to the Service**

#### **Legislation, National and Local Priorities and Strategies**

The Directorate delivers a wide range of educational, cultural and sport and leisure services in response to legislative requirements and national and local strategies. This plan does not replicate the detail of activity contained within these frameworks, however outlines the key influences which will impact upon service needs, development and delivery over the next three years. The Scottish Government has a wide range of policies which supports the development and well-being of Scotland's children and young people, lifelong learners, sport and culture.

Scottish Ministers have high expectations and aspirations for all Scotland's children and young people. These expectations and aspirations apply across agency, service and professional boundaries. Ministers believe that children and young people should be safe, nurtured, healthy, achieving, active, respected, responsible and included.

- Education (Scotland) Act 1980
- Children (Scotland) Act 1995
- Disability Discrimination Act 1995
- Education and Training (Scotland) Act 2000
- Standards in Scotland's Schools etc Act 2000
- Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
- Education (School Meals) (Scotland) Act 2003
- Protection of Children (Scotland) Act 2003
- Civil Contingencies Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2004
- School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004
- Gaelic Language (Scotland) Act 2005
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Health Promotion and Nutrition) Scotland Act 2007
- Schools (Consultation) (Scotland) Act 2010

#### **National Priorities and Strategies**

- Single Outcome Agreement
- Improve the fabric of schools and nurseries
- Develop and deliver Curriculum for Excellence

Education Culture and Sport Service Asset Management Plan (SAMP)

Reduce class sizes in P1-3

Increase pre-school provision

Expand pre-school entitlement

- Provide nutritious free school meals to all P1-3 pupils
- Extend entitlement to free school meals to all primary and secondary pupils of families in receipt of maximum child tax credit and maximum working tax credit

Education, Employment or Training in Scotland (2006)

16+ Learning Choices

Skills for Scotland: A Lifelong Skills Strategy (2007)

Adult ESOL (English For Speakers of Other Languages) Strategy for Scotland (2007)

Better Behaviour/Better Learning

Single Outcome Agreement and Community Plan

Aberdeen Learning Strategy 2009: 'What do we want for our children/learners?'

Learning Estate Strategy

The City Council's 5 Year Business Plan (2011 – 2016) has a target to close up to five Primary Schools over the lifetime of the Plan.

Implementing Curriculum for Excellence represents the single biggest challenge for the Schools Service from a learning and teaching point of view, and has implications on the school estate in terms of use of classrooms, general purpose areas and the need for space for outdoor learning.

Financial budget pressures, both at a local and national level are likely to have a major impact on the Schools Service over coming years, particularly in relation to the provision of pupil support and administrative support for schools.

#### **Section 4 Asset Demand Profile**

Aberdeen City Council aspires to develop a world class education service and a customer-led, joined-up service delivery structure through the roll-out of our integrated community schools programme and deliver the Curriculum for Excellence. To achieve these aims we must provide the highest quality learning environments across the city.

In the context of joined-up service delivery, we should make best use of all our buildings, including delivery of other Council and partner services from school buildings and facilities. New buildings and major refurbishments should where possible allow for facilities for integrated service provision, including the delivery of community learning and development and other forms of partnership working, (ideally a minimum floor area of 150 m<sup>2</sup>).

The 3Rs project, through which two new secondary schools and eight primary schools were built or refurbished, included Police facilities in five schools, community Education Culture and Sport Service Asset Management Plan (SAMP)

facilities in seven and NHS facilities in two. There are also Library facilities in two of the schools and a major Sports Centre in one.

Aberdeen City Council has taken very considerable steps in recent years to review the school estate and school catchment areas to ensure nursery/primary continuity in all primary schools, with the exception of St Joseph's and Holy Family Roman Catholic Schools.

In terms of disability and access, the level of modifications varies considerably across the school estate, and certain elements of the school portfolio present particular challenges. For example, within the Victorian schools, disability access has proved particularly difficult to achieve, although Hanover Street School was completely redesigned and refurbished internally, and is now fully DDA compliant. Sunnybank School has been partially refurbished and is now DDA accessible. There are also many schools with small rises and falls in levels which inhibit disabled access to the whole building.

There is presently some inequality in the level of modern games hall and outside games facilities. There is good geographic coverage of access to all-weather pitches, with many schools having been provided with pitches through the New Opportunities Funding, or via the 3Rs programme. However, these facilities, whilst offering vastly improved opportunities for PE and sport, do have significant long-term repair and maintenance costs.

Many of the older schools are not particularly energy efficient with a number having expensive heating systems, such as oil-fired, which cannot be adjusted effectively for the requirements of different users in needs. Considerable improvements have been made in many schools over recent years, including replacing heating systems, lowering of ceilings, provision of highly efficient glazing and improved insulation, though there is considerably more to do.

School security is extremely important in the design of new schools in terms of monitoring access and egress, informal supervision and site management. Some of the older schools in particular Victorian Schools do not have a reception or office providing face to face contact with visitors to the building, as offices are located elsewhere in the building, usually on the first floor. Some building readjustment will be required to make this possible. Many schools have CCTV covering the exterior of the buildings including those built through the 3Rs programme. Any proposed new building will take account of 'Secured by Design' principles, with work being carried out in conjunction with the Police, as have been incorporated in the newly built 3Rs schools.

## **Section 5 Asset Supply Profile**

The buildings are listed below, with details of both Condition and Suitability scores.

Education Culture and Sport Service Asset Management Plan (SAMP)

**Overall Condition Gradings**

- A Good - Performing well and operating efficiently  
 B Satisfactory - Performing adequately but showing minor deterioration.  
 (note this is a very broad category)  
 C Poor - Showing major defects and or not operating efficiently  
 D Bad - Life expired and/or serious risk of imminent failure

Primary Schools	Condition Rating	Suitability Rating	Brief Description	Capacity	Roll Forecast
Abbotswell	B	C	1950's granite building with modern extensions	300	96% - stable
Airyhall	A	A	New 3Rs building with community and police facilities	360	87% - stable
Ashley Road	B	C	Victorian granite building which has had significant recent investment in providing new heating system and asbestos removal	415	92% - stable
Braehead	A	A	New 3Rs building	279	62% - stable
Bramble Brae	B	B	Small 1950's granite building with modern extensions	198	86% - dropping to 70%
Broomhill	B	B	Victorian granite building	450	79% - stable
Bucksburn	C	B	Victorian granite nursery and pre cast concrete panel primary – agreed in principle for replacement	180	85% - rising to 180% (111% in 2014 and continuing to rise)
Charleston	A	B	Late 1990's building	300	74% - rising to 128% (107% in 2016)
Cornhill	B	C	Large 1960's flat roofed single story building with significant unused accommodation and community wing	420	77% - stable
Culter	B	B	Victorian granite building	420	70% - stable

Cults	B	B	Large 1970's single story flat roofed building with historic community facilities	540	83% - rising to 136% (108% in
Danestone	B	B	1980's building	330	60% - stable
Dyce	B	B	Large 1970's single story flat roofed building with significant unused accommodation and community wing	523	68% - dropping slightly
Fernilea	B	B	1970's single storey flat roofed building	300	79% - rising to 97%
Ferryhill	B	C	Victorian granite building	387	83% - stable
Forehill	B	C	1980's paneled building	360	59% - stable
Gilcomstoun	B	C	Victorian granite building	240	95% - stable with a peak of 102% in 2016
Glashieburn	B	C	1980's paneled building	420	57% - stable
Greenbrae	B	B	1970's single storey flat roofed building	225	69% - dropping to 59%
Hanover Street	A	B	Victorian granite building recently totally refurbished (£8M - 2008)	240	95% - stable
Hazlehead	A	A	New 3Rs building with community and police facilities	306	84% - rising to 100%
Heathryburn	A	A	New 3Rs building	279	87% - stable
Holy Family	C	B	Late 1950's	180	66% - stable
Kaimhill	A	A	New 3Rs building with community and police facilities and a public library	198	102% - rising to 118%
Kingsford	B	C	Late 1950's building	387	83% - stable

Kingswells	A	B	1990's building	450	95% - stable with a peak of 102% in 2016
Kirkhill	B	C	1950's granite building	330	69% - dropping to 60%
Kittybrewster	B	C	Victorian granite building	300	70% - rising to 84%
Loirston	B	B	1980's single storey building	480	71% - stable
Manor Park	A	A	New 3Rs building with community and police facilities	252	91% - rising to 98% with a peak of 103% in 2016
Middleton Park	B	B	1980's single storey building	240	69% rising to 108%
Mile End	A	A	New 3Rs building with community and NHS facilities	415	92% - stable with a peak of 100% in 2015 -17
Milltimber	B	C	1970's single storey flat roofed paneled building	270	80% - rising to 108%
Muirfield	B	B	1950's granite building with extensions	360	74% - dropping to 65%
Newhills	C	B	1970's paneled building	240	74% - rising to 101%
Quarryhill	B	B	1950's granite building 2 storey	390	55% - stable
Riverbank	B	C	1950's recently partially refurbished as part of amalgamation with St Machar	300	82% - rising to 120%
Scotstown	B	B	1970's prefabricated concrete building	300	71% - rising to 110%

					(106% in 2017)
Seaton	A	A	New 3Rs building with community and police facilities	198	90% - rising to 122% (103% in 2013)
Skene Square	B	C	Victorian granite building	420	87% - rising to 112% (104% in 2015)
St Joseph's	B	B	Victorian granite rented from Roman Catholic diocese	420	75% - dropping to 66%
St Peter's	B	B	Victorian granite building	198	100% peaking at 107% in 2016
Stoneywood	B	C	Victorian granite building	180	72% rising to 114% (101% in 2017)
Sunnybank	B	C	Victorian granite building including community facilities, recently partially refurbished including windows	360	75% - rising to 86%
Tullos	B	C	1950's art deco building	360	84% - steady, peaking at 96% in 2016
Walker Road	B	B	Victorian granite building	420	92% - steady
Westpark	B	B	1950's granite building recently refurbished including new windows as part of amalgamation with Byron Park	360	66% - rising to 75%
Woodside	B	C	Victorian granite building	420	81% - steady
<b>Secondary Schools</b>	<b>Condition Rating</b>	<b>Suitability Rating</b>			
Aberdeen Grammar	B	B	Mid Victorian granite building	1141	96% - stable,

					rising to 99%
Bucksburn	A	A	New 3Rs building	683	72% - rising to 97%
Bridge of Don	B	B	1970's flat roofed building incorporating community wing and swimming pool	799	76% - rising to 83%
Cults	A	A	New 3Rs building	1141	92% - rising to 115% (103% in 2015)
Dyce	B	C	1970's flat roofed building	653	86% - stable, dropping to 77%
Harlaw	B	B	Victorian granite building with modern extensions	907	96% - stable
Hazlehead	B	C	1970's flat roofed building	1008	89% - stable but dropping
Kincorth	B	B	1970's flat roofed building	930	68% - stable
Northfield	B	C	1950's red brick building with modern extensions	857	69% - stable but dropping
Oldmachar	B	C	1980's prefabricated building	1104	79% - stable but dropping
St Machar	B	B	1930's granite building	1035	85% - rising to 98%
Torry	B	B	1930s extended	638	69% - stable
<b>Special Needs Schools</b>	<b>Condition Rating</b>	<b>Suitability Rating</b>			
Cordyce	B	D	1970's single storey with 2 residential units		
Hazlewood	B	A	1970's single storey		
Woodlands	B	B	1980's single storey		
St Nicholas Pupil Centre	A	A	Victorian granite building currently used for pupil support staff		



## **Section 6 Supply / Demand Comparison**

- 6.1 A major review of Aberdeen City Council's Secondary School Estate was carried out during 2010, with the a report being considered by a special meeting of the Council's Education, Culture and Sport Committee on 28 October 2010.
- 6.2 Work on a detailed review of the City Council's Primary School Estate is underway, and will be reported to the Education, Culture and Sport Committee in early 2012. Given the potential knock-on effect of any changes to secondary school zones, on associated primaries, and vice versa, it is acknowledged that this may result in a more comprehensive review of school provision, resulting from work to review the primary school estate.
- 6.3 In order to meet the increase in pupil numbers resulting from new housing development within the Riverbank Primary School catchment, there is likely to be a requirement for additional accommodation on the school site.
- 6.4 In the case of both of the above reviews, the process involved a detailed evaluation of supply issues, (i.e. capacity, suitability, operational efficiency and condition of school buildings), and demand issues, (i.e. current school rolls, projected pupil numbers, and the likely impact of development allocated in the Proposed Local Development Plan, and the requirements of schools to meet the Curriculum for Excellence).

## **Section 7 Preferred Solutions & Development of Outline 5 Year Plan**

1. Build a new ASN 3 – 18 years school campus on the site of the former Raeden Centre and close Hazlewood and Woodlands Schools.
2. Close Bucksburn Primary School and amalgamate with Newhills School in a new building on the former Newhills School site using funding support from the Scottish Government via the Scottish Futures Trust.
3. Develop new "fit for purpose" provision based on the outcomes of the service review for pupils with social, emotional and behavioural needs and the building options appraisal currently being undertaken.
4. Undertake a detailed review of the Primary School estate.
5. Address the need for additional accommodation at Riverbank Primary School to meet the identified increase in pupil numbers resulting from new housing development.
6. Implement the outcome of the primary and secondary school estate reviews.

7. Undertake a detailed review of school security requirements, to ensure that they provide safe and secure environments.
8. Complete the roll out of wireless technology for schools.

**Section 8 Approval of SMT**

**Section 9 Comments of the Corporate Asset Group**

## **Service Asset Management Plan (SAMP) 2011**

### **Communities**

Directorate: Education, Culture and Sport

Service: Communities

Service Manager: Gail Woodcock

#### **Section 1 Introduction**

The Service Asset Plan has been compiled as part of the Education, Culture and Sport Service Asset Management Plan.

The Service Asset Management Plan will be used to determine the priority areas for spend across the Education, Culture and Sport estate in line with the Service Plan taking into account best value in times of reducing budgets.

#### **Section 2. Description of Service**

The work of the Community Learning and Development service helps to deliver outcomes that relate to all three national strategic objectives:

- **Learning for Adults** - Raising standards of achievement in learning for adults through community based lifelong learning opportunities incorporating the key skills of numeracy, literacy and communications, working with others, problem solving and ICT;
- **Learning for Young People** - Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society. This work takes place in many settings including youth clubs, activity groups, in work places, in schools, on the street and in outdoor spaces. It uses arts, media, sports and many activities that encourage young people to become successful learners, confident individuals and effective contributors;
- **Building Community Capacity** - The work of community Learning and Development helps build community capacity and influence by enabling individuals and communities to develop the confidence, understanding and skills required to influence wider decision making and service delivery. This encourages communities to tackle real issues in their lives through community action and community based learning; and to national policy frameworks including:

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Achieving our Potential  
Equally Well  
Early Years Framework  
Curriculum for Excellence, (by building the potential of young people and working with their families and communities).

The work focuses on learning and social development work with individuals and groups using a range of formal and non formal methods. It supports and enables people of all ages through partnership working to tackle issues of importance to them and to influence the factors that affect their lives. It helps to provide people with the skills and information they need to participate in community life and to further their own personal development through learning. This improves people's confidence and skills and contributes to better health and wellbeing for both individuals and communities.

Community Learning & Development has a particularly important role in supporting individuals and communities through key transitions.

- In the early years through working with families
- For young people moving into the adult and community world
- For all who through a lack of skills, ill health or other negative experiences need the chance to change and make progress
- For older people, keeping them active and in the community for longer
- For communities experiencing significant changes such as regeneration and environmental challenges
- For migrants and refugees and their host communities
- To help communities to keep and build engagement with public services at a time of pressure and reorganisation

### **Adventure Aberdeen**

Adventure Aberdeen provides outdoor education, corporate and adventure activities and training. Adventure Aberdeen's key aim is to "inspire learning through adventure".

Outdoor education is a well established learning approach that uses adventurous activities to engage, inspire and develop individuals and groups in an education setting.

The Curriculum for Excellence has many experiences and outcomes that can be successfully approached and achieved through active learning out of doors. Outdoor learning and the use of outdoor classrooms is a significant part of Adventure Aberdeen's work and ethos.

Activities are structured, evaluated and reviewed so targets can be set for individuals and groups back in the classroom, community or home. If you would like to find out

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more about the service please look at Adventure Aberdeen's web page at [www.aberdeencity.gov/adventureaberdeen](http://www.aberdeencity.gov/adventureaberdeen)

## **The Childcare Service**

The Childcare Service offers children:

- A safe, happy and caring environment
- Opportunities to play, develop new skills and make friends
- A wide range of activities to suit individual interest

### **Childcare Service Aims & Objectives**

The city -wide Childcare Service aims to provide affordable, accessible and quality childcare and child development activities which support community learning and engagement and participation in the life of the city.

The city-wide Childcare Service is continually developing and improving the service offered to meet the wide and diverse needs of the community.

All staff are very experienced in making children feel welcome, secure and included. Every child is supported to enjoy their time and get the full benefits of the activities on offer. Each child is treated as an individual and helped to develop their skills and talents at their own pace.

## **Section 3 Anticipated Key Changes to Service**

### **3.1 Reduction in budget and staffing**

Achieving the budget saving of £2.4 million in 2011/12 will result in a reduction of staff by 2/3rds (ie. 67% of contracted staff & 83% of part time staff). This will mean that a greater proportion of budget will be spent on buildings, than on staff, whilst Scottish Government expectations of the service are not reducing. There will be a greater demand for the delivery of training by community providers and the need to work in partnership with key service providers.

### **3.2 Moving to a Leased Community Centre model**

In April 2011, the Education, Culture and Sport Committee agreed to transfer the 26 Community buildings that are currently managed by Community Learning and Development to a leased centre model. This means that the centres will be leased to and the programmes run by independent management committees. Implementing the decision may incur costs associated with bringing every building up to an agreed standard and it is recognised that some buildings may require a considerable amount of work.

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Once this decision has been implemented, the focus of the Service will be to use different buildings and spaces across the City to deliver services .

### **3.3 National political landscape will impact on direction**

Scottish Government and the principles of the *Big Society* are likely to create greater pressure for community ownership of assets. However it is currently unclear whether there may be any additional government funding to support this model of ownership.

Curriculum for Excellence requires greater involvement of Community Learning & Development.

### **3.4 Access to buildings**

Historically there have been reported difficulties with young people getting access to some of the existing Leased Community Centres and the Service will therefore need to ensure that access for young people is incorporated into the arrangements for new Leased Community Centres.

### **3.5 New opportunities**

The service will need to develop a more robust approach to income generation taking account of community capacity to pay and the needs of regeneration areas.

With the current national economic situation, there is likely to be greater pressure to address the needs of young people who are not in education, employment or training, via the 'More choices, more Chances' strategy.

There is increasing potential for greater virtual and on-line learning.

Any new schools should have flexible community facilities built into their design.

### **3.6 Planning/Local plan pressure**

Housing developments arising from the new Local Development Plan will generate need and raised expectations for new community facilities. The largest proposed development at Grandholme will require new community provision, and early discussions need to take place about how these should be provided, and managed, by whom. New developments should have integrated community facilities as part of schools

## **Section 4 Asset Demand Profile**

Ideally the Service requires access to suitable locations for the delivery of daytime and evening activities across the City. Whilst in the past, these have tended to be purpose-built community centres in most locations, it is recognised that such activities could take place in a variety of locations including schools, clubs, churches, outdoors and other public buildings.

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Below is an extract from the recent audit report:

Whilst Aberdeen City Council has one community centre for every 4,118 citizens, the average number of centres for the three other Councils is one centre to 15,336 citizens. This therefore raises the question as to whether value for money is being secured given the number of centres being operated.

<b>Council</b>	<b>Number of Centres</b>	<b>Population</b>	<b>Number of citizens per Community Centre</b>
Dundee City Council	8	143,000	17,875
Aberdeenshire Council	17	243,510	14,324
Glasgow City Council	42	580,000	13,809
<b>Aberdeen City Council</b>	<b>51</b>	<b>210,000</b>	<b>4,118</b>

## **Section 5 Asset Supply Profile**

There are currently 55 Centres, including new purpose-built facilities in 3Rs schools, units within older schools, stand alone buildings of varying age and condition some of which were purpose-built, and others which have been converted from another use such as former schools or ex-housing stock.

As part of recent condition surveys, the majority of buildings were ranked as either A or B. There are however 7 Community Centres that were been assessed as C.

Assessments were also undertaken by Community Learning and Development staff, or representatives of Leased Community Centre management committees in relation to the Suitability of these buildings for delivering the services. The buildings are listed below, with details of both Condition and Suitability scores

### **Overall Condition Gradings**

- A Good - Performing well and operating efficiently
- B Satisfactory - Performing adequately but showing minor deterioration  
- (note this is a very broad category)
- C Poor - Showing major defects and or not operating efficiently
- D Bad - Life expired and/or serious risk of imminent failure

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<b>Centre</b>	<b>Condition Rating</b>	<b>Suitability Rating</b>	<b>Location</b>	<b>Status</b>
Adventure Aberdeen Base	B	A	Fairley Road, Kingswells	Converted School
Altens	C	B	Strathburn Street	Leased
Airyhall	B	B	Countesswells Road	Leased
Airyhall School	A	A	Countesswells Road	3Rs Community Facility
Balgownie	B	B	Scotstown Road	Leased
Balnagask	B	B	Balnagask Road	Leased
Beacon Centre	A	A	Bucksburn Campus Kepplehills Road	3Rs Community Facility managed by Sport Aberdeen
Bridge of Don Academy	C		Braehead Way	CL & D
Cairncry	B	B	Foresterhill Road	Leased
Catherine Street	B	B	Catherine Street	Leased
Cornhill Primary School	B	B	Cornhill Drive	CL & D
Cromdale Outdoor Centre	B	B	Cromdale, Speyside	Residential Outdoor Centre
Cults Primary School			Earlswells Road	CL & D
Cults Academy	A	A	Quarry Road	3Rs Community Facility
Cummings Park	B	A	Cummings Park Road	Leased
Cummings Park Flat			Cummings Park Crescent	CL & D
Danestone	B	B	Fairview Street	Leased
Dyce Carnegie Hall	B	A	Skene Place	Run by Dyce Amenities Committee
Dyce	C	C	Gordon Terrace	CL & D
Ferryhill	B	B	Albury Road	Leased
Froghall	B	A	Powis Place	Leased
Hanover	A	B	Constitution Street	Leased

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Hazlehead School	A	A	Provost Graham Ave	3Rs Community Facility
Henry Rae	B	B	Manor Avenue	Leased
Hilton	A	A	Hilton Rd	Leased
Inchgarth	B	B	Aboyne Place	Leased
Kaimhill School	A	B	Pitmedden Road	3Rs Community Facility
Kincorth Customer Access Point	C	B	Faulds Rd	CL & D
Leaping Leopards	B	A	Shoe Lane	CL & D
Loirston Annexe	B	B	Cove Road	CL & D
Loirston Primary School	B	B	Loirston Avenue	CL & D
Manor Park School	A	A	Danestone Circle	3Rs Community Facility
Mastrick	B	B	Greenfern Road	CL & D
Middlefield Community Flat			Logie Place	Community (Project) Flat
Middleton Park	B	A	Whitestripes Street	Early Years Facility
Mile End	A	A	Midstocket Road	3Rs Community Facility
Northfield	B	A	Byron Square	CL & D
Pittodrie	B	A	Golf Road	Leased
Powis Gateway	B	B	11 Powis Circle	Leased
Rosemount	C	C	Belgrave Terrace	CL & D
Ruthrieston	B	C	Holburn Street	Leased
Seaton	C	B	School Road	CL & D
Seaton School	A	A	Seaton Place East	3Rs Community Facilities
Sheddocksley	B	A	Sumburgh Crescent	Leased
Sunnybank School	A	A	Sunnybank Road	CL & D
Tillydrone Community Flat			Alexander Terrace	CL & D Community Flat
Tillydrone	B	A	Gordon Mills Road	Leased

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Tilly Youth Project			Formartine Road	CL & D
Torry Community Learning Centre	B	B	Oscar Road	CL & D
Torry Learning House			Balnagask Road	CL & D Community Flat
Torry (Old)	B	B	Abbey Place	In progress to becoming Leased
Tullos Primary School	B	B	Girdleness Road	CL & D
Woodside Fountain Centre	A	A	Marquis Road	ACC (former leased centre)
Webster Park Pavilion	A	A	Darbeth Grange Kingswells	Leased
Woodside Borough Hall	B	B	Clifton	Informal Community use

## Section 6. Supply Demand Comparison

The Service is currently maintains 55 buildings across the city. Of these:

- 20 buildings are leased Community Centres:
  - 16 are CL & D Centres that are to become leased centres
  - 3 are CL & D Flats
  - 3 are non CL & D Centres that are to become leased
- 8 are 3Rs Community Facilities;
- 2 are Adventure Aberdeen Buildings;
- 1 is an Early Years Building; and
- 1 is a funded Project.

Some areas of the city have a mix of leased and community learning and development centres. With the transfer of all community centres to a leased or management model the Service will no longer control the day to day operations of these buildings. The Service will retain building responsibilities according to the terms of any lease or management agreement.

The Service will need to take a "Total Place" approach to undertaking a detailed audit of all community/public/private space and rooms available for community activities/use.

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## **Section 7. Preferred Solutions & Development of 5 Year Plan**

Following an evaluation of the above information, the Service has identified the following priorities and solutions for the coming years:

1. Review the level of provision of community centres in the city. A comparison of provision shows that Aberdeen has more centres than Glasgow with less than half the population, almost three times the provision than Aberdeenshire and more than six times the provision than Dundee.
2. Assess the implications of transferring community centres to leased management arrangements, in terms of condition and suitability.

## **Section 8. Approval by SMT**

## **Section 9. Comments of the Corporate Asset Group**

## **Service Asset Management Plan (SAMP) 2011**

### **Library and Information Services**

Directorate: Education, Culture and Sport  
Service: Library and Information Services  
Service Manager: Neil Bruce

#### **Section 1 Introduction**

The Service Asset Plan has been compiled as part of the Education, Culture and Sport Service Asset Management Plan.

The Service Asset Management Plan will be used to determine the priority areas for spend across the Education, Culture and Sport estate in line with the Service Plan taking into account best value in times of reducing budgets.

#### **Section 2 Description of Service**

The Library & Information Service in Aberdeen City operates from 16 community libraries and the Central Library which houses the head quarters and support services for the service.

The Mobile Library currently serves the many sheltered housing complexes in Aberdeen and Kingswells community. The van is being decommissioned later in 2011 and the mobile service is being discontinued, however services will still be provided using the home service.

The Home Service operates across the city with a vehicle deployed to deliver books to residents who are housebound.

The Curriculum Resources & Information Service (CRIS) – operates a resource centre at Kincorth Academy campus and the team provides advisory services, CPD for Learning Resource Coordinators in Schools and reader development and other CPD to teaching and support staff.

The Central Library comprises four main public departments:

- **Central Lending Library**

Located over two floors offering a wide range of books and talking books on CD, Cassette, MP3. It also holds specialist collections in a variety of languages, special interest including business, oil and gas industry, local history and adult literacy. Reader Development initiatives are coordinated from this library across the city

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including national reading schemes, BBC campaigns, adult literacy and numeracy initiatives. There is a number of express internet public access PCs available.

- Information Centre

Home to information enquiry services including business, government, oil and gas, patents, technical standards, Aberdeen company information, careers information etc are delivered by the Information team. The Information Centre incorporates the Local Studies service which includes resources relating to local history, genealogy, community information and has a large number of related specialist collections including maps, archives, photographs, theatre programmes, local street directories and newspapers and many more. The Europe Direct Relay service Health Information and Migrant Information Points are located within the Information Centre.

- Children's Library

A large range of resources for children from books, to DVDs, CDs, talking books are located in this area catering for children and young people. The Early Years gifting programme is delivered citywide from this location. PCs for children are available with a wide range of online resources. School and nursery visits are regularly programmed in along with a range of activities and story times.

- Media Centre

Opened in 2005, this centre houses the multi media lending collections of language courses, music CDs, DVDs and Blu-Ray discs. The Arts equipment Lending Service from which people can borrow digital cameras, projectors, musical equipment, lap tops etc operates from here. Aberdeen College Learning Centre delivers IT classes with the 12 PCs made available to the public out with class time adding to the 22 People's Network PCs located within the Media Centre. There is also an area specifically designated for WiFi.

The main support service for the library including the IT, ordering and accessions, admin and library attendants teams is located on the lower ground level. Collections of reserve stock for lending and reference are located on this floor and the floor below which are regularly accessed during the day.

- Community Libraries

Of the 16 community libraries two are incorporated in 3Rs projects including Bucksburn Community Library and the newly opened Kaimhill Library. Kincorth Library is also one of the Council Customer Access Points which delivers information on, and access to, a range of Council services as well as accepting payments for parking etc. All community libraries offer a range of services and information; they have People's Network PCs, photocopying facilities, and deliver a programme of events and activities for all the community.

### **Section 3 Anticipate Key Changes to Services**

- 3.1 Proposal to move to arms length organisation/external Trust with the Council as main funder. However this may limit the opportunities for attracting funding. There is a potential saving of over £200,000 in rates.
- 3.2 ICT offers new ways of delivering the service including Digital Scotland which aims to promote access to heritage and information resources, the Scottish Government digitisation of resources e.g. the scanning of resources, on line returns etc.
- 3.3 Libraries are a focus and have a key role to play in National Entitlement Cards and links for the expansion of a Citizen Card and E-pulse.
- 3.4 Budget restrictions have not reduced the expectations of what the service can deliver. It is also unclear what the additional costs and the impact to the service, such as response times, might be from outsourcing ICT.
- 3.5 There will be implications for libraries resulting from other 5 Year Business Plan (e.g. the impact from the review of community centres; elderly social care etc). It is unclear where community learning hubs now fit with libraries and the leasing of community centres.
- 3.6 The strategy to develop Customer Access Points could potentially utilise libraries.
- 3.7 As part of the 5 year business plan, there was a priority based budgeting proposal to close up to 8 libraries over 5 years to save in the region of £500,000. It is anticipated that there will be considerable public backlash and reaction to library closures, as has happened elsewhere in Scotland and England.

### **Section 4 Asset Demand Profile**

A comparison with other similar sized cities suggests that Aberdeen City needs up to a maximum of 10 community libraries. There are currently 16, plus the Central Library. The distance to travel in a city to a library is an average of 2.5 miles. By comparison, Mastrick, Northfield & Cornhill libraries are all within 1 mile of each other. The 16 Community Libraries range from new purpose-built facilities in 3Rs schools to stand alone buildings of varying age and condition, some of which were purpose-built.

Libraries should ideally be located where there is a growth in the population and should be located either on a shared campus or located adjacent to other community facilities taking account of public transport routes and parking. There is future potential for creating libraries in partnership with developers of housing estates or big shopping developments e.g. Danestone.

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The Central Library has a regional focus and requires a central location but this could be a more suitable location with better/good accessibility and transport links. The Central Library has the highest footfall of city cultural facilities.

All libraries require a good ICT infrastructure & need a sufficient footprint to provide flexible and suitable library and information service space.

## Section 5 Asset Supply Profile

A 2010 condition survey, ranked all library buildings as either A or B on a scale of A (excellent) – D (poor). Assessments were also undertaken in 2011 in relation to the suitability of these buildings for delivering services. The results of this exercise showed a slightly different picture, with 7 of the 17 Libraries being assessed as a C rating in terms of suitability.

The buildings are listed below, with details of both Condition and Suitability scores.

### Overall Condition Gradings

- A Good - Performing well and operating efficiently
- B Satisfactory - Performing adequately but showing minor deterioration (note this is a very broad category)
- C Poor - Showing major defects and or not operating efficiently
- D Bad - Life expired and/or serious risk of imminent failure

Library	Condition Rating	Suitability Rating	Narrative
Airyhall	B	C	This is the busiest community library in the city. It is in a good location and houses the mobile library unit. Ideally it needs a bigger car park and some refurbishment and rewiring.
Bridge of Don	B	C	The library is the second busiest community library in the city, is well over capacity and severely space constrained. This is 30 year old, temporary, flat-roofed building that has exceeded its lifespan. The building has been earmarked for replacement for 10 – 15 years and needs a larger car park. It is a good location with good bus routes.
Bucksburn	A	A	This is a well used library on the campus of the Bucksburn 3Rs Academy.

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Central	B	C	There are problems with the roof and some mechanical and electrical work is needed. There are limitations with this being a historic building. It is unclear what impact the future/closure of Denburn car park will have on footfall.
Cornhill	B	B	This is part of the Cornhill Shopping Centre. It is in good condition but it competes with Northfield and Mastrick. There had been a proposal to relocate the library within Cairncry Customer Access Point but this project has progressed.
Cove	A	A	This is a relatively new library with a Grampian Police office co-located. Together with the adjacent Loirston Primary School and NHS Grampian GP surgery and Dental surgery, it forms part of a campus of local services. The location is good with a growing population. There have been problems with window breakages.
Culter	B	B	Good location on the North Deeside Road but there is limited car parking. Serves a local, remote population.
Cults	B	C	Previous proposals to close this library were met with considerable local and political resistance. It is a good central location on North Deeside Road.
Dyce	B	B	This is a good location and serves the local village community.
Ferryhill	B	B	Located 1 mile from Central Library, it serves local community but the building is not fit for purpose.
Kaimhill	A	A	This is part of the new 3Rs school and replaced a previous small community library.
Kincorth	B	B	This is a reasonable location linked to the Customer Access Point. The building heating system needs work. Possible link to proposed new academy.



Mastrick	B	B	This is a good location for local community facilities and the Customer Access Point. The building dates to the 1950s and needs internal refurbishment. The building has a flat roof and metal windows, and suffers from vandalism problems.
Northfield	B	C	This is a difficult building to adapt. It is linked to the Community Centre by a stair well, though adaptation costs have proved prohibitively expensive .
Tillydrone	B	A	Tucked away location, quite close to the new Woodside Fountain Centre Customer Access Point.
Torry	B	C	This is a historic building opened as a Reading Room. It is not well used or near other community facilities, and there is limited on-street car parking.
Woodside	B	C	This is a small library with limited shelf space and poor fire safety. It is very close to the Woodside Fountain Centre and the new NHS Woodside Medical Practice.
Library Mobile Unit	N/A	N/A	Being decommissioned later in 2011.

## Section 6 Demand Supply Comparison

There are more community libraries in the city than are needed to adequately serve the population. Not all libraries are in ideal locations to meet the needs of the local communities they serve. Whilst in Northfield, Mastrick, Cornhill there are three libraries within a mile of each other in other parts of the city where new housing has been built there is no library provision at all.

In order to ensure that provision is in the right place it will be necessary to critically evaluate need for libraries within communities, whether there is a good footfall and whether the Council has capacity in existing buildings or proposed new developments.

## Section 7 Preferred Solutions & Development of 5 Year Plan

As part of the 5 year business plan there is a pending priority based budgeting proposal to close up to 8 libraries over 5 years to save in the region of £500,000. This may be revisited as part of the 2012/13 budget.

Education Culture and Sport Service Asset Management Plan (SAMP)

7.1. Review Library provision across the city.

**Section 8 Approval by SMT**

**Section 9 Comments of the Corporate Asset Group**

## **Service Asset Management Plan (SAMP) 2011**

### **Museums & Galleries**

Directorate: Education, Culture and Sport

Service: Museums & Galleries

Service Manager: Neil Bruce

#### **Section 1 Introduction**

The Service Asset Plan has been compiled as part of the Education, Culture and Sport Service Asset Management Plan.

The Service Asset Management Plan will be use to determine the priority areas for spend across the Education, Culture and Sport estate in line with the Service Plan taking into account Best Value in times of reducing budgets.

#### **Section 2 Description of Service**

The Museums and Galleries Service delivers museums and art galleries service across the City of Aberdeen. Museums are places where people can explore the past and the present; they help create a sense of identity and are a unique repository of knowledge. Our collections have strengths in themes of art, heritage, social history and culture. A key player in the provision of cultural activity in the North East, it is the third largest local authority funded museum service in Scotland.

Local Authorities have a wide-ranging role in ensuring cultural provision, including the provision of museums.

The statutes that provide the legislative framework for local authorities' delivery of cultural services, relating particularly to museums are:

The Public Libraries Consolidation (Scotland) Act 1887, in section 10, gives local authorities power to purchase, rent or construct libraries, museums and galleries, and to maintain and furnish those buildings. Section 21 gives authorities power, amongst other things, to purchase books, works of art, maps and other articles, to lend out books and other items and preserve and sell books and other items. The Act also requires local authorities to *"manage, regulate and control all libraries or museums or galleries"* and creates restrictions as to how they may charge for these facilities.

The Local Government and Planning (Scotland) Act 1982; sections 14 to 17. Section 14(1), as amended by Section 128 of the Local Government etc. (Scotland) Act 1994, places upon local authorities a duty to "*ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural, and social activities*".

The Local Government in Scotland Act 2003 deals with arrangements for Community Planning, which embraces planning for cultural activities. The Act also places a duty on local authorities to achieve Best Value, to initiate and facilitate community planning and gives them the power to advance community well-being (section 20) in the context of Community Planning.

The Implementation of National Cultural Strategy: Guidance for Scottish Local Authorities acknowledges that the legislation is vague in relation to the principal statutory duties and powers. It further advises local authorities to meet their statutory responsibilities by:

- Preparing an authority-wide cultural strategy and action plans
- Ensuring the strategy and plans reflect the cultural needs of its area
- Create a supportive infrastructure, providing adequate facilities for cultural, sporting activities etc in line with statutory responsibilities
- Provide services, either directly or by commissioning them from voluntary or private sector bodies
- Contribute to the strategies and plans of other bodies, acting in partnership.

(Ref: Implementation of the National Cultural Strategy: Guidance for Scottish Local Authorities published March 2003).

Museums and Galleries is further governed by the Accreditation Scheme (The UK standard for Museums and Galleries) currently operated by Museums Libraries and Archives (MLA), the Scottish Government's Recognition Scheme (for museums which hold collections that are recognised as being of national significance to Scotland) and by the guidelines for professional practice enshrined in the Museums Association's Code of Ethics

There are 69.58 full time equivalent posts on the establishment of Museums and Galleries, delivering a variety of services from security and customer care to specialised collections-based knowledge. The service is currently managed by the Art Gallery & Museums Manager, who reports to the Service Manager responsible for Culture and Sport. A Service Redesign took place in 2009 following budgetary pressures on the staffing budget and a workforce planning exercise conducted in collaboration with colleagues in Human Resources.

The service operates from a number of venues: Aberdeen Art Gallery, Aberdeen Maritime Museum, Provost Skene's House, the Tolbooth, the Cowdray Hall, Reserve and Study Collections at Frederick Street and Kittybrewster. Central to the Service are the various collections that are housed in the Art Gallery and Museums and that exist in a wider sense in the form of archaeological sites, monuments, sculpture and

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plaques throughout the City. Core activities include documentation, exhibition and display, education and interpretation.

The service operates two retail and two catering sites – Aberdeen Art Gallery café and shop, Provost Skene's House cellar café bar and Aberdeen Maritime Museum shop. A third café facility at Aberdeen Maritime Museum is operated by an external contractor, currently by Sodexo. Lloyd's Library and the McBey Art Library hold specialist books and periodicals available for public consultation.

Two specialist committees support the service – the Cowdray Hall Committee and the Marguerite McBey Trust, each with focussed remits. The Friends of Aberdeen Art Gallery & Museums help by raising funds for special projects and by organising a number of events, including private views.

The number of in person visitors and usages of the collections are reported on an annual basis as a Statutory Performance Indicator.

The figures for 2009/10 are:

Number of visits / usages of the collections, including user sessions of our web pages – 732,636

Number of visits in person – 339,858

The service was placed in the upper quartile for 2009/10. Figures for 2010/11 are not available yet.

### **Section 3 Anticipated Key Changes to the Service**

- 3.1 Museums Galleries Scotland – development of a new National Strategy for museums services in Scotland(12 months from June 2011)
- 3.2 Arts Council England is taking over the operation of the current Museums Libraries and Archives role, which manages the national sector standard Accreditation Scheme. The Museums and Galleries service is required to meet this minimum standard to access external funding. A new standard Accreditation 2011 will be launched in October 2011.
- 3.3 A new quality assurance system, 'How Good is our Culture and Sport' is currently being rolled-out for local authority services in Scotland.
- 3.4 Insurance for high value collections and exhibitions – the Government Indemnity Scheme is making more challenging conditions on our venues (security and environmental control) to meet the required standard for Government Indemnity insurance. Without this the service is unable to attract high value exhibitions.
- 3.5 Cross-over between Economic Development and Culture – The links between Museums and Galleries and the cultural and tourist economy and the economic impact of cultural venues and activities.

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- 3.6 Council Priorities – 5 year Business Plan (attraction and retention of residents and visitors to City). agreed that an options appraisal to move the service to an arms-length organisation / trust. be undertaken

#### **Section 4 Asset Demand Profile**

- 4.1 There is an identified need for suitable storage to house the parts of the collections currently stored in buildings that are going to be disposed of. Frederick Street and Linksfield Academy will both need to be vacated in the summer/autumn of 2011.
- 4.2 There is a lack of suitable storage available in the Art Gallery which is creating pressures on the collections and art handling programme. The need for suitable storage for the collections and any future redevelopment of the Gallery are interlinked, requiring a long-term solution. The service believes this is best resolved by creating a Community Collections Centre which will increase access to the collections for the public and ensure sustained long-term care of these assets.
- 4.3 In order to increase the amount of the collection on display there is a need for additional floor and wall space. This is also required to promote more permanent exhibition space plus better environmental controls and educational facilities and activities in gallery.
- 4.4 Challenges of Fire Risk Assessments & Theatre Licence Inspections include cost and build issues.
- 4.5 Continued issues around meeting Visit Scotland requirements for visitor facilities (for example toilets and cafes). These are currently falling below the standard at the Art Gallery and Maritime Museum and are bringing down the overall rating at both venues.
- 4.6 Political commitment to transfer services to a new Cultural Trust by April 2013. An options appraisal to be completed by November 2011.
- 4.7 Impact of closure and demolition of St Nicholas House on Provost Skene's House.

#### **Section 5 Asset Supply Profile**

The 2000 Access Audit identified that a number of improvements were required to make the building DDA compliant and enable full unaccompanied access for disabled visitors rather than the current arrangement whereby staff accompany visitors.

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The conservation survey of the Art Gallery undertaken in 2010 identified that a considerable amount of work is required to improve the environmental performance and external shell of the building. There is an ongoing problem with water ingress and the roof needs regular maintenance and repair. Other problems include maintaining the correct environment for the Collections and exhibitions. This is hampering our ability to attract major exhibitions to the city.

### Overall Condition Gradings

- A Good - Performing well and operating efficiently  
 B Satisfactory - Performing adequately but showing minor deterioration (note this is a very broad category)  
 C Poor - Showing major defects and or not operating efficiently  
 D Bad - Life expired and/or serious risk of imminent failure

Asset	Type	Condition	Suitability	Detail
Aberdeen Art Gallery	Museum - Freehold	B	C	A full condition survey was undertaken in 2010 which details the work needed to bring the building up to a suitable standard and make it DDA compliant. Immediate issues include the roof.
Cowdray Hall	Auditorium located adjacent to the Art Gallery	C	C	The hall has excellent acoustics but is in need of upgrading and is not fully DDA compliant.
Provost Skene's House	Museum - Leasehold	B	C	The building lacks storage, has inadequate toilet facilities and has accessibility problems as well as water ingress.
Aberdeen Maritime Museum	Museum - Freehold	B	A	The building is in good condition but suffers from a lack of storage and educational facilities.
Tolbooth Museum	Museum	B	B	This is a shared building with limited access for visitors and toilet facilities only for staff.
Reserve Collection – Powis Terrace	Depot – Freehold	B	C	This is a shared building which holds the most valuable collections. There is poor access and the environmental controls are not fit for

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				purpose.
Frederick Street collections storage	Depot - Freehold	C	C	This site will become unavailable as part of the new NHS development.

### **Section 6 Supply / Demand Comparison**

There are a number of challenges facing the service. In particular the Art Gallery is deteriorating and needs considerable work to restore it. An options appraisal for the refurbishment and extension of the building has been undertaken and the costs are significant. Although there is a possibility of attracting Heritage Lottery Fund this would need to be matched by the Council.

Aberdeen lacks a generic Museum so museums tend to focus on specific aspects of collection (eg Costume, Maritime), and bits of collections not accessible. The service has significant levels of goodwill which leads to projects such as the Lewis Chessman Exhibition in partnership with British Museum and National Museum Scotland.

Storage is a major problem with the need for purpose built accommodation with the environmental controls required to house valuable collections. An open store (Community Collections Centre) is a realistic means of displaying more of the collections and increasing accessibility for locals and tourists.

### **Section 7 Preferred Solutions & Development of Outline 5 Year Plan**

1. Continue to investigate possible sources of funding to support the Art Gallery Development Study Preferred Option.
2. Continue to explore opportunities to create a new museums storage facility in conjunction with partners that will provide improved access to collections, enhanced research facilities and improved educational and learning opportunities.

### **Section 8 Approval of SMT**

### **Section 9 Comments of the Corporate Asset Group**

Education Culture and Sport Service Asset Management Plan (SAMP)



## **Service Asset Management Plan (SAMP) 2011**

### **Sport & Recreation**

Directorate: Education, Culture and Sport

Service: Sport & Recreation

Service Manager: Neil Bruce

#### **Section 1 Introduction**

The Service Asset Plan has been compiled as part of the Education, Culture and Sport Service Asset Management Plan.

Aberdeen City Council's Sport and Recreation Service was transferred to a new Arm's Length Trust, Sport Aberdeen, in July 2010. Whilst Sport Aberdeen operates the full range of City Council sports facilities on a day-to-day basis, under a 10 year licence arrangement, the buildings are still owned by, and ultimately the responsibility of the City Council. This means that any detailed Asset Management Plan, and associated priorities, would need to be developed by the City Council, in conjunction with Sport Aberdeen.

This document therefore sets out some of the basic data relating to the sports facilities, including the results of Condition Surveys carried out by the City Council, and Suitability Assessments carried out by Sport Aberdeen staff. It is however recognised that more detailed work needs to be carried out, in conjunction with Sport Aberdeen to identify priorities and preferred solutions for the service's assets. In particular, the City Council is currently leading a piece of work, to review Swimming Pools city-wide, and develop a Water Management Plan for the city, which could have a major impact on the swimming pool facilities managed by Sport Aberdeen.

#### **Section 2 Description of Service**

Sport Aberdeen was specifically established in 2010 to provide sport and related services that enhance the lives of residents and visitors to the City on behalf of Aberdeen City Council to enable the local authority to effectively discharge its statutory responsibilities, policies, strategies and objectives in respect of the delivery of sport and physical activity services to the Community

A key part of Sport Aberdeen's role is to provide programmed, as well as casual use, of some 30 city council sports facilities across the city, and contribute to the delivery of the City's Sport and Physical Activity Strategy 'Fit for the Future', 2009-15.

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The Council's expectations of Sport Aberdeen are set out within the Funding and Service Provision Agreement, and their use of City Council buildings is governed by the Facility Licence Agreement.

As a registered charity, Sport Aberdeen operates its policies and delivery of services in accordance the requirements of the Office of the Scottish Charitable Regulator, (OSCR), and the Company's main Charitable Objectives, which are as follows:

- to advance public participation in sport;
- to provide facilities, or assist in the provision of facilities, in the interest of social welfare for recreation and other leisure-time occupation so that their conditions of life may be improved;
- to advance education;
- to advance community development;
- to advance the arts, heritage and culture; and/or
- to advance such similar charitable purposes as the directors may determine from time to time.

Whilst the majority of the City Council's sport and recreation facilities are managed by Sport Aberdeen, there are a small number that have either been retained by the Council, or in the case of Aberdeen Snowsports Centre, at Garthdee, which is managed by an independent Sports Trust.

### **Section 3 Anticipated Key Changes to the Service**

- 3.1 Key changes to the service would be agreed as part of Sport Aberdeen's Business Plan.
- 3.2 The City Council recently agreed to progress with the construction of a 50 metre pool and aquatics centre on the site of the former Linksfield Academy, in partnership with the University of Aberdeen and Aberdeen Sports Village. It is acknowledged that this will have a major impact on swimming provision in the city, which will need to be reviewed.

### **Section 4 Asset Demand Profile**

- 4.1 The Local Government and Planning (Scotland) Act 1982; sections 14 to 17. Section 14(1), as amended by Section 128 of the Local Government etc. (Scotland) Act 1994, places upon local authorities a duty to "*ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural, and social activities*".
- 4.2 Whilst there has been much discussion and debate around the concept of 'adequacy of provision', national standards for provision of sports facilities have never been developed. However, the national sports agency, Sport Scotland have developed a Sports Facilities Planning Model, which can be

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used as a tool to help review sports provision, using the benchmarks of provision of different types of sporting provision across Scotland.

## **Section 5 Asset Supply Profile**

- 5.1 Aberdeen City Council has long been considered as having a relatively high level of sports provision including both public and school facilities in comparison to similar sized cities.
- 5.2 Over recent years there has been considerable investment in new sports facilities within Aberdeen City by a wide range of providers. These include:
  - new regional sports facility at Aberdeen Sports Village,
  - Transition Extreme sports facility at the beach,
  - Aberdeen Snow Sports at Garthdee;
  - a range of private fitness and sports facilities
  - a range of new sports facilities incorporated within 3Rs buildings including a 25 metre pool at Cults Academy, refurbished sports facilities at the Beacon Centre and all weather pitches in all schools.
  - New 50 metre pool and aquatics centre which is due to be completed in 2014.
- 5.3 As part of City Council budget savings, a number of facilities have either been closed, or have reduced their level of operation. These include:
  - Bon Accord Baths – closed in 2008
  - Alex Collie Sport and Community Centre – reduced public programme from April 2009
  - The Jesmond Centre – reduced public programme from April 2009
  - Sheddocksley Sports Centre – reduced public programme from April 2009
  - Peterculter Sports Centre – reduced public programme from April 2009
  - Linksfield Pool – closed in October 2010
  - Northfield Swimming Pool –reduced public programme from April 2011
- 5.4 As part of recent condition surveys, the majority of buildings were ranked as either A or B. There are however 2 Golf Starters Boxes which were assessed as C.
- 5.5 In addition to the City Council condition surveys, detailed building surveys were carried out for each of buildings, immediately prior to the transfer to the Sports Trust, and these will form the basis of detailed discussions with Sport Aberdeen in relation to maintenance and development of their facilities.
- 5.6 Assessments were also undertaken by Sport Aberdeen staff in relation to the Suitability of these buildings for delivering the services. Whilst the majority of buildings were scored as either A or B, Hazlehead Pool, Sheddocksley Sports Centre, and a number of the Golf Starters Boxes, Pavilions and Outdoor Sports Centres were assessed as C. The buildings are listed below, with details of both Condition and Suitability scores.

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**Overall Condition Gradings**

A	Good	- Performing well and operating efficiently
B	Satisfactory	- Performing adequately but showing minor deterioration (note this is a very broad category)
C	Poor	- Showing major defects and or not operating efficiently
D	Bad	- Life expired and/or serious risk of imminent failure

**Sport Aberdeen managed facilities**

Asset	Type	Condition	Suitability
Bridge of Don Pool	Swimming Pool – within school	B	B
Bucksburn Pool	Swimming Pool	B	B
Northfield Pool	Swimming Pool	B	B
Cults Pool	Swimming Pool – within school	A	A
Kincorth Pool	Swimming Pool – within school	B	B
Hazlehead Pool	Swimming Pool – within school	C	C
The Jesmond Centre	Community Sports Centre	A	B
Kincorth Sports Centre	Community Sports Centre	B	B
Peterculter Sports Centre	Community Sports Centre	B	B
Sheddocksley Sports Centre	Community Sports Centre	B	C
Lord Provost Alex C. Collie Sports and Community Centre	Community Sports Centre	B	B
Torry Youth and Leisure Centre	Community Sports Centre	A	B
Beach Leisure Centre	Regional Level Facility	B	B
Linx Ice Arena	Regional Level Facility	B	B
Westburn Tennis Centre	Regional Level Facility	A	B
Beacon Centre	Regional Level Facility	B	B
Hazlehead Golf Courses (2 x 18 hole, 1 x 9hole, 1x pitch and putt)	9 Hole Golf Course Starters box	B	C
	18 Hole Golf Course Starters box	C	B

Balnagask Golf Course	Golf Course Starters box	C	C
Kings Links Golf Courses 1 x 18 hole	Golf Course Starters box	B	B
Jack Wood Pavilion (Inverdee Outdoor Sports Centre)	Football Pavilion	B	C
Joe Paterson Pavilion (Hazlehead Outdoor Sports Centre)	Football Pavilion	A	A
Aulton Pavilion	Football Pavilion	A	B
Nelson Street Playing Field	Football Pavilion	A	B
Westburn Outdoor Sports Centre	Outdoor Seasonal Facilities	B	B
Ruthrieston Outdoor Sports Centre	Outdoor Seasonal Facilities	B	B
Albury Outdoor Sports Centre	Outdoor Seasonal Facilities	B	B
Hilton Outdoor Sports Centre	Outdoor Seasonal Facilities	B	B
Northfield Outdoor Sports Centre	Outdoor Seasonal Facilities	B	C
Torry Outdoor Sports Centre	Outdoor Seasonal Facilities	B	B

### Non- Sport Aberdeen managed facilities

Asset	Type	Condition	Suitability
Tullos Pool	Closed Swimming Pool	N/A	N/A
Aberdeen Snowsports Centre, Garthdee	Artificial Ski Slope, All Weather Pitch & Lodge – operated by independent Sports Trust	A	B
Allan Park Pavilion, Cults	Sports Pavilion	N/A	N/A
Harlaw Academy Pavilion, Groats Road	Sports Pavilion	B	B
Harlaw Playing Field Pavilion, Harlaw Road	Sports Pavilion	B	D
Rubislaw Pavilion, Rubislaw	Sports Pavilion	A	A

Torry Academy Pavilion	Sports Pavilion	B	C
Kaimhill Outdoor Sports Centre	Outdoor Seasonal Facilities – operated under informal arrangement by voluntary committee	B	B

## Section 6 Supply / Demand Comparison

- 6.1 sportscotland has developed a Facilities Planning Model as a planning tool to help inform decisions about the provision of community sports facilities. Specifically in relation to Swimming Pools, the City Council is working with sportscotland to use the model to assist with reviewing swimming pool provision. This will help the Council develop a Water Management Plan, which it is hoped to report to committee in late 2011.
- 6.2 The Facilities Planning Model provides an objective assessment of the relationship between the likely demand for sports facilities in an area and the actual supply. It takes into account the distribution of the local population and its demographic structure, as well as the capacity and availability of facilities in the area and their catchment areas.
- 6.3 Using this data, the model is able to distribute demand from the study area to available facilities on the basis of catchment areas, linking people (demand) to facilities (supply) in terms of realistic travel patterns. It then identifies 'unmet demand', (ie. demand which cannot be accommodated by existing facilities). This may be because existing facilities are full to capacity, or because there is demand arising from out with their catchment areas.

## Section 7 Preferred Solutions & Development of Outline 5 Year Plan

- 7.1 Work with Sport Aberdeen, sportscotland, Scottish Swimming, local swimming clubs and other providers to review Swimming Pools city-wide, and develop and a Water Management Plan for the city.
- 7.2 Commission the construction of the Regional 50 metre Pool and Aquatics Centre in partnership with the University of Aberdeen, sportscotland and Aberdeen Sports Village.
- 7.3 Work with Sport Aberdeen and sportscotland to review the requirement for sports facilities across the city, in the light of increasing budget pressures, as well as condition and suitability of buildings.

**Section 8 Approval of SMT**

**Section 9 Comments of the Corporate Asset Group**

## **Service Asset Management Plan (SAMP) 2011**

### **Cultural Facilities**

Directorate: Education, Culture and Sport

Service: Culture

Service Manager: Neil Bruce

#### **Section 1 Introduction**

The Service Asset Plan has been compiled as part of the Education, Culture and Sport Service Asset Management Plan.

Aberdeen City Council's performing arts facilities, (His Majesty's Theatre and the Aberdeen Music Hall), were transferred to a new Arm's Length Trust, Aberdeen Performing Arts, (APA), in 2005, and the Lemon Tree was added to this portfolio in 2008.

Whilst APA operates the performing arts facilities on a day-to-day basis, under a licence arrangement, the buildings are still owned by, and ultimately the responsibility of the City Council. This means that any detailed asset management planning needs to be lead by the City Council, in conjunction with APA. In addition to the facilities that APA manages on behalf of the City Council the City Council also operates the Beach Ballroom via staff employed by Education, Culture and Sport.

This document therefore sets out some of the basic data relating to the cultural facilities, including the results of Condition Surveys carried out by the City Council, and Suitability Assessments carried out by APA staff. It is however recognised that more detailed work needs to carried out, in conjunction with APA to identify priorities and preferred solutions for the service's assets.

#### **Section 2 Description of Service**

Aberdeen Performing Arts, (APA), was established in 2004 as a charitable trust specifically to take over the operation of the City Council's performing arts facilities, which were transferred in 2005.

APA's vision is: 'to lift the spirits, engage the mind and stimulate the imagination through the presentation of the performing arts.'

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Their mission is: 'to present work of the highest standard on our stages and ensure the comfort of our customers by developing and maintaining our buildings and facilities.'

A key part of Aberdeen Performing Art's role is to provide a varied and high quality programme of performing arts and music events to appeal to widest possible cross-section of residents and visitors to Aberdeen. To support this APA receives annual revenue funding from the City Council, and in turn they contribute significantly to the delivery of the City's Cultural Strategy 'Vibrant Aberdeen' (2010-2015).

As a registered charity, APA operates its policies and delivery of services in accordance the requirements of the Office of the Scottish Charitable Regulator, (OSCR), and the Company's main Charitable Objectives.

Whilst the above City Council's cultural facilities are managed by APA, the City Council retains the operation of the Beach Ballroom and the leased dance studio used by City Moves Dance Agency.

### **Section 3 Anticipated Key Changes to the Service**

- 3.1 Key changes to the service would be agreed as part of Aberdeen Performing Art's Business Plan.

### **Section 4 Asset Demand Profile**

- 4.1 The Local Government and Planning (Scotland) Act 1982; sections 14 to 17. Section 14(1), as amended by Section 128 of the Local Government etc. (Scotland) Act 1994, places upon local authorities a duty to "*ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural, and social activities*".
- 4.2 Whilst there has been much discussion and debate around the concept of 'adequacy of provision', national standards for provision of cultural facilities have never been developed.

### **Section 5 Asset Supply Profile**

- 5.1 There is a general view, which is also reflected in the Vibrant Aberdeen Strategy that Aberdeen has some high quality cultural venues, including those operated by APA, but that the city has historically relied on this fairly limited and aging infrastructure.
- 5.2 As part of condition surveys, the above cultural facilities were all ranked as satisfactory with the exception of the Beach Ballroom which was assessed as poor.

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- 5.5 Assessments were also undertaken by APA and Council staff in relation to the suitability of these buildings for delivering services. Whilst the majority of buildings were scored as either A or B, the City Moves dance space, which the Council leases, was assessed as C. The buildings are listed below, with details of both Condition and Suitability scores.

### Overall Condition Gradings

- A Good - Performing well and operating efficiently  
 B Satisfactory - Performing adequately but showing minor deterioration (note this is a very broad category)  
 C Poor - Showing major defects and or not operating efficiently  
 D Bad - Life expired and/or serious risk of imminent failure

### Aberdeen Performing Arts managed facilities

Asset	Type	Condition	Suitability
His Majesty's Theatre	Large Victorian theatre with a modern extension.	B	A
Aberdeen Music Hall	Performing arts venue (predominantly music)	B	B
Lemon Tree	Small studio theatre	B	B

### Non- Aberdeen Performing Arts managed facilities

Asset	Type	Condition	Suitability
Beach Ballroom	Conference venue with ballroom	C	B
City Moves Dance Space	Leased Dance Studio	B	C

## Section 6 Supply / Demand Comparison

- 6.1 No significant work has yet taken place on the supply/ demand comparison for these cultural facilities though this work will clearly link to the actions arising from the Visit Aberdeen Strategy.

**Section 7 Preferred Solutions & Development of Outline 5 Year Plan**

- 7.1 Work with Aberdeen Performing Arts, Creative Scotland, and local Arts organisations to consider the future requirements for upgrading and maintaining cultural assets across the city, taking account of increasing budget pressures, as well as the condition and suitability of buildings.

**Section 8 Approval of SMT**

**Section 9 Comments of the Corporate Asset Group**

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15<sup>th</sup> September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Education, Culture and Sports Quality Improvement: our Journey to Excellence</b>
REPORT NUMBER	<b>ECS/11/052</b>

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### **1. PURPOSE OF REPORT**

This report describes the context and balance of external and internal scrutiny approaches applied to Education, Culture and Sports (ECS) Services. It outlines the reasons for our inclusive quality improvement framework, a focus on a calendar of quality improvement activity that make a difference and on robust performance measures that are linked to improving outcomes and quality.

### **2. RECOMMENDATION(S)**

It is recommended that the Committee:

- (i) Discuss and agree the ECS Quality Improvement Framework
- (ii) Note the links to the new Service Plan 2011-2016;
- (iii) Approve the embedding of an integrated approach to self evaluation activity throughout the ECS Service with the intention that ensuring quality is the responsibility of every employee
- (iv) Approve the quality improvement calendar 2011-12
- (v) Instruct that reports on Quality Improvement activity are presented to Committee as part of the quarterly Education, Culture and Sports Service Plan performance reporting and as part of the annual reporting of ECS Standards and Quality

### **3. FINANCIAL IMPLICATIONS**

There are no direct financial implications arising from this report, however, adherence to revenue and capital budgets is a performance measure for each service area. There may be, however, new or extra costs associated with performance improvements where additional resource or support is required across the Service. It would be anticipated that these additional costs would be met within existing resources.

#### **4. SERVICE & COMMUNITY IMPACT**

There are no direct implications arising from this report but the purpose of performance measurement and reporting is to manage improvement to services to the community. The work also links directly to the Single Outcome Agreement (SOA), the Concordat with the Scottish Government and the National Performance Framework. Improvements in Education, Culture and Sports services have a positive impact on the communities they serve and in the lives of children, young people and their families.

#### **5. OTHER IMPLICATIONS**

This will be of interest to key stakeholders across the Education, Culture and Sports Service, our parents, pupils and staff and may be of media interest.

#### **6. REPORT**

##### **6.1 Background**

The Education, Culture and Sport Service is currently subject to external inspection by HMIE and the Care Commission, together with accreditation bodies such as Museums, Libraries and Archives (MLA) and the Scottish Library and Information Council (SLIC). As part of the Public Services Reform Act (Scotland) 2010, a number of agencies combined to form the Social Care and Social Work Improvement Service (SCSWIS) and a new national development and improvement agency for education called Education Scotland.

It is anticipated that these combined bodies will contribute to the reduction of the number of external scrutiny bodies and processes in Scotland.

The Public Services Reform (Scotland) Act 2010, informed by the Crerar Review, places a duty on scrutiny bodies to include service user experience as part of their inspection processes and a duty to make external scrutiny proportionate and according to need.

The responsibility of the Council to develop and implement effective performance management and self evaluation processes to achieve improvement objectives is described in the Concordat with councils in 2007. Where services can demonstrate effective self evaluation that is evidence-based, robust and results in improvement, external inspection will decrease in depth and frequency.

Frameworks for effective self evaluation such as How Good is our School, have been in use for some time in the Education service and in some aspects of our libraries and sports services and are currently being introduced for arts, culture and heritage services.

##### **6.2 The Education Culture and Sports Quality Improvement Framework**

6.2.1 The ECS Quality Improvement Framework sets out our commitment to continuous improvement. The recent Christie Commission report found that 'the quality of life in Scotland depends in no small measure on the quality of its public services'. We are committed to the pursuit of

excellence in all aspects of our work and want '*quality to be everyone's responsibility*'.

- 6.2.2 Our framework is based on self evaluation and a reflective process that asks three key questions across a range of quality indicators:
- How are we doing? - to find out where we have got to through our shared vision
  - How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes
  - What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact
- 6.2.3 The quality indicators are broadly based around six key themes:
1. What key outcomes have we achieved?
  2. How well do we meet the needs of our stakeholders
  3. How good is our delivery of key processes?
  4. How good is our management?
  5. How good is our leadership?
  6. What is our capacity for improvement?
- 6.2.4 The framework sets out six aspects of quality improvement activity that will place learners and participants at the centre of our agenda:
- Self evaluation that involves staff and at all levels
  - Peer evaluation and working in partnership to achieve outcomes
  - Improvement/ Validation visits that support improvement and reduce variation in performance across the whole of the education, culture and sports service.
  - Service reviews that support, challenge and celebrate achievements
  - Improvement plans clearly focussed on outcomes in every one of our establishments, partners and in all our commissioned services
  - Robust performance monitoring that allows for increased scrutiny and public accountability and annual reports on the standards and quality of our services.
- 6.2.5 Our quality improvement framework outlines the eleven quality indicator models that are being used throughout the ECS Service:
1. The Child at the Centre, for our pre-school and partner providers
  2. How Good is our School, for our schools and educational establishments
  3. How good is our Community Learning and Development, for our communities teams
  4. How Good is our Culture and Sport, for our arts, culture, heritage and sports services
  5. How well do we protect children and meet their needs, for our child protection services
  6. Evaluating services for children and young people, for our provision of integrated services
  7. The Quality Improvement System for our museums and galleries

8. The Public Library Quality Improvement matrix for our Libraries and Information Services
9. Quality Management in Education for our local authority education services
10. Quality Management in Local Authority Educational Psychology Services
11. All of the findings from the previous ten models link to How Good is our Council, the overarching Council quality framework

6.2.6 The Quality Improvement Framework describes self evaluation activity and our current external scrutiny performance within each of the 10 frameworks. The aim of our framework is to introduce a rolling programme of self evaluation activity that links clearly to impact and positive outcomes. The calendar of quality improvement activity in Section 3 of the framework, shows, for the first time, clear linkages to our Service Improvement Planning process so that our quality improvement activities throughout the year have a direct impact on our service priorities and developments.

### **6.3 Implementation and Review**

6.3.1 The implementation of our Quality Improvement Framework will begin immediately. Aspects of the framework are already in place as we currently collect and report on a range of quality models, data and performance. Our framework will draw the various strands together into a cohesive programme of self evaluation activity designed to improve the impact of our services.

6.3.2 Involving all employees and developing leadership at all levels are central to our quality improvement framework where *'every member of staff is accountable for the quality of their day-to-day work'*. By providing clear direction for improvement and a culture of achievement we want to empower staff, children and young people, parents/carers, learners and participants of all ages to take part in their own improvement journeys.



## **7. IMPACT**

### **Legal**

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments. Our Quality Improvement framework ensures compliance with new legislation.

### **Resources**

No additional resources are required to undertake quality improvement which is a core responsibility of managers.

### **Other**

There are no property, equipment or Health and Safety implications arising directly from this report.

## **8. BACKGROUND PAPERS**

The Christine Commission findings

The Crerar Review

The Public Service Reform Bill

Education Scotland Quality frameworks and inspection outcomes


Museums and Galleries Scotland Quality Improvement System


Scottish Library and Information Council Quality Improvement Matrix

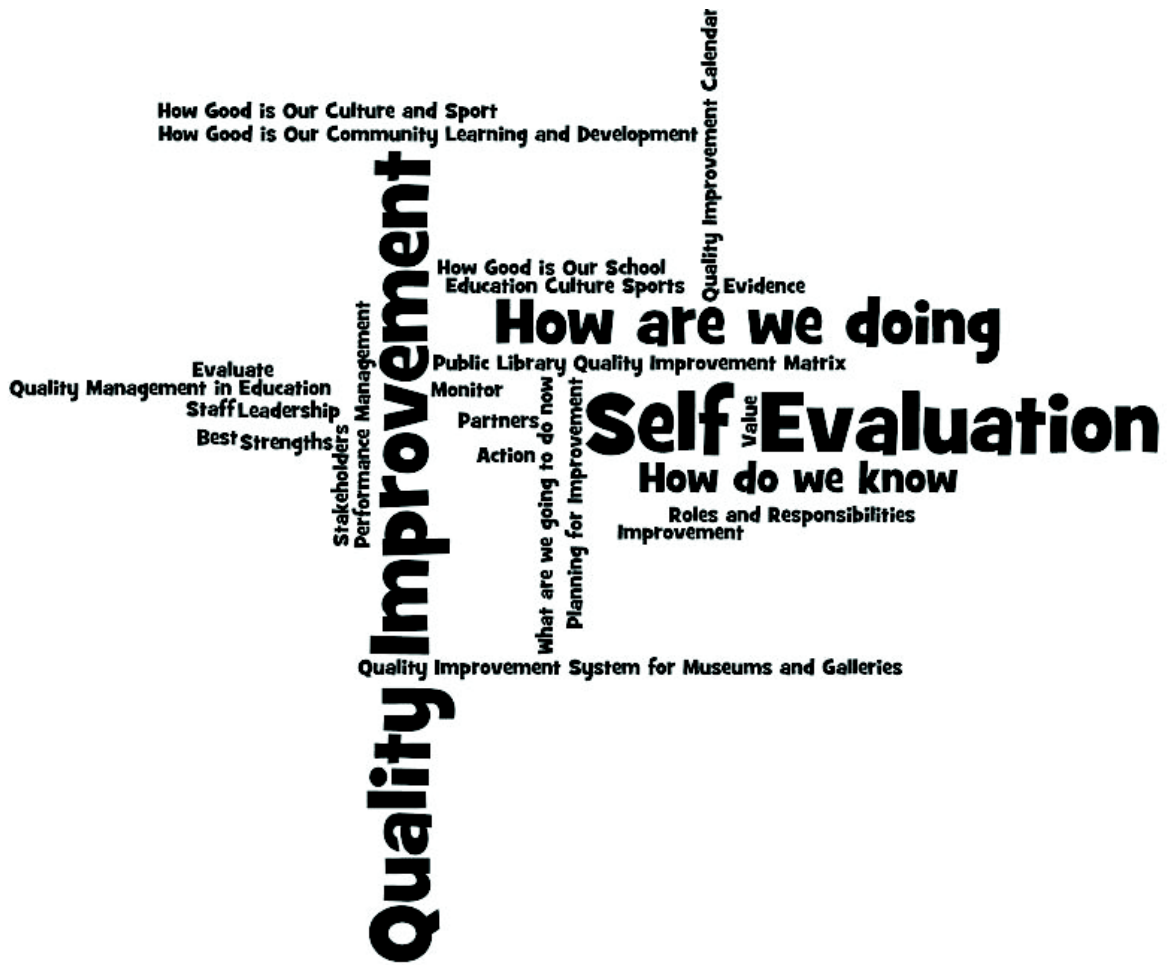
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**Education, Culture and Sports  
Quality Improvement Framework: our Journey  
to Excellence**

**August 2011**



**ABERDEEN**  
**CITY COUNCIL**  
A City of Learning

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# 1. Our Quality Improvement approach

'The quality of life in Scotland depends in no small measure on the quality of its public services'<sup>1</sup>

'Quality is everyone's responsibility'<sup>2</sup>

The Education, Culture and Sports Service is committed to **continuous improvement** and the pursuit of excellence in all aspects of our work. Supported by legislation such as the Scotland's Schools, etc Act 2000 and the Local Government in Scotland Act 2003, our Quality Improvement approach enables us to demonstrate the impact that our services have on individuals and communities and how well our services meet users' needs.

For the purposes of this framework, we have defined quality improvement as:

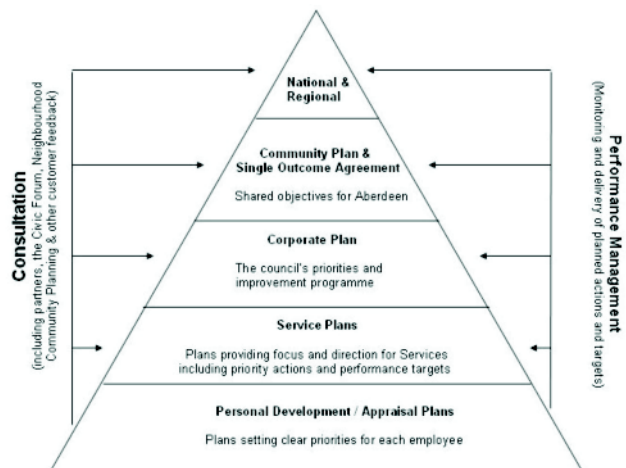
'a process of continuous improvement in the course of which a commitment to personal, professional and institutional reflection and self-evaluation is encouraged: where progress is supported and monitored and quality achieved by means of a planned, steady improvement. Quality is about taking key steps to deliver attainable standards of performance based on agreed goals and targets'<sup>3</sup>.

The following principles together with the performance model outlined in Figure 1, underpin our quality improvement approach:

Aberdeen City Council's vision to be a vibrant, dynamic and forward looking city, 'an even better place to live and work, where people can expect high quality services that meet their needs'

Our ECS vision to work in an innovative and creative way to provide flexible and high-quality education in schools, to support community development and adult learning where it is most needed and to enhance the cultural and heritage provision in the City of Aberdeen.

**Figure 1: Performance Management and Planning<sup>4</sup>**



1 Christie Commission 2011

2 Deming (American Consultant, Statistician and Educator)

3 ACC Quality Improvement Framework – Schools 2007

4 ACC Performance Management and Planning approach

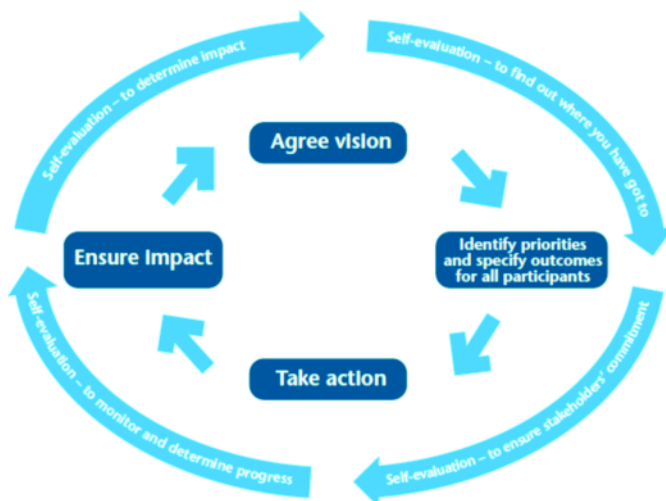
*'You should not ask questions without knowledge'<sup>5</sup>*

**Self-evaluation** is central to our quality improvement process and is the basis for planning for improvement, for action to improve and for reporting on our standards and quality. A reflective process, we aim to get to know ourselves well and to identify the best ways to improve our services for individuals and communities by asking the following three key questions across a range of quality indicators and through planning for excellence as outlined in Figure 2 below:

How are we doing? - to find out where we have got to through our shared vision

How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes

What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact



**Figure 2: the Planning for Excellence model<sup>6</sup>**

To be effective, our self-evaluation will:

- be embedded in the culture of our organisation and in our partnership working and commissioned arrangements;
- be rigorous, systematic and transparent;
- be focused on identifying strengths and areas for improvement;
- be based on a wide range of evidence including performance data, relevant documentation, stakeholders views and feedback and direct observations;
- involve a wide range of stakeholders as outlined in Figure 3 below;
- lead to targeted action and improvement;
- be recorded and reported; and
- be a continuous, systematic process as opposed to an event.

**Figure 3: Sources of evidence<sup>7</sup>**



<sup>5</sup> Deming (American Consultant, Statistician and Educator)

<sup>6</sup> How Good is our Culture and Sport – HMIE 2009

*'we must improve transparency, challenge and accountability..to bring a stronger focus on ..achieving positive outcomes for individuals and communities'<sup>8</sup>*

*'If you do not know how to ask the right question...you discover nothing'<sup>9</sup>*

Our Quality Improvement Frameworks are based broadly around **6 key, high level questions:**

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders
3. How good is our delivery of key processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

These high level questions are consistent with other well-established quality improvement models currently in use in the public, private and voluntary sectors including: Charter Mark, Investors in People, the Excellence Model of the European Foundation for Quality Management (EFQM) and aspects of ISO9000.

Our approach embeds the models of self evaluation used within a number of external scrutiny regimes such as Education Scotland (formerly HMIE), the Social Care and Social Work Improvement Service (formerly SWIA and the Care Commission), the Scottish Library and Information Council (SLIC) and Museums Galleries Scotland (MGS). Existing quality improvement processes such as Public Library Quality Improvement Matrix (PLIQM and Quality Improvement System for Museums and Galleries (QIS) will be used in conjunction with our overarching framework and evidence will contribute to overall evaluations. Our targets for quality improvement are for the majority of our services to be evaluated as good, very good or excellent.

*'Quality indicators are a guide and not a set of recipes for success'<sup>10</sup>*

The indicators in the majority of quality improvement models are designed to be used along with a six-point scale which indicates the level of effectiveness in particular aspects of performance or practice. Evaluating using the 6-point scale<sup>11</sup> to assess the level of performance in each indicator is designed to assist our self evaluation process, bringing an element of sharpness and rigour to it and, importantly, a focus for professional dialogue. The levels are:

Level 6 <i>excellent</i>	– outstanding, sector leading
Level 5 <i>very good</i>	- major strengths
Level 4 <i>good</i>	- important strengths with areas for improvement
Level 3 <i>satisfactory</i>	- strengths just outweigh weaknesses
Level 2 <i>weak</i>	- important weaknesses
Level 1 <i>unsatisfactory</i>	- major weaknesses

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<sup>7</sup> How Good is our School: Journey to Excellence part 3 2007

<sup>8</sup> Christie Commission 2011

<sup>9</sup> Deming (American Consultant, Statistician and Educator)

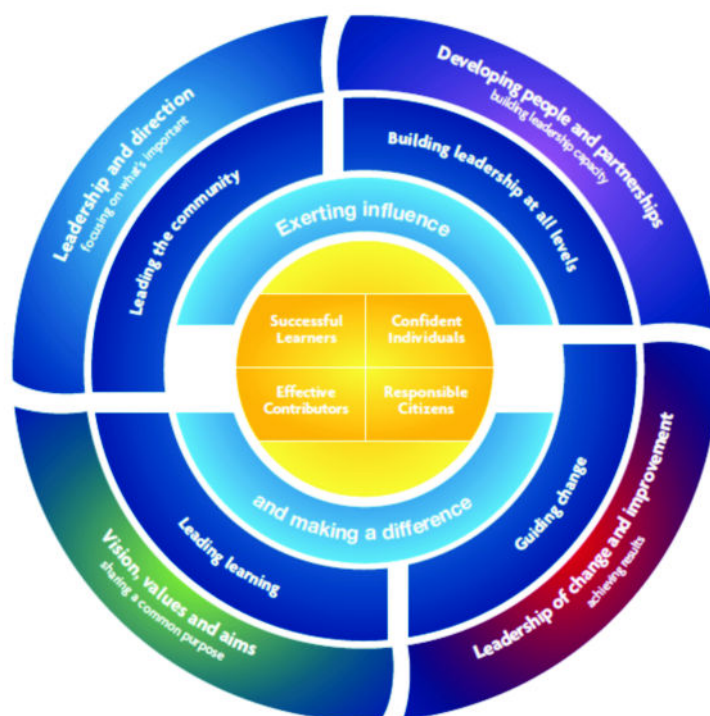
<sup>10</sup> Graham Donaldson HM Senior Chief Inspector 2007

<sup>11</sup> Refer to Appendix 2 - 6 point scale

*'The aim of leadership is to improve performance ..., to improve quality, to increase productivity, and simultaneously to bring pride of workmanship...the aim of leadership is to help people to do a better job'<sup>12</sup>.*

At the heart of our quality improvement framework is the **involvement of our employees** and a collegiate culture. Promoting and planning for improvement throughout the Education, Culture and Sports Service requires high quality leadership at all levels together with consistency across our planning processes.

**Figure 4: Leadership Quality indicators**



We are committed to developing and empowering leaders at all levels across our service and to creating and sustaining our shared vision. In order to promote improvement, we will:

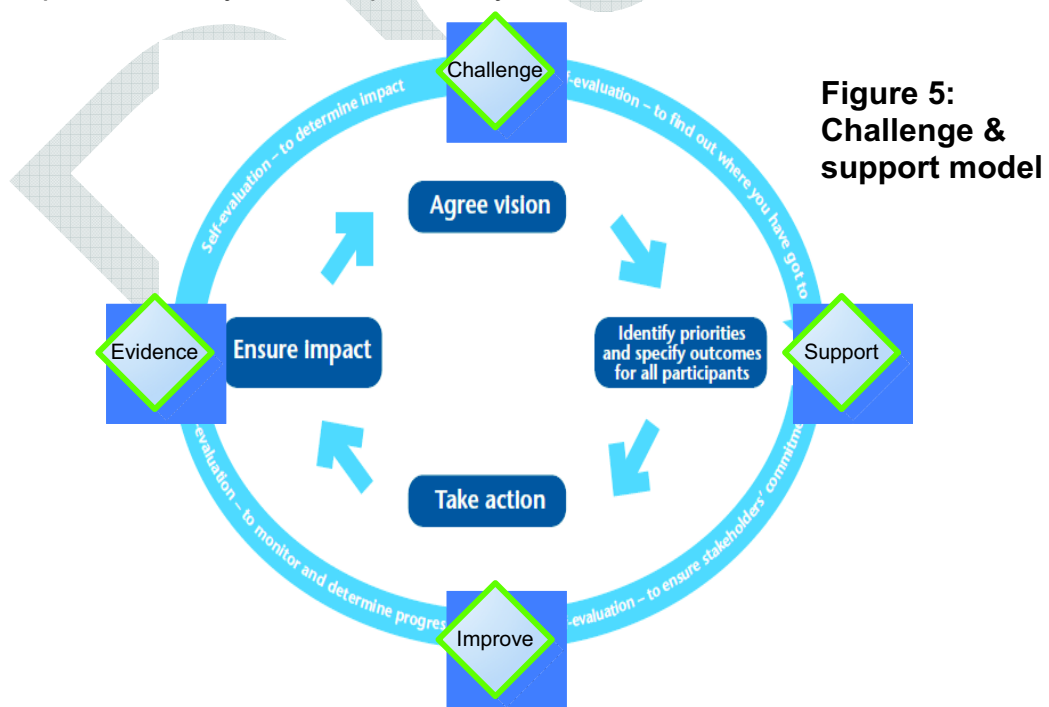
- Embed our shared vision for quality improvement throughout the ECS Service and in our partnership working and commissioned arrangements
- Provide clear direction for improvement for each part of the Service and set key priorities each year to that our attention is focussed on outcomes and impact
- Create a culture of achievement in education, culture and sports across Aberdeen where success is prioritised, valued and celebrated

<sup>12</sup> Deming (American Consultant, Statistician and Educator)

- Foster a workplace where every employee is valued and given the opportunity to play a full part, where there are clear effective channels of communication and where information is disseminated widely
- Inspire & motivate all staff to perform consistently to the highest standards where *'staff have the self-confidence to know that they can make a difference'* and where we support staff to innovate, experiment and take measured risks
- Develop leaders at all levels across the organisation. *'Leaders are not just at the top of the organisation- we want to develop strong leaders at every level'*<sup>14</sup>;
- Develop strong teamwork and effective partnerships based on mutual trust and respect; and
- Empower staff, children, young people and their families to take part in their own improvement journeys.

*'Every member of staff is accountable for the quality of their day-to-day work'*<sup>15</sup>

**Monitoring, evaluating and ensuring positive outcomes** for learners and participants is everyone's responsibility.



**Figure 5:  
Challenge &  
support model**

<sup>13</sup> <http://www.hmie.gov.uk/documents/publication/flcltc.pdf>

<sup>14</sup> <http://www.hmie.gov.uk/documents/publication/flcltc.pdf>

<sup>15</sup> HMIE: Leadership for Learning 2007



Our quality improvement activities will place learners and participants at the centre of our agenda by supporting and encouraging the following:

Self evaluation that involves staff and at all levels

Peer evaluation and working in partnership to achieve outcomes

Improvement/ Validation visits that support improvement and reduce variation in performance across the whole of the education, culture and sports service. *'Challenge and support need to be finely balanced in promoting change'*<sup>16</sup>

Service reviews that support, challenge and celebrate achievements

Improvement plans clearly focussed on outcomes in every one of our establishments, partners and in all our commissioned services

Robust performance monitoring that allows for increased scrutiny and public accountability and annual reporting of Standards and Quality for the Education, Culture and Sports Service. *'All public service providers should be required to demonstrate clearly how they drive the achievement of better outcomes..to undertake regular benchmarking and to report publicly'*<sup>17</sup>



**Figure 6: Principles of inspection & review**<sup>18</sup>

<sup>16</sup> HMIE: Leadership for Learning 2007

<sup>17</sup> Christie Commission 2011

<sup>18</sup> HMIE: Principles of inspection and review 2010

## 2. Quality Improvement across Education, Culture and Sports

*'You cannot inspect quality into a product, it is already there'*<sup>19</sup>

This section of our Quality Improvement framework sets out the models of self evaluation used throughout the Education, Culture and Sports Service.

### 2.1 The Child at the Centre<sup>20</sup>

The Child at the Centre indicators reissued in 2007 reflect the developing context for early education and are the core tool for self evaluation for all early education centres and schools. Focussing specifically on the impact early education has on improving educational experiences and the lives of our youngest children in Scotland, our pre-school and partner providers are able to highlight the importance of their children's successes and achievements, the broad outcomes for learners within A Curriculum for Excellence<sup>21</sup> and how they meet the vision statement for Scotland's children<sup>22</sup>. Supported by an external inspection regime lead by Education Scotland, the quality framework is attached at Appendix 4. Child at the Centre indicators are used in conjunction with the National Care Standards for Early Education and Childcare up to the age of 16 which forms the basis for integrated inspections between Education Scotland and the Social Care and Social Work Improvement Service.

In 2010/11 education services for children aged 0-5 years comprised of 146 part time pre-school nurseries in 46 of our 48 primary schools and in Raeden Centre Nursery School for pre-school children with additional support needs arising from complex health and disability factors. A range of informal services for children 0-5 and their families were also delivered in church halls, community learning and development centres and leased community centres. For 3-5 year olds, partnership with the independent and voluntary sector covered a further 55 partner nurseries.

Our pre-school centres and partner providers have well established programmes of quality improvement activities throughout the year linked to their planning for improvement<sup>23</sup>. Good support, mentoring and quality assurance is provided by our pre-school and Quality Improvement Officer teams<sup>24</sup>. In the financial year 2010-11, 100% of our local authority pre-school centres were evaluated positively by both HMIE and the Care Commission in their joint and separate reports, 88% of our partner providers were evaluated positively in the reference sub-set of quality indicators<sup>25</sup> in joint HMIE and Care Commission inspections and 97% of our partners providers were evaluated positively in Care Commission inspections.

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19 Deming (American Consultant, Statistician and Educator)

20 <http://www.hmie.gov.uk/documents/publication/catcseey.pdf>

21 Curriculum for Excellence, Scottish Executive 2004

22 Improving outcomes for children and young people, Scottish Executive 2006

23 Refer to Section 3 – Quality Improvement Calendar of Activities

24 HMIE ACC INEA and VSE report 2010

25 Reference Quality Indicators are: Improvements in performance, children's experiences and meeting learning needs

## 2.2 How Good is our School?<sup>26</sup>

The How Good is our School? (HGIOC&S) Indicators reissued in 2007 reflect the developing context within which schools now operate and are the core tool for self evaluation for all schools. Focussing specifically on the impact of schools in improving the educational experience and lives of Scottish pupils through learning, HGIOC&S? builds on the good practice that already exists in schools and classrooms and supports our staff to evaluate their current performance together with identifying priorities for action. Supported by an external inspection regime lead by Education Scotland, the latest edition of HGIOC&S? recognised that our schools are now part of wider partnership of professionals, all of whom deliver a range of services to children and the framework, attached at Appendix 5, evolved to include the 6 key questions common to all public services.

Our school provision in Aberdeen comprises 48 primary schools, 12 secondary schools, 4 special schools and services. Our schools, supported by their own associate assessors, have a well established programme of quality improvement activities throughout the year linked to their planning for improvement<sup>27</sup>. Support and challenge is provided by our Quality Improvement teams and was evaluated in 2010 by HMIE as satisfactory and, in some cases, good<sup>28</sup>. In the financial year 2010-11, 67% of our primary schools, 100% of our secondary schools and 50% of our special schools were evaluated positively by HMIE in the reference sub-set of quality indicators<sup>29</sup>. In addition, the majority of our parents were consistently positive about their schools and expressed high levels of satisfaction.<sup>30</sup>

## 2.3 How Good is our Community Learning and Development<sup>31</sup>

The How Good is Our Community Learning and Development indicators launched in 2006 reflect the experience of young people, adults and the community and the impact that Community Learning and Development provision has on peoples' lives. Focussing on the planning and delivery of community learning through partnership working, HGIOCL&D recognises the contribution that community learning and development can made to social inclusion, active citizenship and lifelong learning. Supported by an external inspection regime led by Education Scotland, the quality indicators, attached at Appendix 6, are designed to help practitioners and managers from a wide range of interests in their self evaluation activities.

Our Communities, Culture and Sports service work throughout the City providing community-based adult learning, adult literacy and family learning in over 20 community venues. Our communities team, supported by associated assessors, have well established programmes of quality improvement

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<sup>26</sup> <http://www.hmie.gov.uk/Generic/HGIOS>

<sup>27</sup> Refer to Section 3 – Quality Improvement Calendar of Activities

<sup>28</sup> HMIE ACC INEA and VSE report 2010

<sup>29</sup> Reference Quality Indicators are: Improvements in performance, children's experiences and meeting learning needs

<sup>30</sup> HMIE School Inspections 2009-10

<sup>31</sup> <http://www.hmie.gov.uk/documents/publication/hgio2cld.pdf>

activities throughout the year linked to their planning for improvement. In the financial year 2010-11, there was one inspection of Harlaw learning community with 3 out of the 5 indicators evaluated as satisfactory or good<sup>32</sup>. Inspectors commented that *'although local people are motivated and active in improving their community, there is limited joint planning by those delivering learning'*<sup>33</sup>. Our redesigned Communities teams are now working their way through a range of improvements during 2011 and will be embarking on a rolling programme of self-evaluation activities<sup>34</sup>.

#### **2.4 How Good is our Culture and Sport?**<sup>35</sup>

The How Good is our Culture and Sport indicators launched in 2009, for trialling purposes, were aimed at supporting continuous improvement in culture and sports provision in local areas. Focussing on a range of organisations that provide services and activities for culture and sports, HGIOC&S recognises the positive impact that culture and sports can have on communities. The quality indicators, attached at Appendix 6, are not supported by an external inspection regime as such although organisations are encouraged to participate in collegiate and peer self evaluation.

Our Communities, Culture and Sport Service successfully deliver a diverse range of quality provision to people of all ages throughout the City:

- 3 theatre venues operated by the 'Aberdeen Performing Arts' trust which were used by 401,225 people<sup>36</sup>

- 17 libraries and 1 mobile library, ranked 5<sup>th</sup> in Scotland for our high borrowing figures<sup>37</sup> and 6<sup>th</sup> for our high usage of Learning centres

- 5 museum and gallery sites ranked 2<sup>nd</sup> for number of visits to/usages of council funded museums and ranked 4<sup>th</sup> for number of visits in person<sup>38</sup>.

- 33 sports facilities which have recently been successfully awarded Trust status as 'Sport Aberdeen' and were used by 1,397,681 people in 2009/10<sup>39</sup>

We are implementing HGIOC&S in partnership with Education Scotland and Aberdeenshire Council and are trialling self-evaluation activities for indicators 2.1 Impact on service users, 4.1 Impact on the local community and 8.5 Commissioning arrangements. Partners involved include Aberdeen Sports Village, Sport Aberdeen and Active Schools, Peacock Visual Arts and Station House Media Unit and our self evaluation will be issued in a joint report with Aberdeenshire Council in December 2011.

#### **2.5 How well do we protect children and meet their needs?**<sup>40</sup>

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32 Community Learning inspection indicators: Improvements in performance, impact on young people, impact on adults, impact of capacity building in communities and improving services

33 <http://www.hmie.gov.uk/documents/inspection/HarlawAcademyLC210911.pdf>

34 Refer to Section 3 – Quality Improvement Calendar of Activities

35 <http://www.hmie.gov.uk/documents/publication/hgiocas.pdf>

36 2009 total attendances

37 SPI 2009/10

38 Visit Scotland 2010

39 SPI 2009/10

Services to protect children and young people use self-evaluation on a single agency and a collective basis to improve the quality of work undertaken on behalf of vulnerable children and their families. 'How well do we protect children and meet their needs?' was re-issued in 2009 and, together with previous documents such as '*How good are we at assessing risks and needs to help children and families? How good can we be?*' (2008) and '*How good are we at sharing and recording information to help children and families? How good can we be?*' (2008) inform our process of self evaluation and service improvement in an integrated and co-ordinated way.

Supported by an external inspection regime led by Social Care and Social Work Improvement Scotland, the quality indicators, attached at Appendix 7, are designed to help staff identify what they are doing well and how they can further improve outcomes for children and families using services. . Our child protection services have a well established programme of quality improvement activities linked to their planning for improvement. Child protection services in Aberdeen City were inspected in March 2011, with 2 out of the 6 indicators evaluated as good, 3 indicators evaluated as satisfactory and self evaluation ranked as weak<sup>41</sup>. Inspectors commented that '*Services have focused on improving their immediate actions to protect children from abuse and this has improved significantly. Positive improvements have been made in important processes to protect children including the sharing of information and planning to meet children's needs*'<sup>42</sup>. Our child protection services are now working their way through a range of improvements during 2011 and will be embarking on a rolling programme of self-evaluation activities from 2012 onwards<sup>43</sup>.

## **2.6 Evaluating Services for Children and Young People Using Quality Indicators<sup>44</sup>**

Self-evaluation and improvement for children's services was outlined in the publication '*A Guide to Evaluating Services for Children and Young People Using Quality Indicators*' (October 2006). We also use documents such as '*How good is our corporate parenting?*' (June 2009), '*These Are Our Bairns – a guide for community planning partnerships on being a good corporate parent*' (September 2008) alongside '*How good are our services for young carers and their families? How good can we be?*' (June 2008) and '*Improving services for children - Excellence for all*' (2007) to assist with our evaluation and improvement. These documents have helped guide and support our

Integrated Children's Services partnership in exercising its legal duties and in supporting our partnership to achieve the best possible outcomes for children

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40 <http://www.hmie.gov.uk/documents/publication/hwdwpcamtn.pdf>

41 The 2 indicators ranked good were: children are listened to and respected and improvements in performance.

The 3 indicators ranked satisfactory were children are helped to keep safe, response to immediate concerns and meeting needs and reducing long term harm

42 [http://www.scswis.com/index.php?option=com\\_docman&task=cat\\_view&gid=288&Itemid=716](http://www.scswis.com/index.php?option=com_docman&task=cat_view&gid=288&Itemid=716)

43 Refer to Section 3 – Quality Improvement Calendar of Activities

44 <http://www.hmie.gov.uk/documents/publication/Evaluating%20Services.pdf>

and young people. In particular, our self evaluation activities recognise the joint responsibility for integrated service delivery across social work, education, culture and leisure, and housing and the critical contribution of partners from health, police and voluntary sector services in meeting the needs of all looked after children, including: children looked after at home, subject to a requirement from a children's hearing; children looked after away from home in foster care, residential placements and in kinship care arrangements; and young people receiving throughcare and aftercare services.

Supported by an external inspection regime led by Education Scotland and Social Care and Social Work Improvement Scotland, the quality indicators, attached at Appendix 8, are designed to help practitioners and managers from a wide range of interests in their self evaluation activities. Our Integrated Children's Services partnership embarked on a rolling programme of self evaluation in 2010.

## **2.7 Quality Improvement System: Museums Galleries Scotland<sup>45</sup>**

The Museums and Galleries Scotland Quality Improvement System is a simple self assessment tool for Accredited museums and galleries that help them to continuously monitor the quality of their services. Launched in 2009 for trialling purposes, the six quality indicators are designed to provide a framework for continuous improvement once museums have achieved Museums Libraries and Archives (MLA) Accreditation. Designed to feed into the overarching quality model of How Good is our Culture and Sport?, the 6 indicators, attached at Appendix 9, are enabling museums throughout the country to capture the outcomes of their services in order to demonstrate their impact. Those museums taking part have already identified that QIS has helping them to see how they are making a positive difference to people's lives and community wellbeing, has improved user satisfaction and learning outcomes, has improved staff satisfaction and overall efficiency and effectiveness of their services.

Supported by a verification regime by Museums Galleries Scotland, our Museums and Galleries Service are trialling self evaluation activities for Quality Indicator 2: *Access Inclusion and User's Experience* which includes: encouraging participation, widening access and tackling barriers to participation, social inclusion and promoting fairness, equality and access, supporting access to community heritage and culture, partnership working and service delivery with other relevant agencies, customer service and recognising and responding to diverse needs during 2011<sup>46</sup>.

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<sup>45</sup> <http://www.museumsgalleriesscotland.org.uk/publications/publication/222/qis-presentation-on-qis-and-hgiocs>

<sup>46</sup> Refer to Section 3 – Quality Improvement Calendar of Activities

## 2.8 Public Library Quality Improvement Matrix (PLIQM)<sup>47</sup>

This self evaluation framework, which is based on EFQM, was launched in March 2007 offering a new way to assess the performance of services across seven Quality Indicators. The Public Library Quality Improvement Matrix, attached at Appendix 10, has proved popular with all 32 library service across Scotland and is in active use in 28 local authorities. The framework, developed by the Scottish Library and Information Council, can be used to inform other quality standards including How Good is our Culture and Sports, Quality Management in Education, How Good is our Council and Chartermark.

The establishment of the Public Library Improvement Fund sets PLIQM apart from other quality frameworks. The fund is linked to local authorities providing “adequate” library services to their communities, evidenced through the PLQIM process and verification. To date, the Scottish Government has provided £1.35M through the PLQIM Fund for 27 local authority projects and 2 national projects which have directly improved services to the public. Designed to feed into the other Education Scotland overarching quality models, the 7 indicators, attached at Appendix 9, together with the PLIQM fund are enabling library services to demonstrate the range and depth of their service delivery across key policy objectives and to stimulate service improvement.

Supported by an external verification regime by the Scottish Library and Information Council (SLIC) and our own accredited assessors, our Library and Information Services have embarked on a rolling programme of self-evaluation and were visited in March and August 2010 where SLIC evaluated Quality Indicator 1 Access to Information and found 2 out of the 3 indicators to be very good, with staff interaction and support evaluated as good. SLIC commented that *‘good progress had been made and welcomed the energy and enthusiasm of staff’*. Our Library and Information Service are now working their way through a range of improvements during 2011, supported by a successful application to the PLIQM fund and are embarking on self-evaluation activities for Indicator 2 Personal and Community Participation during 2011<sup>48</sup>.

## 2.9 Quality Management in Education<sup>49</sup>

The Quality Management in Education (QMIE2) quality indicators were re-issued in 2006 and provide a quality framework and advice on self-evaluation on the performance of local authority education functions. The QMIE1 indicators provided the basis for the 1<sup>st</sup> cycle of external scrutiny, referred to as Inspection of the Education functions of Local Authorities or INEA, of all 32 Scottish education authorities by HMIE. This 1<sup>st</sup> round of INEA inspections (2000-2005) were summarised in Improving Scottish Education – effectiveness of Education Authorities (November 2006). The document

<sup>47</sup> <http://www.slainte.org.uk/PDFformat.htm>

<sup>48</sup> Refer to Section 3 – Quality Improvement Calendar of Activities

<sup>49</sup> <http://www.hmie.gov.uk/documents/publication/j7354.pdf>

identified that 'education authorities can and often do make a significant contribution to providing high quality education in Scotland'<sup>50</sup>.

From 2006 onwards, the self-evaluation framework, attached at Appendix 10, focused on impact and outcomes, proportionality and more joined-up approaches to inspection, with an additional focus on the impact of the work of Educational Psychological Services and the strategic elements of the Community Learning and Development Service. QMIE2 was further developed from 2009, following recommendations from the Crerar Report, with the introduction of Validated Self-Evaluation (VSE). VSE is focussed on outcomes, proportionate, owned by those carrying out the self-evaluation, flexible, with the scope to recognise differences in service levels and types, builds on existing good practice, is rigorous and designed to secure continuous improvement.

Our Education Service has been subject to inspection in 2003, 2007 and in 2010, where the inspection was supported by our associate assessor and based on our own self evaluation activities around 6 key themes. HMIE agreed with our evaluations and stated that 'through its participation in this inspection process, the Directorate of Education, Culture and Sport has demonstrated that it knows itself well, and has set itself an appropriately challenging improvement agenda. HMIE has confidence that the directorate now has a strong capacity for continued improvement'<sup>51</sup>.

Our Education Service are now working their way through a range of improvements during 2011 before embarking on a rolling programme of self-evaluation directly linked to the service planning cycle of audit, review and improvement planning<sup>52</sup>.

## **2.10 Quality Management in Local Authority Educational Psychology Services**<sup>53</sup>

The Quality Management in Local Authority Educational Psychology Services (QMILAEPS) were re-issued in 2007 with a renewed focus on impact and outcomes for children and young people in the pursuit of excellence. The self-evaluation framework complemented the *Quality Management in Education 2* (QMIE2) model and recognised the statutory basis for an educational psychology service, and the integral relationship which exists between the educational psychology service and local authority.

From 2009 onwards, the self-evaluation framework, attached at Appendix 11, focused on impact and outcomes, proportionality and more joined-up approaches to inspection. Our Educational Psychology Services (EPS) have been subject to inspection in 2007 and in 2010, where inspectors assessed the extent to which the EPS was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action.

<sup>50</sup> <http://www.hmie.gov.uk/documents/publication/hmieise.pdf>

<sup>51</sup> <http://www.hmie.gov.uk/documents/followup/AberdeenINEAFT.pdf>

<sup>52</sup> Refer to Section 3 – Quality Improvement Calendar of Activities

<sup>53</sup> <http://www.hmie.gov.uk/documents/publication/epsset.pdf>



Inspectors noted that *'Since the original inspection the EPS had made significant improvements in its delivery of training and research. They had also significantly improved their service delivery to schools and to other agencies'*<sup>54</sup>. Our EP Service are now working their way through a range of improvements during 2011 before embarking on a rolling programme of self-evaluation directly linked to the service planning cycle of audit, review and improvement planning<sup>55</sup>.

### **2.11 How Good is our Council?**<sup>56</sup>

The How Good is our Council quality framework, attached at Appendix 13, was developed by Perth and Kinross Council. Consisting of six key, high level questions, the model is entirely consistent with all the quality improvement models used elsewhere within the public sector. Aberdeen City adopted How Good is our Council as their overarching quality framework in 2010 and are embarking on a rolling programme of self evaluation activity in 2011-12 linked to the service planning cycle of audit, review and improvement planning.

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<sup>54</sup> <http://www.hmie.gov.uk/documents/followup/AberdeenEPSFT..pdf>

<sup>55</sup> Refer to Section 3 – Quality Improvement Calendar of Activities

<sup>56</sup> <http://www.pkc.gov.uk/NR/rdonlyres/6C6DB512-07E7-46E4-B87D-94B8396AC08C/0/howgoodisourcouncil.pdf>

### 3. Quality Improvement calendar of activity 2011-12

Self evaluation lies at the heart of planning for improvement. We want all of our quality improvement activities to be directly linked to impact and outcomes and to have formal links to our Service Improvement Plan. The following calendar outlines our quality improvement activities throughout 2011-12, will be reviewed annually and will culminate in an Education, Culture and Sports Service Standards and Quality each year:

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS
August/ September	New Service Plan launched  Dialogue events: staff and stakeholder s	Attainment review (primary and sec)  Standards and Quality reports (all)  STACS review (sec)	Workplan discussions  Observations briefings	Self evaluation activities HGIOC&S  QIs: 2.1, 4.1, 8.5	Improvement activities from 2011 inspection	3 year programme of self evaluation: Year 1  How well do we meet the needs of our stakeholders	Self evaluation activities QIS Q1 2	Self evaluation activities PLIQM Q1  2	Improvement activities from 2010 review inspection  STACS Reviews Attainment review	Improvement activities from 2011 inspection  Standar ds & Quality report
October	Service Planning 1: Audit : Performanc e Review of 10/11	STACS review (sec)  School review pilot  Staff views	Standar ds and Quality Report 10-11	Peer evaluation activities			Peer evaluatio n activities	Peer validatio n	Audit & review SIV 1 observati	School review and planning records
November	Dialogue events: staff	School Improvement Visit (SIV) 1 (all)	CPD self evaluati on	Peer evaluation activities						

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS
December	Service Planning 2: Review: 2011 impact & 2012 budgets	Attainment review (all) Outcomes of school review pilot	CPD self evaluation	Stakeholder views on services via City voice Joint HGIOC&S report issued	Improvement activities from 2011 inspection	3 year programme of self evaluation: Year 1: self evaluation activities: How well do we meet the needs of our stakeholders	MLA validation	SLIC visit	Improvement activities from 2011 inspection Review SIV1 visits	City voice
January	Dialogue events: stakeholders	Pupil & staff views (all)	Manager & Peer observations	Improvement activities	Improvement activities from 2011 inspection		Improvement activities from MLA visit	Improvement activities from SLIC visit	Service Planning: budgets and priorities	Stakeholder engagement: parents
February	Service Planning 3: Emerging priorities 2012	Audit of improvements against QIs (all)							Attainment reviews	Improvement activities from 2011 inspection
March	Dialogue events: consultation on priorities	SIV 2 (all) Attainment review (all) School reviews – phase 2		Improvement activities	Improvement activities from 2011 inspection		Taking stock & user feedback	Taking stock & user feedback	Service Planning: budgets and priorities	Improvement activities from 2011 inspection

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS
<b>April</b>	Service Planning 4: confirming our 2012 plans	Parent views (all)	Manager or Peer Observations	Taking stock & user feedback	Improvement activities from 2011 inspection	Taking stock	Self evaluation activities QIs: tbc	Self evaluation activities QIs: tbc	Local Improvement Objectives 2012 SIV 2 visits	Improvement activities from 2011 inspection
<b>May</b>		SIV3 (all)		Evaluation activities QIs: 3.1, 7	Taking stock & user feedback	Year 2: Self evaluation activities: How Good is our Management?			Service Planning 2012 SIV 3 observations	
<b>June/July</b>	Dialogue events: staff & stakeholders	Improvement Planning (all) Staff views (all) Lessons learned – School reviews	Taking stock		Taking stock & user feedback		Self evaluation activities QIs: tbc	Self evaluation activities QIs: tbc	Improvement activities from 2011 inspection	Taking stock, self evaluation activity & improvement planning

FORWARD

### HOW GOOD IS OUR SCHOOL (HGIOS) SELF EVALUATION EXEMPLAR<sup>57</sup>

Below is our suggested approach for school self-evaluation. The indicators highlighted in **RED** (core +9.4 Leadership), with reference to those in **GREY** (related QIs), will be evaluated on an annual basis. The remaining indicators highlighted in **BLACK** will be reviewed over a three year cycle. Such an approach will ensure coverage of all the QIs contained in the framework of quality Indicators over a three year cycle.

Journey to Excellence Broad Area	How Good Is Our School? Key Areas	Year 1	Year 2	Year 3	ALS Themes 2011 - 12
Learning and Teaching	Key performance outcomes	<b>1.1</b> 1.2	<b>1.1</b> 1.2	<b>1.1</b> 1.2	1,2,3,4
Learning and Teaching Partnership People	Impact on Learners	<b>2.1</b> 2.2	<b>2.1</b> 2.2	<b>2.1</b> 2.2	
Culture and Ethos	Impact on Staff	3.1	3.1	3.1	
Partnership Culture and Ethos	Impact on the community	4.1 4.2	4.1 4.2	4.1 4.2	
Learning and Teaching	Delivery of Education	<b>5.1</b> , 5.2 <b>5.3</b> <b>5.4</b> 5.5 5.8 <b>5.9</b>	<b>5.1</b> 5.2 <b>5.3</b> 5.5 <b>5.6</b> 5.8 <b>5.9</b>	<b>5.1</b> 5.2 <b>5.3</b> 5.5, 5.7 5.8 <b>5.9</b>	
Vision and Leadership	Policy Development and Planning	<b>6.1</b> <b>6.2</b> <b>6.3</b>			
Partnership People Culture and Ethos	Management and support of Staff		7.1 7.2 7.3		
Partnership Culture and Ethos	Partnerships and resources			<b>8.1</b> <b>8.2</b> <b>8.3</b> <b>8.4</b>	
Vision and Leadership Partnership People Culture and Ethos	Leadership	<b>9.1</b> <b>9.4</b>	<b>9.2</b> <b>9.4</b>	<b>9.3</b> <b>9.4</b>	

<sup>57</sup> ECS Local Improvement Objectives and Self Evaluation Calendar 2011

## Calendar of self evaluation activities: educational establishments

All educational establishments are encouraged to carry out regular self evaluation and monitoring as part of their normal day to day activities. The calendar below is an example of one school's monitoring calendar that embeds quality improvement activities evenly throughout the year.

Figure 4: calendar of activities<sup>58</sup>

HOW WELL DO WE DO?	FREQUENCY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
The curriculum	Annual programme			✓								✓
School attainment data		✓				✓			✓			
National qualifications and other forms of accreditation		✓				✓			✓			
Assessing, planning, monitoring and reporting progress and achievement	Six-weekly	✓		✓			✓		✓			✓
Homework diaries	Termly		✓			✓		✓			✓	
Pupil jotters and classwork	Monthly sample	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working in classrooms	Planned programme of class visits		✓			✓			✓			
Reports to parents	By stages			✓				✓				✓
Pupil progress/profiles	Termly			✓				✓		✓		
Monitoring individualised educational programmes	Termly			✓		✓			✓		✓	
Attendance	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff views	Termly			✓			✓					✓
Sampling pupils' views	Planned programme		✓			✓			✓			
Sampling parents' views	Annually							✓				
Health & safety checks	Termly			✓				✓				✓
Progress towards targets in school improvement plan	Termly	✓				✓				✓		



58 HMIE: HGIOS – Journey to Excellence

## **APPENDIX 1**

### **GLOSSARY OF TERMS**

EFQM: European Foundation for Quality Management

HGIOC&S: How Good is our Culture and Sport?

HGIOS?1,2 and 3: How Good is our School? Versions 1, 2 and 3

HGIOCLAD: How Good is our Community Learning and Development?

HMIe: Her Majesty's Inspectorate of Education

INEA AND INEA2: Inspection of Education Authorities (version 1 and version 2)

QI: Quality Improvement (also referred to as QA: Quality Assurance)

QMIE and QMIE2 : Quality Management in Education ((version 1 and version 2)

QMILAEPS: Quality Management in Local Authority Educational Psychology Services

QUEST: (the UK Quality Scheme for Sport and Leisure

SLIC: Scottish Library and Information Councillor Young PLIQM: Public Library Quality Improvement Matrix

VSE: Validated Self evaluation

VOCAL: The voice of Chief Officers of Culture and Leisure Services in Scotland



## Appendix 2 The 6 point scale

Level 6	excellent	Outstanding or sector leading
Level 5	Very good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	unsatisfactory	Major weaknesses

An evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of *excellent* applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of *very good* applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

An evaluation of *good* applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

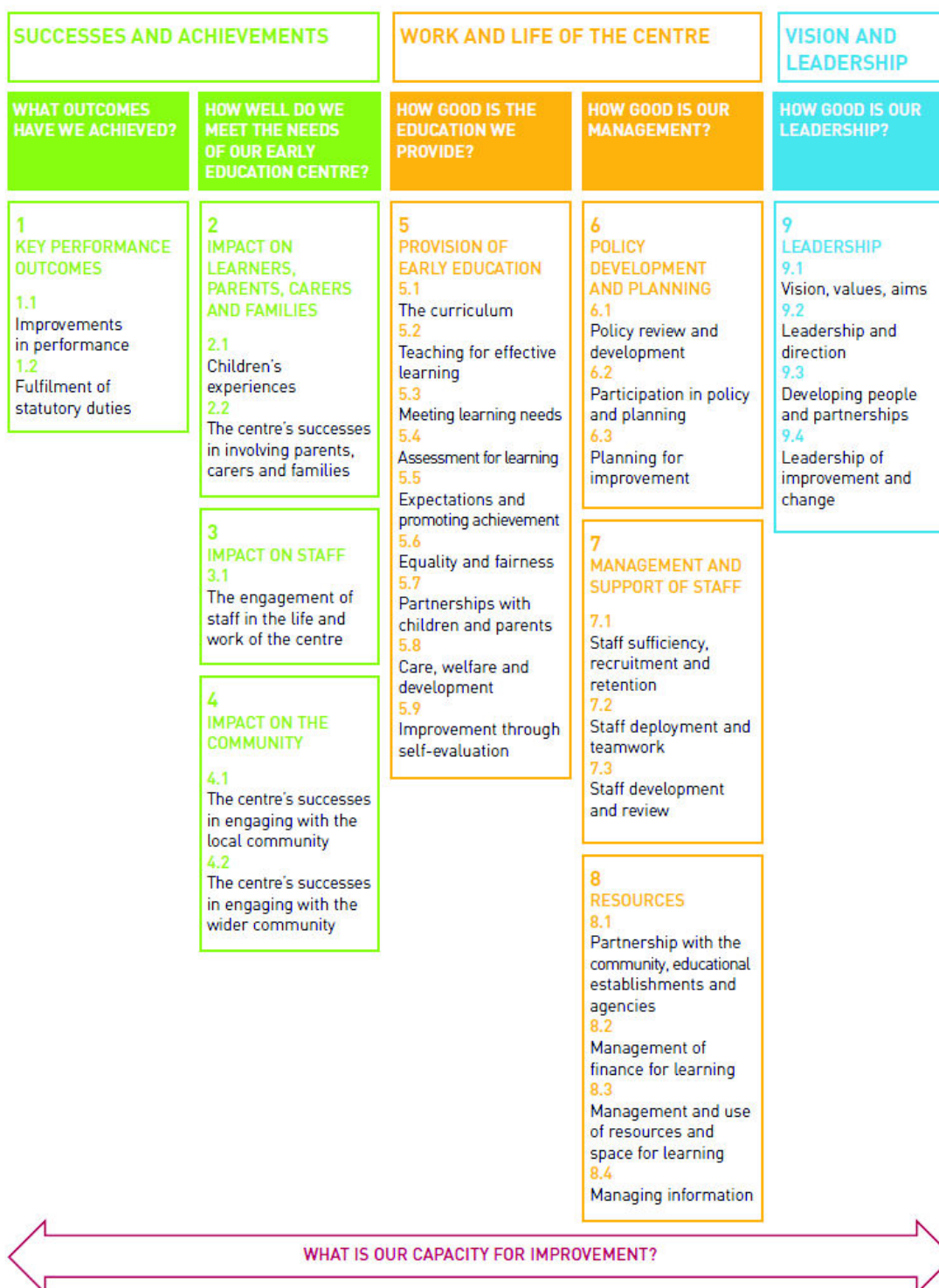
An evaluation of *satisfactory* applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *adequate* indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.

An evaluation of *weak* applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.

An evaluation of *unsatisfactory* applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

## Appendix 3: The Child at the Centre: Quality Framework

### THE QUALITY FRAMEWORK



## Appendix 4: How Good is our School? Quality Indicators – page 1

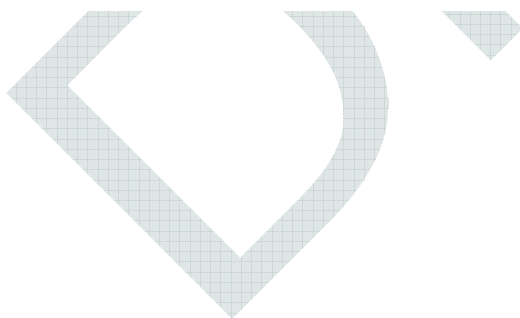
No.	Quality Indicator	Themes							
<b>Key performance outcomes</b>									
1.1	Improvements in performance	<ul style="list-style-type: none"> <li>○ Standards of attainment over time</li> <li>○ Overall quality of learners' achievement</li> <li>○ Impact of the school improvement plan</li> </ul>							
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> <li>○ Financial performance</li> <li>○ Compliance with legislation, and responsiveness to guidance and codes of practice</li> </ul>							
<b>Impact on learners</b>									
2.1	Learners' experiences	<ul style="list-style-type: none"> <li>○ The extent to which learners are motivated and actively involved in their own learning and development</li> </ul>							
2.2	The school's success in involving parents, carers and families	<ul style="list-style-type: none"> <li>○ The extent to which parents, carers and families are committed to, and actively involved in, the life of the school.</li> </ul>							
<b>Impact on staff</b>									
3.1	The engagement of staff in the life and work of the school	<ul style="list-style-type: none"> <li>○ The extent to which staff are committed to, and actively involved in, the life of the school</li> </ul>							
<b>Impact on the community</b>									
4.1	The school's success in working with and engaging with the local community	<ul style="list-style-type: none"> <li>○ The extent to which the school engages with the local community.</li> </ul>							
4.2	The school's success in working with and engaging with the wider community	<ul style="list-style-type: none"> <li>○ The extent to which the school: encourages and supports creativity and innovation and learns from, and adopts, leading-edge practice; influences wider policy or practice; anticipates and responds rapidly and flexibly to change; and engages in global issues</li> </ul>							
<b>Delivery of education</b>									
5.1	The curriculum	<ul style="list-style-type: none"> <li>○ The rationale and design of the curriculum</li> <li>○ The development of the curriculum</li> <li>○ Programmes and courses</li> <li>○ Transitions</li> </ul>							
5.2	Teaching for effective learning	<ul style="list-style-type: none"> <li>○ The learning climate and teaching approaches</li> <li>○ Teacher-pupil interaction including learners' engagement</li> <li>○ Clarity and purposefulness of dialogue</li> <li>○ Judgements made in the course of teaching</li> </ul>							
5.3	Meeting learning needs	<ul style="list-style-type: none"> <li>○ Tasks, activities and resources</li> <li>○ Identification of learning needs</li> <li>○ The roles of teachers and specialist staff</li> <li>○ Meeting and implementing the requirements of legislation</li> </ul>							
5.4	Assessment for learning	<ul style="list-style-type: none"> <li>○ Assessment approaches</li> <li>○ Planning learning experiences and activities</li> <li>○ Use of assessment information to identify and plan future learning</li> <li>○ Arrangements for recording and reporting</li> </ul>							
5.5	Expectations and promoting achievement	<ul style="list-style-type: none"> <li>○ Staff expectations and use of praise</li> <li>○ Learner expectations and sense of achievement</li> <li>○ Promoting and sustaining an ethos of achievement</li> <li>○ Staff-learner relationships</li> </ul>							
5.6	Equality and fairness	<ul style="list-style-type: none"> <li>○ Approaches to inclusion</li> <li>○ Promoting equality and fairness</li> <li>○ Ensuring equality and fairness</li> </ul>							
5.7	Partnerships with learners and parents	<ul style="list-style-type: none"> <li>○ Engaging parents in their children's learning and the life of the school</li> <li>○ Consulting and communicating with learners and parents</li> <li>○ Dialogue with learners and parents about the work of the school</li> </ul>							

## Appendix 4: How Good is our School? Quality Indicators page 2

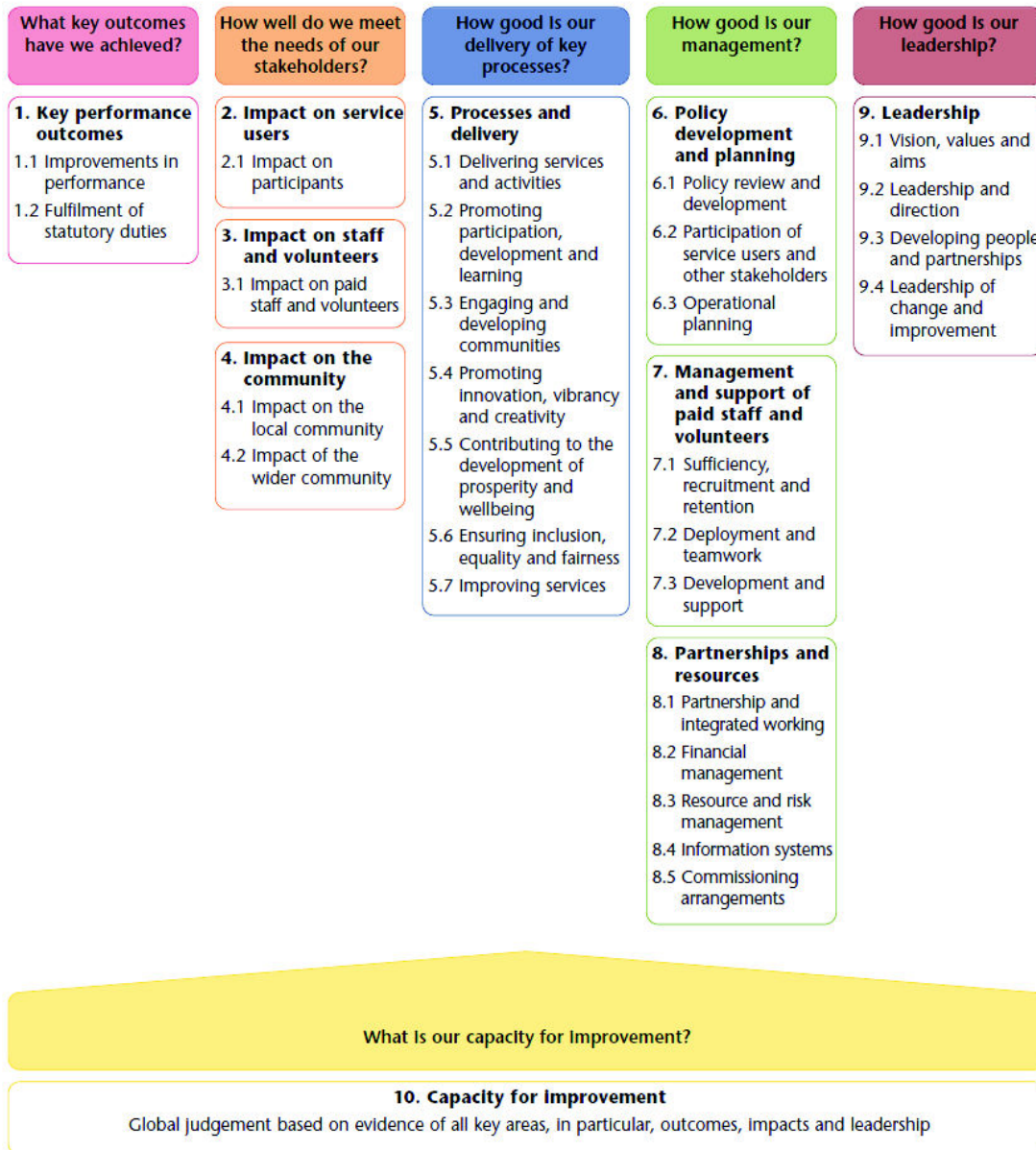
No	Quality Indicator	Themes								
5.8	Care, welfare and development	<ul style="list-style-type: none"> <li>Arrangements for ensuring care, welfare and child protection</li> <li>Approaches to and provision for meeting the emotional, physical and social needs of children and young people</li> <li>Curricular and vocational guidance</li> </ul>								
5.9	Improvement through self-evaluation	<ul style="list-style-type: none"> <li>Commitment to self-evaluation</li> <li>Management of self-evaluation</li> <li>School improvement</li> </ul>								
<b>Policy development and planning</b>										
6.1	Policy review and development	<ul style="list-style-type: none"> <li>Range, clarity and appropriateness of aims and policies</li> <li>Coherence of policies</li> <li>Managing, evaluating and updating policies</li> </ul>								
6.2	Participation in policy and planning	<ul style="list-style-type: none"> <li>Active participation in policy and planning</li> <li>Communication and consultation</li> </ul>								
6.3	Planning for improvement	<ul style="list-style-type: none"> <li>Developing, implementing and evaluating improvement plans</li> <li>Structure and content of improvement plans</li> <li>Use of management information</li> <li>Joint improvement planning with partner organisations and services</li> <li>Planning for sustainability</li> </ul>								
<b>Management and support of staff</b>										
7.1	Staff sufficiency, recruitment and retention	<ul style="list-style-type: none"> <li>Provision of staff</li> <li>Recruitment, appointment and induction of staff</li> <li>Care and welfare of staff</li> <li>Recognition of achievement</li> </ul>								
7.2	Staff deployment and teamwork	<ul style="list-style-type: none"> <li>Appropriateness and clarity of remits</li> <li>Deployment of staff, including partner agencies</li> <li>Effectiveness of teamwork</li> <li>Communication</li> </ul>								
7.3	Staff development and review	<ul style="list-style-type: none"> <li>Processes for staff review and support</li> <li>Training and development</li> <li>Joint training with staff from partner agencies</li> </ul>								
<b>Partnerships and resources</b>										
8.1	Partnerships with the community, educational establishments, agencies and employers	<ul style="list-style-type: none"> <li>Clarity of purposes and aims</li> <li>Working across agencies and disciplines</li> <li>Staff roles in partnerships</li> </ul>								
8.2	Management of finance for learning	<ul style="list-style-type: none"> <li>Sufficiency of available finance and setting budgets</li> <li>Financial procedures and controls</li> <li>Management of budgets, including links with the education authority/ Board of Managers</li> <li>Best value use of finance to support school improvement</li> </ul>								
8.3	Management and use of resources and space for learning	<ul style="list-style-type: none"> <li>Accommodation, display and presentation</li> <li>Provision of resources and equipment</li> <li>Organisation and use of resources</li> <li>Arrangements to ensure health and safety, including security</li> </ul>								
8.4	Managing information	<ul style="list-style-type: none"> <li>Data collection, storage and retrieval</li> <li>Sharing information</li> <li>Analysing, evaluating and using information</li> </ul>								
<b>Leadership</b>										
9.1	Vision, values and aims	<ul style="list-style-type: none"> <li>Appropriateness and coherence with corporate and community vision, values and aims</li> <li>Sharing and sustaining the vision</li> <li>Promotion of positive attitudes to social and cultural diversity</li> </ul>								
9.2	Leadership and direction	<ul style="list-style-type: none"> <li>Strategic planning and communication</li> <li>Strategic deployment of resources</li> </ul>								
9.3	Developing people and partnerships	<ul style="list-style-type: none"> <li>Development of leadership capacity</li> <li>Building and sustaining relationships</li> <li>Teamwork and partnerships</li> </ul>								
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> <li>Support and challenge</li> <li>Creativity, innovation and step change</li> <li>Continuous improvement</li> </ul>								
<b>Capacity for improvement</b>										

## Appendix 5: How Good is our Community Learning and Development Quality Indicators

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How good is our management?	How good is our leadership?
<p><b>1. Key performance outcomes</b></p> <p>1.1 Improvements in performance</p> <p>1.2 Fulfilment of statutory duties</p>	<p><b>2. Impact on service users</b></p> <p>2.1 Impact on participants</p>	<p><b>5. Processes and delivery</b></p> <p>5.1 Opportunities for people in the community</p> <p>5.2 Context for learning/development</p> <p>5.3 Planning for learning/development</p> <p>5.4 Facilitating learning/development</p> <p>5.5 Participant learning/development</p> <p>5.6 Engaging with communities and other stakeholders to identify and plan to meet their own needs</p> <p>5.7 Developing skills and confidence for community engagement</p> <p>5.8 Assisting communities to exercise power and influence to achieve outcomes</p> <p>5.9 Inclusion, equality and fairness</p> <p>5.10 Improving services</p>	<p><b>6. Policy development and planning</b></p> <p>6.1 Policy review and development</p> <p>6.2 Participation of service users and other stakeholders</p> <p>6.3 Operational planning</p>	<p><b>9. Leadership</b></p> <p>9.1 Vision, values and aims</p> <p>9.2 Leadership and direction</p> <p>9.3 Developing people and partnerships</p> <p>9.4 Leadership of change and improvement</p>
<p><b>What is our capacity for improvement?</b></p>	<p><b>3. Impact on staff and volunteers</b></p> <p>3.1 Impact on paid and voluntary staff</p>		<p><b>7. Management and support of paid and voluntary staff</b></p> <p>7.1 Sufficiency, recruitment and retention</p> <p>7.2 Deployment and teamwork</p> <p>7.3 Development and support</p>	
<p><b>10. Capacity for improvement</b></p> <ul style="list-style-type: none"> <li>Global judgement based on evidence of all key areas, in particular, outcomes, impacts and leadership</li> </ul>	<p><b>4. Impact on the community</b></p> <p>4.1 Impact on the local community</p> <p>4.2 Impact on the wider community</p>		<p><b>8. Partnerships and resources</b></p> <p>8.1 Partnership working</p> <p>8.2 Financial management</p> <p>8.3 Resource and risk management</p> <p>8.4 Information systems</p>	



## Appendix 6: How Good is our Culture and Sport Quality Indicators



## Appendix 7: How well are children protected Quality Indicators (page 1)

Number	Quality Indicator	Themes
<b>Key performance outcomes</b>		
1.1	Improvements in performance	<ul style="list-style-type: none"> <li>⊕ Performance data and trends over time</li> <li>⊕ Overall quality of services to protect children.</li> <li>⊕ Performance against the relevant aims, objectives and outcomes set for children in improvement plans.</li> </ul>
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> <li>⊕ Compliance with legislation and responsiveness to guidance and codes of practice</li> </ul>
<b>Impact on children and families in need of protection</b>		
2.1	Children and young people are listened to, understood and respected	<ul style="list-style-type: none"> <li>⊕ Communication</li> <li>⊕ Trust</li> </ul>
2.2	Children and young people benefit from strategies to minimise harm	<ul style="list-style-type: none"> <li>⊕ Support for vulnerable children and families</li> <li>⊕ Children's awareness of keeping themselves safe</li> </ul>
2.3	Children and young people are helped by the actions taken in immediate response to concerns	<ul style="list-style-type: none"> <li>⊕ Initial response of staff to children and families who need help</li> <li>⊕ Impact of immediate actions by staff to keep children safe</li> </ul>
2.4	Children's and young people's needs are met	<ul style="list-style-type: none"> <li>⊕ Meeting needs</li> <li>⊕ Reducing the longer-term effects of abuse and neglect</li> </ul>
<b>Impact on staff</b>		
3.1	Impact on staff	<ul style="list-style-type: none"> <li>⊕ The extent to which staff are and report that they feel motivated, committed, valued and have positive experiences within and across services</li> <li>⊕ The extent to which staff within and across services improve their practices through training and development activities</li> </ul>
<b>Impact on the community</b>		
4.1	Being aware of protecting children	<ul style="list-style-type: none"> <li>⊕ Confidence of the public in services to protect children</li> <li>⊕ Responses to concerns raised by members of the public about a child's safety or welfare</li> </ul>
<b>Delivery of services to children and families in need of protection</b>		
5.1	Involving children and families in key processes	<ul style="list-style-type: none"> <li>⊕ Keeping children and their families informed and involved</li> <li>⊕ Addressing dissatisfaction and complaints</li> </ul>
5.2	Information sharing and recording	<ul style="list-style-type: none"> <li>⊕ Appropriate sharing of information</li> <li>⊕ Joint understanding of information</li> <li>⊕ Management and recording of information</li> </ul>
5.3	Recognising and assessing risks and needs	<ul style="list-style-type: none"> <li>⊕ Recognising a child needs help</li> <li>⊕ Initial information gathering and investigation</li> <li>⊕ Assessment of risks and needs</li> </ul>
5.4	Effectiveness of planning to meet needs	<ul style="list-style-type: none"> <li>⊕ Decision making, identifying responsibilities and meeting needs</li> <li>⊕ Taking account of changing circumstances</li> </ul>
5.5	Improvement through self-evaluation	<ul style="list-style-type: none"> <li>⊕ Commitment to self-evaluation</li> <li>⊕ Management of self-evaluation</li> <li>⊕ Service improvements</li> </ul>

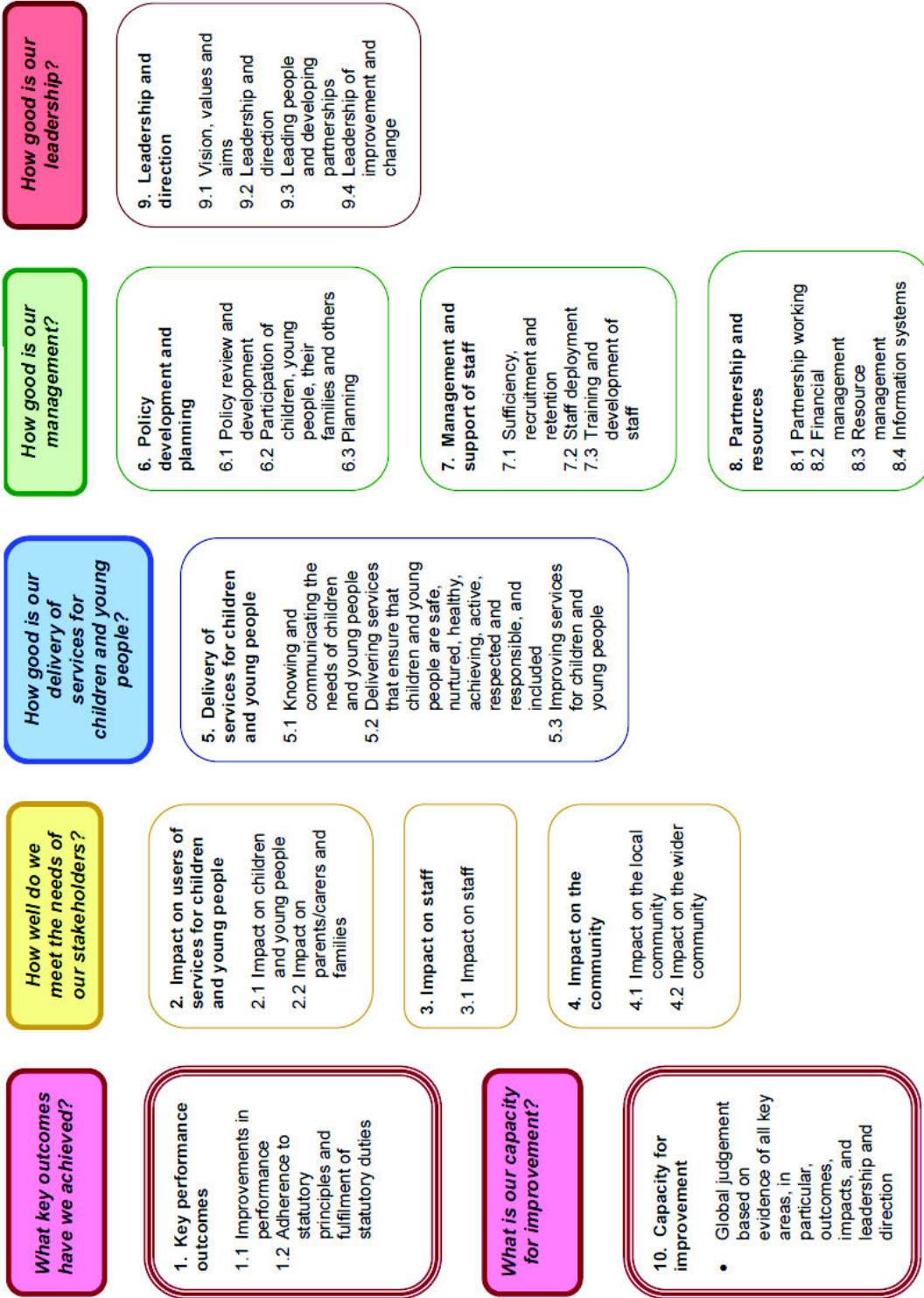
## Appendix 7: How well are children protected Quality Indicators (page 2)

Number	Quality Indicator	Themes
<b>Policy development and planning</b>		
6.1	Policies and procedures	<ul style="list-style-type: none"> <li>Range of policies and link to vision and aims</li> <li>Managing, disseminating, evaluating and updating policies</li> </ul>
6.2	Operational management and planning	<ul style="list-style-type: none"> <li>The effectiveness of operational management</li> <li>The use of management information to plan and develop services to protect children</li> </ul>
6.3	Involving children and families in developing policies and services	<ul style="list-style-type: none"> <li>Seeking views of children and families and involving them in developing policies and services to protect children</li> </ul>
<b>Management and support of staff</b>		
7.1	Staff sufficiency, recruitment and retention	<ul style="list-style-type: none"> <li>Identifying and meeting human resource needs</li> <li>Safe recruitment</li> <li>Care and welfare</li> <li>Equality and fairness</li> <li>Recognition and parity of esteem</li> </ul>
7.2	Staff deployment and teamwork	<ul style="list-style-type: none"> <li>Appropriateness and clarity of remits across service boundaries</li> <li>Deployment of staff to achieve planned priorities</li> <li>Teamworking</li> <li>Communication and involvement in decision making</li> </ul>
7.3	Staff training, development and support	<ul style="list-style-type: none"> <li>Professional confidence and competence</li> <li>Training and development</li> </ul>
<b>Partnership and resources</b>		
8.1	Partnership working	<ul style="list-style-type: none"> <li>Clarity of purpose and aims</li> <li>Working across services and disciplines</li> <li>Staff roles in partnerships</li> </ul>
8.2	Management of resources	<ul style="list-style-type: none"> <li>Strategic resource planning</li> <li>Resource deployment</li> <li>Efficiency and effectiveness in use of resources</li> </ul>
<b>Leadership and direction</b>		
9.1	Vision, values and aims	<ul style="list-style-type: none"> <li>Coherence of vision, values and aims for protecting children</li> <li>Sharing and sustaining the vision</li> <li>Promotion of positive attitudes to social and cultural diversity</li> </ul>
9.2	Leadership and direction	<ul style="list-style-type: none"> <li>Joint leadership and planning within and across services</li> <li>Strategic deployment of resources</li> </ul>
9.3	Developing people and partnerships	<ul style="list-style-type: none"> <li>Developing leadership capacity</li> <li>Building and sustaining relationships</li> <li>Teamwork and partnerships</li> </ul>
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> <li>Support and challenge</li> <li>Creativity, innovation and step change</li> <li>Continuous improvement</li> </ul>





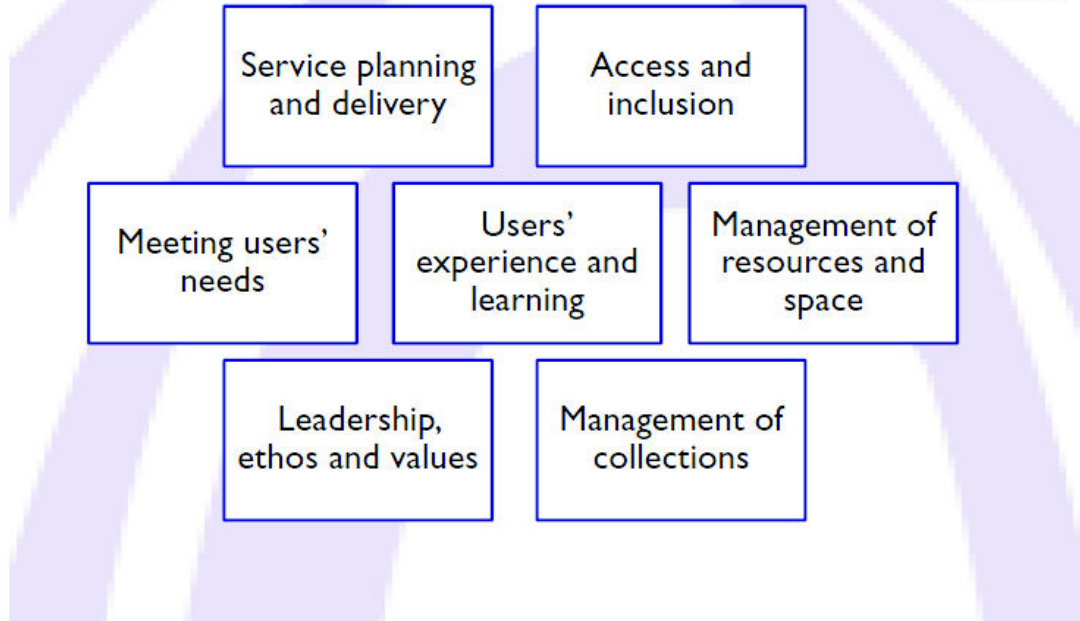
## Appendix 8: Evaluating Services for Children and Young People Using Quality Indicators



## Appendix 9: Quality Improvement System (QIS): Museums and Galleries



### 7 impact measures



## Appendix 10: Public Library Quality Improvement Matrix (PLIQM)

Quality Indicators for Public Library Services	Overall evaluation
QI 1 Access to information	
QI 2 Personal and Community Participation	
QI 3 Meeting readers' needs	
QI 4 Learners' experiences	
QI 5 Ethos and Values	
QI 6 Organisation and use of resources and space	
QI 7 Leadership	



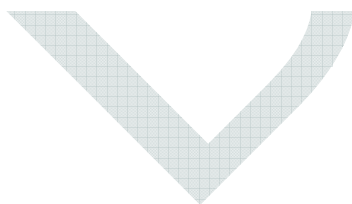
Review the areas for improvement which you have identified.



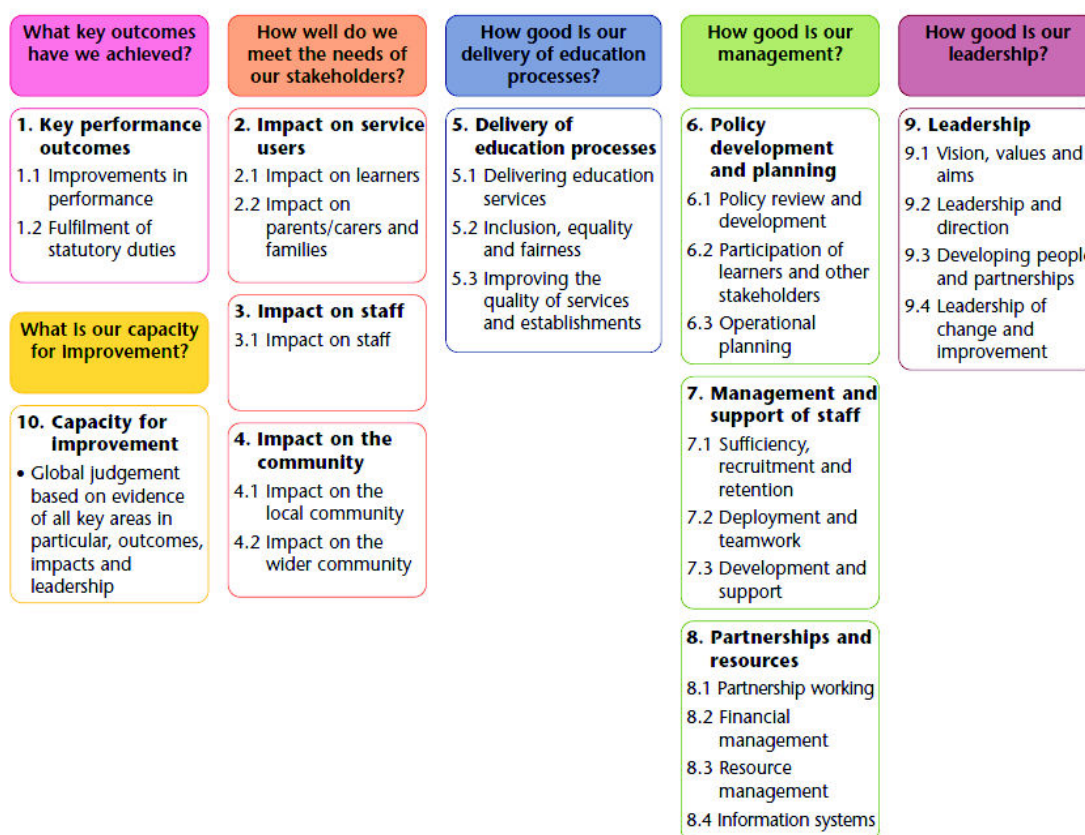
Prioritise development areas.



Identify criteria for success by which to judge progress; include these in your development plan.



## Appendix 11: Quality Management in Education Quality Indicators



## Appendix 12: Quality Management in Local Authority Educational Psychology Services Quality Indicators

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How good is our management?	How good is our leadership?
<b>1. Key performance outcomes</b> 1.1 Improvements in performance 1.2 Fulfilment of general statutory duties	<b>2. Impact on service users</b> 2.1 Impact on children and young people 2.2 Impact on parents, carers and families	<b>5. Delivery of Key processes</b> 5.1 Consultation and advice 5.2 Assessment 5.3 Intervention 5.4 Professional development and training 5.5 Research and strategic development 5.6 Inclusion, equality and fairness 5.7 Improving the quality of services	<b>6. Policy development and planning</b> 6.1 Policy development and review 6.2 Participation of stakeholders 6.3 Operational planning	<b>9. Leadership and direction</b> 9.1 Vision, values and aims 9.2 Leadership and direction 9.3 Developing people and partnerships 9.4 Leadership of change and improvement
<b>What is our capacity for improvement?</b>	<b>3. Impact on staff</b> 3.1 Impact on staff		<b>7. Management and support of staff</b> 7.1 Sufficiency, recruitment and retention of staff 7.2 Deployment and teamwork 7.3 Development of staff	
<b>10. Capacity for improvement</b> 10.1 Global judgement based on evidence of all key areas in particular, outcomes, impacts and leadership	<b>4. Impact on the community</b> 4.1 Impact on the local community 4.2 Impact on the wider community		<b>8. Partnerships and resources</b> 8.1 Partnership working 8.2 Financial management 8.3 Resource management 8.4 Information systems	



## Appendix 13: How Good is our Council Quality Indicators

Key Questions				
<b>What key outcomes have we achieved?</b>	<b>How well do we meet the needs of our stakeholders?</b>	<b>How good is our delivery of key processes?</b>	<b>How good is our management?</b>	<b>How good is our leadership?</b>
1. Key Performance Outcomes 1.1 <i>Improvement in performance</i> 1.2 <i>Adherence to statutory principles and fulfilment of statutory duties</i>	2. Impact on service users 2.1 <i>Impact on service users</i> 3. <i>Impact on staff</i> 3.1 <i>Impact on staff</i> 4. <i>Impact on the community</i> 4.1 <i>Impact on the local community</i> 4.2 <i>Impact on the wider community</i>	5. Delivery of key processes 5.1 <i>Delivering services</i> 5.2 <i>Developing, managing and improving partnerships and relationships with service users and other stakeholders</i> 5.3 <i>Inclusion, equality and fairness</i> 5.4 <i>Improving the quality of services to stakeholders</i>	6. Policy Development and planning 6.1 <i>Policy review and development</i> 6.2 <i>Participation of service users and other stakeholders</i> 6.3 <i>Planning</i> 7. Management and support of staff 7.1 <i>Sufficiency, recruitment and retention</i> 7.2 <i>Deployment and teamwork</i> 7.3 <i>Development and training</i> 8. Resources 8.1 <i>Partnership working</i> 8.2 <i>Financial management</i> 8.3 <i>Resource management</i> 8.4 <i>Information systems</i>	9. Leadership 9.1 <i>Vision, values and aims</i> 9.2 <i>Leadership and direction</i> 9.3 <i>Leading people and developing partnerships</i> 9.4 <i>Leadership of innovation, change and improvement</i>
<b>What is our capacity for improvement?</b>				
10. Capacity for improvement • <i>Global judgement based on evidence of all key areas, in particular outcomes, impact and leadership</i>				

Activity/ Month	Service Planning activity	Pre- scho ol & part ners Scho ols	CLD	Culture & Sports	Child Protection	Integr ated Servi ces	Libraries  M u s e u m s & C a l l e r i e s	Education Services	EPS
August/ September									
October									
November									
December									
January									
February									

Activity/ Month	Service Planning activity	Pre- scho ol & part ners Scho ols	CLD	Culture & Sports	Child Protection	Integr ated Servi ces	M u s e u m s & C a l l i e r i e s	Libraries	Education Services	EPS
March										
April										
May										
June/July										



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**Quality Improvement calendar of activity 2011-12**

	August	September	October	November	December	January	February	March	April	May	June/July
Service Planning Activity	New Service Plan launched Dialogue events: staff and stakeholders	Service Planning 1: Audit : Performance Review of 10/11	Dialogue events: staff	Service Planning 2: Review: 2011 impact & 2012 budgets	Dialogue events: stakeholders	Service Planning 3: Emerging priorities 2012	Dialogue events: consultation on priorities	Service Planning 4: confirming our 2012 plans			Dialogue events: staff & stakeholders
Pre-school & partners Schools	Attainment review (primary and sec) Standards and Quality reports (all) STACS review (sec)	STACS review (sec) School review pilot Staff views	School Improvement Visit (SIV) 1 (all)	Attainment review (all) Outcomes of school review pilot	Pupil & staff views (all)	Audit of improvements against QIs (all)	SIV 2 (all) Attainment review (all) School reviews – phase 2	Parent views (all)	SIV3 (all)		Improvement Planning (all) Staff views (all) Lessons learned – School reviews
CLD	Workplan discussions Observations briefings	Standards and Quality Report 10-11	CPD self evaluation	Manager & Peer observations							Taking stock
Culture and Sports	Self evaluation activities HGIOC&S QIs: 4.1, 8.5	Peer evaluation activities	Stakeholder views on services via City voice Joint HGIOC&S report issued	Improvement activities	Improvement activities	Taking stock & user feedback					Evaluation activities QIs: 3.1, 7
Child Protection	Improvement activities from 2011 inspection										Taking stock & user feedback
Integrated Services	3 year programme of self evaluation: Year 1 How well do we meet the needs of our stakeholders										Year 2: Self evaluation activities: How Good is our Management?
Museums & Galleries	Self evaluation activities QIS QI 2	Peer evaluation activities	MLA validation	Improvement activities from MLA visit	Taking stock & user feedback						Self evaluation activities QIs: tbc
Libraries	Self evaluation activities PLIQM QI 2	Peer validation	SLIC visit	Improvement activities from SLIC visit	Taking stock & user feedback						Self evaluation activities QIs: tbc

	August	September	October	November	December	January	February	March	April	May	June/July
Education Services	<p>Attainment review</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Attainment review</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Standards &amp; Quality report 10-11</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Audit &amp; review SIV 1 observations</p>	<p>Improvement activities from 2011 inspection</p> <p>Review SIV1 visits</p> <p>City-wide pupil survey</p> <p>Stakeholder views via City voice</p>	<p>Service Planning: budgets and priorities</p> <p>Attainment reviews</p>	<p>Service Planning: budgets and priorities</p> <p>Attainment reviews</p>	<p>Improvement activities SIV 2 observations</p>	<p>Local Improvement Objectives 2012</p> <p>Review SIV 2 visits</p>	<p>Service Planning 2012 SIV3 observations</p>	<p>Improvement activities from 2011 inspection</p> <p>Attainment review</p> <p>Review of SIV3 visits</p> <p>Analysis of School Improvement Plans 11-12</p>
EPS	Improvement activities from 2011 inspection	Improvement activities from 2011 inspection	Standards & Quality report	School review and planning records	City voice	Stakeholder engagement: parents	Stakeholder engagement:	Improvement activities from 2011 inspection	Improvement activities from 2011 inspection	Improvement activities from 2011 inspection	Taking stock, self evaluation activity & improvement planning

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## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture and Sport
DATE	15 <sup>th</sup> September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Service Improvement Plan 2011-16
REPORT NUMBER	ECS/11/051

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### 1. PURPOSE OF REPORT

The purpose of this report is to:

Seeks Committee approval for the Education, Culture and Sports Service (ECS) Improvement Plan 2011-2016

### 2. RECOMMENDATION(S)

The Committee are asked to:

Approve the ECS Service Improvement Plan 2011-2016  
Request that quarterly reports on progress against Service Improvement Plan actions are presented to Committee as part of the ECS performance reporting framework

### 3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising directly from the report.

### 4. OTHER IMPLICATIONS

There are no direct implications arising from this report. However, the Service Improvement Plan identifies factors which influence service needs, development and delivery. It sets the priorities which the Directorate will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

### 5. BACKGROUND/MAIN ISSUES

- 5.1 This report provides Elected Members with the Education, Culture and Sports Service Improvement Plan 2011-2016. The Plan covers a five year planning cycle in line with the Corporate Business plan and will be subject to annual engagement, review and update.

- 5.2 The Service Improvement Plan identifies factors that influence service needs, development and delivery. It sets the priorities which the ECS Directorate will undertake in order to achieve the Council's key strategic objectives set by the Scottish Government, the Concordat and the Single Outcome Agreement.
- 5.3 The Plan highlights that, over the next five years, Education, Culture and Sport will see significant change. Building on our strategies for learning, culture and sport, we will work in an inclusive, innovative and creative way to provide flexible and high quality education in schools, support community development and adult learning where it is most needed and enhance the cultural and heritage provision in the City of Aberdeen.
- 5.4 The focus of our Service is, through new ways of working, to contribute to building a 'City of Learning' which empowers individuals to fulfill their potential and to contribute to the economic, social and cultural wellbeing of our communities.
- 5.5 The report highlights the considerable progress that our staff, children and young people, learners and participants of all ages have made in 2010-11 and outlines our objectives under the following 10 key headings:
1. Curriculum for Excellence: implementing the new curriculum for schools
  2. Fit for Purpose Schools/Learning Centres: making sure that we have the right facilities in the right place
  3. Learning in the wider community: lifelong learning for everyone
  4. Technology: using technology for learning
  5. Health and wellbeing: helping people to make the right lifestyle choices from an early age and throughout their lives
  6. Engagement in arts, culture and heritage: improving the quality of and impact of arts, culture and heritage provisions across the City
  7. Helping those with different needs: helping everyone reach their potential
  8. Better Performing/Value for Money: demonstrate our commitment to continuous improvement
  9. Skilled and Trained Staff: continually developing our staff through training opportunities; and
  10. Working together: making sure services work together in the interests of the learner
- 5.6 Section 8 of the Service Improvement Plan expands upon the Directorate's priorities and outcomes in an action plan format. Performance and progress towards these will be reported on a quarterly

basis to the Education, Culture and Sport Committee as part of the performance reporting framework.

- 5.7 The August report consists of 1 appendix as outlined below:  
Appendix 1: Education Culture and Sports Service Improvement Plan  
2011-2016

## 6. IMPACT

### Legal

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments.

### Resources

No additional resources are required to undertake service planning. Performance management is a core responsibility of managers.

### Other



There are no property, equipment or Health and Safety implications arising directly from this report.

## 7. BACKGROUND PAPERS



Appendix 1: Education Culture and Sports Service Improvement Plan  
2011-2016

## 8. REPORT AUTHOR DETAILS

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Education, Culture & Sport

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**ABERDEEN**  
CITY COUNCIL

# Education, Culture and Sport

## Service Plan

**2011/12 – 2015/16**





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# 1. Executive Summary

The Education, Culture and Sport Directorate Service Plan covers the five year period from 2011/12 – 2015/16. It will be subject to annual review and update in line with changes to the Council's priorities and emerging external factors which impact on the delivery of its objectives.

The Service Plan identifies factors which influence service needs, development and delivery. As demonstrated in figure 1 below, it outlines the activities and initiatives which the Directorate will undertake in order to achieve the Council's key strategic objectives which are reflective of the National Priorities set by the Scottish Government, the Concordat and the Single Outcome Agreement.

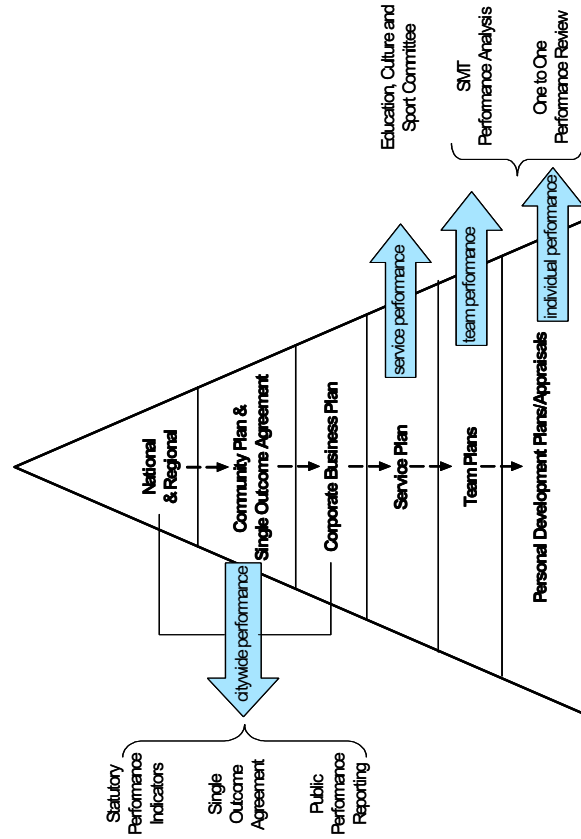


Figure 1: 'Golden Thread' and Performance Management Model

Reporting on the delivery of the Service Plan will be made on a regular basis to the Education, Culture and Sport Committee which will form part of our public performance reporting.

We are committed to improving services, enhancing the quality of life and making best of resources and are driven by an agenda of continuous improvement, seeking to modernise the way we work. Self evaluation is the key to achieving this and over the lifespan of this plan there will be a focus on increasing our capacity to self evaluate, taking an evidenced approach building upon good practice already in place and learning through benchmarking against our comparator authorities.

Our services contribute to knowledge and learning, physical and mental health and wellbeing, leisure and sports, culture and heritage, a wide range of community life and in general, the quality of life of individuals, families and communities both geographic and common interest. Many of the services we deliver, partner or support are statutory obligations of the Council. These specifically include:

- Community wellbeing
- Corporate parenting
- Leisure and sports services
- Museums and galleries, creating learning and dance
- Public and school library and information services
- School education from nursery through primary and secondary

From the very early years of life, our services are involved in meeting a child's needs be they educational, social or as part of ensuring care and whether they are physical or intellectual.

Services we fund or support provide opportunities for parents and children to share experiences so that when youngsters go to nursery school they already have the best possible start. These experiences range from Bookbug to mother and toddler swimming sessions; from crèches to involvement where appropriate ion child focused care and development.

We are committed to 'Getting it right for every child' which means we provide support to youngsters for whom English is an additional language and to those who require additional support including physical and complex needs. As part of our corporate parenting role, we will ensure that youngsters who need care or protection can feel safe and able to thrive in the best possible environment.

Our services are integral to family, community and social life in the City. The cultural, arts, heritage and sports services we provide are destinations for visitors to the City and promote Aberdeen nationally and internationally.

Our ongoing challenge and opportunity is to ensure that the services we plan, fund and deliver, best meet the needs of all those who have or choose to use them. Delivery of high quality services enables individuals, groups and communities to obtain the education and skills they need to fulfil their potential and to contribute to the prosperity of the City.

We provide primary, secondary and special school education to 21,558 youngsters in publicly funded schools. Approximately 7% of the pupil population have English as an additional language (Scottish Government Pupil Census 2009)

The number of school leavers in the City moving into a positive destination has increased over the last year from 82.7% to 85.6%. This figure compares well with our comparator authorities average of 85.8%. (Comparator authorities – Argyll and Bute; City of Edinburgh; Dundee City; Renfrewshire and South Ayrshire)

The number of active borrowers from Library and Information Services during 2010/11 was 54,672

Our Museums and Galleries service had approximately 320,000 visitors during 2010/11.

During 2010/11 we supported partners whose sports and leisure operations had approximately 1,750,000 admissions



**Annette Bruton**  
Director

## 2. Senior Management Team and Service Profiles

### Head of Service



**David Leng**  
Head of Schools and Educational Establishments

Early years  
Primary schools  
Secondary schools  
Offsite and specialist provision  
Additional support needs 0 – 18

Learning Strategy 0 – 18  
Curriculum and quality development  
Service Improvement

### Portfolio



**Patricia Cassidy**  
Head of Communities, Culture and Sport

Community learning and development  
Culture including Arts, Libraries, Museums and Galleries, venues including the Beach Ballroom Sport  
Social and economic regeneration  
Sustainable development  
Educational psychology

Post-school transitions  
Children's services joint working  
Outdoor Education/Learning  
Health & Wellbeing  
Childcare and family learning  
Schools work experience



**Charlie Penman**  
Head of Educational Development, Policy and Performance

New educational developments  
Performance and service improvement  
Learning Estate Strategy  
Workforce Planning  
ICT policy and practice

Service resource and budget management  
Quality assurance, inspection and audit  
CPD for pre-school and schools

### 3. Vision and Strategic Priorities

#### *A City of Learning*

Over the next five years, Education, Culture and Sport will see significant change. Building on our strategies for learning, culture and sport, we will work in an inclusive, innovative and creative way to provide flexible and high quality education in schools, support community development and adult learning where it is most needed and enhance the cultural and heritage provision in the City of Aberdeen.

The focus of our Service is, through new ways of working, to contribute to building a 'City of Learning' which empowers individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities.

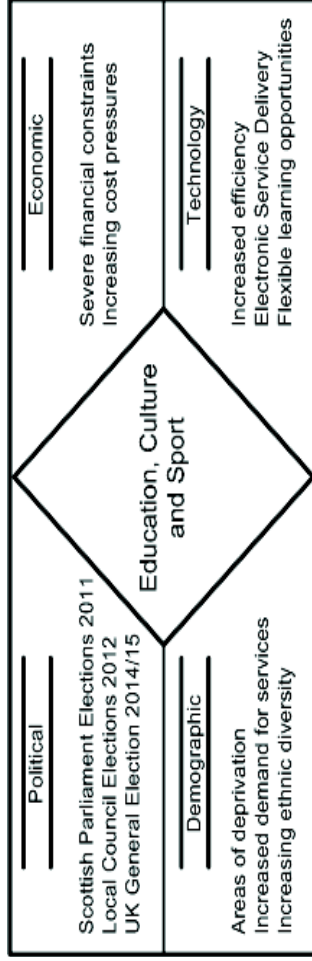
Our priorities reflect the national priorities set out by the Scottish Government, the Concordat and the Single Outcome Agreement and encompass the activities and initiatives which we will undertake in order to achieve the Council's key strategic objectives. These priorities are set out in the following ten themes:

1. Curriculum for Excellence: implementing the new curriculum for schools
2. Fit for Purpose Schools/Learning Centres: making sure that we have the right facilities in the right place
3. Learning in the wider community: lifelong learning for everyone

4. Technology: using technology for learning
5. Health and wellbeing: helping people to make the right lifestyle choices from an early age and throughout their lives
6. Engagement in arts, culture and heritage: improving the quality of and impact of arts, culture and heritage provisions across the City
7. Helping those with different needs: helping everyone reach their potential
8. Better Performing/Value for Money: demonstrate our commitment to continuous improvement
9. Skilled and Trained Staff: continually developing our staff through training opportunities; and
10. Working together: making sure services work together in the interests of the learner

Underpinning our ten priority themes are the objectives to improve attainment and achievement for all our learners and to close the gaps in learning, health, participation and employment outcomes that exist within the City. Our key priorities are met through the provision of a range of services and activities.

## 4. Sector Analysis



**Figure 2: High level analysis of factors and challenges impacting upon the Council and the Directorate**

### Political

The political environment in which the Council will operate over the next five years is to be shaped by a series of elections at National and Local Government level. The outcome of these elections will have an effect on a range of factors which contribute to the delivery of local services. The Directorate delivers a wide range of educational, cultural and sport services in response to legislative requirements. Primary legislation which governs the service includes:

[The Public Libraries Consolidation \(Scotland\) Act 1887](#)  
[The Public Libraries \(Scotland\) Act 1955](#)  
[The Local Government \(Scotland\) Act 1973](#)  
[Education \(Scotland\) Act 1980, as amended in 1981](#)  
[Self-Governing Schools etc. \(Scotland\) Act 1989](#)  
[The Local Government etc. \(Scotland\) Act 1994](#)  
[Children \(Scotland\) Act 1995](#)  
[Education \(Scotland\) Act 1996](#)  
[Standards in Scotland's Schools etc. Act 2000](#)  
[Education and Training \(Scotland\) Act 2000](#)  
[Special Educational Needs and Disabilities Act 2001](#)  
[School Education \(Amendments\) \(Scotland\) Act 2002](#)

[Education \(Disability Strategies and Pupils' Educational Records\) \(Scotland\) Act 2002](#)  
[Local Government \(Scotland\) Act 2003](#)  
[Education \(School Meals\) \(Scotland\) Act 2003](#)  
[Protection of Children \(Scotland\) Act 2003](#)  
[Gaelic Language \(Scotland\) Act 2005](#)  
[Scottish Schools \(Parental Involvement\) Act 2006](#)  
[Joint Inspection of Children's Services and Inspection of Social Work Services \(Scotland\) Act 2006](#)  
[Schools \(Health Promotion and Nutrition\) Scotland Act 2007](#)  
[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)  
[Schools \(Consultation\) \(Scotland\) Act 2010](#)  
[Equality Act 2010](#)

## Economic

The overall economic outlook for the period of the service plan is expected to be challenging. The Council has received a reduction in the cash it receives by way of the General Revenue Grant in 2011/12 and the possibility of continued council tax freezes will create additional pressure on the Council's financial position.

There will inevitably be a reduction in the public sector workforce – the Independent Budget Review published in 2009 predicted between a 5.7-10% reduction in public sector jobs in Scotland over the next five year.

In 2010, 15.8% of the roll in primary schools in Aberdeen were registered for free school meals. This was lower than the overall Scottish average of 19.8%. In secondary schools, 8.2% of the roll were registered for free meals compared to a Scottish average of 14.4%.

## Social and Demographic

There are significant demand pressures on services within Education, Culture and Sport arising from projected demographic trends.

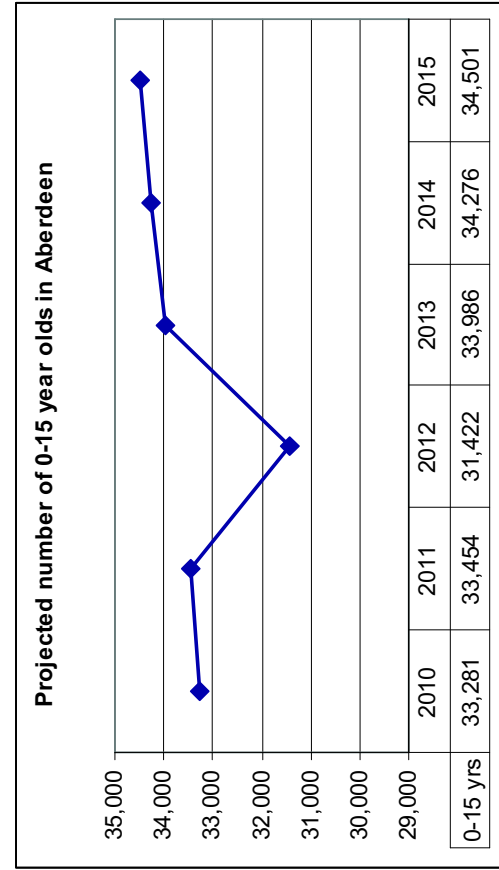


Figure 3: 0-15 population projection for Aberdeen

The population within the age range 0-15 is expected to fall in Scotland from 908,004 (2010) to 907,456 (2015). However, the projections for Aberdeen (figure 2) suggest an increase over the same period from 33,281 to 34,501. This will have an impact on primary school rolls which are expected to rise by 10% over the period 2010-15. At the same time, secondary school rolls are expected to fall by almost 6%.

The City has historically attracted 'New Scots' with overseas migrants especially from Eastern Europe in search of employment opportunities. This trend is likely to continue over the next five years and will impact on a range of educational services. Our bilingual population are in varying stages of acquiring English which impacts upon learning within our schools and our communities.

There are also areas of deprivation within the City. The Scottish Index of Multiple Deprivation (SIMD) 2009, identified 28 areas of Aberdeen which are particularly disadvantaged. 18 of these are located within the priority neighbourhoods identified in the Community Regeneration Strategy. Aberdeen has a higher than average level of adult residents with degree level qualifications however, there are areas of the City, namely the regeneration neighbourhoods, where large proportions of adults have little or no qualifications.

In 2009/10, the number of school leavers in the city moving into a positive destination rose from 82.7% in the previous year to 85.6%. The numbers entering Higher and Further Education in Aberdeen increased from 61.4 to 63.8%, higher than the national average of 62.8%.

### **Technology**

Technology has a key role to play in the delivery of council services over the next five years. In Education, Culture and Sport we will widen access to learning for all through the flexible use of technology.

Technology will support Curriculum for Excellence and ensure that all our pupils are able to participate in an increasingly information and communication technology (ICT) literate society. ICT will be a bigger part of the curriculum and will support and enhance the learning experience. Glow, the national intranet for schools, is a ground-breaking initiative in Scottish education. It provides staff and pupils with greater opportunities for collaborative learning, self-directed study, e-learning and e-assessment through a secure online portal. Through Glow, schools and educators across Scotland have unique access to resources which actively promote creative learning and teaching - one of the core goals of Curriculum for Excellence.

Technology will contribute also to shifting the balance of power and responsibility to the citizen by facilitating a more personalised and flexible approach to how citizens engage with public services e.g. access to information, self service online.





## 5. Engagement

The fundamental importance of good and worthwhile dialogue between the service and its stakeholders was brought into renewed focus during the formation of the corporate business plan with services adopting a proactive and inclusive approach to making sure that as many people as possible have a opportunity to contribute their views on service priorities over the next 5 years.

We will continue with this approach to ensure that:

Individual members of the public, community groups, local businesses and public and voluntary sector organisations have the opportunity to make a direct input into the design and delivery of our services

Elected Members and council officers listen closely to and consider the views of citizens, the local community, local businesses and public and voluntary sector organisations

Our commitment to inclusion and equality is embedded within our action plan under Priority 7 – Helping those with different needs. We will continue to review our policies and procedures to ensure compliance with existing and new legislation as outlined in our sector analysis ensuring that the needs of all our citizens are met appropriately. Specifically we will:

Continue to support learning opportunities for those whom English is not their first language and respond to local trends in migrant workers and their families

Continue to improved disabled access in all our establishments and public buildings

Continue to engage with and support the City's looked after children, young people and care leavers as part of our corporate parenting role



# Our Customers

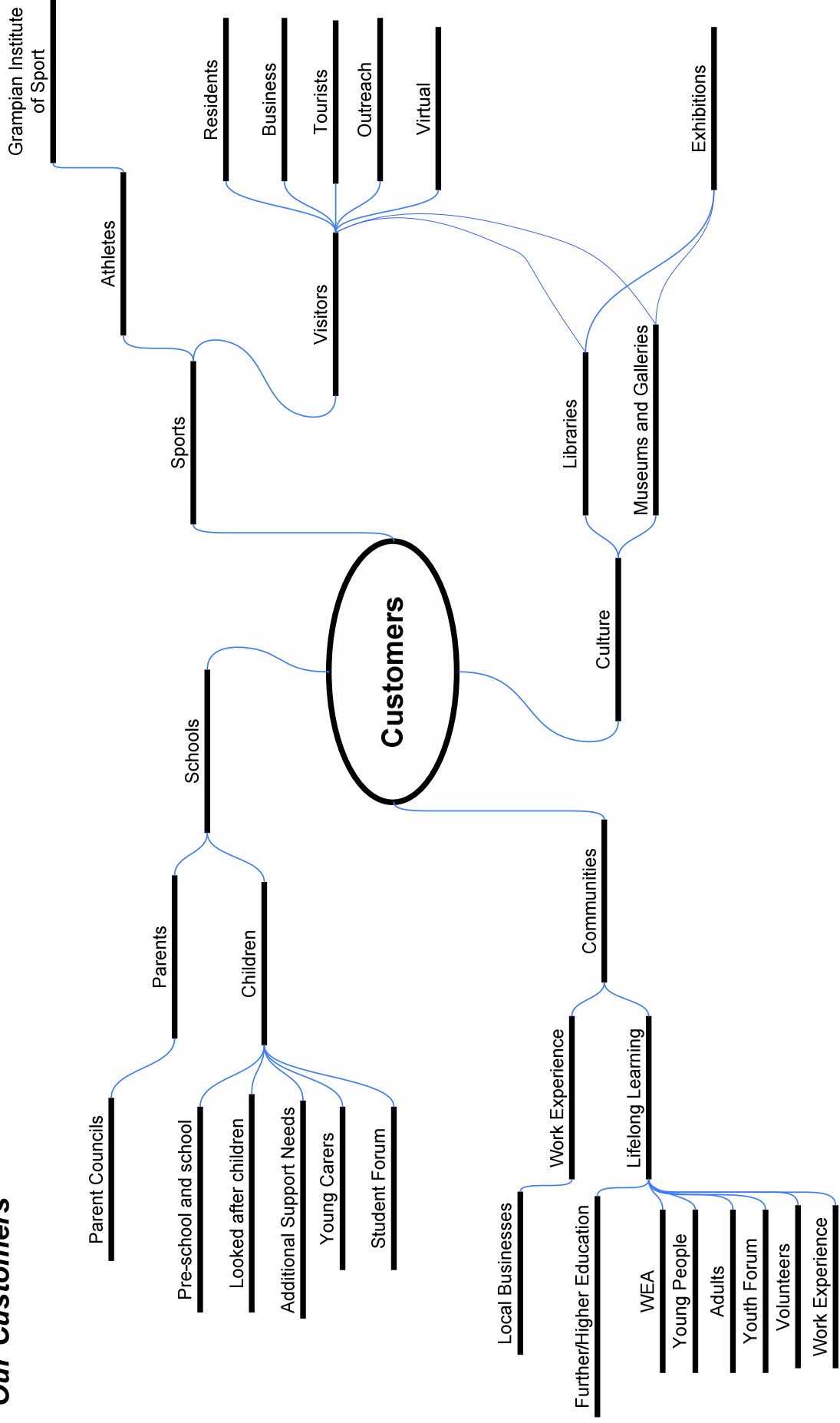


Figure 4: An indicative representation of the Education, Culture and Sport Service's customers

# Our Partners

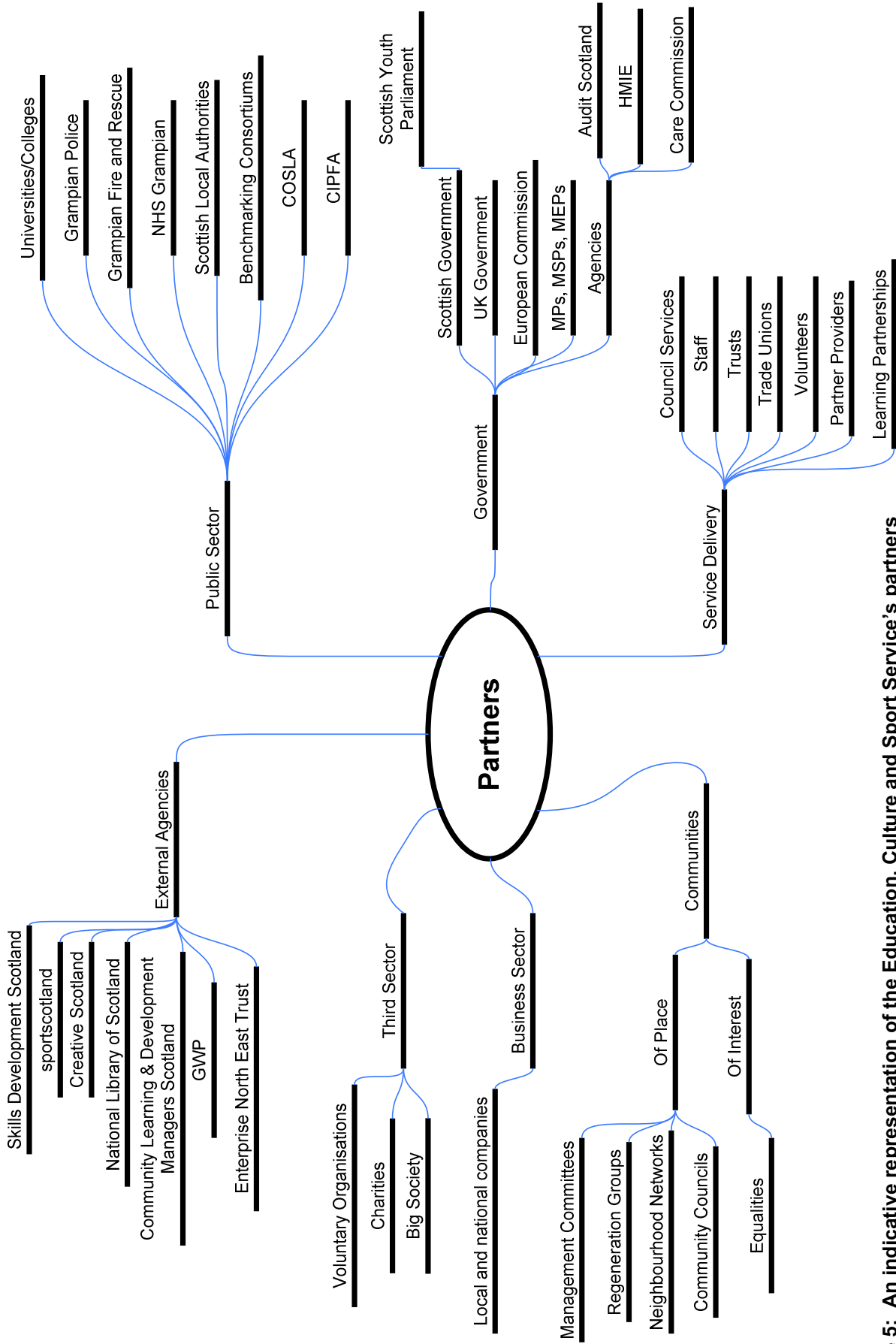


Figure 5: An indicative representation of the Education, Culture and Sport Service's partners

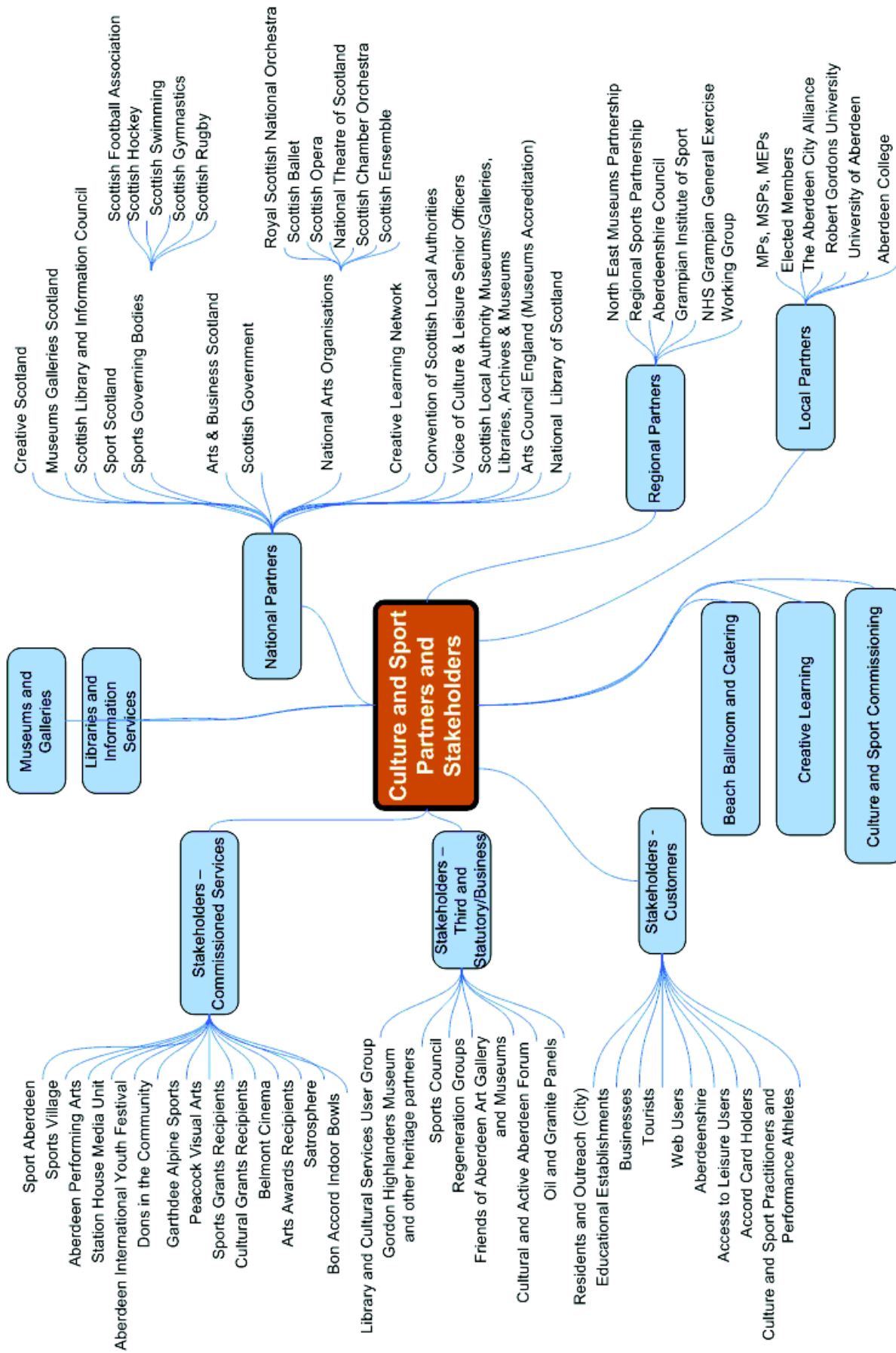


Figure 6: An indicative representation of the Culture and Sport's partners and stakeholders

## 6. Financial Analysis

### Revenue Expenditure

The following chart and table provides an overview of the Directorate's Revenue Budgets.

Expenditure Type	2011/12 Budget £'000	Budget %
Staff Costs	116,060	61
Property Costs	30,706	16
Administration Costs	1,484	1
Transport Costs	3,265	2
Supplies & Services	8,460	4
Commissioning Services	5,844	3
Transfer payments	11,570	6
Capital Financing Costs	12,815	7
<b>Gross Expenditure</b>	<b>190,204</b>	
<b>Net Expenditure</b>	<b>181,000</b>	

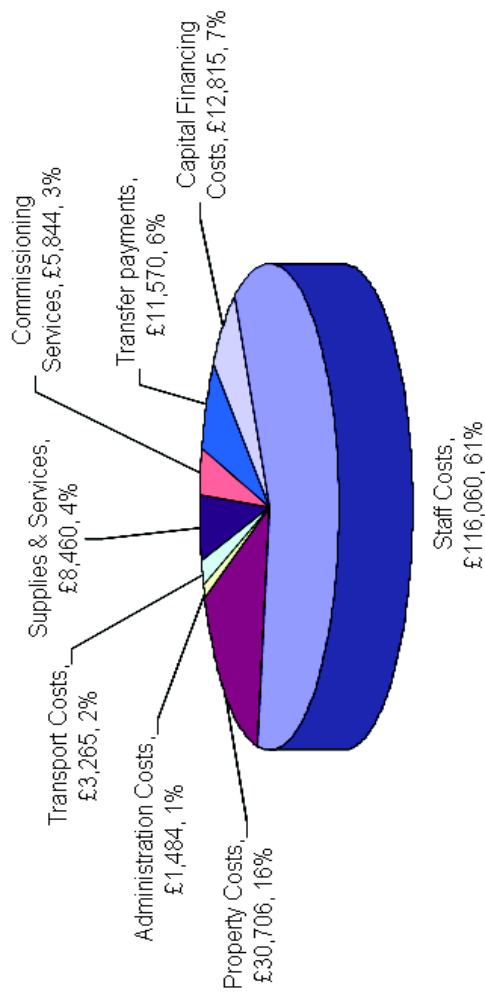


Figure 7: Gross Revenue Expenditure 2011/12 (£'000)

61% of the Revenue Budget for the Education, Culture and Sport Directorate relates to staffing costs which are reflective of the size and nature of the Directorate's activity. Property costs amount to 16% of the budget reflecting the scope of the Directorate's estate.

## Capital Expenditure

The following table sets out the planned capital investment for 2011/12:

	<b>Estimated 2011/12 Budget £'000</b>
Schools Estate	3,303
Schools ICT	579
Community	606
Sports	731
Culture	126
<b>Total</b>	<b>5,345</b>



## Service Efficiencies

The Council approved its 2011/12 Budget in February 2011, and agreed a package of 21 service options from the Education, Culture and Sport budget. These options amount to a total of £50.3 million over the five year period to the end of March 2016. In the current year, the net accepted savings are £1.78 million, (£2.76 million gross.) These savings are monitored and reported to committee on a regular basis.

Service transformation options have been identified and will contribute to the achievement of our ten strategic priorities via key tasks as outlined in the Action Plan in Section 8 of this document.

## 7. Performance and Developments

2010/11 was another busy year for staff, children and young people in our Education Services.



The final school in our 3Rs Programme, Kaimhill School, opened on 20 April 2011. This brings to ten, the number of schools delivered under this programme, seven new and one significantly refurbished primary schools and two new secondary schools, completed in under two years.

The Art Gallery celebrated its 125<sup>th</sup> Anniversary with a full programme of exhibitions and attractions. One of these, The Lewis Chessmen Unmasked, attracted a large number of visitors of all ages when it opened at Aberdeen Arts Gallery in October 2010. Charleston Primary's P6 class, supported by our Arts Education team, enthusiastically embarked on an interdisciplinary project, writing and performing three imaginative takes based on their visit to the exhibition. Their CD listening stand is now on tour with the Lewis Chessmen Exhibition as it travels around the country. The Gallery also had a very successful exhibition featuring items from its collections as well as the second 'Artists Rooms' exhibition of work by Diane Arbus.

Aberdeen City Council's Family Information Service was identified by the Scottish Government as an example of best practice through a case study of how our Early Years Framework is being implemented.

Adult Learning was part of a Community Service group which was highly commended at the Community Service Awards held in Glasgow. Three learners carrying out Community Service Orders completed their John Muir Awards and SCQF4 Working with Others after taking part in a beach clean up at the Torry Battery

The staff of the Healthy Minds Team and staff and learners from the South Area Adult Literacies Team won Good Practice in Adult Learning Awards sponsored by Scotland's Learning Partnership.



Northfield Academy were joint winners of the British Food Fortnight Secondary School Challenge. Pupils were invited to Clarence House, London in January 2011 where they cooked their winning meals for HRH The Duchess of Cornwall and the Hairy Bikers!



KCA DEUTAG and the German Consulate General held a competition among Aberdeen City and Shire schools to provide an opportunity for three pupils to build on their German language skills and learn more about the local culture. The programme was run in association with Aberdeen City Council, Aberdeenshire Council, Goethe-Institute Glasgow, German Department, and University of Aberdeen. Three winners were chosen from twelve pupils who took part in the final of this competition, which has helped to promote German language learning in and around Aberdeen.

Torry Academy were placed 1st in the Go4set Engineering Challenge Week at Robert Gordon's University. St Machar Academy has won a national Rock Challenge award for Positive Inclusion. This award was won from a total of 350 schools which took part in Rock Challenge throughout the UK and is an excellent and well deserved achievement for all the pupils and staff involved.

Seven Primary 7 pupils from Scotstown School won a competition run by SEPA in which they created a presentation on the topic of flooding. St Peters RC Primary School P6 class did well in the online Mathematics Challenge - 2nd in Scotland, 4th top school in the UK and 8th top class.

Three primary schools and one secondary school, Danestone, Manor Park and Tullos primaries and St Machar Academy, achieved Excellence Level in the Health Promoting Schools Initiative. Hazlewood School became the first special needs school in the region to be awarded Excellence level, a well deserved achievement which involved the whole school.

61 out of 64 schools are registered eco-schools (47 primary, 11 secondary and 2 special) with a total of 26 green flags being awarded to date.

Dyce Academy achieved Fair Trade Status and Riverbank School achieved Level 2 of the Rights Respecting School Award. Airyhall Primary School became the first school in Aberdeen to gain Cycling Scotland's Cycle Friendly Award.



Bucksburn Academy and St Machar Academy were selected to be involved in the UK project 'International Aspirations' which is designed to transform the lives of millions of children and young people in schools and communities across the UK and abroad through the power of Sport. This exciting project, led by Youth Sport Trust and the British Council and sponsored by Unicef and UK Sport, will be run for 3 years, with a direct link to London 2012 Olympic and Paralympic Games

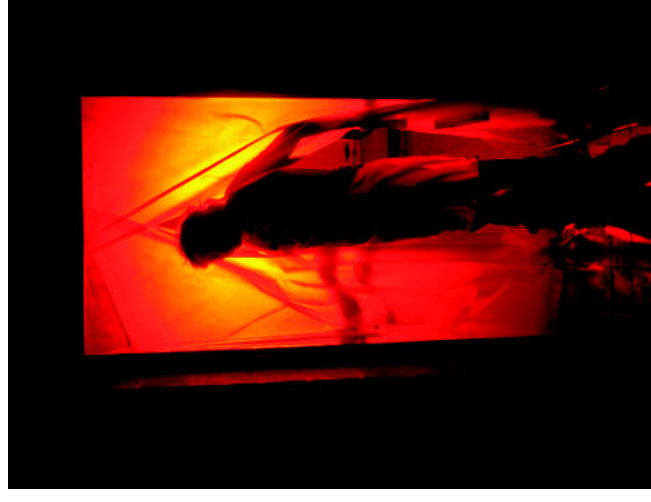
Hazlehead Academy's North East Confucius Classroom Hub now has a link school in Tianjin, China. This development will afford our pupils an insight into the world in China, the business world which fits the Curriculum for Excellence approach for global citizenship

Library and Information Services were evaluated as good and very good in their Public Library Improvement Matrix evaluation from the Scottish Library Information Council

Our Arts Education Team teamed up with the National Theatre of Scotland in the Extreme Project, a major arts project combining sports, theatre, dance music and art in a series of city-wide events and workshops. The project culminated in the production 'Nothing to See Here', an interactive rollercoaster where the audience became the central characters. Involving pupils from Kingsford and St Joseph's RC primaries and Bridge of Don Academy, the production received glowing 4 star reviews in the Scotsman and the Times.

Inspections of schools - HMIE undertook 3 inspections of primary schools (Cornhill, Ferryhill and Mile-End), two of these were positive. One inspection was undertaken of a secondary school (Harlaw) which was positive and, two special schools (Hospital and Home Tuition and Pupil Support Service), one of these inspections was positive.

Inspections of local authority pre-school settings - The total number of HMIE pre-school inspections undertaken for the period 2010/11 was 3. All of these inspections were positive and graded satisfactory or above. The total number of joint HMIE and Care Commission integrated inspections of pre-schools undertaken for the period 2010/11 was one. This was graded positive. The total number of Care Commission inspections undertaken for the period 2009/10 was 11. All of these inspections were graded 3+. 91% were graded 4 or above.



Inspections of local authority pre-school settings – The total number of joint HMIE and Care Commission partner provider pre-school inspections undertaken for the period 2010/11 was 10. Two of these were follow-up inspections. Of the 8 new inspections undertaken, 7 were positive and graded satisfactory of above. The total number of Care Commission inspections undertaken for the period 2010/11 was 32. 31 of these inspections were positive.

Our Adventure Aberdeen team were commended by Cycling Scotland for awarding 220 'Go Mountain Bike' certificates. This total was significantly higher than any other awarding establishment across Scotland last year and recognises skill learning and achievement on a mountain bike. The programme of four after school biking sessions was achieved by partnership working approach involving the School, Adventure Aberdeen and corporate sponsors.

Community Learning and Development and Adventure Aberdeen were ran an acclaimed and positively evaluated series of programmes for More Choices More Chances, positive destinations for young people (16+). The programmes titled One Big Step were designed to be a positive "step up" into Further Education, employment or training and consisted of a balanced mixture of adventurous outdoor activities and life skills training.



## 8. Strategic Priorities and Outcomes - Action Plan

This section provides details of the Service's 10 priorities and associated outcomes. Details of the key initiatives in place to help support each outcome have been set along with key performance measures to help monitor our achievement.

### Priority 01 - Curriculum for Excellence

Activities and measures identified under this priority contribute to:

<b>Single Outcome Agreement</b>	National Outcome 2	We realise our full economic potential with more and better employment opportunities for our people
	National Outcome 3	We are better educated, more skilled and more successful renowned for our research and innovation
	National Outcome 4	Our young people are successful learners, confident individuals, effective contributors and responsible citizens
	National Outcome 5	Our Children have the best start in life and are ready to succeed

**Corporate Business Plan** Priority 2 Help to ensure that all school children reach their potential

### 01.01 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

Ref	Key tasks to achieve outcomes	Head of Service
01.01a	Implementation of Early Years Framework	Schools & Educational Establishments
01.01b	Redesign of Early Years Service	
01.01c	Implement A Curriculum for Excellence	Communities, Culture & Sport
01.01d	Develop pupil involvement strategy and use pupil views to inform and improve service delivery	
01.01e	Develop parental involvement strategy and use parent/carer views to inform and improve service delivery	
01.01f	Enhance our youth voice and youth participation through schools and Aberdeen Youth Council	

**01.02 - Improve the outcomes for all our children and young people**

Ref	Key tasks to achieve outcomes	Head of Service
01.02a	Implement action plans to support young people under More Choices, More Chances Strategy and 16+ Learning Choices	Communities, Culture & Sport
01.02b	Work with young people, particularly those in the MCMC group to support them in their transition into employment particularly via work experience opportunities	
01.02c	Implement Outdoor Learning and Educational Excursions Policy and Guidance	
01.02d	Redesign of childcare services in communities	

Performance Measures	2010/11				Short Trend	2011/12 Target	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
	Value	Target	Status							
SQA Performance - % attaining English and Maths at level 3+ by the end of S4	92%			↑						
SQA Performance - % attaining 5+ level 3 or more by end of S4	91%			↑						
SQA Performance - % attaining 5+ level 4 or more by end of S4	75%			↑						
SQA Performance - % attaining 5+ level 5 or more by end of S4	32%			↑						
SQA Performance - % attaining 5+ level 5 or more by end of S5	48%			↑						
SQA Performance - % attaining 1+ level 6 or more by end of S5	40%			-						
SQA Performance - % attaining 3+ level 6 or more by end of S5	27%			↑						
SQA Performance - % attaining 1+ level 6 or more by end of S6	44%			-						
SQA Performance - % attaining 3+ level 6 or more by end of S6	31%			↑						
SQA Performance - % attaining 5+ level 6 or more by end of S6	22%			↑						
SQA Performance - % attaining 1+ level 7 or more by end of S6	17%			-						

Performance Measures	2010/11				2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status	Short Trend					
% of local authority pre-school education centres and nurseries receiving positive integrated HMIE and Care Commission inspection reports	100%	98%		—					
% of primary schools receiving positive HMIE inspection reports	67%	90%		→					
% of secondary schools receiving positive HMIE inspection reports	100%	90%		→					
Number of exclusions - Primary Schools	343 (09/10)			→					
Number of exclusions - Secondary Schools	1059 (09/10)			→					
% school leavers in positive and sustained destinations	86% (09/10)	90%		→					
% of partner provider pre-school education centres and nurseries receiving positive integrated HMIE and Care Commission inspection reports	88%	100%		→					
% of local authority pre-school education centres and nurseries receiving positive Care Commission inspection reports	100%	98%		—					
% of local authority pre-school education centres and nurseries receiving positive HMIE inspection reports	100%	98%		—					
% of partner provider pre-school education centres and nurseries receiving positive Care Commission inspection reports	97%	100%		→					
% of council delivered childcare services receiving positive SCSWIS inspections	<i>New measure – to be defined</i>								
Number of young people participating in and achieving accreditation through awards programmes	522 (09/10)	174		→					
Number of secondary school pupils placed by Aberdeen City Council Work Experience Unit	1930			—					
Number of young people in the More Choices, More Chances group engaged in Toolkit for Progress Work Placements	416			—					

**Priority 02 - Fit for Purpose Schools, Learning Centres, Cultural and Sporting Facilities**

Activities and measures identified under this priority contribute to:

**Single Outcome Agreement** National Outcome 3 We are better educated, more skilled and more successful, renowned for our research and innovation

**Corporate Business Plan** Priority 2 Help to ensure that all school children reach their potential

**02.01 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential**

Ref	Key tasks to achieve outcomes	Head of Service
02.01a	Move Community Centres to 'Leased Model'	Educational Development, Policy & Performance
02.01b	Development of Culture and Sport Facilities	
02.01c	Develop a strategic approach to the management of Education, Culture and Sport buildings and land	
02.01d	Develop a Learning Estate Strategy to ensure an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need	
02.01e	Develop and implement an improved approach to managing Directorate facilities	

Performance Measures	2010/11			2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status					
% leased centres that have achieved 'leased' or equivalent status				Target	Target	Target	Target	Target
<i>New measure – to be defined</i>								



### Priority 03 - Learning in the Wider Community

Activities and measures identified under this priority contribute to:

- Single Outcome Agreement**
- National Outcome 2 We realise our full economic potential with more and better employment opportunities for our people
  - National Outcome 3 We are better educated, more skilled and more successful, renowned for our research and innovation
  - National Outcome 11 We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

#### Corporate Business Plan

- Priority 1 Provide for the needs of the most vulnerable people
- Priority 2 Help to ensure that all school children reach their potential
- Priority 5 Ensure a sustainable economic future
- Priority 6 Ensure efficient and effective delivery of services by the council and with its partners

### 03.01 - Support learners to access employment opportunities

Ref	Key tasks to achieve outcomes	Head of Service
03.01a	Develop and sustain first step programmes which provide skills for life, learning and work	Communities, Culture & Sport
03.01b	Work in partnership with key stakeholders to develop and sustain employment programmes	
03.01c	Provide support to overcome barriers to access to learning, training and employment	

### 03.02 - Encourage people of all ages to play an active role in their learning in order to maximise their potential

Ref	Key tasks to achieve outcomes	Head of Service
03.02a	Creation of Integrated Communities Team	Communities, Culture & Sport
03.02b	Create a citywide Literacy Strategy working in partnership with key stakeholders	Schools & Educational Establishments/Communities, Culture & Sport

### 03.03 - Improve engagement and sustained involvement in the learning process

Ref	Key tasks to achieve outcomes	Head of Service
03.03a	Provide support, training and advice for voluntary management committees to develop capacity to run community centres and support adult learning programmes	Communities, Culture & Sport
03.03b	Develop partnerships to ensure effective delivery of services in communities	
03.03c	Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs	
03.03d	Investigate and develop opportunities within the wider community and via other learning providers to enhance learning within schools and communities	
03.03e	Work in partnership with representative community fora to support effective engagement and representation	
03.03f	Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City	

Performance Measures	2010/11			Short Trend	2011/12 Target	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
	Value	Target	Status						
% of positive evaluations from HMIE of learning communities	0%	100%							
% of positive inspection reports from HMIE of learning communities in relation to QI 2.1 Impact on young people and adults as participants	0%	100%							
% of positive inspection reports from HMIE of learning communities in relation to QI 4.1 Impact on Communities over the year	100%	100%							
Number of adults receiving support with core skills	New measure – to be defined								
Number of speakers of other languages learning English up to intermediate level	New measure – to be defined								
Number of users of community centres attending for learning purposes	New measure – to be defined								
Number of meetings of learning partnerships	New measure – to be defined								
Number of area profiles completed	New measure – to be defined								
Number of training hours for management committees	New measure – to be defined								



## Priority 04 - Technology




Activities and measures identified under this priority contribute to:

- Single Outcome Agreement**
- National Outcome 3 We are better educated, more skilled and more successful, renowned for our research and innovation
- National Outcome 4 Our young people are successful learners, confident individuals, effective contributors and responsible citizens

- Corporate Business Plan**
- Priority 2 Help to ensure that all school children reach their potential
- Priority 5 Ensure a sustainable economic future for the city

### 04.01 - Encourage active and appropriate use of technology to widen learning opportunities

Ref	Key tasks to achieve outcomes	Head of Service
04.01a	Develop a Technology Strategy for Education, Culture and Sport	Educational Development, Policy & Performance
04.01b	Maximise the use of new technology to increase efficiency and effectiveness	
04.01c	Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities	

Performance Measures	2010/11			Short Trend	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status						
Number of visits to/usages of council funded or part funded museums - virtual	379,206			↓					
Number of users of PC terminals within Learning Centres and Learning Access Points as percentage of resident population	18.85%	18%		↑					
Number of visits to libraries – virtual	455,247			↑					
% Glow enabled schools	<i>New measure – to be defined</i>								

## Priority 05 - Health and Wellbeing

Activities and measures identified under this priority contribute to:

**Single Outcome Agreement** National Outcome 5 Our children have the best start in life and are ready to succeed

### Corporate Business Plan

- Priority 2 Help to ensure that all school children reach their potential
- Priority 3 Manage our waste better and increase recycling
- Priority 5 Ensure a sustainable economic future for the city
- Priority 6 Ensure efficient and effective delivery of services by the council and with its partners

## 05.01 - Ensure the health, wellbeing and safety of Directorate staff in the course of their work

Ref	Key tasks to achieve outcomes	Head of Service
05.01a	Co-ordinate health and safety activities across the Directorate	Educational Development, Policy & Performance
05.01b	Ensure robust incident and emergency planning procedures are in place	

## 05.02 - Encourage people to making positive choices about their diets and lifestyles

Ref	Key tasks to achieve outcomes	Head of Service
05.02a	Improve the health and wellbeing of children and young people via Health Promoting Schools	Schools & Educational Establishments
05.02b	Improve the health and wellbeing of the City	Communities, Culture & Sport




## 05.03 - Environmental sustainability

Ref	Key tasks to achieve outcomes	Head of Service
05.03a	Encourage and increase active travel to school	Schools & Educational Establishments
05.03b	Increase the number of Eco-Schools within the City	

### 05.04 - Ensure access to opportunities to participate in cultural and sporting activities

Ref	Key tasks to achieve outcomes	Head of Service
05.04a	Increase the quality and level of participation in cultural and sports and recreational activities maximising the impact on social interaction and physical and mental health	Communities, Culture & Sport
05.04b	Increase the number of opportunities for children to participate in sport within schools and the wider community and increase capacity to deliver via recruitment, retention and development of a volunteer network	
05.04c	Support the development of quality public spaces which provide residents of the City with a high quality of life	

Performance Measures	2010/11				2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status	Short Trend					
% Schools achieving Health Promoting Schools Excellence Award	11%	5%							
% Early year settings achieving Early Years Health & Wellbeing Excellence Award	New measure – to be defined								
Number of schools with Healthy Working Lives Award	1 (09/10)								
% pupils undertaking active travel to school	69.13%	71.3%							
% of schools participating in Eco-Schools Award achieving Green Flag status	41%								
% of Primary schools delivering 2 hours PE per week (P1 to P7)	47.95% (09/10)								
% of Secondary schools delivering 2 hours PE per week (S1 to S4)	16.67% (09/10)								
Number of attendances at pools (excluding community pools)	695,880								
Number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex	1,049,493								
Number of volunteers delivering activities in the Active Schools Network	New measure – to be defined								

Performance Measures	2010/11				Short Trend	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status	Target						
Number of qualified adult volunteers delivering activities in the Active Schools Network						<i>to be defined</i>				
Number of qualified senior pupils delivering activities in the Active Schools Network						<i>to be defined</i>				
Number of participant sessions provided by Active Schools	18,048									
Number of activity sessions provided by Active Schools	1,373									
Number of extended curriculum clubs provided by Active Schools						<i>to be defined</i>				
Number of holiday programmes provided by Active Schools						<i>to be defined</i>				
Number of new Active Schools participants with a disability taking part in physical activity and sport						<i>to be defined</i>				
Number of activities provided by Active Schools specifically for girls and young women	42									



### Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Activities and measures identified under this priority contribute to:

**Single Outcome Agreement** National Outcome 13 We take pride in a strong, fair and inclusive national identity

#### Corporate Business Plan

- Priority 2 Help to ensure that all school children reach their potential
- Priority 5 Ensure a sustainable economic future for the city
- Priority 6 Ensure efficient and effective delivery of services by the council and with its partners

### 06.01 - Raise the profile of culture and sport nationally and internationally

Ref	Key tasks to achieve outcomes	Head of Service
06.01a	Establish a strong brand for the City	Communities, Culture & Sport
06.01b	Attract major cultural and sporting events to the City	
06.01c	Develop partnership networks and links with both cultural and non cultural bodies	

### 06.02 - Increase investment in culture and sport

Ref	Key tasks to achieve outcomes	Head of Service
06.02a	Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City	Communities, Culture & Sport

### 06.03 - Raise the profile of culture and sport in the City




Ref	Key tasks to achieve outcomes	Head of Service
06.03a	Develop and deliver Culture and Sport priorities	Communities, Culture & Sport
06.03b	Move to Cultural Trust	
06.03c	Root and branch review of commissioned arts and sports services	

### 06.04 – Recognise and celebrate the City's heritage

Ref	Key tasks to achieve outcomes	Head of Service
06.04a	Celebrate, preserve and interpret our tangible and intangible cultural heritage	Communities, Culture & Sport

### 06.05 – Attract and retain creative practitioners in the City

Ref	Key tasks to achieve outcomes	Head of Service
06.05a	Provide and facilitate a comprehensive programme of professional platforms, opportunities and investment	Communities, Culture & Sport

Performance Measures	2010/11				Short Trend	2011/12 Target	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
	Value	Target	Status							
Number of visits to libraries - person	1,127,236			↗						
Number of visits to/usages of council funded or part funded museums - outreach	1,835			↗						
Number of visits to/usages of council funded or part funded museums - person	319,941			↗						



### Priority 07 - Helping those with different needs

Activities and measures identified under this priority contribute to:

**Single Outcome Agreement** National Outcome 5 Our children have the best start in life and are ready to succeed  
National Outcome 8 We have improved the life chances of children and young people and families at risk

**Corporate Business Plan** Priority 1 Provide for the needs of the most vulnerable people  
Priority 2 Help to ensure that all school children reach their potential  
Priority 6 Ensure efficient and effective delivery of services by the council with its partners

### 07.01 - Support children and young people through an integrated children's service with single points of access















Ref	Key tasks to achieve outcomes	Head of Service
07.01a	Implementation and delivery of Integrated Children's Services Plan	Communities, Culture & Sport
07.01b	Raise awareness and provide early intervention and support to help children, young people, their families and carers access services to meet their individual needs within the requirements of Getting It Right For Every Child (GIRFEC)	

### 07.02 - Support vulnerable learners to achieve their full potential

Ref	Key tasks to achieve outcomes	Head of Service
07.02a	Early identification and assessment of children and young people with additional support needs	Schools & Educational Establishments
07.02b	Review and redevelopment of inclusion strategy	
07.02c	Development and implementation of positive behaviour strategy	
07.02d	Multi-disciplinary implementation of the Joint Child Protection Action Plan to improve the effectiveness of child protection services and meet the needs of vulnerable children and families	Communities, Culture & Sport
07.01e	Reduce the number of out of authority placements by redesign of existing local services	
07.02f	Develop a programme of support for young carers	
07.02g	Identify and support vulnerable learners of all ages	

**07.03 - Ensure our services and facilities are accessible to all**

Ref	Key tasks to achieve outcomes	Head of Service
07.03a	Provide up to date and accessible information on services and facilities via the Family and Information Service	Communities, Culture & Sport
07.03b	Support the inclusion of minority or disadvantaged groups via the Single Equality Scheme	All

Performance Measures	2010/11				Short Trend	2010/11 Target	2011/12 Target	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
	Value	Target	Status								
SQA Performance - % of 16 - 18 year olds, ceasing to be looked after, achieving level 3 in any subject	73% (09/10)	81									
SQA Performance - % of 16 - 18 year olds, ceasing to be looked after, achieving level 3 in English and Maths	53% (09/10)	72									
% school leavers, looked after children, in positive destinations	51 (09/10)	50									
% uptake of free school meals amongst primary school pupils entitled and registered for free school meals	88% (09/10)										
% uptake of free school meals amongst secondary school pupils entitled and registered for free school meals	52% (09/10)										
Number of young carers in the city	2,340										
% pupils with English as an additional language	1503 (2009)										
% schools with Rights Respecting School Award	New measure – to be defined										
Number of vulnerable learners supported	New measure – to be defined										



### Priority 08 - Better Performing/Value for Money

Activities and measures identified under this priority contribute to:



**Corporate Business Plan**      Priority 6      Ensure efficient and effective delivery of services by the council with its partners

### 08.01 - Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets

Ref	Key tasks to achieve outcomes	Head of Service
08.01a	Identify and explore shared services delivery and joint contracts to achieve better outcomes, best value and reduce procurement costs	Educational Development, Policy & Performance
08.01b	Delivery and achievement of efficiency savings and transformation options	
08.01c	Implementation of robust corporate systems and processes	Communities, Culture & Sport
08.01d	Explore options for alternative service delivery models for culture and sport	
08.01e	Maximise opportunities for generating income to support development programmes	

### 08.02 - Demonstrate our commitment to continuous improvement

Ref	Key tasks to achieve outcomes	Head of Service
08.02a	Introduce a rolling cycle of service validated self assessment	Schools & Educational Establishments
08.02b	Effective monitoring and reporting of performance against quantitative and qualitative measures	Educational Development, Policy & Performance
08.02c	Effectively monitor and evaluate the impact of arts, culture, heritage and sports activities	Communities, Culture & Sport
08.02d	Effectively monitor and evaluate the impact of community learning activities	

Performance Measures	2010/11					2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status	Short Trend	Target	Target	Target	Target	Target	Target	
% achievement of efficiency savings	100%	100%			100%	100%	100%	100%	100%	100%	
Positive 'How Good is Our Council' Rating	New measure – to be defined										
Positive 'How Good is Our Culture and Sport Rating	New measure – to be defined										
Number of key performance indicators demonstrating improvement	New measure – to be defined										



### Priority 09 - Skilled and Trained Staff

Activities and measures identified under this priority contribute to:

**Corporate Business Plan**      Priority 6      Ensure efficient and effective delivery of services by the council with its partners

#### 09.01 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

Ref	Key tasks to achieve outcomes	Head of Service
09.01a	Ensure our leaders at all levels in the service have the knowledge, skills, dispositions and resilience to be effective agents of change and improvement, and effective leaders of learning	Educational Development, Policy & Performance
09.01b	Develop and deliver comprehensive, high quality professional development programmes	
09.01c	Develop an enabling culture throughout the workforce	

#### 09.02 - Increase the quality and level of training and development opportunities for individuals and organisations within the external education, culture and sport sectors

Ref	Key tasks to achieve outcomes	Head of Service
09.02a	Provide and facilitate a comprehensive programme of CPD, volunteer opportunities and professional platforms	Educational Development, Policy & Performance

Performance Measures	2010/11			2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target	Status						
% identified managers who have completed 360 degree appraisal			Data to be validated	100%	100%	100%	100%	100%	100%
% eligible staff receiving annual appraisal			Data to be validated	100%	100%	100%	100%	100%	100%

**Priority 10 - Working Together**

Activities and measures identified under this priority contribute to:








**Corporate Business Plan**      Priority 6      Ensure efficient and effective delivery of services by the council with its partners

**10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery**

Ref	Key tasks to achieve outcomes	Head of Service
10.01a	Develop network of partnerships with the public, private and third sector and define shared visions, aims and goals	All
10.01b	Encourage the participation of the public, private and voluntary sectors in our service planning and development	

Performance Measures	2010/11		Short Trend	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
	Value	Target							
Number of stakeholder events held	<i>New measure – to be defined</i>								

Key of symbols

PI Status	Short Term Trends
 Alert	 Improving
 Warning	 No Change
 OK	 Getting Worse
 Data Only	



**ABERDEEN**  
CITY COUNCIL



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***A City of Learning***

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15<sup>th</sup> September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Education, Culture and Sport Standards and Quality Reports 2009-10</b>
REPORT NUMBER	<b>ECS/11/054</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to:

provide Elected Members with an update on the Standards and Quality of our education services

### **2. RECOMMENDATION(S)**

The Committee are asked to:

Approve the Education Service Standards and Quality Report 2009-10  
Approve the Educational Psychology Service Standards and Quality Report 2009-11

Commend our children, young people, staff, parents and carers for their commitments and achievements reflected in this report

### **3. FINANCIAL IMPLICATIONS**

There are no direct financial implications arising directly from the report.

### **4. OTHER IMPLICATIONS**

There are no direct implications arising from this report however, the purpose of reporting on standards and quality reporting is maintain compliance with legislative frameworks and to secure improvements to services. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

## **5. BACKGROUND/MAIN ISSUES**

- 5.1 This report provides Elected Members with a report on the Standards and Quality of education services for 2009-10 and for the Educational Psychology Service for 2009-11.
- 5.2 Each year the education service produce Standards and Quality reports outlining our main achievements. As part of our statutory duty under the Standards in Scotland's (Schools) Act 2000, these reports draw on a range of evidence to show how our services make a difference to the lives of our children and young people every day. It also shows our ambitious plans to improve outcomes in our classrooms, schools, community centres and services.
- 5.3 The reports highlights the national recognition received by our schools, staff and services in 2009/10 and provides answers to the following questions:
- What key outcomes have we achieved?  
How well do we meet the needs of our users?  
What is our impact on staff?  
What is our impact on our community?  
How good is our service delivery?  
How good is our leadership and management?  
And finally what is our capacity to improve?
- 5.4 We would like to thank all pupils, staff, parents and carers for their commitments and achievements reflected in these reports.
- 5.5 The August report consists of 1 appendix as outlined below:  
Appendix 1: Education Culture and Sports Standards and Quality Report 2009-10  
Appendix 2: Educational Psychology Service Standards and Quality Report 2009-11

## **6. IMPACT**

### **Legal**

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments.

### **Resources**

No additional resources are required to undertake policy development, review and implementation, which is a core responsibility of managers.

### **Other**

There are no property, equipment or Health and Safety implications arising directly from this report.




## 7. BACKGROUND PAPERS


Appendix 1: Education Culture and Sports Standards and Quality Report 2009-10

Appendix 2: Educational Psychology Service Standards and Quality Report 2009-11


## 8. REPORT AUTHOR DETAILS

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**ABERDEEN**

**CITY COUNCIL**

A City of Learning

**Education, Culture, and Sport  
EDUCATION STANDARDS AND QUALITY REPORT  
2009/10**

# Foreword

I am delighted to welcome you to our Standards and Quality Report for Aberdeen City Council for 2009/10. The report is a summary of the performance of our education services in Aberdeen. This report shows how, despite the considerable challenges that we face, our services continue to make a difference to the lives of our children and young people every day. Our report also shows that our proactive and prudent approach to planning for reductions in public sector spending is resulting in transformational changes to our services. You will see that we have our ambitious plans to improve outcomes in our classrooms, schools, and communities across our City.

This year's report concentrates on our Education services and shows our performance across all sectors from early years to further education, and how we are meeting the needs of our children and young people in more creative and innovative ways. In addition, our report shows the many and varied wider achievements of our pupils and staff throughout Aberdeen City schools and services and the significant contributions of our Cultures, Communities and Heritage teams.

Using a range of evidence from across our service, our report answers the following 6 questions:

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

The report also provides an update on our Improvement Objectives for Education for 2009/10 and shows how we made improvements to quality and performance. You can also see where we have identified the need to improve further. I would like to thank all pupils, staff, parents and carers for their commitment and achievements reflected in this report. Together, we are making a real difference to the lives of children and young people in our City.

Annette Bruton  
Director of Education, Culture and Sport

# Our Vision



**ABERDEEN**

**CITY COUNCIL**

A City of Learning

Our Vision to develop Aberdeen as a City for Learning is set out in our 'Aberdeen Learning Strategy' where we want Aberdeen to be a place:

- *Which recognises, values and celebrates learning;*
- *Where all sectors work together to ensure access to learning;*
- *Where citizens value learning as an essential and integral part of their lives; and*
- *Where citizens take responsibility for learning throughout their lives*

# Our Vision's Promise

For our children and young people, this means that you can expect to:

- Have the best possible start to learning through a high quality play-based curriculum
- Be treated as a partner in your learning and be able to learn about things that interest and affect you
- Be equipped with the basic skills that open doors to a full life and promote your inclusion in the social, economic and environmental wellbeing of Aberdeen society
- Have positive and inspiring learning environments and have enjoyable and motivating learning experiences
- Experience education, training and workplace learning that are tailored to your needs
- Access a wide and varied range of opportunities to participate in volunteering and active citizenship
- Be able to access high quality, responsive and accessible services and facilities and receive support & advice
- Be able to participate in recreational and social opportunities in a safe and accessible environment
- Gain sporting, artistic, musical and outdoor experiences to develop your talents, broaden your horizons and promote your lifelong learning
- Have the right to be consulted, to participate in decision making, and to be heard, on all matters which concern your learning or that have an impact on your life

For our adults, this means that you can expect to:

- Be able to access a wide range of learning opportunities & have the opportunity to participate in volunteering and community activities
- Have the opportunity to improve your basic skills & to gain more formal qualifications throughout your working life and beyond & be able to fully engage in the learning of your child if you are a parent/carer
- Be able to participate in a wide range of physical, recreational and musical activities

## Local context

Our recent inspection report by Her Majesty's Inspectors of Education (HMIE)<sup>[1]</sup>, highlighted Aberdeen as a City of international significance. The commercial hub that drives the regional economy of the North East, the influence of the oil and gas industry over the past 30 years has been considerable, helping to raise living standards and contributing to income levels that have been considerably above the UK and Scottish averages.

Aberdeen has developed into a vibrant and cosmopolitan City. It is a premier centre for business, education, retailing, leisure and culture. There is a wealth of listed buildings, conservation areas and other cultural and artistic assets. Aberdeen is served by established road and rail links, a modern harbour and airport.

One of the largest local authorities in Scotland, Aberdeen City Council services the 3rd largest city in the country with a population of around 210,000. The Council provides employment to over 10,000 people across the region. Our mission to deliver quality services that consistently achieve improved outcomes for customers. Our recent Best Value progress report highlighted a 'very promising base for further improvement'.

There are still considerable challenges ahead of us. A city of contrasts, Aberdeen is ranked the 14th most deprived local authority in Scotland. The context for Education, Culture and Sports services shows that there are significant health, social, educational and economic inequalities across the City. The pupil population (aged 3-18) of the Aberdeen City Council schools is 26,578<sup>[2]</sup>, predicted to fall slightly in the period to 2012. Based on the 2009 census, approximately 12% of those pupils attend independent schools<sup>[3]</sup>. Approximately 9% of pupils have English as an additional language<sup>[4]</sup>. In 2009, 16.9% of pupils in primary schools were entitled to free school meals<sup>[5]</sup>, slightly lower than the overall Scottish entitlement rate of 17.4%. In secondary schools, 10.9% of Aberdeen pupils were entitled to free meals compared to a Scottish average of 12.9%. The destinations of school leavers in Aberdeen in 2008/09<sup>[6]</sup> were broadly similar to the overall Scottish situation. 37% of leavers in Aberdeen went into Higher Education and 24% went into Further Education, compared with Scottish figures of 35% and 27% respectively. The proportion of leavers going into Employment was 19%, compared with 18% in Scotland. Around one in eight Aberdeen school leavers were classed as 'Unemployed and seeking employment or training'. In March 2008, there were 650 looked after children - 1.6% of the city's total 0-18 population. Most of these children are looked after in the community, including 204 who are at home with their parents. Around one in seven looked after children are in residential accommodation, mostly in a residential school or a local authority home.

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[1] HMIE report available at: <http://www.hmie.gov.uk/documents/followup/AberdeenINEAFT.pdf>

[2] Pupil Census 2009

[3] Independent school census, 2009

[4] Pupil Census 2009

[5] Free School Meals Census 2009

[6] SDS Report 2009

# Education, Culture and Sport Profile

The Education, Culture and Sport service employs over 4,000 staff working across the city supporting the following three service sectors:

- Schools and Educational establishments
- Communities, Culture and Sport
- Educational Development, Policy and Performance

The focus of our Directorate is, through new ways of working, to contribute to building a 'City of Learning', an 'Active City' and a 'Vibrant City' which empowers individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities. Our priorities encompass the activities and initiatives which we undertake in order to achieve the Council's key strategic objectives. These reflect the national Priorities set out by the Scottish Government, the Concordat and the Single Outcome Agreement in the following 10 priority areas<sup>17</sup>:

1. Curriculum for Excellence: implementing the new curriculum for schools
2. Fit for Purpose Schools/Learning Centres: making sure that we have the right facilities in the right place
3. Learning in the wider community: lifelong learning for everyone
4. Technology: using technology for learning
5. Health and wellbeing: helping people to make the right lifestyle choices from an early age and throughout their lives
6. Engagement in arts, culture and heritage: improving the quality of and impact of arts, culture and heritage provisions across the city
7. Helping those with different needs: helping everyone reach their potential
8. Better performing/Value for Money: demonstrate our commitment to continuous improvement
9. Skilled and trained staff: continually developing our staff through training opportunities
10. Working together: making sure services work together in the interests of the learner

Underpinning our 10 priority themes are the objectives to improve attainment and achievement for all our learners and to close the gaps in learning, health, participation and employment outcomes that exist within the City. Our key priorities are met through the provision of a range of services and activities:

Education services for children aged 0-5 years comprises of 146 part time pre-school nurseries in 46 of our 48 primary schools and in Raeden Centre Nursery School for pre-school children with additional support needs arising from complex health and disability factors. A range of informal services for children 0-5 and their families are delivered in church halls, community learning and development centres and leased community centres. For 3-5 year olds, partnership with the independent and voluntary sector covers a further 55 partner nurseries. The majority of our 0-5 services have been evaluated positively (all indicators rated "satisfactory" or better) by both HMIE and the Care Commission.<sup>[8]</sup> School education comprises 48 primary schools, 12 secondary schools, 4 special schools and services. The majority of our schools receive consistently positive HMIE school inspections which show parents are positive about their schools and express high levels of satisfaction.<sup>[9]</sup> Our ambitious 3Rs programme of seven new primary schools, two new secondary schools and one primary school refurbishment and our ICT refresh and infrastructure programme are all helping to make Aberdeen schools fit for the 21st century. Our refurbished outdoor learning facilities at Kingswells and Cromdale have supported over 6,600 participants<sup>[10]</sup>. Our Music School at Dyce Academy is a national music school for young musicians all over Scotland and our Music Service helps us to offer music tuition to 14% of our children and young people, the highest uptake in the United Kingdom<sup>[11]</sup>. Our achievement agenda is well supported through the Sport Aberdeen Active Schools team, our Arts Education and Arts Development Teams, our Community Training Unit and Gaelic Education. Community Learning and Development colleagues work throughout the City and include community based adult learning, adult literacy and family learning.

The total number of pupils in September 2010 was 21,558 made up of 11,864 in the primary sector, 9,408 in the secondary sector and 286 in the special sector. Our schools and services are inclusive and make provision for children with a wide range of additional support needs. We provide services for children and young people with additional support needs in the following ways:

- Mainstream schools/nurseries with additional individual support
- Specialist units within mainstream schools
- Two new integrated schools at Mile End Primary and Bucksburn Academy
- Four free standing schools (Cordyce, Hazlewood, Woodlands and the Raeden Centre)
- Citywide services such as Educational Psychology Service, EAL, Sensory Support, Hospital and Home tuition and Pupil Support

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[8] HMIE and Care Commission inspections 2009-10

[9] HMIE School Inspections 2009-10

[10] 2009-2010 participation figures

[11] 2008-2009 participation figures



Communities, Culture and Sport successfully deliver a diverse range of quality provision to people of all ages throughout the City:

- 3 theatre venues operated by the 'Aberdeen Performing Arts' trust and were used by 401,225 people<sup>[12]</sup>
- 22 community facilities where 4 learning community inspections have been evaluated as positive<sup>[13]</sup>
- 17 libraries and 1 mobile library, ranked 5th in Scotland for our high borrowing figures<sup>[14]</sup> and 6th for our high usage of Learning centres
- 5 museum and gallery sites ranked 2nd for number of visits to/usages of council funded museums and ranked 4th for number of visits in person<sup>[15]</sup>.
- 33 sports facilities which have recently been successfully awarded Trust status as 'Sport Aberdeen' and were used by 1,397,681 people in 2009/10<sup>[16]</sup>

Our most recent user satisfaction survey<sup>[17]</sup> showed fairly high levels of satisfaction across the board with significant peaks within the sectors of culture and libraries:

Satisfaction with services used in past year	Usage of services within sample	Very/Fairly Satisfaction	Very/Fairly Dissatisfied
• Museums and Galleries	54%	93%	7%
• Libraries	51%	92%	8%
• Sports/Community Centres	45%	84%	16%
• Schools	26%	88%	11%
• Adult Learning Facilities	16%	86%	14%

<sup>[12]</sup> 2009 total attendances

<sup>[13]</sup> HMIIE Learning Community inspections 2008-10

<sup>[14]</sup> SPI 2009/10

<sup>[15]</sup> Visit Scotland 2010

<sup>[16]</sup> SPI 2009/10

<sup>[17]</sup> Residents Survey Summer 2009

# Our achievements in 2009/10

Some of our key strengths and outcomes this year have been:

- Clear leadership and a more creative and innovative approach to improvement by the Director of Education, Culture and Sport and her newly appointed team of Heads of Service.
- A clear vision for *Aberdeen: City of Learning*
- Highly motivated and very committed centrally deployed officer team
- A clearer focus on improvement
- Improved policy direction including the development of the Learning Strategy, the Sports Strategy and the Cultural Strategy
- A demonstrable commitment to and positive outcomes from partnership working with a range of partners and stakeholder including innovative work in engaging with children and young people
- Leading very good work across services, public bodies and with other local authorities
- An influential approach to 5 year budget setting to maximise public value and maintain improvement
- Improved approach to self-evaluation and quality assurance
- The significant impact on communities of the culture, arts and heritage services
- Improved solution-focussed approaches to meeting the needs of vulnerable learners
- The improvement in numeracy in primary and secondary schools
- The improvement in the early years provision for children and families
- The high quality learning environments in the new schools built in the 3Rs programme



- Airyhall School, our 2nd school in our £120m 3Rs project opened its doors to pupils in August 2009. Staff declared it 'fantastic' and were proud to be offering community and sports facilities as well as a state of the art learning and teaching environment.



- Our Adult learning team reached the finals of the APSE Awards in Cardiff for their Healthwise project, which has helped to increase the skills, knowledge and understanding of learners in relation to health and health care. Active Schools Aberdeen was also a finalist in the Healthy Communities accolade.



- Congratulations to Scotstown pupils who won the SEPA competition by creating an animated on flooding.



## TECHFEST IN SEPTEMBER

Festival of Science, Technology, Engineering and Mathematics

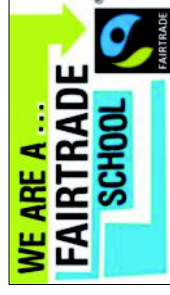


- September 2009 saw the return of Techfest, the City's annual festival of Science, Technology, Engineering and Mathematics (STEM) organised by TechFest-SetPoint. The 2009 event which showcased over 170 activities for all ages was declared by one visitor as '**an excellent programme, so many interesting topics and speakers!**'



- Well done to pupils from Woodside primary school who made it to the Euroquiz final in the Scottish Parliament.

- Congratulations to Dyce Academy for achieving Fairtrade status much to the delight of its pupils.



- October saw the opening of two state-of-the-art secondary schools as another milestone in our 3Rs project. Staff and pupils at the new Cults and Bucksburn academies were amazed by the quality and breathtaking design. Bucksburn Academy was our first secondary school to incorporate unique facilities for children and young people with additional support needs, with inclusion at the heart of the new school.



- The work of our central Streetwork project team was highlighted for its positive outcomes with hard to reach young people.



- December saw the magic of the Beatles taking place at our iconic Beach ballroom as part of the 80th birthday celebrations and the City's Winter festival 2009
- One of our dedicated and intrepid P6 teachers took part in the Global Adventure Challenge in Lapland in March 2010. The 250kn trek from North Norway to Sweden saw temperatures as low as -25 degrees and helped to raise much needed funds for the National Autistic Society. Judy Duncan raised over £2,200. Well done, Judy!



- January 2011 saw the start of celebrations to mark the 125th year of Aberdeen Art Gallery.



- Pupils at Walker Road Primary transformed their playground shelters with the help of the Arts development team. They are now bright, colourful places to play and nurtured artistic talent amongst pupils, parents and volunteers alike.



- Well done to Dyce Academy for their successful bid to take part in the Arts extreme project with the National Theatre of Scotland. Involving primary schools throughout the city, there will be events and performance at a number of venues. The project culminated in an unbelievably exciting event entitled Cabaret of Impossible dreams in March 2010 and explored the fascinating world of dreams as experienced through the lives and imaginations of young people.



- Our solution orientated practice was showcased to over 60 teachers in a training for trainers event in partnership with the Educational Psychology Service and the Scottish government Positive behaviour team in May.



- Word 10, the University of Aberdeen writers festival, was bursting at the seams with readings, debate, film, exhibitions, poetry and science events for all ages. Our own reading Bus launched 3 new publications as part of Word.



Wishes and legends, the woodcarvers of Aberdeen and auld Aberdeen were collaborations with pupils in primary schools from across the City.



- April 2010 saw the opening of 2 new primary schools as part of the 3Rs project.
- Braehead and Mile-End brings the total up to 7 new city schools in less than a year. Balgownie and Upper Westfield Schools came together to form the new Braehead School. New community and sporting facilities made pupils and staff very proud to be part of the new school.
- The new Mile-End school replaces the former Mile-End and Beechwood schools with inclusion as its top priority.



- Adventure Aberdeen launched an exciting new series of activities for adults and young people, children's holiday programmes and its new Go mountain Bike Initiative.
- We were delighted when we won the COSLA Excellence gold award in 2010 for Transition Extreme, an innovative youth charity centred around extreme sports.
- Transition Extreme gets young people involved in extreme sports, arts and music as a way of helping them avoid negative recreation such as drugs, alcohol and vandalism.

- Congratulations to Danestone school for achieving the Health Promoting Schools Excellence Award. Pupils celebrated with a visit by British Champion and Olympic swimmer, Hannah Miley in partnership with Active Schools and the Wells Foundation.
- Congratulations to Hazelwood Special School who became the first special school to achieve an Excellence designation as a Health Promoting School in June 2010.

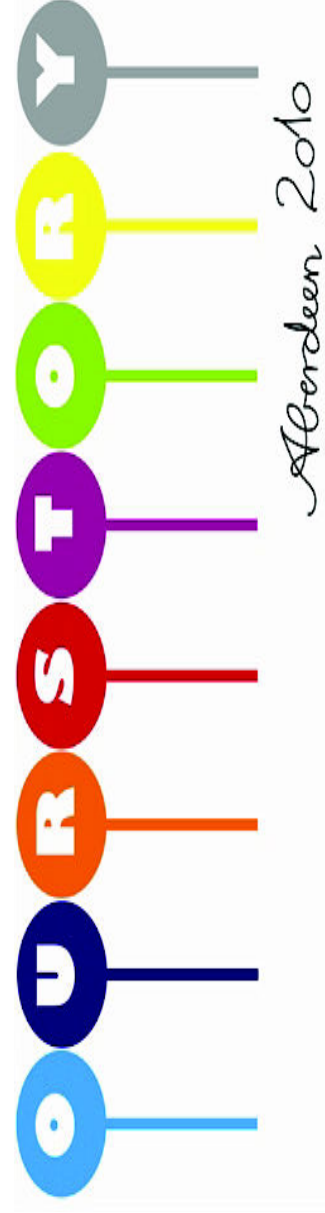




- Congratulations to Riverbank school for achieving level 2 of the UNICEF rights respecting school award.
- Our Dads project, followed in the footsteps of the award-winning Challenge Dad project by helping dads with healthy eating and parenting skills.



- June 2010 saw us celebrate the outstanding achievements of our children, young people, staff and parents in our 4th annual Children and Young People's Service Awards 2010. With more than 110 nominations over 23 categories, the ceremony celebrates the many and varied successes of our youngsters, together with the achievements of the adults that work with them.
- Summer 2010 saw the start of OUR story, a city-wide summer youth project led by our Arts Development team aimed at developing local skills, confidence and community pride. Over 150 young people and local volunteers planned to work in a range of participatory visual arts projects.





# What key outcomes have we achieved?

## Pre-school

- Throughout 2009/10, inspection reports show that the quality of local authority provision has improved in recent HMIE and joint inspections, with 100% of local authority inspections achieving a positive rating. 90% of partner provider pre-school education centres received positive reports from HMIE and Care Commission joint inspections and 88% received positive reports from Care Commission inspections<sup>[18]</sup>. In the 3 settings that have received negative HMIE/Joint inspection reports, the early years team have provided good quality, intensive support including coaching, modelling, advice and guidance<sup>[19]</sup> and indications from follow-through reports are positive.

- Our parents and carers tell us that they are highly satisfied with the quality of pre-school education and care. HMIE and joint reports also say that the care and welfare of children is consistently at a good standard, that children are given opportunities to take part in active learning and that access to outdoor learning is increasing. HMIE found that all settings were implementing Curriculum for Excellence, were consulting and engaging with parents and making links to the community effectively, and many were also using innovative approaches to involve children in planning their learning. It was also noted that, in most settings, we need to use assessment more effectively and extend the breadth and depth of learning.

Across the early years sector, we have achieved the following positive outcomes:

- Offered 475 hours of part-time nursery and pre-school provision to 88% of our ante pre-school children and 90.5% of our pre-school children who wish to take up a place
- Renewed partnership terms and conditions with pre-school partner providers to set minimum quality standards. Our Early Years and Childcare Partnership continues to be an effective partnership with which to lead the implementation of the Early Years Framework in Aberdeen<sup>[20]</sup>.
- Our award-winning Family Information Service continues to identify and respond to parent and carer demands. Private and voluntary sector pre-school providers continue to be well supported by the early years team

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[18] Refer to Appendix 2 for 2009-10 HMIE and Joint inspection outcomes

[19] Evidence in the follow through report

[20] External evaluation report of the partnership

- Leadership and management training, undertaken in partnership with Aberdeen University, ensures a continuum of training qualifications in order to meet the SSSCR requirements and develop the new Level 9 Standards of Childhood Practice<sup>[21]</sup>.
- Recognising the importance of confident individuals and effective contributors, we have improved the quality of communication in early years settings through our implementation of ICAN early talk programme. This programme has helped 116 early years practitioners and 35 local authority staff to understand the importance of communication, how to identify communication difficulties and how to effectively respond to these difficulties. We have helped our partner providers' settings to be accredited at supporting level<sup>[24]</sup>.
- Supported children with SEBN in family centres and pre-school settings through our nature/nurture programme with Camphill School<sup>[23]</sup>. Our evaluation of Nurture projects in 6 schools in regeneration areas illustrates improved outcomes for children<sup>[24]</sup>.
- Supporting early literacy and language development, our joint work with our Library and Information Service has supported children and their parents and carers to foster a love of books, rhymes and stories with over 7,600 Bookbug Packs
- Our support for the achievement agenda in pre-school has included: Kindergym and swimming programmes in partnership with Sport Aberdeen; pre-school activities as part of our Active Schools programme; pre-school dance classes at Citymoves; and educational programmes with our Museums and Galleries services including successful interactive exhibitions such as author Lauren Child which had 608 participants in the summer 2009.
- The sector can evidence many examples of effective partnership working at service level. Examples include informal parent and toddler groups supported by CLD, Community Childminding Project, wrap around care for children with complex needs, Play Forum, Employers Forum, Family Learning, Leaping Leopards and city-wide crèche facilities at Sport Aberdeen sports centres and the Aberdeen Sports Village.

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[21] Source: Committee report April 2009

[22] Report available

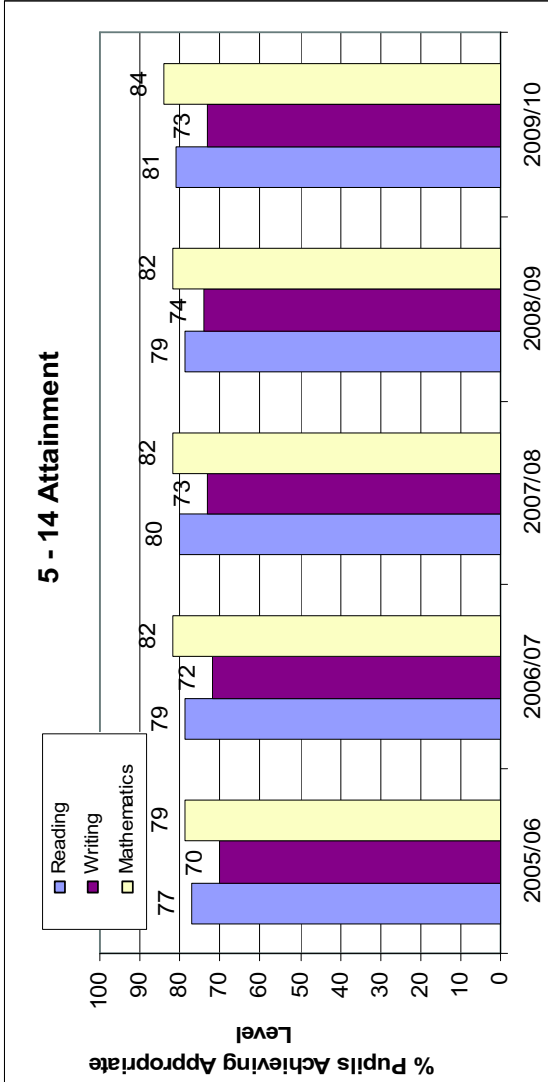
[23] Evaluations show improved outcomes for children

[24] Nurture group evaluation report available on request

## Primary 5-14 Attainment

### Mathematics

Attainment in primary maths increased by 2% in 2009/10. 84% of pupils reached or exceeded the appropriate level, the highest level since testing began. Out of 48 primary schools, 27 schools achieved an increase of at least one percent, of which 13 schools increased performance by at least 5%. Attainment levels in mathematics in primary schools have improved over last five years but have been consistently lower than Consortium.



### Reading

Attainment in primary reading has increased by two percent from 2008/09 to 2009/10. 81% of pupils reached or exceeded the appropriate level in 2009/10. Out of 48 primary schools, 24 schools achieved at least a one percent increase when compare with previous year's results, and 11 of those schools achieved an increase of at least five percent. Attainment levels in reading in primary schools have improved over last five years but have been consistently lower than Consortium.

### Writing

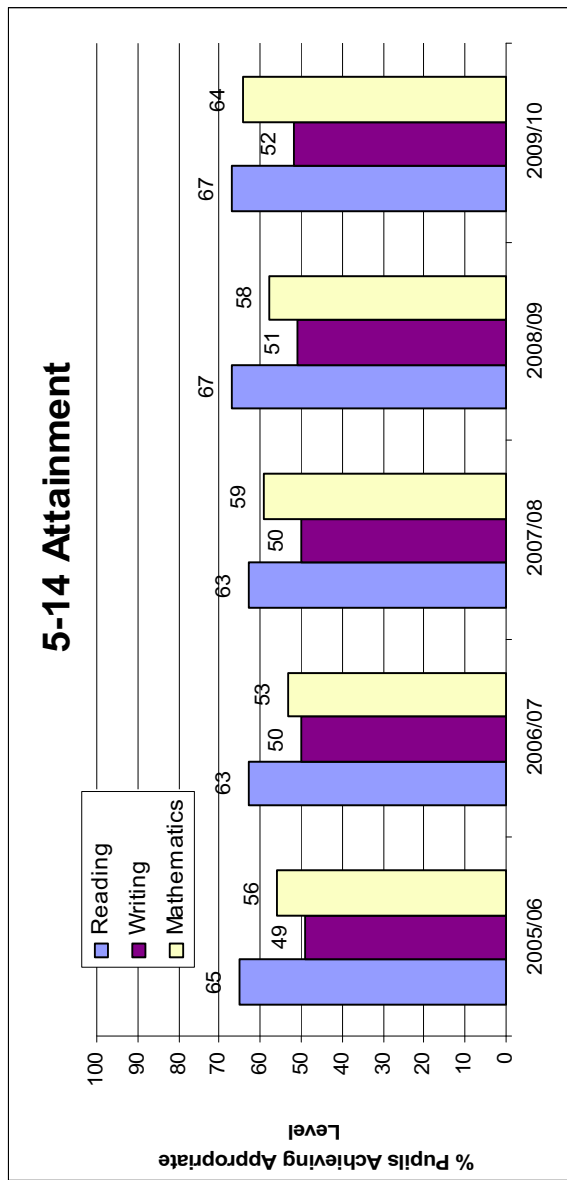
Attainment in primary writing decreased in 2009/10. 73% of pupils reached or exceed the appropriate level. Out of 48 primary schools, 18 schools reported an increase of at least one percent of which 11 schools achieved an increase of at least 5% from last year's results. Attainment levels in writing in primary schools have improved over last five years but have been consistently lower than Consortium.



### Percentage of pupils achieving appropriate levels by the end of P3,P4,P6 and P7

Primary 5 – 14 Attainment	2005/06		2006/07		2007/08		2008/09		2009/10	
	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium
Reading	77	82	79	83	80	84	79	85	81	85
Writing	70	75	72	76	73	77	74	78	73	77
Mathematics	79	84	82	85	82	86	82	86	84	86

## Secondary 5-14 Attainment



## Reading

Attainment levels in secondary reading have remained same as in 2008/09. 67% of pupils reached or exceeded the appropriate level in 2009/10. Out of 12 secondary schools, four schools achieved at least a 1% increase and one of those schools achieved an increase of 11%. Five schools reported a decrease of at least 1%, and two schools experienced a decrease of 5 or more percent. Attainment levels in reading in secondary schools have remained stable over passed two years but have been consistently lower than Consortium.

## Writing

Performance level for writing in secondary schools has improved by one percent in 2009/10. There has been an improving trend over last five years. In 2009/10, 52% of pupils reached or exceeded the appropriate level. Five, out of 12 secondary schools, achieved at least a 1% increase and three of those schools achieved an increase of at least 5%. Attainment levels in writing in secondary schools have been consistently lower than Consortium.

## Mathematics

There has been an improving trend in mathematics in secondary schools over past 5 years. In 2009/10 maths attainment has increased by 6% as 64% of pupils reached or exceeded the appropriate level. Out of 12 secondary schools, 7 schools achieved at least a 1% and five of those schools achieved an increase of at least 5%. Three schools reported a decrease of at least 5%. Attainment levels in maths in secondary schools have been consistently lower than Consortium.

## Percentage of S2 pupils meeting or exceeding level E

Secondary 5-14 Attainment	2005/06		2006/07		2007/08		2008/09		2009/10	
	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium
Reading	65	66	63	66	63	67	67	69	67	72
Writing	49	53	50	53	50	55	51	56	52	57
Mathematics	56	60	53	62	59	63	58	63	64	65

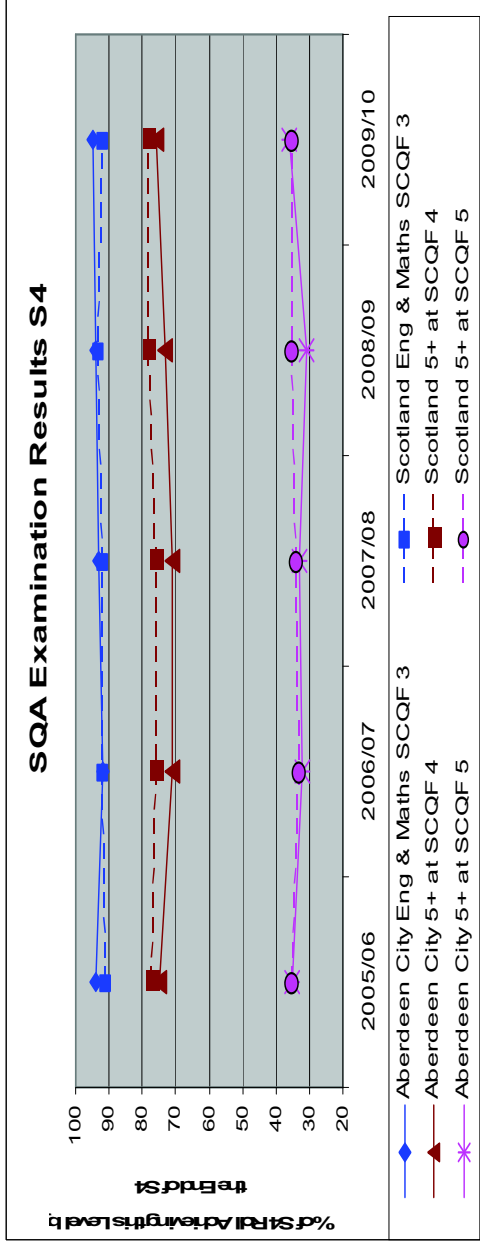
*Consortium is a group of authorities that agreed to share 5-14 data*

## SQA Examination Attainment Attainment in S4

- The percentage of S4 pupils achieving English and Mathematics at level 3 or better by the end of S4 (Foundation level: Access 3 cluster, Standard Grade 5-6) slightly increased in 2009/10. At this measure, Aberdeen results always been equal or better than national average.

- The percentage of pupils achieving 5 or more awards at General level or better by the end of S4 significantly increased in 2010 and is now 2% below the national and comparator authorities' average

- The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 significantly increased between 2009 and 2010, and is leveled with the national and the comparator authorities' average.



**Percentage of the S4 year group achieving English and Mathematics at level 3 or better by the end of S4 (Foundation level: Access 3 cluster, Standard Grade 5-6)**

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	94	92	93	94	95
<b>Comparator Authorities</b>	92	91	92	92	92
<b>National</b>	91	92	92	93	92

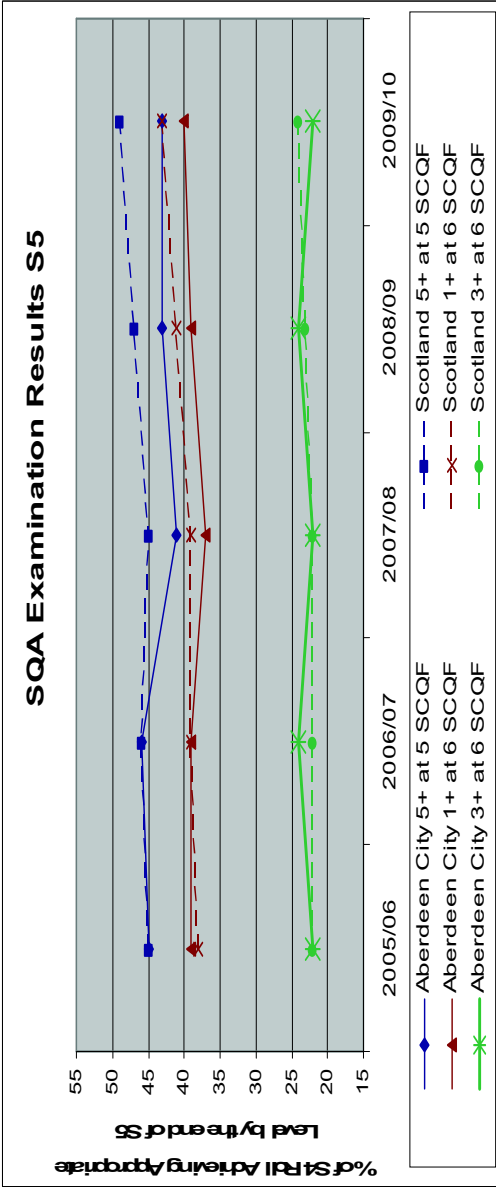
**Percentage of the S4 year group achieving 5+ Awards at level 4 or better by the end of S4 (General Level: Intermediate 1 A-C, Standard Grade 3-4)**

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	75	71	71	73	76
<b>Comparator Authorities</b>	75	75	76	76	77
<b>National</b>	77	76	76	78	78

**Percentage of the S4 year group achieving 5+ Awards at level 5 or better by the end of S4 (Credit Level: Standard Grade 1-2, Intermediate 2 A-C)**

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	35	32	33	31	36
<b>Comparator Authorities</b>	34	33	34	36	36
<b>National</b>	35	33	34	35	36

# Attainment in S5



Percentage of the S4 year group achieving 5+ Awards at level 5 or better by the end of S5 (Credit Level: Standard Grade 1-2, Intermediate 2 A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	45	46	41	43	43
Comparator Authorities	45	45	46	47	50
National	45	46	45	47	49

Percentage of the S4 year group achieving 1 or more awards at level 6 or better by the end of S5 (Higher A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	39	39	37	39	40
Comparator Authorities	39	38	40	41	44
National	38	39	39	41	43

Percentage of the S4 year group achieving 3 or more awards at level 6 or better by the end of S5 (Higher at A-C)

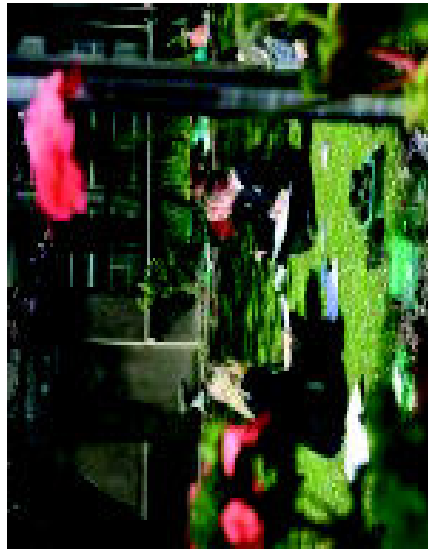
	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	22	24	22	24	22
Comparator Authorities	23	22	23	24	26
National	22	22	22	23	24



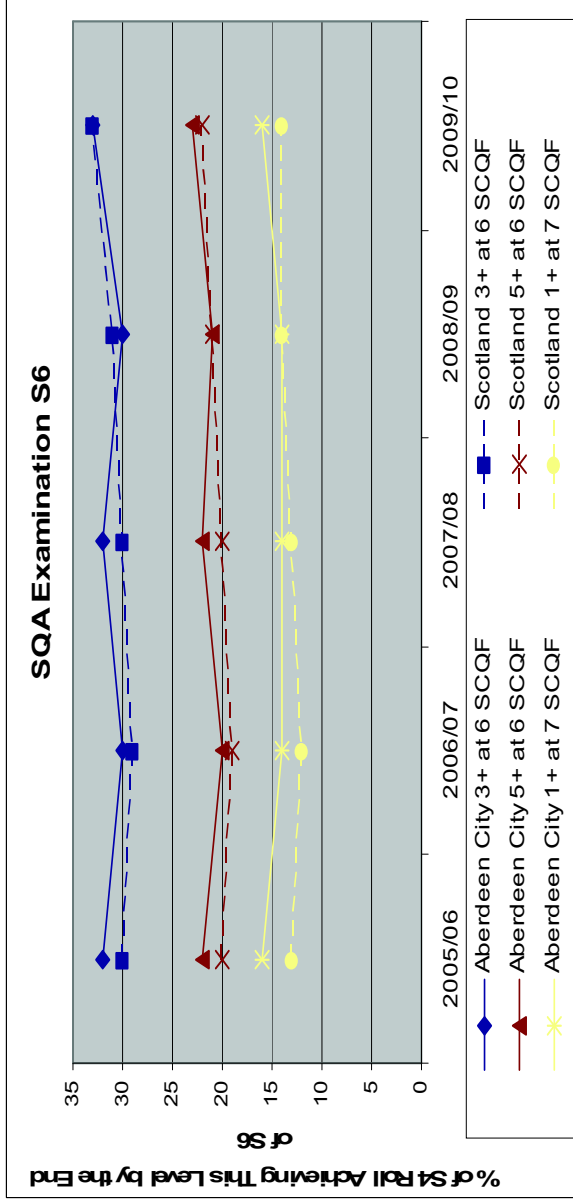
- Percentage of S4 roll achieving 5 or more awards at level 5 or better (Intermediate 2 at A-C and Standard Grade 1-2) by the end of S5 has not changed in 2009/10 and is below the comparator authorities and national averages which increased by 2% and 3% respectively.
- Percentage of S4 roll achieving 1 or more awards at level 6 (Higher Grade A-C or better) by the end of S5 has increased by 1% in 2010 but is still below the national and the comparator authorities average.
- Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S5 decreased by 2% in 2010. Until 2010, Aberdeen was consistently equal to or above the national average in this measure, but now, the authority is 2% below the national and 3.5 % below the comparator authorities' average.

## Attainment in S6

- Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by nearly 3% in 2010. Aberdeen is almost equal to the national and the comparator authorities' average (33.2%) in this measure.
- Percentage of S4 roll achieving 5 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by 2%. In this measure Aberdeen is slightly above the national and the comparator authorities average



- Percentage of S4 roll achieving 1 or more awards at level 7 or better (Advanced Higher at A-C) by the end of S6 increased by nearly 3% in 2010. The authority performance in this measure is 2% above the national average and 1% above the comparator authorities' average.



Percentage of the S4 year group achieving 3 or more awards at level 6 or better by the end of S6 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	32	30	32	30	33
Comparator Authorities	30	31	30	32	33
National	30	29	30	31	33

Percentage of the S4 year group achieving 5 or more awards at level 6 or better by the end of S6 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	22	20	22	21	23
Comparator Authorities	20	20	20	22	22
National	20	19	20	21	22

Percentage of the S4 year group achieving 1 or more awards at level 7 or better by the end of S6 (Advanced Higher)

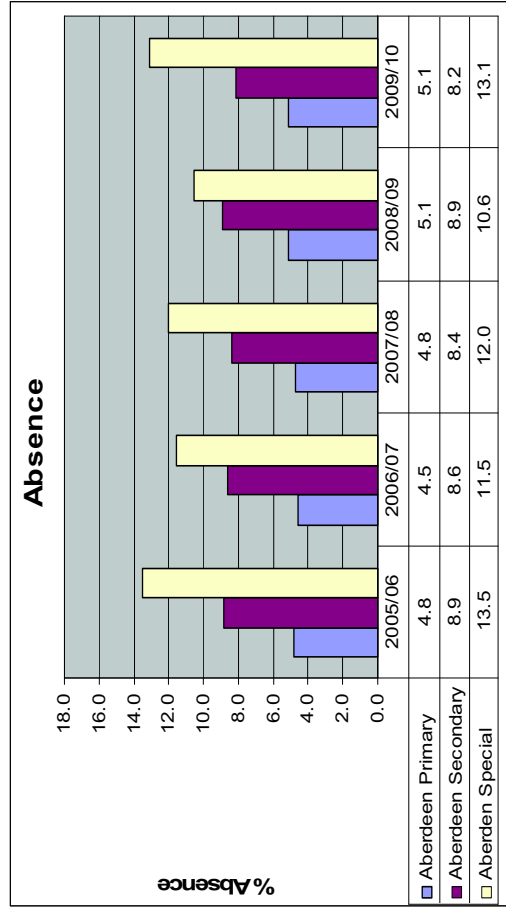
	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	16	14	14	14	16
Comparator Authorities	14	14	13	16	15
National	13	12	13	14	14

## Attendance

We are committed to increasing pupil attendance, in particularly by reducing long term truancy.

The overall attendance and absence from authority schools slightly improved in 2009/10. The total absence (authorised and unauthorised) at all authority schools was 6.5 per cent a very slight improvement when compared with 6.8 per cent in 2008/09. Absence from schools due to temporary exclusions accounted 0.1 per cent of days and remained the same over past three years.

- The percentage absence from primary schools in Aberdeen reminded the same as in 2008/09 and has been the same or lower than the national figure since 2003/04
- The percentage absence from secondary schools in Aberdeen in 2009/10 was 0.7% lower than in 2008/09 and 0.5% lower than the national figures.
- The percentage absence from special schools in Aberdeen was 2.5% higher in 2009/10 than previous year and 4% higher than the national average. The percentage absence from special schools in Aberdeen has been higher than national figure since 2003/04.



### Percentage absence in Scotland

	2005/06	2006/07	2007/08	2008/09	2009/10
Scotland Primary	5.0	4.7	4.9	4.8	5.1
Scotland Secondary	9.6	9.4	8.9	8.8	8.7
Scotland Special	9.3	8.8	8.4	8.4	9.1

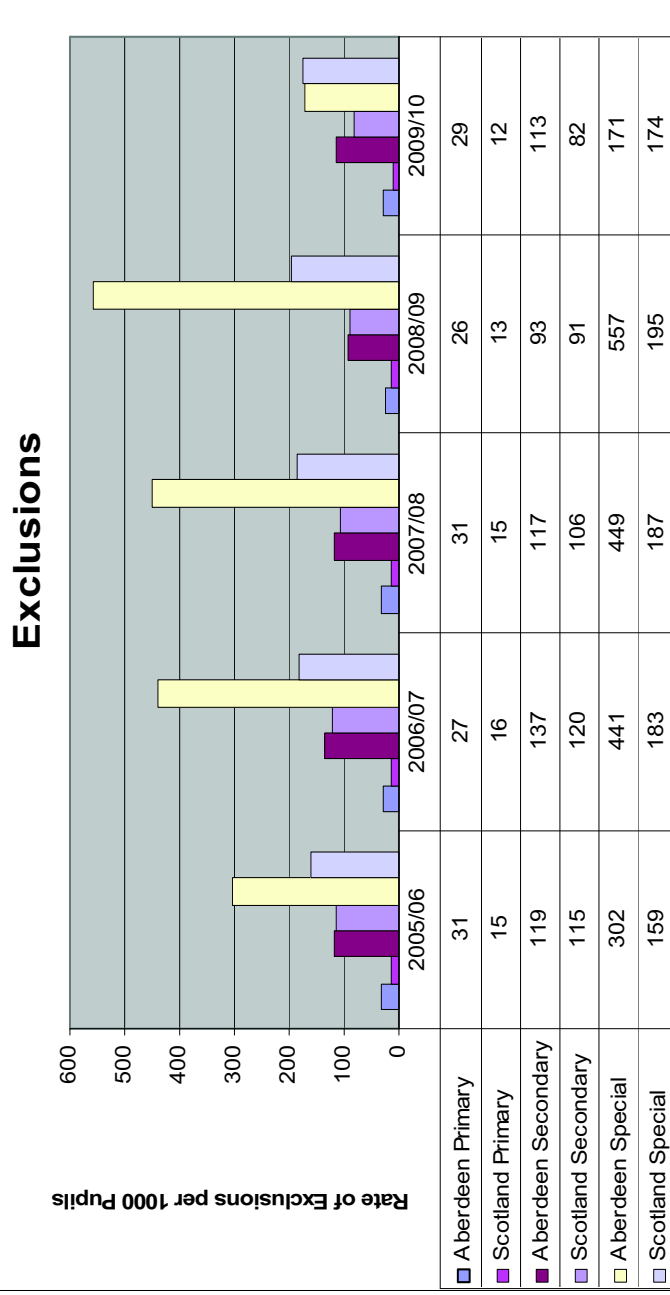


## Exclusions

We are committed to reducing pupil exclusions, in particularly repeat exclusions.

### Primary Schools

- The number of cases of exclusions from primary schools has increased in 2009/10.
- There were 343 cases (339 temporary exclusions and 4 removals from register).
- These exclusions involved in total 168 different pupils.
- The rate of exclusion per 1,000 pupils in 2009/10 was 29, an increase from 26 in 2008/09.
- The number of days lost per 1000 primary pupils through exclusion has increased from 58.5 in 2008/09 to 68.6 in 2009/10.



### Secondary School

- There were 1059 cases of exclusions from Aberdeen City secondary schools in 2009/10 (1038 were temporary exclusions and 21 removal from register). An increase of 19.7 per cent when compare to 2008/09.
- These exclusions involved 560 different pupils in total.
- The exclusion rate of per 1,000 pupils in 2009/10, based on pupil census 2009 figures, was 113, an increase from 93 in 2008/09.
- The number of days lost per 1000 secondary pupils through exclusion has significantly increased from 330.5 in 2008/09 to 362 in 2009/10.

### Special Schools

- There were 49 instances of temporary exclusions from special schools involving 24 pupils.
- The number of special school pupils excluded and the number of instances of exclusions in 2009/10 is three times lower than in 2008/09. This could be influenced by merger of two special with two mainstream schools.
- Most of these special school pupils were only excluded on one occasion. The number of days lost per 1000 secondary pupils through exclusion significantly decreased from 1242.6 in 2008/09 to 314 in 2009/10.

## Violent Incidents

Through our zero-tolerance approach, we are committed to reducing violent incidents, particularly multiple incidents, and to supporting our pupils to achieve better behaviour.

The total number of reported incidents of violence against authority school staff (both teaching and non teaching) in 2009/10 was 668. This is an increase of 41 percent when compare to 473 in 2008/09.

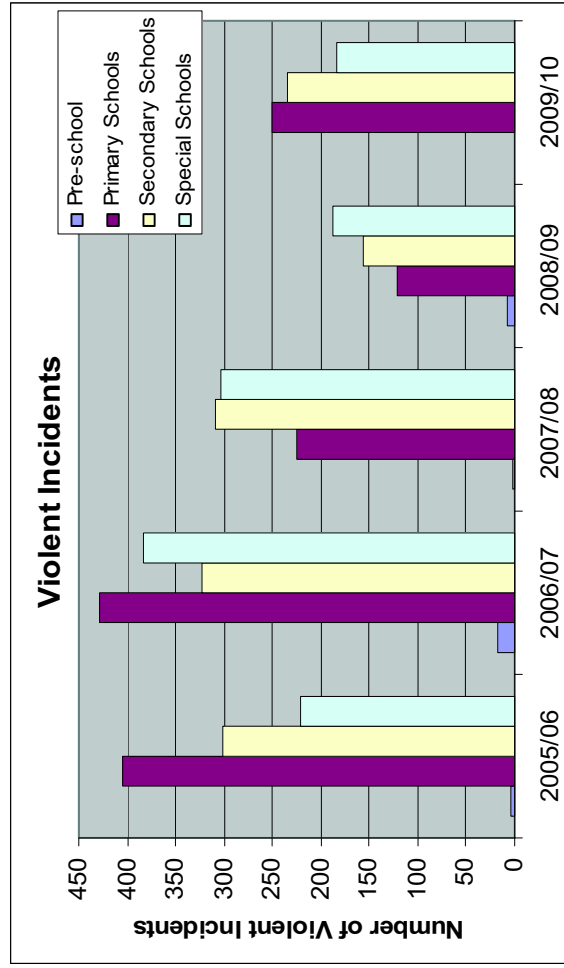
### Primary schools

- The number of incidents of violence reported by primary school staff more than doubled in 2009/010
- The number of reported incidents per 100 pupils increased from 1.1 in 2008/09 to 2.1 in 2009/010
- 80 percent of reported incidents in primary schools involved physical violence against school staff.
- Reported incidents were more likely to involve non-teaching staff (55%)

### Secondary Schools

- The number of incidents of violence reported by secondary school staff increased by 49 percent (157 in 2008/09 to 234 in 2009/10)
- The number of reported incidents per 100 pupils increased from 1.6 in 2008/09 to 2.5 in 2009/010
- Most incidents reported by secondary school staff (66.7) were for verbal abuse.
- Reported incidents in secondary schools were more likely to involve teaching staff (74.4%)

### Violent Incidents

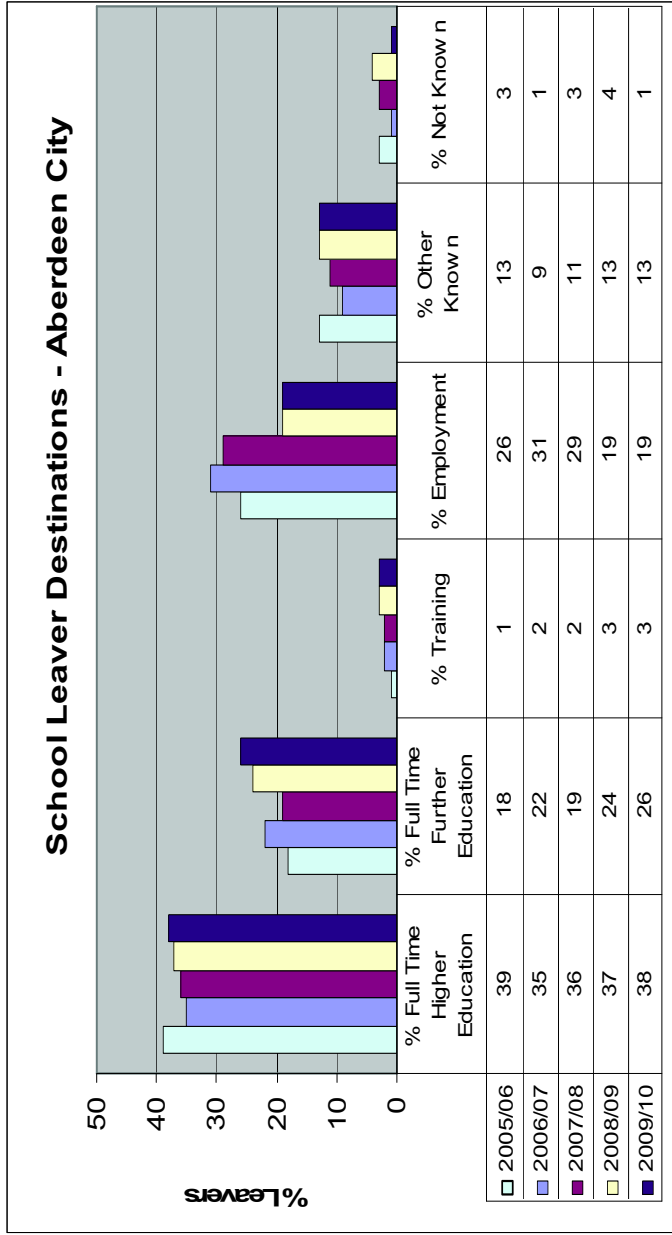


### Special Schools

- The number of incidents of violence reported by special school staff was slightly lower in 2009/10.
- The number of reported incidents per 100 pupils decreased from 68.8 in 2008/09 to 64.3 in 2009/10.
- 79 percent of reported incidents in special schools involved physical violence against school staff.
- Reported incidents in special schools were much more likely to involve non-teaching staff (58%)

## Leaver Destinations

- The percentage of school leavers in Aberdeen City going on to Higher or further education or training continues to increase, as it has in Scotland.
- The percentage of school leavers entering employment has decreased rapidly in the last three years in Aberdeen City and across Scotland.
- The number of school leavers, whose destination is unknown, has decreased while this has remained at a low level nationally.



## Percentage of School Leavers in Scotland

Pupils Leaving School in:	% Full Time Higher Education	% Full Time Further Education	% Training	Employment	% Other Known	% Not Known
2009/10	36	27	5	19	13	1
2008/09	35	27	5	19	13	1
2007/08	31	25	5	25	13	1
2006/07	30	23	5	28	13	1
2005/06	30	23	5	26	13	2

## Active Schools participation

Our Active Schools team had another successful year in 2009/10 and supported nearly 50,000 participants. The year included fun-filled sporting activities through our Active Schools Summer camps where a wide range of sports including gymnastics, athletics, badminton and football were enthusiastically received by primary school children;



St Machar Academy helped to host the 1st ever Scottish School Sports Week and used the opportunity to celebrate the Olympic and Para Olympic values.

Helped by Gillian Cooke, Olympic Bobsleigh competitor; Go for Gold walking at St Machar Academy for all P7 pupils; the formation of the 1st ever St Machar Basketball league and successful basketball festivals at Oldmachar and Bridge of Don;

Potted sports at Aberdeen Grammar as part of P7 transition activities; good partnerships for rugby at Aberdeen grammar have encouraged S3 pupils onwards to further develop their skills; Touch Rugby transition festival at Northfield Academy with taster sessions from qualified coaches;

the very successful St Machar multi-sports club at Aberdeen Sports Village; Taster sessions in lacrosse at Mile-End, Skene Square and Ashley Road were so well received there are now plans to establish a club; Dodgeball festivals at Bridge of Don and Oldmachar;

the successful Jump2It programme at Scotstown school in partnership with the Scottish Sports Futures; Athletics clubs at Bucksburn; club golf sessions for Northfield primary pupils and good links with Hazelhead golf club for youngsters;

the flourishing rugby club at Harlaw academy; and the successful use of volunteers at Harlaw; Our Active Schools teams have actively supported over 300 children and young people with additional support needs at Aberdeen School for the Deaf, Bucksburn, Cordyce, Hazlewood, Mile End and Woodlands Schools and was highlighted in our recent HMIE report.

## **Inspections and Quality Reviews in schools and services**

There were inspections of 7 primary, 2 secondary, 2 special schools and 2 learning communities by HMIE in 2009/2010.

Almost all evaluations were positive. Our strengths included:

- ✓ Consistently high standards of attainment in English language and mathematics at Airyhall and in mathematics at Forehill
  - ✓ Positive playroom environment and the relationships between staff and children at Raeden
  - ✓ Strong partnerships with parents at Airyhall, Forehill and Raeden
  - ✓ The headteacher's leadership and the staff's role in school improvement at Seaton, leadership by the senior management team at Westpark, the effectiveness of the headteacher at Newhills, the quality of the leadership by the acting headteacher at the Hospital and Home Tuition Service and the positive start made by the headteacher at Hazlehead Academy
  - ✓ The commitment of staff and volunteers in Hazelhead learning community
  - ✓ Support for children with additional support needs at Forehill, Hospital and Home Tuition Service and Hazlehead Academy and the partnership with the Vision Support Service at Newhills
  - ✓ Breadth and richness of experiences at Newhills, commitment to learning at Westpark and the quality of learning experiences and achievements at Seaton
  - ✓ The development of enterprise skills at Westpark
  - ✓ The involvement of staff and young people in the wider life of the school at Hazlehead and the work of staff on interdisciplinary projects at Northfield
  - ✓ Effective partnerships in Hazlehead learning community and very effective joint working at Raeden
  - ✓ Recent improvements in school ethos at Northfield
- HMIE identified a range of good practice including:
- ✓ Family learning activities at Airyhall
  - ✓ Assessing and promoting effective communication skills at Raeden
  - ✓ Active bags and drop in for parents at Seaton
  - ✓ Developing partnerships with external agencies, Enterprise activities at Westpark
  - ✓ Active 5 a day, the Raeden Way
  - ✓ The contribution of the school-based police officer at Northfield
  - ✓ Teacher mentoring at Northfield
  - ✓ Station House Media Unit work with the Northfield learning community
  - ✓ Parenting education project with parents in the Northfield learning community
  - ✓ The Smithfield chess project in the Northfield learning community

Some common themes for improvement included:

- Further develop accreditation to better recognise learner achievements
- Greater involvement of young people in decision-making
- Further joint planning
- Ensure that children of all abilities in the nursery are challenged suitably in their learning
- Continue to improve opportunities to develop skills in early literacy and numeracy
- Involve all staff in reviewing approaches to self evaluation and review roles and responsibilities to ensure a shared responsibility to meeting pupils learning needs



## Wider achievement

• Our **recognition of wider achievement** is increasing, with a magnificent 522 awards this year compared to our target of 170. This includes 30 Dynamic Youth, 42 Youth Achievement Awards and 450 Duke of Edinburgh Awards where 230 achieved Bronze, 170 achieved Silver and an amazing 50 youngsters achieved the Gold award. Sports Leadership Awards at Northfield Academy were recognised as a model of good practice by Learning Teaching Scotland. There were an impressive 9978 Fairer Scotland Fund (FSF) activities compared to our target of 7396. A variety of positive outcomes from FSF activities include: under12s work and the Youth Flat in Middlefield; youth work in Fersands, Tillydrone, George Street, Stockethill and Torry; Feeling Great events; a youth drumming band; community sports and activities; Music 4U; youth IT provision; teenage pregnancy per support; alcohol early intervention; Family Liaison Officer in Torry; and health information provided through the Reading Bus. An event aimed at recognising and accrediting wider achievement through CFE impacted positively on 30 participants in February 2010.

Since 2007 we have implemented a range of initiatives aimed at directing, supporting and monitoring the work of city-wide services in order to improve attainment and achievement. Our schools and services are providing children and young people with innovative and exciting opportunities to increase achievement and together we have achieved the following positive outcomes:

- Promoting skills for learning, skills for life and skills for work, our **Children's University project** in partnership with Community Training Unit and LearnDirect has helped nearly 500 children to explore lots of different ways of learning and gaining accreditation. Highlighted in the 2007 INEA2 report as an imaginative initiative, the Children's University (UCC) has been helping to improve progression rates into further and higher education from low participation postcode areas in Aberdeen. Our evaluation of the project showed that the Children's University was raising both attainment and aspirations of over 300 students in regeneration areas through the use of learning modules including sports, expressive arts, science, chess, outdoor learning, broadcasting, animation, dancing, culture and traditions, citizenship and skiing. We hope that our plans to provide UCC in the future through a more sustainable partnership with Techfest will continue to make an impact across the authority.
- Our promotion of **Health and wellbeing** continues to be a strength. Our implementation of Health Promoting Schools (HPS) is a good example of partnership working with NHS Grampian. Within the Grampian Health Promoting School Accreditation Scheme, 97% of our schools have now achieved the committed level of accreditation, with 89% at commended and 8% at excellence level.

- Our work within CFE has included the development of Health and Wellbeing (HWB) audit tools for schools, and an audit of current practice, production of the Journey to Health good practice document linking practice to HWB outcomes and experiences and the development of HPS Glow portal. In addition to this, our School Travel Plans have shown a 30% increase in walking rates to and from school, an increase of 42% in cycling to school and a decrease in car usage by 12%. Our leading edge fourth annual travel survey, Hands up Aberdeen, saw almost 18000 pupils taking part. Primary schools throughout the City have also enthusiastically promoted 'walk one hundred days' and 'walk stars' projects as part of active travel to and from schools in the City. Over 150 schools and educational groups and more than 4000 children and young people worked with our Countryside Ranger service at Ranger-led events throughout the countryside.
- Our collaborative work with NHS Grampian as part of the HEAT3 programme is already having an impact on Child Healthy weight and intervention<sup>[25]</sup>. Our CityMoves dance service offers a range of programmes for children and young people of all ages throughout the City.
- **Adventure Aberdeen**, our outdoor education service, is now in a strong sustainable position for core users from 'hard to reach' and vulnerable groups and for additional users within the business community. Service Level Agreements are successfully used to monitor and evaluate service delivery. The Service relocated in 2010 to its new fit for purpose base at Kingswells and, together with Cromdale Outdoor Centre in Speyside, has supported over 6,600 participants in 582 Taster sessions and multi-activity programmes in 2009/10.
- Supporting our literacy agenda, exciting collaborations between schools, our **Curricular Resources and Information Service** and our **Library and Information Service** have seen the National Reading programme and the Olympic Games joining forces with children taking part in storytimes, craft sessions, sports activities, Health Promotion and visits from the Fire and Rescue Service. Our launch of Bookbug involved more than 250 children and their parents in July 2010. 13 Bookbug sessions have already involved over 650 babies, toddlers and parents, with plans to involve up to 9,000 more.
- **Library and Information Services**, recently evaluated as 'good' and 'very good' in a range of Public Library Quality Improvement Matrix indicators, are involved in many and varied ways with our children, young people, schools and services including the National Young Reader programme, Community Learning and Development, Family Learning, NHS Grampian, Aberdeen Football Club (AFC) and their Premier Reading Starts programme. Aberdeen City is the only Scottish local authority to participate in Europe Direct, the European information network.

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[25] Single Outcome Agreement 2009-10



- Supporting our pupils to be **confident individuals** has had particular impact in local, national and international debating. A team of pupils from Aberdeen Grammar School were involved in a national competition chaired by an MSP and two senior pupils went on to win the Europe Schools Direct Debate 2009.
- Our city-wide **Community Learning and Development Service** continues to impact positively, particularly in regeneration areas in the City. Recent HMIE learning community reports have highlighted particularly effective practice including Aberdeen Youth Council and their Read my Lips manifesto, successful engagement with young people through Streetwork and the successful completion of Youth Achievement Awards. Other examples of positive impact include Teenage Mums, Music Project and drop-in facility at the Torry Youth project, Youth Achievement awards incorporated into the curriculum at St Machar Academy, support for Young Carers project offering sessions in 6 schools, and 'Our Northfield' writing project in collaboration with Northfield Academy. Our summer school project at Kincorth Academy was another great example of joint working across schools, community learning and development colleagues and city wardens. The Recognising Achievement report, produced by the Northfield Development Group, involved over 408 children and young people in developing an effective and consistent approach to recognising and capturing the achievements of young people<sup>[26]</sup>.
- Our nationally recognised **Arts Education team** continues to support cross curricular themes and encourage over 6,300 children and young people across the City in all of the 4 CFE capacities. In June 2009 we were delighted to set up our Strategic Music Partnership (SMP). The first such partnership in Scotland and a joint pilot project with Aberdeenshire Council, this partnership will research, guide and shape our provision and direction of music by, with and for our children and young people in the North East. Our Arts Education team also teamed up with the National Theatre of Scotland in the Arts extreme project. Launched in September 2010, the project uses the experience of extreme sports as the inspiration to create new artistic work. Other exciting projects which have resulted in improved outcomes for children and young people include Tale o'Tam and babyO with Scottish Opera, START and Northfield Reads at Northfield, In the Flesh with Ron Mueck, Transform Aberdeen:the cabaret of impossible dreams at Dyce Academy with the National Theatre of Scotland, Works of Art at Aberdeen Grammar and Hazlehead Academy, the every popular annual Arts across Learning festival, Biodiversity in focus with all City secondary schools in partnership with Aberdeen University and many more. The team was recently selected as a model of good practice by Creative Scotland<sup>[27]</sup>. Our **Arts Development team** has also had positive impact across the City and in regeneration areas. Their partnership with Cashback for Communities included work with children and young people at Torry youth café to improve the environment and encourage the development of new skills and technologies. A Learndirect centre, the team work with many partners including the Museums and Galleries Service, Maritime Museum and Working for Families, with 231 workshops impacting positively on over 4000 children and young people.

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[26] Recognising achievement report available on request

[27] Project and activity summary available

- Our **Museums and Galleries service** is playing an increasing part in our achievement agenda, with over 190 school sessions and 90 adult and family learning sessions in 2009/10. The service, recently awarded 'Recognised Collection of National Significance' status, hosted 34 exhibitions, 66 concerts and 78 talks throughout 2009 and over 2,200 participants helped us to celebrate the 125th anniversary of its official opening on 7th July 2010. The exhibition Artists Rooms: Ron Mueck attracted a huge 49,286 visitors and provided an inspired partnership with Artists Rooms On Tour In the Flesh, an Education project. The *Works of Art* project in 2009, paired students from Aberdeen Grammar School and Hazlehead Academy with silversmith Grant McCaig to produce work inspired by the collections of Aberdeen Art Gallery. Displayed as part of our highly acclaimed 'Formed' exhibition, pupils learnt a variety of new skills including routes into careers in the creative industries.

Since 2007, we have worked in partnership with all schools to increase **positive destinations** for children and young people and to reduce the numbers of children not in education, employment or training. Our positive outcomes in supporting the skills for life and for work agenda have included:

- Developing our **More Choices More Chances (MCMC)** action plan. Our latest data told us that between 2007/08 and 2008/09, the most significant increase in positive destinations was in the category of Further Education, an increase from 19% to 24%. Conversely, the largest decline was in the category of Employment which suffered a 10 percentage point decline from 29% to 19%. Our MCMC work supporting young people throughout the City has recently been highlighted as an example of good practice by the Scottish Government.
- Supporting all S4 pupils in work-based placements through our **work experience unit** partnership with all 12 of our secondary schools. Offering all pupils in Aberdeen City at least one week's work experience. Our work experience unit works tirelessly with over 1000 employers throughout the City organising placements for 1700 that meet the needs of our youngsters. Our Community Training Unit launched the award-winning Toolkit for progress which has supported over 115 young people to explore potential employment options. Linking closely with the More Choices More Chances Partnership, the project has increased motivation, encouraged the development of new skills and overcome barriers to employment, education and training. Our Arts Development Team recently received Learndirect accreditation and is supporting pupils with portfolio preparation workshops and progression to Further Education. Our Trades project has improved outcomes for over 15 children and young people and was recently awarded a "Raising Achievement" award at the Children and Young People Awards. Over 150 businesses throughout the city from hospitality to the motor trade, continued to work in successful Enterprise Education partnerships with schools.

- Encouraging enterprising learning and teaching, entrepreneurial learning and work based vocational learning through our creative **Determined to Succeed team**. Almost all P7 pupils have experienced the Junior Enterprise Game, a highly successful six-week programme. Other exciting activities have included P7-S1 transition events organised by local business Fifth Dimension, partnerships with the University of Aberdeen and the Robert Gordon University, The Shell UK InsE&T courses, Engineering and Technology within the Curriculum for Excellence and the Bridges to Schools project with the Institute of Civil Engineers for primary pupils. Our partnerships with a wide variety of organisations and businesses across the City make us very proud. This year in particular, we have assisted all our secondary schools in developing a major link with a business in the automotive trade
- Supporting the development of **vocational courses** in all of our secondary schools. These are now built into the option schemes of all of our secondary schools and all pupils can choose vocational courses in S3 and S4. The wider achievement of pupils was reflected in their participation in 2009-10 of awards such as Skills for Work, Access 3 and Intermediate 1 and 2. Courses include Creative Cake Production, Early Education and Childcare, Engineering skills, Home Economics (Practical Cookery) and Woodworking skills. The rate of pass for the above courses was 93% in 2010, with 57% achieving passes or levels 1 and 2.

## How well do we meet the needs of our service users?

### What is our impact on learners?

- The amazing achievements of our children and young people are an inspiration to us. We showcase them each year at the Children and Young People's Service Awards. 2009 saw our Inspirational Young Person award won by a member of our Northfield XL club for her services to the community and our 2010 award winner, a Looked After Child, for her services to fund raising, including a 2 week trek through the Himalayas.
- In terms of **pupil voice**, schools and services engage with children and young people regularly as part of the learning and teaching process. HMIE noted good interactions between staff and pupils and good opportunities to take account of pupils' contributions. Children and young people felt safe and well cared for, had good ways for raising concerns and generally felt confident that they could approach staff with any concerns. The majority of schools have pupil councils and pupils think that they are good at getting improvements made. There is a need to build on this good practice to ensure that greater account is taken of children and young people's views on the quality of learning and teaching.
- HMIE also noted that anti-bullying work had a high profile and was taken forward effectively. The work of our anti-bullying team of children and young people from Kincorth Academy was showcased at our Improvement Conference in June 2010 where participants were overwhelmed by their commitment, drive and energy to helping their fellow students. In 2010, two pupil engagement events featured 132 children and young people as 'Learning Ambassadors' from 59 schools. With a focus on developing our Aberdeen City of Learning policy and strategy, children and young people used different art forms to gather ideas and opinions. Children with additional support needs were fully involved with these events and our Learning Strategy has benefited from this increased pupil input.
- Our pilot pupil survey, introduced in 2010, was completed by nearly 2,000 P3-P7 pupils. The majority of pupils felt that their schools were helping them to be more confident, were encouraged to do their best and were supported well. Nearly half of pupils felt that had a say in organising their learning better. The majority of pupils took part in extra-curricular activities and clubs and most pupils disagreed that you only learn things by sitting down at your desk. We anticipate that schools will use these findings to support their school improvement planning process and we intend to extend the pupil survey to secondary pupils in 2011.

- Our recently re-established **Student Forum** is helping us to support pupil engagement. Aberdeen Youth Council continues to be an active voice for young people living in Aberdeen and have been enthusiastic participants in the decision-making processes of the EC&S Service and the Council itself including our recent scenario planning event. Their Read my Lips manifesto, strong links with the Scottish Youth Parliament and involvement with projects such as Drugs and Action Peer Education are already having a positive impact.

We have worked with our city-wide services and schools to improve the attainment and achievement of our lowest attaining 20% of pupils, particularly in regeneration areas and have achieved the following positive outcomes:



## The Reading Bus

- Our award-winning **Reading Bus initiative**, in partnership with First Bus, has helped us to promote literacy. The Reading Bus Team, working with multi-agency partners, has developed a highly innovative, motivating and successful literacy programme across 10 primary schools and 1 secondary school. Since 31st August 2006, this revolutionary vehicle has impacted positively on over 24,000 excited learners. This ground breaking project has succeeded in promoting reading as a source of lifelong pleasure, raising attainment and achievement of children at risk of early failure, encouraging family learning in a non-school environment and involving and empowering parents in their children's learning.
- Highlighted in our 2007 INEA2 inspection as a feature of good practice, our **Family Learning Team** has continued its innovative work supporting families in areas of deprivation
- Improving our coordinated support for our **Looked After Children**, with 2009-10 SQA results showing promising increases in attainment for 43 of our Looked After Children in S4
- Our innovative **Literacy Project** with Kittybrewster Primary and our Educational Psychology Service had a positive impact on 5-14 reading attainment in the school and is being used as a model of good practice.
- Some of our most significant increases in attainment have been in primary and secondary schools in our regeneration areas, including Bramble Brae who won the most improved primary school of the year award at the Children and Young People's Service Awards in 2010 and St Machar Academy, our School of Ambition.

We have worked with all schools to increase positive outcomes for additional support needs and inclusion:

- HMIE noted that we had examples across all sectors of well organised arrangements for **identifying and addressing needs**. Our Getting it right for every child (GIRFEC) Integrated Assessment Process and our staged intervention model are being used effectively by schools and evidence from HMIE inspections demonstrates that we continue to identify and address needs effectively. The person-centred approach, noted as a feature of good practice in 2007, has been further embedded within our practice, and this has increased the involvement of children and young people with additional needs in discussions and decisions about their own learning. Further, we are confident that we have scope to enhance our support to our more able children and young people.
- **Our overall quality of pupil progress and outcomes** is very good, as evidence from recent school inspections have indicated. There is evidence of pupils with additional support needs making appropriate progress in terms of attainment and achievement, and increasingly recognising achievement by accrediting more experiential learning, for example, ASDAN to recognize and record achievement. Another example is Hazlewood Special School, which is an accredited centre with City and Guilds, and is running a course in collaboration with NHS Grampian Speech & Language Therapy Service to promote the use of electronic talkers with a group of 5 pupils. Our Arts Development team, in partnership with our Pupil Support Service and Cordyce School, offer alternatives to the curriculum for 60 children and young people, including the creation of carved artworks and successful holiday playschemes.
- As part of our support for pupils with **social, emotional and behavioural need (SEBN)**, we maintain one special school (Cordyce) catering for secondary-aged pupils with a range of SEBNs. Examples of improved and effective practice and leadership include improved curricular access for pupils; greater opportunities to access a broader educational experience on a full time basis; a more effective Christmas Leavers Programme called “Making Tracks”, which is jointly delivered in the community by CLD and school staff. Although we have achieved the following positive outcomes for pupils with SEBN, the pace of change is slower than we would wish:
  - An effective SEBN provision in Cordyce School with a strong leadership team driving further improvement
  - A draft behaviour management policy
  - A clear authority focus on developing and embedding solution orientated approaches
  - A completely revised Anti-Bullying Policy
  - Development and promulgation of a violent behaviour risk assessment procedure
  - A management and leadership restructuring of our Pupil Support Service (PSS) to drive service improvement
  - Joint work with our social work colleagues to reduce placements in out of Authority provision
  - The establishment of a new Intensive Community Support & Learning Service with a focus on reducing the number of children entering the care system

- In developing our **provision for children and young people with complex additional support needs (ASNs)**, we have promoted inclusive practice in mainstream and specialist provision. A priority for us is to provide for as many children and young people, as is appropriate, in a mainstream setting. Our provision is available in the following way:

1st tier: mainstream provision, with 20 bases in primary schools, 12 bases in our secondary schools and 5 of our secondary schools supporting an additional MICAS Base (Mainstream Integration for children on the Autistic Spectrum) supporting pupils with ASNs in those schools and communities. Some of the bases/units within mainstream schools provide a service to children from across the city eg. our language units.

2nd tier: mainstream extended specialist provision. This consists of the two new schools mentioned above. The two schools cater for significant numbers of children with multiple ASNs from across the city.

3rd tier: free standing special schools. Currently we maintain Cordyce School catering for pupils with SEBNs and two schools catering for pupils with complex and profound needs (Hazlewood and Woodlands Schools); in addition we have the Raeden Centre Nursery School which provides pre-school education and support for children with complex needs. Our MOVE training is managed and delivered via Woodlands School and has been accredited as a Regional Centre of Excellence (one of only two in Scotland).

- Our journey is continuing with our current work on developing, jointly with NHS Grampian, a new school for children with complex and profound needs on the Raeden site. This will result in a major service redesign both with the Authority and the NHS. The latter has been piloting the establishment of three Child Development Teams (CDTs) covering the city. The CDTs and the new provision on the Raeden site represent complementary support involving a culture of joint working that helps to drive forward our GIRFEC agenda. As a result of the new school, it is planned the current Raeden, Woodlands and Hazlewood Schools will close by 2013.
- In 2007, inspectors noted that we had undertaken extensive preparation and staff training in **meeting our duties and responsibilities** arising from the implementation of the Additional Support for Learning Act (ASL Act 2004). Our implementation of the ASL Act has been particularly effective in terms of guidance<sup>[29]</sup> and CPD opportunities. There is effective staff support for children and young people with a wide range of additional support needs in mainstream schools, as well as catering for the needs of specific groups such as those who are interrupted learners, for whom English is not their first language, who require assistive technologies, or who are hearing or vision impaired. More recently, the advent of the new ASL Act 2009 is helping us to re-examine certain issues such as our training and support to school staff.

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[29] ACC ASL manual

- We can demonstrate further our culture of inclusion through our work with new arrivals from overseas. The Authority has worked with its schools to make sure that we have particular regard to the needs of migrant workers and families with **English as an additional language (EAL)** requirement. Positive outcomes for 2009-10 have included:
  - Supporting more than 1691 bi-lingual pupils (7% of our pupil population) with specialist language and curriculum access through our EAL Service
  - Supporting the teaching and learning of 540 pupils who were new to English across city schools
  - Working in partnership with parents, teachers and schools to support the assessment, translation and settling in of 672 pupils
- A further example is our work for **looked after children and accommodated (LAAC)**. Through our work with all our schools to improve our support, positive impacts have included:
  - Improved understanding of the needs of looked after children through training for schools and by further developing the roles of their senior managers
  - Identifying issues in data recording and accuracy for our looked after children through our LAC research
  - Reviewing our looked after children pilot projects and finding that addressing self-esteem and behavioural issues has had a positive impact on rates of attendance and a small improvement in rates of attainment
  - Working more closely with our Designated Senior Managers (DSMs) in schools and services across the City
  - Encouraging more collaboration with our Social Care and Wellbeing Services
 Sharing the experiences of our looked after children and working in partnership with Arts Development to create the 'We Can and Must Do Better' DVD
  - Extending this successful collaboration with the 'Freshstart' project, our arts outreach programme in Children's Homes, highly evaluated by the Scottish Government
  - Helping our elected Members to be clear about their role in setting and scrutinising policy
  - Making sure that we work closely with the Children's Reporter so that our looked after children get the best possible support
- The Authority has since 2007 revised and updated its guidance and support to schools on developing effective **Individual and personalised learning and support through the development of Individualised Education Plans (IEPs)**. This has included a focus on setting SMART targets. Currently the Authority is piloting an IEP toolkit to enhance further the



effectiveness of IEPs and to provide a school based ownership for capacity building through exemplar CPD sessions that school staff can deliver within their own institutions. Evidence from recent RIFs indicates that whilst progress has been made we need to maintain our focus on developing effective IEPs to ensure that all children who would benefit from an IEP do have one. Nonetheless, where children do have an IEP, evidence indicates that these are developed and pupil progress reviewed in collaboration with both children and their parents/carers.

- In 2007 inspectors noted that exclusion rates had increased and faster than for comparator authorities. In the most recent nationally reported data, we have achieved **reductions in exclusion rates and have improved behaviour**. This has resulted from the impact of a number of complementary actions and processes and the challenge is to now sustain this success. Our approach has been centred on building and sustaining positive relationships and an inclusive ethos. Focussing on building skills and capacity we have:

- Revised and updated our Exclusions Policy and Procedures to reflect more strongly our inclusive approach.

- Begun auditing effective behaviour management practices within schools, with a view to sharing expertise and good ideas

- Developed a new Positive Relationships Policy

- Introduced Solution Orientated Approaches as a key Authority approach to the development of positive relationships

- Worked closely with Scottish Government's Positive Behaviour Team to plan, develop and jointly deliver training to all schools

- Ensured that key staff such as Quality Improvement Officers (QIOs) and Educational Psychologists (EPs) are working together to support schools in the development of positive relationships

- Deploy personal action planning to support learning

- Developed more effective guidance on IEPs to support learning and the meeting of children's needs

- Have developed a risk assessment framework and process to help schools identify children and scenarios which may lead to aggressive behaviours

- Support escalation approaches, via capacity building of school staff

- Monitor exclusions closely via our QIOs with follow-up visits to schools where required and support for children at risk of exclusion e.g. outdoor learning

- Used a short life working group to review our support for schools on Violent Incidents. The group has monitored the numbers of violent incidents and made sure that the incidents are managed effectively<sup>[30]</sup>.

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[30] Refer to Appendix 1 for Violent incident data

## What is our impact on parents?

- Our parents and carers tell us that they are highly satisfied with the quality of pre-school education and care and our award-winning Family Information Service continues to respond to and support parents and carers.
- Following the establishment of **Parent Councils** in 2006, all our schools now have parent Councils. Our Parental Involvement Strategy in 2008 set out our plans to work more closely with parents, carers and families. Our new Aberdeen City Parent Forum has, from May 2010, enhanced parent/carer representation and voice further and has been an important sounding board for the development of strategies and policies. Since 2007, parental voice has been particularly important throughout the development of our Learning Estates Strategy including consultations and reference groups as part of our 3R's project and statutory consultations on schools closures. In HMIE reports, parents are positive about their schools and express high levels of satisfaction.
- Since 2007, we have recognised that the quality of contact with parents of pupils attending special schools or services could be improved. Having tried a variety of approaches, in 2009 we set up an **Additional Support Needs Parent Forum**. This ASN Parent Forum is developing from an information exchange into a discussion forum which is creating a real voice for parents. Recently parents and officers have agreed to establish a joint group to review and enhance the written information provided for parents/carers on additional support needs. In a separate but related piece of work officers and parents/carers have worked to develop information about Attention Deficit Hyperactivity Disorder (ADHD).

## What is our impact on staff?

- The commitments of our hard working **staff** are celebrated each year at our Corporate Awards ceremonies and at our Children and Young People's Service Awards. In 2009 we highlighted the work of a visually impaired Bridge of Don RME teacher as our Inspirational Adult award winner. This year's Inspirational Adult had a real impact on the reading habits of pupils at Northfield Academy. All of the 20 award categories are a real celebration of the achievements of young people but also of the Council staff and others who work so hard to support them.
- Following a series of surveys of employees, a range of initiatives have been introduced to address the issues and challenges face by our staff, including:
  - A more strategic approach to workforce planning through out People First workforce strategy<sup>[31]</sup> and subsequently our 'Development Strategy – Building for Change 2009-2013'<sup>[32]</sup>
  - All new staff understanding our goals and how they can contribute through a revised corporate induction process
  - Increased understanding and participation of headteachers and services through their involvement in regular meetings such as Line Managers briefings, city-wide and sector headteacher meetings and an annual programme of Improvement conferences. Our Best Value progress report highlighted that staff felt that corporate communication had improved
  - Maximising activity, impact and resourcing of city-wide services such as Arts Education and Outdoor Education by undertaking Service Reviews
  - Improving the communication of and access to our Continuing Professional Development Directory which is now fully online via Glow and improved self awareness as the CPD on audit, standard and quality, school improvement planning. Some of our CPD is integrated and planned in a consortia approach with neighbouring authorities, an approach which has been particularly successful in our CFE implementation. Staff have also been supported through our change programme to enhance financial and budget monitoring systems such as collaborative planning and PECOS although the systems are not yet fully embedded
  - Modernised job descriptions and conditions of service through our implementation of Equal Pay and Modernisation where 97% of staff voluntarily accepted their new contracts
  - Collaborative and productive working relationships with our Union colleagues through our regular Union meetings. Our Best Value progress report highlighted that staff and Trade Union representatives indicated improvements in staff morale
  - Regular communications through face to face briefings with over 2,200 staff, on-line bulletins, one to one supervision and a programme of regular management visits

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[31] May 2008

[32] March 2009

## What is our impact on our community? Partnerships with the local community

- Positive outcomes of partnership working were recognised as part of the **Best Value and Community Planning progress report** on Aberdeen City. In particular, the positive impact of the new leadership of the Council in respect to business partnerships, Single outcome Agreement partners and local authority partnerships<sup>[33]</sup>. The report also highlighted the commitment of the all-party leadership to drive forward council improvements since 2008 and the council's ability to take difficult financial decisions. Together the chief executive and the leadership board promoted a culture of openness and transparency that focuses on clarity of purpose, accountability openness, empowerment, support and challenge.
- Our **Community Planning** partners have been enthusiastic participants in challenge forums including Lifelong learning, Active Aberdeen and Vibrant Aberdeen since 2007. Through partnership and collaboration, positive outcomes have been reflected in our Single outcome Agreement over the past three years. Our launch of Vibrant Aberdeen's cultural strategy for the City was a partnership between Aberdeen University and Creative Scotland and has already been successful in raising the level of debate in the city around the value of culture in the city.
- From a school perspective, strong partnerships have been identified in **HMIE** school and learning community reports. Our skilled and committed community members continue to have a positive impact on communities across our City. From a child protection perspective, in the HMIE follow-up report on our services to protect children in Aberdeen City, HMIE were encouraged by the very positive response from Chief Officers and the successful laying of effective foundations for improvement. Partnerships with the police, health service and the Children's Reporter had made a significant contribution to these improvements.
- Our **sporting partnerships** have increased since 2007, culminating in July 2010 with the successful transition of our sports facilities and services into our sports trust, Sport Aberdeen. Our Regional Sports Partnership has been successful in agreeing North East-wide priorities for sports and physical activity. Our Active Schools teams have expanded their partnership work this year, with existing partners from sports facilities now in the Sports Trust and new partners such as the VSA Young Carers project, February 2009 saw the first golf festival in an Active Schools partnership with the Paul Lawrie Golf Foundation, rowing with Fairfield Energy, RGU: Sport, Glasgow Rocks, Aberdeen Sports Village, Linx Ice Arena, Aberdeen College, Banks O Dee Sports centre, Aberdeen Football Club and the Food Standards Agency to name a few. Sport Aberdeen is continuing their successful partnerships with Scottish Disability sport and the Grampian Institute of Sport.

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[33] Accounts Commission report July 2009

- We are lucky to have **very supportive business partners**. With well over 150 businesses working with schools throughout the City from the hospitality trade to the motor trade, our Enterprise Education team is increasing contributing to the Four capacities of CFE. Business partnerships such as our Tapestry Partnership are supported our leadership development programme 'Leaders of Learning' over the next 2 years. Our skills for work and apprenticeship partnerships have been successful, with Dyce Academy being selected as an example of good practice by Learning Teaching Scotland. 2 pupils were recently awarded top marks in the new Scottish Baccalaureate Science in partnership with BP. S4 pupils from all schools gain confidence in work environments through Work Experience placements offered by our nationally recognised Community Training Unit. ARAMARK, the biggest facilities management company in the world, recently provided 100 volunteers and £30k to revitalize Northfield Community centre and gardens and utilize employee skills for the benefit of the community. This has had a positive impact on the community and has further developed pathways to employment. Mansfield are developing partnerships with Cummings Park Community Flat, creating employment opportunities and providing a safe and welcoming environment in the community flat
- The multidisciplinary Pupil Inclusion Group at St Machar Academy has worked to reduce truancy. Grampian Police, CLD and the St Machar Pupil Support Project have worked with the school to introduce a range of strategies to work with the community to increase attendance and improve attainment and achievement.
- Successful **cultural partnerships** where our Arts Education teams have had positive outcomes for well over 6,300 participants. The team successfully attracted funding of £180k for a Strategic Music Partnership in collaboration with Aberdeenshire Council and £250k for Arts Extreme in partnership with Transition Extreme. In addition, our Arts Development team have worked with over 4,000 participants across the City and in partnership projects with over 1,000 children and young people in Northfield, Torry, Bramble Brae, Walker Road and Tullos.
- Our joint working with **Further and Higher Education**. Our Curriculum Resource and Information Service (CRIS) continued, for the 6th year running, the successful Northern Writes conference in partnership with Aberdeenshire and the University of Aberdeen. Our Arts across the Curriculum Festival has built on the hugely successful Storytelling festival and links seamless with the University of Aberdeen collaboration as part of the Word 2010 Festival. Our HE partnerships are supporting our leadership development programmes with 25 participants approved for the MSc 'Leadership in Professional Settings' course this year. Partnership with the AU have also resulted in a post graduate CLD course, where 2 graduates have successfully graduated and been employed. The undergraduate programme has recently achieved validation and is planned to start in 2010.

- **Community Learning and Development partnerships with schools** are having positive outcomes for literacy, numeracy and communication including increased confidence. Examples include Chess in School project in primaries; Northfield Skatepark; Youth Achievement Awards at Mastrick Young People's project; Graffiti Art and Fire Football with Northfield Academy; Moving On partnership with Corydce and Hazelhead; XL clubs at Northfield, Bucksburn and Oldmachar culminating in an XL civic celebration; MCMC sessions at SMHU; One Big Step at Hazelhead with 7 Youth Achievement awards; Citizenship and Youth achievement awards at St Machar Academy; St Machar Parent Support Project; REHIS certificates at Aberdeen Grammar; Dynamic Youth and John Muir awards at Tullos Primary and Northfield Academy; Reading and homework activity at Hanover Street; transitions work at P7 and S4; Street football at Stockethill; Partners have involved Aberdeen College, WEA, SHMU, Drugs Action, Pathways, Princes Trust, NHS Grampian, Transition Extreme, Music 4 U, SACRO, Grampian Police, PEEP, Grampian Fire and Rescue, Church of Scotland, YMCA, Aberdeen Youth Council. Learning partnerships are under construction in 10 areas of the City. Outcomes so far have included engaging partners in developing core groups. Some partnerships are about to hold their 1st meeting.

**Partnerships with the wider community**

- Increasingly **good partnerships with Scottish Government** including our Concordat and our 3 year School of Ambition in partnership with the Scottish Government and St Machar Academy which came to an end in March 2010 and has had a positive impact. Our work with the Scottish Government on the More Choices, more Chances agenda was recently highlighted as good practice.
- Increasing participation in **national networks and initiatives** such as the Association of Directors of Education, VOCAL and SOLACE.
- Partnerships with **neighbouring local authorities** continue to have a positive impact and are a strength. In June 2009 we were delighted to set up our Strategic Music Partnership (SMP). The first such partnership in Scotland and a joint pilot project with Aberdeenshire Council, this partnership will research, guide and shape our provision and direction of music by, with and for our children and young people in the North East. Respect 2 working and learning together monies has 2 locations in the city and shire where community activists in Northfield and Mastrick are undertaking research into strong and resilient communities. Those involved are valuing the opportunity and it is anticipated that the communities across the City will impact positively.

## How good is our service delivery?

We wanted to actively support our schools and services to **revise and modernise the curriculum in line with 'A Curriculum for Excellence'**. Work so far has included:

- Since 2007, our work to revise and modernise the curriculum and to implement Curriculum for Excellence has included a range of initiatives aimed at improving curriculum structure and offering targeted support in priority areas such as literacy and numeracy, health and wellbeing and assessment (please also refer to Section 3: Attainment and Achievement and Section 5: Quality Improvement). We have achieved the following positive outcomes:
- Giving our staff the flexibility to focus solely on Curriculum for Excellence through our CPD and In-service (INSET) from 2008 onwards have been really important milestones for us. A wide range of activities and staff development have taken place in schools throughout the City. Our most recent CPD in August 2010 helped all schools to develop their plans for assessment and moderation on an Associated Schools Group (ASG) basis. Successful headteacher seminars since 2008 have helped us to work together with colleagues on key publications such as Building the Curriculum 3, 4 and 5, testing the frameworks and the new national qualifications framework. Our integrated planning and joint working, in particular with Aberdeenshire and Moray has meant that we have worked closely with the Aberdeen City CPD (Schools) team, Curriculum Support Teachers and Learning and Teaching Scotland to plan and deliver training on Curriculum for Excellence, Curriculum architecture, assessment and national trialing of outcomes.
  - Developing leadership capacity has been a priority for us. Twenty seven participants on the Leadership in professional settings with Aberdeen University and 29 participants on the Tapestry Partnership 'Leaders for Learning' programme are already having an impact, with all recent HMIE inspections evaluating leadership positively, with some very good evaluations in the primary sector. In addition, one of our secondary headteachers won the lifetime achievement award at the Scottish Education Awards in 2008.
  - Headteachers, deputies and teaching staff, along with community learning and development colleagues, our early years team and education officers are all playing key roles in change management for Curriculum for Excellence and are enthusiastic participants in our strategic groups, including the chairing of key implementation groups. Subject leader groups for Biology, Chemistry, Drama, English, Geography, Mathematics, Modern languages, Music, Physics, Physical Education and Religious and Moral Education have also had positive impacts in the sharing of good CFE practice and in preparing INSET.

- We challenged our schools to develop a vision of what they wanted their schools to look like in the future. Our Curriculum for Excellence Core Group develops guidance and a Curriculum Strategy. With this support all our schools have curriculum maps, with some primary schools being highlighted as good practice by Learning Teaching Scotland. These maps will now be quality checked by an authority validation group.
- Our Associated Schools Group (ASG) Representatives Group has been a great help in representing views, sharing information to ASG colleagues, identifying and sharing good practice and supporting the delivery of CfE events in the ASG. They have also helped to keep staff up to date with the latest developments through our Curriculum for Excellence termly newsletter and our GLOW page. Our GLOW schematic framework has allowed staff to be involved in sharing practice in learning and teaching, engage in dialogue, share practice and has helped to prompt reflection.
- Our Literacy and Numeracy groups made a satisfactory start in looking at the progression of literacy and numeracy across the curriculum. Our Numeracy group is publishing their work in October 2010. Our Literacy group now needs to increase the pace of progress. A recent audit of practice highlighted that most primary schools were secure in their promotion of literacy and numeracy but were looking for support in assessment and tracking. Our secondary schools have asked for more clarity on assessing literacy and numeracy. We have highlighted these as priority areas for our joint work with HMIE for the rest of 2010 and hope that these will have a positive impact.
- We have been enthusiastic advocates of Assessment is for Learning since 2007. Our Assessment group recently oversaw the first ASG In-Service on Assessment in August 2010. This was done using the wider learning community and should ensure a coherent approach to assessment. We are now increasing our pace in response to our recent audit and the group are now planning their 2nd In-Service in October 2010. This will continue our focus on Assessment and moderation including new reporting formats particularly for S1.
- Our support for Health and Wellbeing continues to be a strength. Our **Health and Wellbeing Network** has built on their success as the Health Promoting Schools Partnership highlighted in the 2007 INEA2 HMIE report. The network has just issued 'Journey to Health' and has highlighted 20 examples of good practice throughout the City in primary and secondary schools. The examples link practice to Health and Wellbeing (HWB) outcomes and experiences. The network has also had a positive impact in auditing HWB current practice and in developing a Health Promoting Schools Glow portal. Our curricular support for Physical Education in partnership with our Active Schools team now means that all P5 pupils take part in Club Golf and some schools are taking up rugby, football and curling development within their curriculum time. Our partnership with Sport Aberdeen is also helping to maximize curricular time and our sports facilities. Torry Academy has been using Torry Outdoor Sports Centre and Oldmachar and Bridge of Don Academies have used the Alex Collie Sports Centre.



- Our secondary schools have worked together in the Secondary Implementation Group to ensure consistency and coherence with their new curriculum structures, Bridge of Don Academy's inclusive approach to building the curriculum was highlighted recently as good practice by HMIE.
- Our Primary Schools Implementation Group have developed a principles of Curriculum design toolkit which has helped to plan and support effective learning in our classrooms. Plans for the curriculum at Danestone, Kittybrewster, Kingsford, St Joseph's RC and Cults Primary schools have been highlighted as good practice by Learning Teaching Scotland.
- Our Curriculum for Excellence team has worked with schools to embed Assessment is for Learning, approaches to Numeracy and Skills. This seconded team has helped our ASGs and working groups, but due to staffing changes, has not been able to provide consistent support. It is anticipated that recent secondments to the team, new, flexible approaches to curriculum support and a clear strategic direction will revitalise this team again.
- Curricular work within our schools is now nationally recognised. St Machar Academy has been featured in Leading Change 2: Learning from Schools of Ambition for curriculum enrichment through the Learning Wall and Paths to health, an interdisciplinary project with all S1 pupils. Dyce Academy's work with the National Theatre of Scotland on Transform: the Cabinet of Impossible Dreams has been showcased nationally.

We wanted to **improve our information and communications technology (ICT)** and make sure that ICT impacts on learning and teaching and administration in our schools. Work so far has included:

#### **Schools Management Information System**

We were delighted to approve a supplier for our new Schools Management Information System(MIS). Our ambitious Implementation Plan sees local authority training, presentations and schools being implemented in three phases throughout 2010-11. We anticipate that the new MIS will highlight the needs for new policies and procedures and for new partnership arrangements.

### **Wireless Wide Area Network**

Our teams have been working tirelessly to introduce wireless wide area networks across the City. An added benefit to this large scale technical project has been to reduce our telephone revenue costs.

### **Education Rolling Programme**

Our ambitious rolling programme for education is on track for completion. This includes increases to the capacity of ICT suites to allow larger teaching groups which has proved popular with our schools. Further work involves the renewal of switches, internal wireless networking and essential refresh to ensure good contexts for teaching and learning.

### **ICT Learning and Teaching**

Our main focus has been on Glow developments and interactive whiteboard training. Our ICT Education team continues its support of schools in the new aspects of Glow such as Glow Light, blogs, wikis and the new resources. Our plans include access to GLOW for all pupils. We have been very lucky to be involved with the Glow National Team who are supporting four secondary schools with two projects. Interactive whiteboard training continues and games based projects are underway in several schools.

## **Policies and initiatives in 2009/10**

The following are some examples of our work:

- August 2009 saw the launch of Fit for the Future, our Sports and physical activity strategy. Our plan set out to:
  - promote and increase opportunities for everyone in Aberdeen to take part in sporting and physical activity;
  - provide a high-quality range of sports facilities in Aberdeen;
  - maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen;
  - nurture local, regional and national sporting people to reach their potential.



- Our Learning Strategy was approved in August 2009 and set the direction for the Education, Culture and Sports service. The Strategy
- Vibrant Aberdeen, Our Cultural Strategy was launched in 2009 and set out to:
  - Regenerate the City and its communities
  - Enhance cultural resources and staffing
  - Offer artists further development and opportunities
  - Promote cultural tourism & investment in cultural venues
  - Develop cultural links and networks
- The Learning Estates Strategy in October 2009 highlighted our priorities for fit for purpose schools, high quality buildings, community facilities, reductions in climate change, a flexible estate and opportunities for engagement
- Outdoor learning and educational excursions policy January 2010 which highlighted that learning outside and experiencing the outdoors was integral to our implementation of Curriculum for Excellence
- The important Anti poverty strategy and Single Equality Action Plan in January 2010 and our continued commitment to closing the gap in educational achievements and ensuring access to learning opportunities for all
- Our MCMC Strategy in April 2010 outlined our plans to work in partnership to ensure that our young people achieved their full potential and made positive contributions
- Important developments for children with complex additional support needs throughout 2009-10 including changes to our ASN estate and further enhancements to our inclusive practice
- Our Health promotion policy gave practical solutions to enhancing food and drink in our schools settings

## **What is our capacity to improve?**

We have significantly extended our capacity for continuous improvement and are confident that our ability is now good and in some cases, very good. In order to continue this success, we will ensure a focus on the following areas:

- A service wide focus on impact, outcomes and achievement;
- Make sure that all areas of the Service embed the VSE approaches to self evaluation
- Ensure that improved leadership and management at all levels results in positive outcomes for learners

## **Our high-level challenges for the future**

- Utilise our increased self-evaluation capabilities to focus on improving literacy and attainment for S4 pupils
- Successfully implement Curriculum for Excellence and ensure that learning and teaching consistently at a high standard across all schools
- To extend and refine approaches to ensuring continuous improvement
- Increase our pace of progress to support children and young people with Additional Support Needs
- Build on the work on the school estate to provide high quality and efficient school building
- Build on the work on learning communities and the approach to learning hubs
- In addition to work already undertaken to manage budget reductions, we will engage in finding new and creative ways of running our service to meet our anticipated financial constraints
- Ensure we have the right leaders at all levels to take our service forward

The Council and its Corporate Management Team are totally committed to continuous improvement through self evaluation. Our Director of Education, Culture and Sport, together with her recently appointed Senior Management Team, is providing strong leadership and is developing the service's capacity for improvement, and our motivated and enthusiastic teams are all helping to deliver on our new agenda for change. They are clear of the strengths of the service and very clear of the challenges that they face in securing further improvements. The VSE process will help us to enhance and share our approaches to improvement through self evaluation, and we are confident that our new structure, combined with new ways of working will enable us to deliver against our challenging agenda.

Please contact us on the telephone number below if you want this document in Braille, large print or on an audio CD, or if you want the document translated into another language.

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Reyna Stewart 01224 523826



ABERDEEN  
CITY COUNCIL

***Aberdeen City Educational Psychology Service  
Education, Culture & Sport  
Standards & Quality Report 2009- 2011***

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## **1. INTRODUCTION**

The Educational Psychology Service (EPS) has produced the first Standards and Quality Report for the service, for the academic years 2009 / 2011. It brings together a number of key themes at a point in time when the service is establishing a new structure, refreshing the professional team and engaging in the transformational change running through Council and Education, Culture and Sport (ECS) Service, in particular.

Economic challenge resulting from the recession and professional challenge via the Her Majesty's Inspectorate for Education (HMIe) follow - through evaluation, have been drivers influencing the activities of team and service. The Authority's aspirations for the people of Aberdeen and the Aberdeen Learning Strategy: City of Learning, are embedded in the Educational Psychology Service delivery of key functions.

Capacity for improvement reflects the evidence informed practice of professional educational psychology and will continue to guide discussions with key stakeholders in developing the service skills, capacity and knowledge base.



## **2. VISION, VALUES AND AIMS**

### **VISION**

We are committed to working collaboratively with others to promote positive change and provide every child and young person with the opportunity to achieve. Our focus is on encouraging, empowering and supporting success and well-being for all. Operating within local authority and national policy contexts, the child/young person is always at the centre of practice.

### **VALUES**

*The shared values of our Service are:*

- Early intervention
- Collaborative working with all stakeholders
- Engagement / participation of parent and child/young person
- Inclusion
- Equality
- Diversity
- Integrity
- Respect



### **AIMS**

*We aim to:*

be an equitable and accessible service with transparent practice.  
contribute to the identification of, and advise on, children and young people's additional support needs.  
to enable all children and young people to achieve positive outcomes and reach their full potential, by working collaboratively with partner agencies, school staff, parents/carers and children/young people.  
support the wider aims of the local authority.

*We do this by:*

operating a Consultation model of service delivery.  
applying models and theories of psychology (e.g. social constructionism, ecological theory, systems theory, solution-oriented thinking).  
committing to evidence-informed practice and an ongoing process of monitoring effectiveness and self-evaluation.  
specifying, promoting and fulfilling all five professional roles (consultation, assessment, intervention, training and research) across the three related levels of child and family, school/establishment, Local Authority.  
capacity-building through sharing skills and good practice.  
partnership working.

### 3. KEY PROCESSES – IMPACT ON STAKEHOLDERS

#### 3.1 CONSULTATION AND ADVICE

##### **The overarching principles of Aberdeen City EPS consultation model of service delivery are:**

All aspects of service delivery (e.g. individual work, groupwork, training, research, project work) are collaboratively negotiated through the consultation framework.

An emphasis on providing indirect support for pupils where possible, through working closely with those most directly involved with the situation.

Collaborative work with teachers, parents and other professionals.

Focus on the school and classroom as the context for investigation, intervention and change.

*“Very happy with this way of working.... has allowed the Educational Psychologist (EP) to provide valuable support and advice to staff”.*  
(Head Teacher)



##### Full Consultation Meetings

Full Consultation meetings for new referrals:

2009-2010	2010-2011
477	349

##### Follow-up Consultation Meetings

Were introduced in Summer 2010 in order to evaluate strategies agreed at full consultation meetings and plan further interventions as appropriate.

Will take place between 6 weeks and 6 months after the full consultation meeting.

Contribute to the service's quality assurance processes.

2009-2010	2010-2011
-	174

Team Capacity at Individual Casework Level

Academic Session	New Cases
2008-2009	463
2009-2010	460
2010-2011	434

Academic Session	Active Files
2009-2010	2002
2010-2011	2139

The service has a record of 9,602 files of children and young people under the age of 25 with additional support needs. 2,139 files are currently active. 434 are new entries in the last academic year.

#### Children's Home pilot

A consultation model of service delivery was piloted with a Children's Home in Summer 2010, with a view to providing advice and support on systemic issues that interact with the education of looked after young people. An evaluation of this service will be completed by Summer 2011.

#### Project work

Throughout 2009-11, Educational Psychologists were involved in a number of projects which drew on the psychological theories underpinning the consultation model to improve teaching and learning in schools.

Examples include:

- Working on What Works Well (WOWW) project: Working with school staff to improve classroom behaviour and relationships using a structured solution-oriented framework in two primary schools. Publication under review.
- Solution Circles: Training workshops delivered to a range of schools across Aberdeen City during a Local Authority In-service day. The Solution Circles approach is a flexible problem-solving tool which can be used by school staff as a peer support mechanism to explore issues in a positive, solution-oriented way. Publication in press.
- Working in partnership with the Positive Behaviour Team to deliver training to all schools across Aberdeen City on Solution-Oriented practices.
- Training to one of the City's Children's Homes on Solution-Oriented practice.

### **3.2 ASSESSMENT**

*“Things have moved forward for children who have been awaiting EP involvement....staff are getting advice on what’s possible for children and doing this within the resources available to them”.*

(Head Teacher)

Educational Psychology assessment in Aberdeen City is based upon the national guidelines (2005) developed by the Association of Scottish Principal Educational Psychologists (ASPEP), the British Psychological Society, Scottish Division of Educational Psychology (BPS, SDEP) and the University training programmes at Dundee and Strathclyde. The guidelines specify that the purpose of assessment is to gain an understanding of a child’s cognitive, emotional and social needs to inform intervention. This involves gathering information over time and from a variety of sources in collaboration with parents, carers, teachers, and children or young people.

Examples of assessment tools currently used by Aberdeen City EPS include:

- Consultation meetings with those who know the child or young person well
- Dynamic Assessments
- Solution Oriented interviews
- Person Centred Planning
- Video analysis
- Motivational interviews
- Work samples
- Checklists
- Standardised assessments
- Questionnaires



The Educational Psychology Service recognises the importance of consistent good practice across the team in order to ensure equity of opportunity for children and young people in Aberdeen City. With this in mind, the following steps have been taken to develop and disseminate good practice:

All Educational Psychologists have been trained, or are in the process of being trained, in Dynamic Assessment.

All Educational Psychologists have been trained in Solution-Oriented practice.

The Educational Psychology Service is leading a multi-agency working group responsible for developing authority-wide guidelines in Dyslexia assessment and intervention.

Team development time has been used to share good practice in assessment across the service.

### 3.3 INTERVENTION

Intervention:

is a core role for all educational psychologists.  
is dependent on a needs analysis carried out as part of the assessment process.  
can be at an individual, school and/or authority level.  
can include direct input or be through consultation with other key stakeholders.



*“There were many positive examples of where the service had continued to improve outcomes for children and young people at individual, school and authority levels. For example, the training of teachers in Solution Oriented Approaches (SOA), and Cognitive Behavioural Approaches (CBA), both designed to help support vulnerable children and young people”.*  
(HMIE follow-through evaluation 2010)

Key intervention approaches which have been utilised by the EPS to support vulnerable learners include:

#### Attachment-based interventions:

EPS staff have been involved in supporting schools to recognise the needs of children with difficult home backgrounds and ways that they can best be supported. The EPS recognises the importance of attachment for children and young people’s social and cognitive development. Work in this area includes:

Nurture groups: The EPS has been involved in supporting six pilot schools to develop nurture groups. EPS staff have contributed to the evaluation of the nurture group pilot, results showing the intervention to be successful in supporting vulnerable children.

Children’s Home: The EPS has provided a consultation service to one of the Children’s Homes to support them to develop systems and practice best suited to the needs of the young people. This is currently being evaluated. An Educational Environmental Checklist for use in Children’s Homes has also been developed by one of the trainees with the EPS.  
Fostering & Adoption panel: Two EPs currently contribute to the fostering and adoption panel. The impact has been positively evaluated by the panel.

Children’s Specialist Services Forum: In addition to senior management team on the panel, EPs regularly contribute to applications and attend panel meeting discussions to decide on the most appropriate interventions for children who are LAC and at risk.

‘We Can and Must Do Better’: the EPS has been involved in joint training to education staff.

### Solution Oriented Approaches (SOA):

The EPS recognise SOA as a very valuable way to support vulnerable learners to engage in learning and develop positive relationships. The EPS has taken a lead role in supporting the development of the approach across the education authority and working with the Authority Policy Officer for Inclusion. Examples of work in this area include:

Delivering training to education staff in conjunction with Scottish Government Positive Behaviour Team. Phase 1 involved a one day training input to 90 education staff November 2009, followed-up by another day session May 2010. The phase 2 session occurred in February 2011 to start initial training for 50 more education staff. Evaluations have been positive.

*"I can see the ideas today being extremely beneficial to our children and their needs, it gives great hope for a more positive future for all staff and pupils".*

(Primary Teacher)

EPS staff have also been part of development groups to extend the scope of SOA and develop a toolkit to support staff in this area. A set of guidelines will also be available August 2011.

EPS staff have supported schools to utilise WOWW (Working on What Works) to improve classroom behaviour and relationships. This was shared as an example of good practice on the In-service day May 2010.

### Cognitive Behavioural Approaches (CBA):

The link between thoughts-feelings-behaviour is recognised by the EPS and an interest group was formed within the Service to look at research and practice in this area. This led to:

An article being published in the Professional Development Programme for EPs on how services can utilise CBA.  
EPs embedding principles of CBA across their work.

Joint training with clinical psychology colleagues to extend resources and awareness of CBA.

One EP delivered training on the use of self-help booklets to a secondary school and piloted their use.

Many EPs shared practice on CBA within their schools.

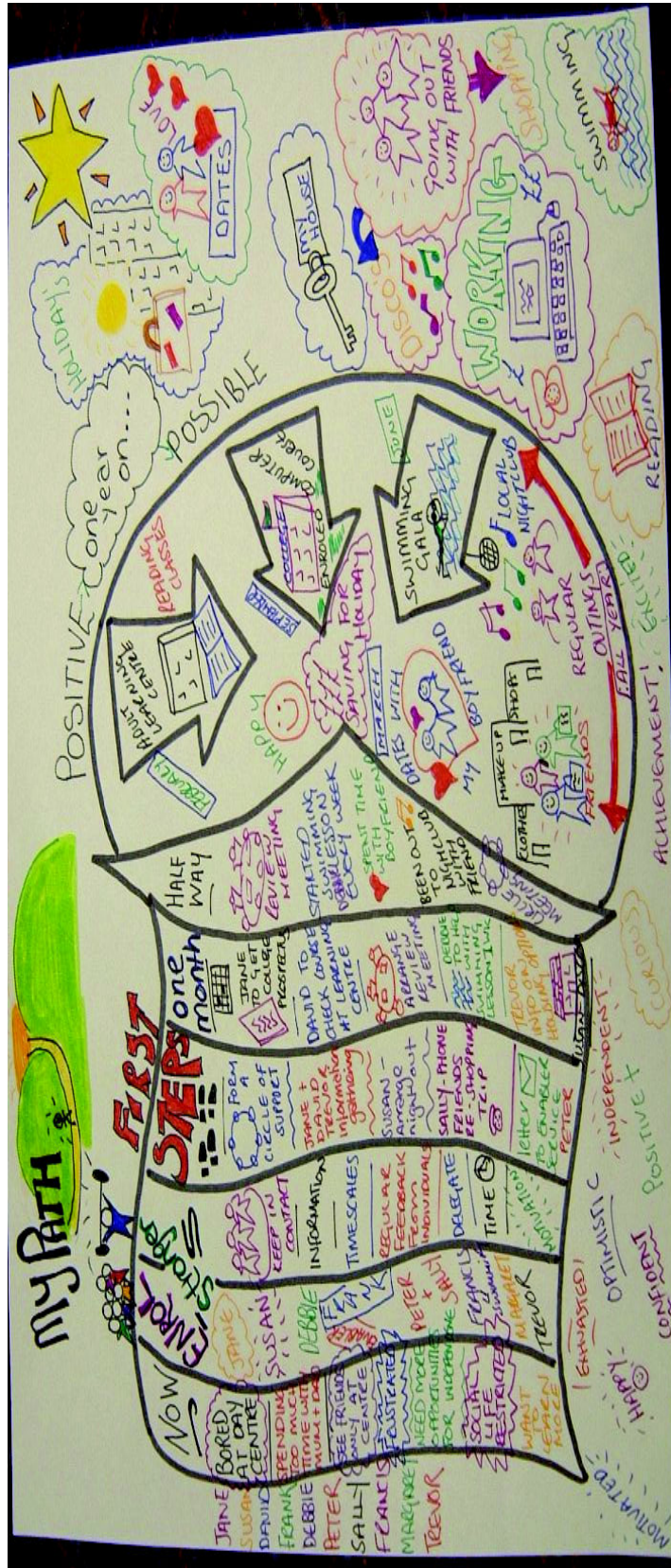
### Person Centred Planning (PCP)

PCP has been utilised by the EPS for several years as a way of engaging children and young people in decisions which effect them and allowing their voice to be heard:

The EPS are all familiar with the PCP approach and have utilised this to support pupils to have their say in meetings. The EPS supported the introduction of PCP approaches to meetings in Cordyce School and evaluated the impact which was positive.

The PCP reporting format is a child-friendly accessible medium which was recognised as an area of good practice by the EPS by HMle (2010).

Listen, think, communicate' programme nestled within a person-centred approach was delivered in 2 Primary Schools by trainees with the service.



Examples of Other Interventions:

EPS as part of a wider working group with health produced Selective Mutism practice guidelines.

Supporting literacy: The EPS took a lead in developing Dyslexia guidelines. A paired reading project in a primary school, supported and evaluated by the EPS, led to gains in reading fluency and comprehension across the school.

Group work: A P7- S1 transition group for vulnerable learners was delivered jointly with a transition teacher from a secondary school and was evaluated positively.

### 3.4 DELIVERY OF PROFESSIONAL DEVELOPMENT AND TRAINING

All Educational Psychologists within the team have been involved in making an active contribution to Continuing Professional Development (CPD) and strategic development work within the Authority, and the service has established links with the Authority CPD co-ordinators.

Training has been provided at a wide range of levels:

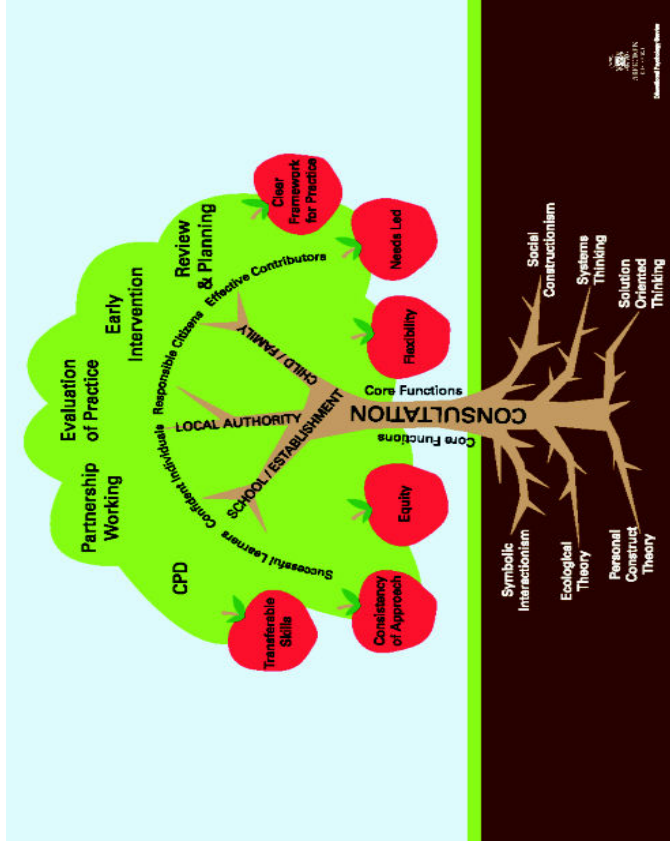
- National
- Local Authority
- Associated Schools' Group (ASG) / Schools
- In partnership with other agencies.

The main areas of impact, at Authority level, have involved the EPS: taking a lead in the roll-out of Solution Oriented Approaches (SOA).

- delivering the 'We Can and Must Do Better' Looked After Children (LAC) training materials.
- contributing to nurture group training.
- Getting It Right for Every Child (GIRFEC) implementation training.
- taking a shared lead in the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009).

Training for schools and ASGs has included the following themes:

- Follow up and embedding of SOA in schools.
- Mediated learning, dynamic assessment and Bright Start.
- Attachment and trauma/nurture groups.
- Working on what works (WOWW) project.
- Positive behaviour management/behaviour policy.
- Support for Learning – literacy and numeracy.
- Promoting emotional well-being/resilience.
- The role of the Educational Psychologist.
- Introduction to autism/understanding and supporting children with Autistic Spectrum Disorder (ASD).
- Playground projects.
- Paired writing/cued spelling.      Dyslexia.
- Person centred planning      Video interaction guidance.



*“The service had made **very good progress** in contributing to professional development and training within the authority”.*  
(HMLE follow up December 2010 report)



Training Delivered	Number of Training Sessions 2009-10	Number of Training Sessions 2010-11
Provided to schools (primary /secondary/ special sectors) and to the Pupil Support Service	51	29
Provided jointly with colleagues from Health, Community Learning, Autism Outreach, Social Work and LAC teacher, and Aberdeenshire EPS	8	16

Training with other agencies has included:

- Mental Health & Well-Being for schools, along with Primary Mental Health Team.
- Curriculum for Excellence (CfE) Building the Curriculum 4, along with Community Learning & Development and Aberdeen College.
- Autistic Spectrum Disorders (ASD), along with Autism Outreach Service.
- We Can and Must Do Better, along with LAC Teacher.
- Motivating Reluctant Leavers, at Aberdeen College, along with Aberdeenshire EPS.
- PATH, with Raeden Nursery School.
- SOA, with Kingsfield Children's Home.

*“Thank you for your informative session. Your personal teaching style kept them alive and on their toes”.*

(Social Worker)

National contributions:

- Annual Educational Psychology Conference October 2009 (joint work with Speech & Language Therapy).
- Local Authorities Research + Intelligence Association (LARIA) Conference, October 2009 (Bright Start).
- Working on What Works (WOWW) project presented at Annual Educational Psychology Conference October 2010.

In terms of the impact of this training, collated evaluations/views of delegates specifically revealed a very positive response to training sessions on:

- Role of EP (for probationer teachers, social workers in training and for Additional Support Needs (ASN) network group)
- ASD
- Introduction to SOA
- Mediated learning and dynamic assessment

*“Useful advice and strategies to help with behaviour in the classroom”.*  
(Teacher)

*“Helping me to think about how I interact with children e.g. the questions I ask”.*  
(Teacher)

### 3.5 RESEARCH AND STRATEGIC DEVELOPMENT

Educational Psychologists have been involved in extending the Educational Psychology Service role in research and strategic development within the Authority. Contributions to Authority policy development areas include:

- Dyslexia Guidelines
- Co-ordinated Support Plans
- Individual Education Plans
- Solution Oriented Approach
- Review of Inclusion
- 16+ Learning Choices



The Educational Psychology Service has participated in:

- Curriculum for Excellence Core Group
- Curriculum for Excellence working groups (Literacy/Numeracy/Skills)
- also supporting development of the key area of Health & Well-Being

The Educational Psychology Service has played a part in Authority strategic and operational groups including:

- Research Network (including Universities and 3<sup>rd</sup> sector partners)
- Learning Team
- Communities Culture and Sport Team
- Children's Specialist Services Forum
- Admissions to ASN Base and Specialist Provisions
- Pre-school ASN review



The Educational Psychology Service Research Development Group has produced a:  
Research Booklet of projects 2008-2010 across all school sectors and at Authority level.  
Research Strategy.

The Educational Psychology Service is involved in a number of research projects:  
STRIVE test programme for looked after children and young people.  
Impact of video feedback on pupils' group problem solving skills.

*"The service had made **very good progress** in contributing to the research and strategic development within the authority".*

(HMIE follow up December 2010 report)

#### **4. POST SCHOOL PSYCHOLOGICAL SERVICES (PSPS)**

Aberdeen City Educational Psychology Service:

Commenced PSPS working in 2008, scoping and meeting with relevant stakeholders. 2009-2011 embedding PSPS partnerships and strategies.

Four levels of engagement in PSPS have been established, to mainstream service delivery:

- 1) Base level of EP working activity, with all EPs contributing to 16+ Learning Choices and post-school transition planning, under the ASL Act 2004 as amended (2009).
- 2) Sharing resources and skills with partners.
- 3) Developing key contact points.
- 4) Strategic embeddedness of PSPS within the Authority and with post-school partners.

Participation in authority level working groups includes:

- More Choices More Chances (MCMC) Strategy Group
- Successful Transitions to Adulthood Outcome Group
- Activity Agreements Steering Group
- 16+ Learning Choices Implementation Group
- Fairer Scotland Fund allocation
- 16+ Learning Choices local network
- Transition Pathways (transition planning with SW Children with Disabilities Team and SW Adult Services)
- Partnership Matters Group (with Aberdeen College)
- Curriculum for Excellence Core Group and Skills Group (partnership working in the CfE Senior Phase)

PSPS networks regional and national:

- North and East of Scotland Network
- National PSPS Network, with presentation about our local model of PSPS service delivery

A training and development portfolio has been produced by Aberdeen City EPS, Aberdeenshire EPS and Aberdeen College: CPD has been provided for College staff in motivating reluctant leavers, including follow-up Support provided in establishing the Bridge the Gap course for Looked After Children & Young People Further developments in training for Training Providers (Get Ready for Work) and for Skills Development Scotland

The Educational Psychology Service has carried out a telephone survey, interviewing carers of special school leavers 2009.



*“The Educational Psychology Service has a seat at the tables, helping bring the tables together”.*  
(Scottish Government Strategic Officer)

## **5. PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PSYCHOLOGY STAFF**

In order to support our key stakeholders well and provide a quality service, planning and development of the skills of the EPS staff team is vitally important.

### **Support and supervision**

Support and supervision is provided in a number of ways to develop skills and quality assure the service:

- Peer group supervision

- One-to-one supervision with line manager

- Annual staff review and development sessions, which links into Continuing Professional Development Planning for the EPS

Clear roles and responsibilities have been developed for all grades of staff which HMIE(2010) recognised had contributed to better leadership across the Service.

### **Training and development**

Staff development sessions are aimed at developing the skills of EPs to support schools taking account of:  
the needs identified by schools through their Planning and Review meetings

- Service Review and planning authority and national priorities

For staff development, the EPS utilises the skills of:  
it's own team  
other council staff and Scottish Government  
related agency staff  
external training providers

Examples of development sessions for all EPs and some specific CPD for individual EPs include:

- Cognitive Behavioural Therapy/ Approach (CBA) training delivered by clinical psychology

- Dynamic assessment

- Speech and Language Therapy: A joint presentation on this work was delivered at the Annual Conference for EPs 2009

- A member of staff has been trained and provided an overview of the Autism Diagnostic Observation Schedule (ADOS)

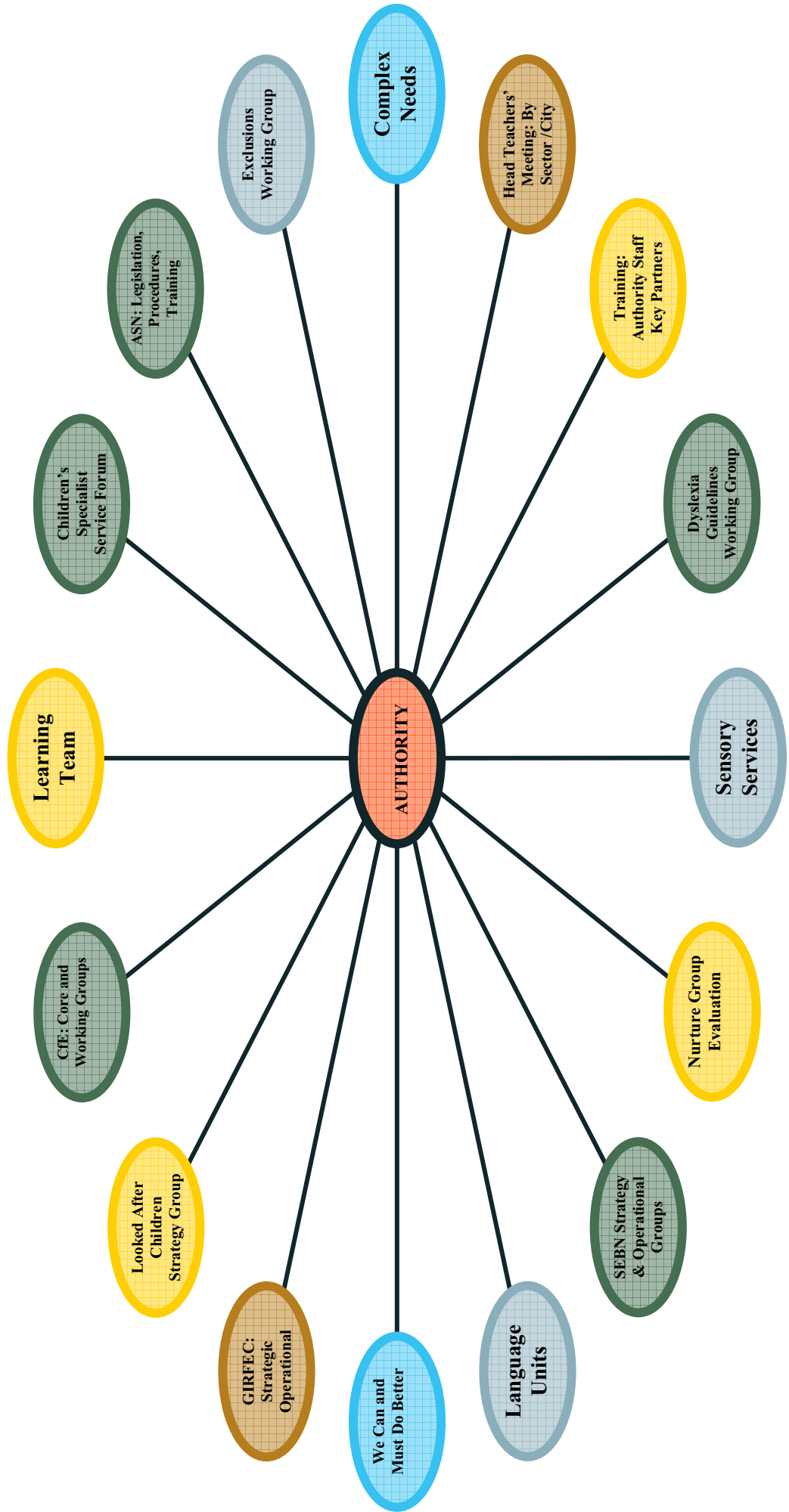
- Critical Skills: An overview and example of practice was provided by an Acting Quality Improvement Officer

- Four EPS staff undertook formal training from the Nurture Group Network along with education staff in 2009 and 2011

- Three members of staff have undertaken specialist training on attachment

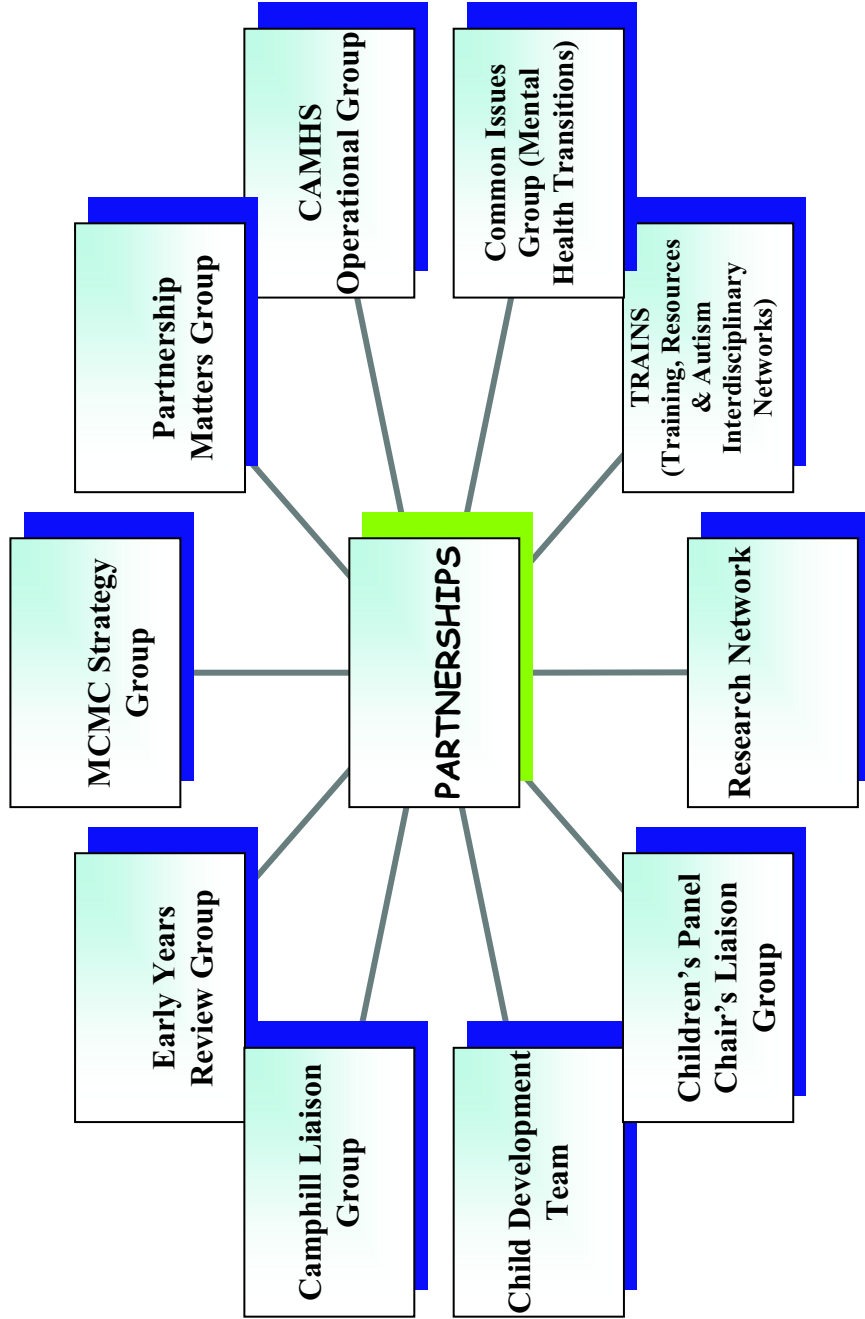
## 6. CONTRIBUTION TO AUTHORITY/ STRATEGIC WORKING GROUPS

The service provides a valued contribution to partnership working within the council and across a number of statutory and third sector partners. Consultation with internal and external stakeholders is a development theme which has been identified. Active engagement, professional advice, training and evidence informed practice have generated positive partnerships, adding capital to the authority's key priority areas, highlighted in the Single Outcome Agreement.



## 7. Contribution to Partnership Working

Assisting the authority to build capacity in partnership working relationships, the service has played significant roles in key groups.

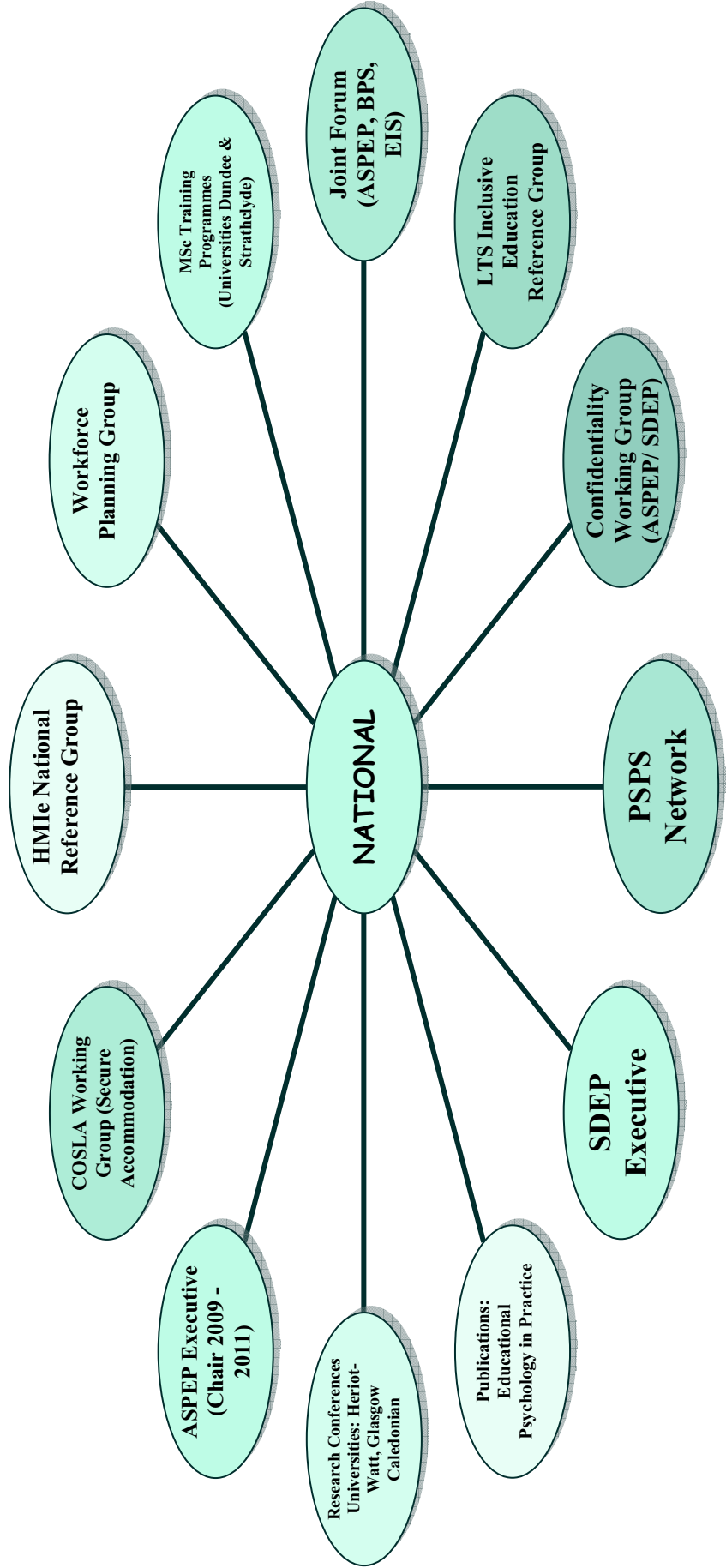


## 8. CONTRIBUTION TO NATIONAL DEVELOPMENTS

In the context of City and Region the service has been a major contributor to the \*North and East: Principals' Network, PSPS Network and the North Social Work Training Network. This has allowed exchange of training, practice and local boundary issues, supporting learners and their families to make smooth transitions across authority areas.

At national level, the authority's presence has been well represented and regional contextual factors have been able to be tabled with Scottish Government, Association of Directors of Education Scotland (ADES), Convention of Scottish Local Authorities (COSLA), Health, professional bodies and agencies associated with Education and Psychology.

(\* Aberdeen City, Aberdeenshire, Moray, Orkney, Shetland, Highland [- Western Isles by correspondence])



## **9. HMIe FOLLOW THROUGH EVALUATION SEPTEMBER 2010**

The service had continued to improve its practice in consultation and advice, assessment, intervention, training, and research and strategic development. Staff had planned an appropriate focus on the two main areas of improvement, training and research.

### **Training and Research**

The service had made very good progress in contributing to professional development, training and to research and strategic development within the authority.

A growing portfolio of training to other stakeholders such as the College sector, Health service and other staff within the Council was developing.

There was a clear plan for extending the role of the EPS in research and development.

High quality reports of research undertaken by the service had also been produced.

The research strategy should now be developed more strategically to inform a wider audience.

### **Partnership and Service Delivery**

The service had made good progress in improving partnerships with schools. All schools now had Service Level Agreements and Review and Planning format: this set out the activity which the EPS provided to school over the year.

All staff are now more involved in service planning and evaluation of service delivery.

They were clear about their role and responsibility in relation to continuous improvement.

The service and Education Authority still needed to work together to embed the service more effectively within the Education Authority to ensure that it added value to the Council's improvement agenda.

### **Stakeholder Engagement**

Important improvements in stakeholder engagement in continuous improvement had been made.

The service is now planning to seek young peoples', parents'/ carers' views and those of external stakeholders.

Stakeholder views will be sought at an early stage in the service's development of planning, processes and engagement strategies.



## **10. CAPACITY FOR IMPROVEMENT**

The new Corporate Management Team, established over the last two years, has focused on City wide services, delivering an agenda of achieving best value and deliverable outcomes. Account has been taken of national and local priorities through service planning in collaboration with stakeholders. Budgeting constraints are universal to all services. The authority has streamlined services, identified roles and is improving communication channels. Engagement in the change process and innovative ways of working have been encouraged.

Since the original statement of September 2006, a number of service aspirations have been achieved in Educational Psychology.

Resources Management Committee of November 2006 approved the service re-structuring and was endorsed by Education and Leisure Committee in February 2007. Management posts were able to be advertised in November 2007, with post holders in place by January 2008.

This change allowed the service to address leadership, supervisory and capacity issues to fulfil statutory duties. Distributive leadership has been more effective as the team has grown and stabilised over time. The service is mindful of the risk to continuity of service delivery to schools by named staff, and therefore, keep directorate and senior authority managers appraised of workforce planning.

Challenges have been created by the current economic climate, but the service welcomes the opportunities to assist in strategic planning with the authority to identify effective learning opportunities in appropriate environments for children and young people.

Delivery of integrated services through partnership working, in the context of GIRFEC, is central to service aims. Partner engagement in planning, assessment and interventions remain high on the list of priorities.

In divesting the service of the role of gatekeeper to resources through admission processes, better value has been attained for the authority and better outcomes achieved for children, young people and parents. Time for psychology, reflected in the Review of Educational Psychology Services in Scotland, endorses the principles of the role changes. Implementation of the time allocation model evidences the best value outcomes, with respect to meeting the range of expectations, stakeholders associate with the service, regarding the 5 core functions.

Bespoke consultation and planning addressed through tools such as person centred planning and solution oriented approach, have led to stakeholders feeling more engaged and better listened to, by the service.

Capacity building over a realistic timeframe of 3-5 years within Council services and in association with external partners, remains both a target and a challenge in fully consulting all stakeholders. Consultation opportunities exist through a number of fora for children, young people and parents within the City's corporate structures to express their views. The service will be able to capture stakeholder views efficiently through and in association with these mechanisms via collaborative consultation.

A proposed research observatory in association with the universities (Aberdeen and Robert Gordon's) and the local authority, provides an opportunity for the service, to add value to this research pool.

Service capacity has significantly improved with respect to management structure and size of establishment. This has resulted in overall, much improved planning. Staff support and consistency of service delivery to key stakeholders. Being embedded in the authority's strategic and operational planning has been progressively achieved over time. Distributive leadership has been and is possible as the team has refreshed and staff have become established in the team and wider authority structures. Training and research capacity have similarly benefitted from the workforce planning and greater retention of staff in the team. Overall, the direction of travel has been affirmed and supported by directorate and service managers within the authority.

## **11. STAKEHOLDER FEEDBACK**

*“A lot of positive outcomes with individual cases have been achieved”.*

(Head Teacher)

### **Head Teacher Focus Group**

Primary, secondary and special school Head Teachers took part in a focus group in Summer 2009. The following feedback was given on the consultation and advice offered by the Educational Psychology Service:

Consultation in relation to the nature of the service offered by Educational Psychology is valued.

Stakeholders value the range of interventions which can be implemented following EP consultation (e.g. strategies, direct work, group work, partnership working, access to specialist resources).

Consultation with EPs around the ASL Act and Co-ordinated Support Plans (CSPs) was felt to be an important support for schools.

Stakeholders recognised the value of EP consultation and advice taking place at both the level of the individual child and at the strategic planning level within the local authority.

### **School Review & Planning Meetings**

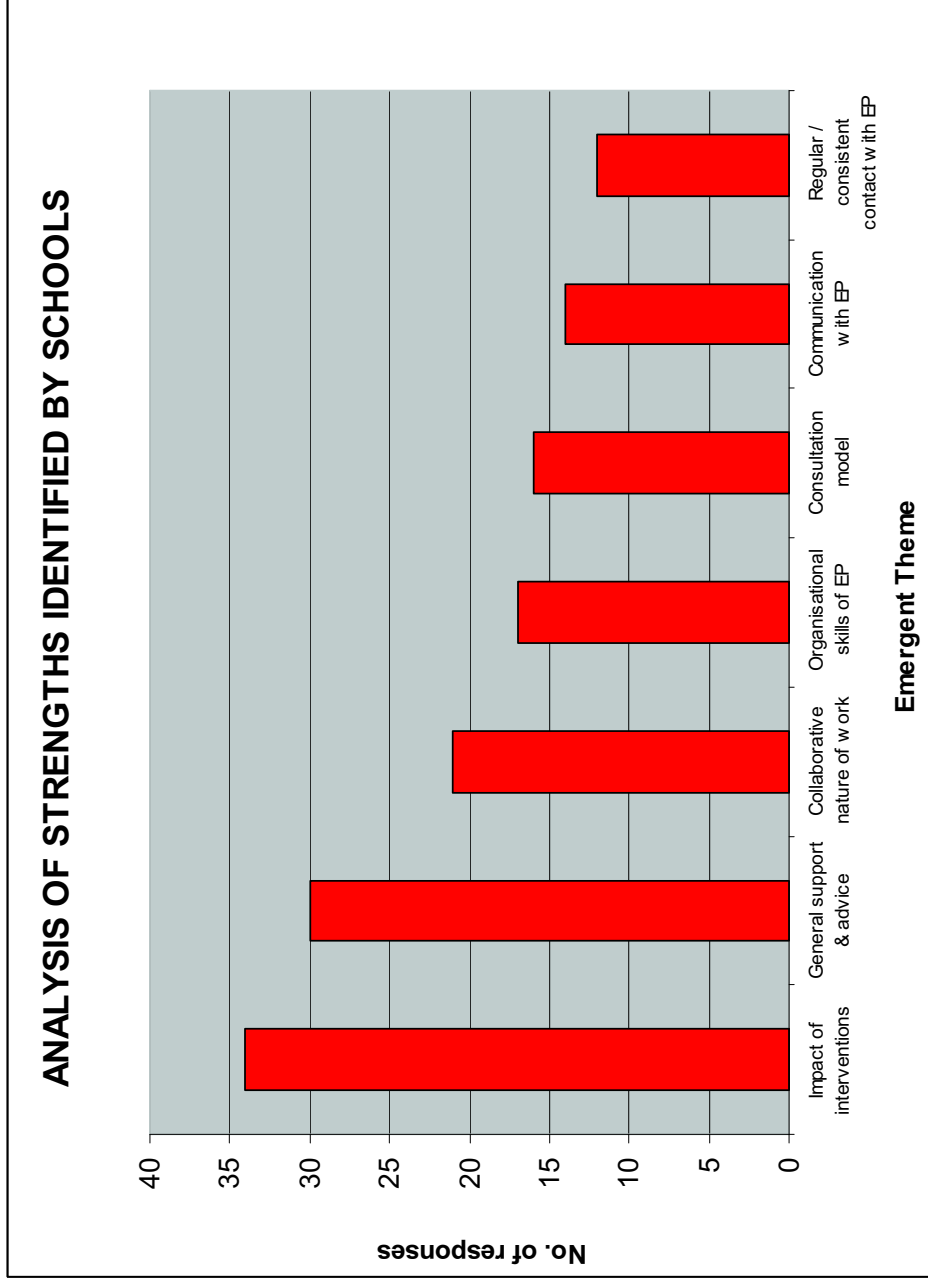
In May 2010, all schools were invited to discuss their work with the Educational Psychology Service over the course of the year. 43 out of 67 took part.

#### **Consultation model:**

On a scale of 1-10 (1 = lots of room for improvement; 10 = working really well), the average rating given was 8.11. This average rating was an improvement of 1 point from the previous academic year.

**Strengths of Educational Psychology Service:**

An analysis of the strengths identified by school staff during the review and planning meetings revealed a number of emergent themes, which are depicted in the graph below.



**Systemic work:**

A high number of schools gave examples of systemic work that had been delivered by their Educational Psychologist.

Examples included:

- Training to Teachers and Probationer Teachers
- Training to Pupil Support Assistants
- Group work with pupils
- Whole class projects
- Support with ASL legislation
- Support with tribunal and dispute resolution preparation

The ratio of casework to systemic working taking place varied across schools, but the general view expressed was that **EP time was used effectively regardless of the range of work taking place in an establishment.**

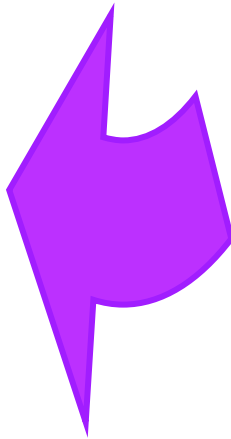
## 12. SELF-EVALUATION CYCLE

### Summer

**June**  
 Collation of information gathered through Review & Planning process  
 Collation of Staff Review & Development information  
 Review of structure and content of staff development slots by team  
 Review of Service handbook

**July**

Revise Time Allocation model  
 Update Service Improvement Plan



### Autumn

**August**

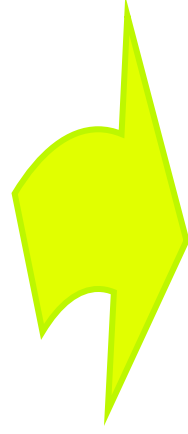
Planning meetings with schools- Service Level Agreement & review actions from June Review & Planning meeting  
 Feedback Staff Review & Development outcomes to team- map these onto development plan, development slots and working groups as appropriate

**September**

Review of SLA/ School Review & Planning processes by team

**October**

Review Staff Review & Development process by team



### Winter

**November**

**December**

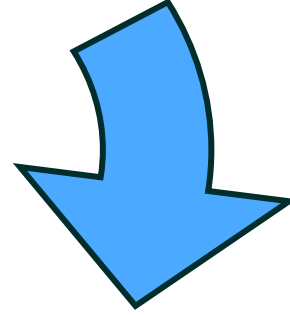
**January**

Begin process of eliciting feedback from a stakeholder group using a range of approaches (young people, parents, schools & other agencies in rotation)

**February**

**March**

Review of Time Allocation model by the team  
 Review supervision arrangements



### Spring

**April**

Random sample of casefiles reviewed by Service Management Team  
 Review & Planning meeting with schools

**May**

Staff Review & Development with team  
 Self-evaluation using PIs with team

**Continuous**  
 Evaluation of training, research & project work  
 Monitoring Service Improvement Plan  
 Policy development and review Service handbook  
 Evaluation of casework through follow-up consultations

## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture and Sport
DATE	15 <sup>th</sup> September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Policy Framework 2011-2016
REPORT NUMBER	ECS/11/053

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### 1. PURPOSE OF REPORT

The purpose of this report is to:

provide Elected Members with the Education, Culture and Sports Policy Framework 2011-2016

### 2. RECOMMENDATION(S)

The Committee are asked to:

Approve the ECS Policy Framework 2011-2016

Agree the priority areas for policy development as outlined in Appendix 1

Request regular updates on policy development, implementation and review using Covalent, our performance management tool

### 3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising directly from the report.

### 4. OTHER IMPLICATIONS

There are no direct implications arising from this report however, the purpose of policy development, review and evaluation is maintain compliance within new legislative frameworks and, ultimately, to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

## **5. BACKGROUND/MAIN ISSUES**

This report provides Elected Members with a framework for the development, review and implementation of policy for the Education, Culture and Sports Service.

The ECS Policy framework sets out our approach to the policy and strategy development process, provides a consistent and transparent method of formulating policy and strategy and outlines our priorities for policy and strategy development, in line with the Service Improvement Plan 2011-2016

Having a clear and transparent policy framework will help the ECS Service answer three key questions:

How are we doing? - to find out where we have got to through our shared vision

How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes

What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact

The report sets out a four stage cycle of policy development:

1. Information gathering
2. policy formation
3. implementation
4. monitoring and review

Attached at Appendix 1 is the ECS policy review programme for 2011-2016 which sets out key areas for policy redesign, development, implementation, monitoring and review. The priorities are clearly aligned to the ECS Service Improvement Plan and reflect the transformation options in the Corporate Business plan.

The August report consists of 1 appendix as outlined below:

Appendix 1: Education Culture and Sports Policy Framework 2011-2016

## **6. IMPACT**

### **Legal**

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments. Our Policy framework ensures compliance with new legislation.

### **Resources**

No additional resources are required to undertake policy development, review and implementation which is a core responsibility of managers.

### **Other**

There are no property, equipment or Health and Safety implications arising directly from this report.





## 7. BACKGROUND PAPERS

Appendix 1: Education Culture and Sports Policy Framework 2011-2016


## 8. REPORT AUTHOR DETAILS


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Education, Culture & Sport

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Education, Culture and Sport

 01224 522341

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**Education, Culture and Sport  
Policy Framework 2011-2016**

**August 2011**



**ABERDEEN**  
**CITY COUNCIL**  
A City of Learning

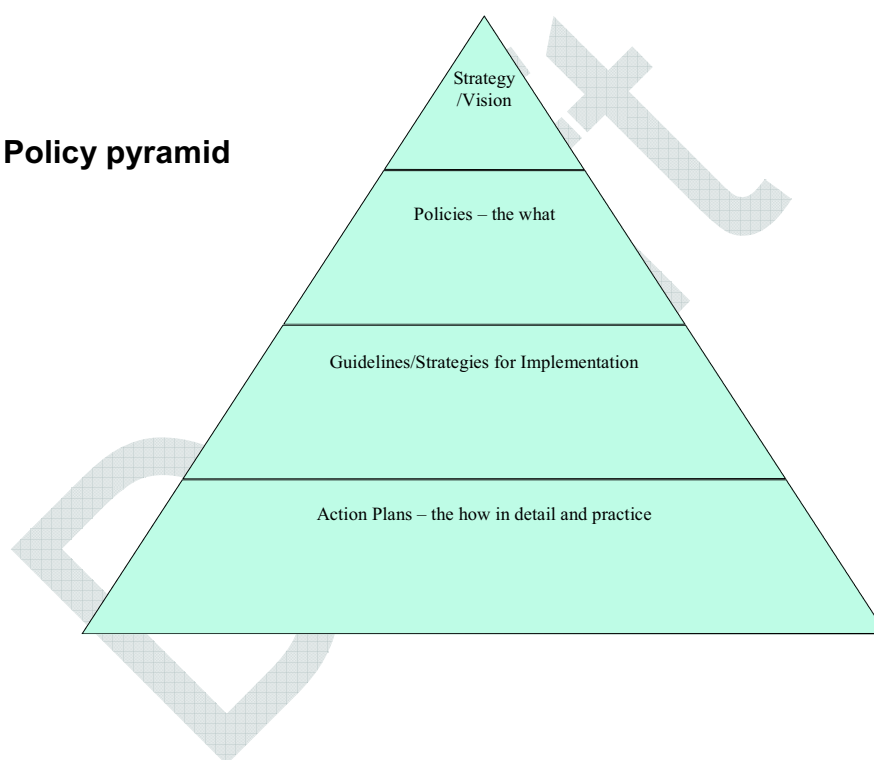
# Education, Culture and Sport Policy and Strategy Framework

## Introduction

Elected Members of Aberdeen City Council are responsible for setting the policy and resources framework within which we as a Directorate operate. The purpose of this paper is to:

- set out our approach to the policy and strategy development process within that framework
- provide a consistent and transparent method of formulating policy & strategy and
- outlines our priorities for policy and strategy development, in line with the Service Improvement Plan 2011-2016

**Figure 1: Policy pyramid**



## 2 DEFINITIONS & KEY FEATURES

### Definitions

#### **Strategy/vision**

A short, simple high-level statement of our long-term desired future state e.g *Aberdeen, City of Learning*

#### **Policies**

Written statements that set out what we intend to do to achieve our vision and achieve our strategic priorities.

#### **Guidelines/Strategies for implementation**

Description of how we will achieve each policy objective.

#### **Action Plans**

Detailed statements setting out timescales and indicating who is responsible for achieving each action point.

### **Aberdeen City Council and Education, Culture and Sport Directorate**

As a Directorate, we work within the overall policy framework of Aberdeen City Council. In many instances we will be governed by corporate policy while for other aspects we will develop and adopt policies more appropriate to our work.

#### **Policy development within ECS**

Our work supports the delivery of the single outcome agreement, the five year business plan, and the service improvement plan particularly in relation to the following 10 priorities:

1. Curriculum for Excellence
2. Fit for Purpose Schools/Learning Centres
3. Learning for the wider community
4. Technology
5. Health and Wellbeing
6. Engagement in arts, culture and heritage
7. Helping those with different needs
8. Better Performing/Value for Money
9. Skilled and Trained Staff
10. Working Together

## The role of policy, strategy and guidance

Policy is a statement of intent.

Strategy and guidance are informed by policy and effectively form a tool box of measures which help achieve policy goals.

In developing strategy and guidance our aim is to develop parameters to ensure that our policies are being realised and are leading to positive outcomes.

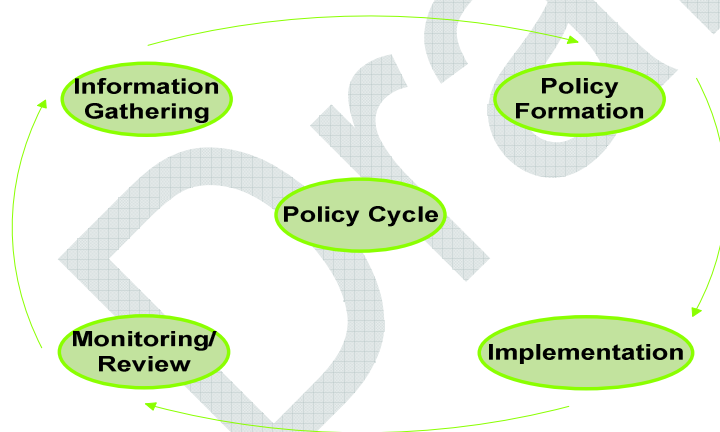
Policies, strategies and guidance should:

- set a deliberate course of action to guide decisions and achieve outcomes<sup>1</sup>
- look ahead and contribute to long-term goals;
- take account of influencing factors;
- work across all areas of the Education, Culture and Sports service;
- be fair and take account of the interests of everyone;
- include criteria for success;
- be designed to stand the test of time and work practically from the start; and
- be regularly monitored and reviewed.

## Policy and Strategy development stages

In order to ensure that all of our work leads to targeted action and improvement, we will develop policies in the following continuous, systematic process:

**Figure 2: the policy cycle**



### Stage 1: Information Gathering

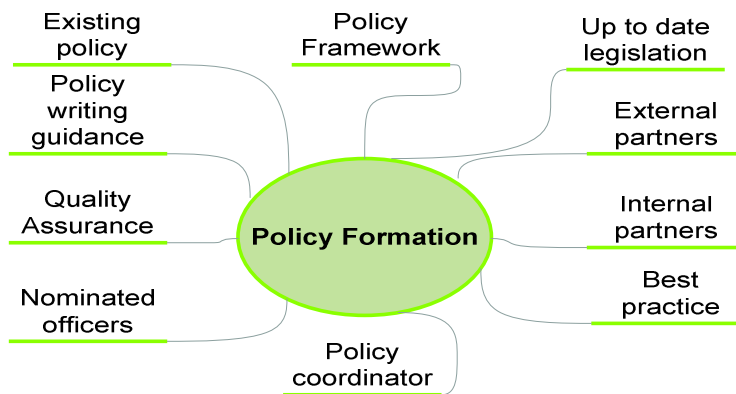
- identify requirement for a policy e.g new legislation;
- consult with Senior Management Team (SMT)
- consult with colleagues, external partners and stakeholders to develop draft policy

### Stage 2: Policy formation

- prepare draft policy and, if appropriate, strategy for initial period of validity of policy;
- consult with the Corporate Management Team (CMT) on draft policy and strategy, review comments and update draft as appropriate
- obtain final approval by SMT;
- obtain approval by the Education, Culture and Sport Committee and Corporate Policy and Performance Committee, where appropriate;

<sup>1</sup> Overseas Development Institute: Enriching Policy with Research 2010

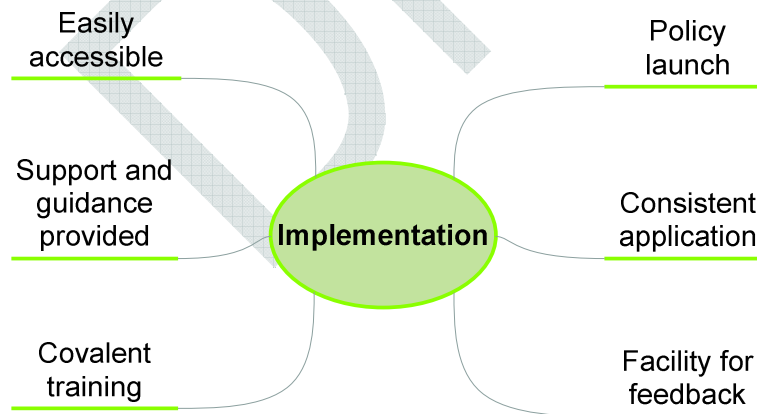
**Figure 3: Policy Formation**



**Stage 3: Policy implementation**

implement policy and strategy by creating Action Plans and embedding action plans within the Service Improvement Plan; publish policy on intranet and other appropriate media (usually including Council website); and

**Figure 4: Policy implementation**



**Stage 4: Policy monitoring and review**

set out arrangements to review, monitor and update the policy, strategy and action plan

**Figure 5: Monitor & review**



### **Policy and Strategy endorsement**

Once a policy and strategy has been endorsed by the Education, Culture and Sport Committee, it will be annotated as follows:

*This policy/strategy came into effect on (insert date) after adoption by the Education, Culture and Sport Committee. It supersedes all previous versions.*

### **Policy format, content and layout**

All policy documents will meet the following criteria.

**Layout:** Policy papers should be developed using the standard layout and defined structure set out in Annex A.

**Length:** Documents should be concise (1-4 pages) while still being an accurate portrayal of the policy and containing all essential information. References can be included to indicate where further information can be found, e.g. in the form of an e-link to supporting briefing material.

**Clarity:** Documents should be clear. Sentences should be in line with Plain English requirements. Ambiguous terms or unnecessary technical words should not be used.

**Relevance:** The purpose of the policy should be stated at the beginning. Documents are more likely to be read if the reader can easily identify that the main points are likely to be of relevance to them.

All policies must include reference to completing an Equalities Impact Assessment

**Aberdeen City Council logo:** Documents should display the ACC logo at the top right hand corner of the cover page.

**Contact information:** Documents should contain contact information to enable feedback and an invitation to provide it.

**Version:** The date and version of the policy document should be clearly shown.

**Communication:** detail of how policy will be communicated.

## **Appendix A**

### **Education, Culture and Sport policy paper layout**

Policy documents should be developed using the following structure:

1. Introduction and purpose of policy
2. Conditions and policy principles- context for our operating environment
3. Roles and responsibilities
4. Other relevant or related policies or strategies
5. Policy implementation procedures including Equality Impact Assessment
6. Requirement for strategy to include criteria for success
7. Maintenance and quality assurance arrangements
8. Review arrangements for policy, including date of next formal review
9. Contact arrangements to enable feedback



Appendix B Policy Review Programme 2011-2016

Service Area	Redesign Schools & educational establishments	Colour code:
EE	Communities, Culture & Sport	
S	Implement & Monitor	
P	Evaluation developments, Policy and Performance	

**Priority 1 - Curriculum for Excellence**

**1.1 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential**

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S : Lesley Thomson		Development Plan for School and Community Sports		School and Community Sports Plan: implement & monitor	
S & EE: Val Steele	Assessment Strategy: Develop	Assessment Strategy: implement & monitor			
S & EE: Stuart Patterson	Early Years Service: redesign		Early Years Services: implement & monitor		Early Years Service: review
S & EE: Penny Morton	Literacy Strategy: develop	Literacy Strategy: implement & monitor			Literacy Strategy: review
S & EE: Derek Samson	ECS_E11 Virtual City Campus: redesign	ECS_E11 Virtual City Campus: implementation and monitoring			ECS_E11 Virtual City Campus: review
S & EE: David Leng		Numeracy Strategy: develop	Numeracy Strategy: implement & monitor		

**1.2 - Improve the outcomes for all our children and young people**

Service Area & Lead Officer	2011	2012	2013	2014
CC & S: Sheila Sansbury			MCMC Review	More Choices More Chances: implement & monitor

**Priority 2 - Fit for Purpose Schools, Learning Centres, Cultural and Sporting Facilities**

**2.1 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential**

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: David Wright	Asset Management Plan for ECS service areas (including leisure and cultural assets: Develop	Asset Management Plan for ECS service areas: implement & monitor			
EDPP: David Wright	School security policy: develop	School security policy implement & monitor			School security review
EDPP: Sarah Gear	Service Level Agreements: develop	Service Level Agreements: implement & monitor			
CC & S: Neil Bruce	Cultural Assets Strategy: develop	Cultural Assets Strategy: develop			Cultural Assets Strategy: implementation

**Priority 3 - Learning in the Wider Community**

**3.2 - Encourage people of all ages to play an active role in their learning in order to maximise their potential**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
CC & S: Lesley Thomson		Access to leisure policy: develop	Access to leisure policy: implement & monitor	Access to leisure policy: review	
CC & S: Gail Woodcock	ECS1_C1 Integrated Communities team: redesign	ECS1_C1 Integrated Communities team: implementation and associated policy development e.g adult learning, community capacity building and young people's learning opportunities			

**Priority 4 – Technology**

**4.1 - Encourage active and appropriate use of technology to widen learning opportunities**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
EDPP: David Wright	ECS Technology Strategy: develop	ECS Technology Strategy: implementation and monitoring			ECS Technology Strategy: review

**Priority 5 - Health and Wellbeing**

**5.1– Ensure the health and wellbeing of Directorate staff in the course of their work**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
EDPP: Lesley Kirk	Review Health and Safety Policy annually				

## 5.2 - Encourage people to make positive choices about their diets and lifestyles

Service Area & Lead Officer	2011	2012	2013	2014	2015
S&EE: Neil Hendry	Health and Wellbeing Strategy: develop	Health and Wellbeing Strategy: implement and monitor			H&WB Strategy: review
S&EE: Neil Hendry	Child and Adolescent Mental Health Strategy: contribute to Grampian development and implementation		CAMHS: monitor		CAMHS: review
S&EE: Neil Hendry		Outdoor learning Strategy: develop		Outdoor Learning Strategy: implement and monitor	

## 5.4 – Ensure access to opportunities to participate in cultural and sporting activities

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC & S: Lesley Thomson		Supplementary culture and sports policy on volunteering: develop – to support ACVO's work on the Aberdeen City Council corporate volunteering policy		Supplementary culture and sports policy on volunteering: implement & monitor	
CC & S: Neil Bruce	Arms length liaison and agreements policy: develop		ALLAAP: implement & monitor		
Service Area & Lead Officer	2011			2012	
CC & S: Lesley Thomson	Priority Sports Policy: develop			Priority Sports Policy: implement & monitor	
CC & S: Neil Bruce	Pitch Strategy: develop			Pitch Strategy: implement & monitor	
CC & S: Patricia Cassidy		Water Management Plan: redesign		Water Management Plan: implement & monitor	

CC & S: Neil Bruce		Events Strategy (Sport): develop	Events Strategy: implement & monitor
CC & S: Neil Bruce		Access to leisure policy: develop	Access to leisure policy: implement & monitor

**Priority 6 - Engagement in Arts, Culture and Heritage**

**6.1 – Raise the profile of culture and sport nationally and internationally**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
CC&S: Lesley Thomson		Policy framework for UK City of Culture (including international engagement policy): develop	Policy framework for UK City of Culture (including international engagement policy): implement & monitor	Policy framework for UK City of Culture (including international engagement policy): implement & monitor	Policy framework for UK City of Culture (including international engagement policy): implement & monitor
CC & S: Neil Bruce	Fit for the Future - Sports Strategy: implement & monitor			Fit for the Future: review	
CC&S: Lesley Thomson	Public Art Policy: develop		Public Art Policy: implement & monitor	Public Art Policy: review	
CC&S: Lesley Thomson	Cultural Priorities: develop			Cultural Priorities: implement & monitor	
CC&S: Neil Bruce		Events Strategy (Culture): develop		Events Strategy: implement & monitor	

### 6.3 – Raise the profile of culture and sport in the City

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>CC&amp;S: Neil Bruce</b>	Vibrant Aberdeen – Cultural Strategy: implement & monitor				
<b>CC&amp;S: Neil Bruce</b>	ECS1_C10 Root and branch review of commissioned arts and sports services: redesign				
	ECS1_C10 Root and branch review: implement & monitor				

### 6.4 – Recognise and celebrate the City’s heritage

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>CC&amp;S: Neil Bruce</b>	Heritage Policy: develop				
	Heritage Policy: implement and monitor				

### Priority 7 - Helping those with different needs

### 7.2 - Support vulnerable children and young people through an integrated children’s service with single points of access

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>S&amp;EE: Sohail Faruqi</b>	Inclusion/ASN/Pupil Support: redesign (includes ECS_E22, E24, E17a and E18a)	Inclusion/ASN/Pupil Support: implementation and monitoring including Raeden redesign and Cordyce redevelopment			
<b>CC&amp;S: Sheila Sansbury</b>	ECS1_C26 Redesign out of authority placements: monitor and review annually				
<b>S&amp;EE: Sohail Faruqi</b>		Positive behaviour Strategy: develop		Positive behaviour Strategy: implement and monitor	

S&EE: Sohail Faruqi			ASN Commissioning Strategy: develop	ASN Commissioning Strategy: implement and monitor
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**7.3 - Ensure our services and facilities are accessible to all**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
EDPP: David Wright		Disability Access Strategy: monitor			Disability Access Strategy: review
EDPP: Sarah Gear	Single Equality Scheme Action Plan for ECS: implement and monitor				
	Single Equality Scheme Action Plan for ECS: review				

**Priority 8 - Better Performing/Value for Money**

**8.1 - Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets**

<b>Service Area &amp; Lead Officer</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
EDPP: Lesley Kirk	ECS_19 Review of School Administration: redesign phase	ECS_19 Review of School Administration: implement & monitor			
S&EE: David Leng	ECS_E37 Review of Music Service: Implement & monitor				

### 8.3 - Demonstrate our commitment to continuous improvement

Service Area & Lead Officer	2011	2012	2013	2014	2015
ALL	Quality Improvement framework: redesign	QIF: implement & monitor			QIF: review
S&EE: Liz Gillies	School Improvement: redesign & implement	School Improvement: monitor		School Improvement: review	

### Priority 9 - Skilled and Trained Staff

#### 9.1 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

Service Area & Lead Officer	2011	2012	2013	2014	2015
EDPP: Jane Nicklen	Communications Strategy: develop	Communications Strategy: implement & monitor			Communications Strategy: review
EDPP : Andrew Jones	ECS CPD Strategy and programme: develop	ECS CPD Strategy: implement and monitor			ECS CPD Strategy: review
EDPP: Anne Darling/Andrew Jones	Leadership Development Strategy: develop	Leadership Development Strategy: implement and monitor			Leadership Development Strategy: review
EDPP: Charlie Penman	Service Workforce Strategy: develop	Service Workforce Strategy: implement and monitor			Service Workforce Strategy: review



**Priority 10 - Working Together**

**10.1 - Improve joint working between the Council and its stakeholders to provide an inclusive approach to service delivery for children, families and communities**

Service Area & Lead Officer	2011	2012	2013	2014	2015
CC&S: Sheila Sansbury		ECS1_C17 Educational Psychology: joint service delivery: redesign	ECS1_C17 Educational Psychology: joint service delivery: implement & monitor		
EDPP: Charlie Penman		ECS1_C25 Shared services: redesign	ECS1_C25 Shared services: implement & monitor		

**Appendix of Abbreviations**

ACVO	Aberdeen Council for Voluntary Organisations
ALLAAP	Arms Length Liaison and Agreements Policy
CAMHS	Child and Adolescent Mental Health
GIRFEC	Getting it Right For Every Child
IAF	Integrated Assessment Framework
MCMC	More Choices More Chances
QIF	Quality Improvement Framework
	Working with young people to support them in their transition into employment particularly via work experience opportunities

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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15<sup>th</sup> September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Sports Grants</b>
REPORT NUMBER	<b>ECS/11/048</b>

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### 1. PURPOSE OF REPORT

This report brings before the Committee applications for financial assistance from sports organisations and makes a recommendation for these applications.

### 2. RECOMMENDATION(S)

(i) That the Committee considers these applications and approves the following recommendations:

Aberdeen Secondary Schools Football Association	£1,500
Active Schools – Young Ambassadors	£720

### 3. FINANCIAL IMPLICATIONS

The sports grants budget for the 2011/12 financial year is £103,448. Assuming that the recommendation is approved there will be £61,105 remaining in this budget.

### 4. OTHER IMPLICATIONS

Local sports groups and organisations adopt a variety of methods to attract funding, however some groups would be unable to host an event or develop further without the financial assistance available from the City Council. Groups who do not meet the criteria will be assisted by officers to source alternative solutions.

## 5. BACKGROUND/MAIN ISSUES

The Financial Assistance budget for 2011/12 has been set by the Council at £103,448. Sports Grants application forms and guidelines are available on the Aberdeen City Council website. These documents are also available in hard copy upon request.

The grant criteria is directly linked to the five key objectives of “Fit for the Future”, the Sport and Physical Activity Strategy for Aberdeen (2009-2015). Applications are assessed against the criteria and recommendations made for Committee approval.

### 5.1 Aberdeen Secondary Schools Football Association

Aberdeen Secondary Schools Football Association (ASSFA) has an objective of providing organised football for pupils attending Secondary Schools within Aberdeen City. Membership of the association is open to all Secondary Schools in the City.

The purpose of this funding request is to enable the ASSFA to continue to organise competitions for all pupils who attend affiliated schools. Overall it is projected that over 1,000 pupils made up of both boys and girls would take part in the inter-school competitions ranging from Under 13 through to senior level. These tournaments are played after-school and on Saturday mornings with many volunteers including teachers responsible for organising and officiating. The grant requested would also allow teams from Aberdeen to continue to represent the City nationally at Girl’s Under 15 and Boy’s Under 15 and senior level.

Furthermore, this application has also indicated the funding would be used for payment to referees. Currently referees are in short supply and the Association is looking to use funds to consider paying referees as an incentive and also to cover referee training classes for senior pupils.

The ASSFA received Sports Grants of £1,500 in 2009 and 2010, and no evidence of development from previous applications has been received. This sentence is not clear, if grant conditions have not been met this needs to be overt.. As such, this recommendation is for the same amount as previous years. The association has indicated that this level of grant would be sufficient for this financial year and will allow them to continue to explore options for additional funding from other sources. A group which is looking specifically at external funding has been set up within the ASSFA and officers within the council will offer additional support as required. It is hoped that attracting external funding will, from the next financial year, increase the sustainability of their activity.

Officers will also work with the ASSFA to ensure their activity is continually aligned to the Scottish Football Association’s Youth Action Plan. This grant, should it be approved by committee, will be dependant on the ASSFA’s ability to follow this national action plan.

Funding Requested	Funding Recommended
£5,000	£1,500

## 5.2 Active Schools – Young Ambassadors Programme

The Young Ambassador programme is a volunteer led initiative which works with young people aged 14-19 and forms part of the Games Legacy for the city. Young volunteers are trained as ambassadors and develop skills which allow them to promote the importance of sport and physical activity amongst other young people in Aberdeen. They receive full training including at least one formal qualification in child protection, first-aid or leadership.

The role of ambassadors is embedded within schools and communities and involves increasing participation, promoting active and health lifestyles and spreading the word of the Olympic and Paralympic values. The young ambassadors are provided with continual support from the Sport Aberdeen Active Schools team who, along with guidance, help establish sporting sessions which are open to school pupils from throughout the city. These sessions provide a practical opportunity for the ambassadors to implement the skills they have acquired throughout the programme.

This funding request relates to providing the opportunity for the five young ambassadors in the city to attend the conference and training opportunities available as part of the programme. As this is a national programme many of the events are outside of Aberdeen and, should this grant recommendation be approved, the funding would be used towards the travel costs incurred as well as the training and equipment.

Funding Requested	Funding Recommended
£720	£720

## 6. IMPACT

The report relates to the Arts, Heritage and Sport strand of the Community Plan, specifically in relation to the Sports, Leisure and Recreation vision of developing Aberdeen as an “Active City”.

The report also links to Vibrant, Dynamic and Forward Looking through Culture, Arts and Sport:

- Increase participation in sport, provide support for athletes and reward excellence
- Recognise the contribution of Sport, Culture and Arts to promoting the area as a tourist destination
- Recognise the role of Sport and Arts in tackling anti-social behaviour

Furthermore the report relates closely to the objectives of “Fit for the Future, the sport and physical activity strategy for Aberdeen City (2009-2015)”. These objectives are:

- Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
- Provide a comprehensive and high quality range of sports facilities in Aberdeen.

- Maximise social, educational, health and economic benefits of sport and physical activity in Aberdeen.
- Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
- Raise the profile of sport in Aberdeen.

**7. BACKGROUND PAPERS**

**8. REPORT AUTHOR DETAILS**

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01224 522744

## Appendix 1

### Summary Table of Financial Assistance Sports Awards 2011/12

<b>Sports Organisation</b>	<b>Funding Awarded</b>	<b>Committee Approval</b>
Aberdeen Disability Sport	£600	Education, Culture & Sport 02/06/11
City of Aberdeen Gymnastics	£2,570	Education, Culture & Sport 02/06/11
North East of Scotland Lawn Tennis Association	£2,000	Education, Culture & Sport 02/06/11
Aberdeen Youth Rugby Association	£13,000	Education, Culture & Sport 02/06/11
Scottish Schools Competition (Gymnastics)	£1,250	Education, Culture & Sport 02/06/11
Aberdeen Sports Council	£7,000	Education, Culture & Sport 02/06/11
The Royal Caledonian Curling Club	£5,250	Education, Culture & Sport 02/06/11
Scottish Ballet	£8,453	Education, Culture & Sport 02/06/11
<b>Total Grant Funding Awarded to date</b>	<b>£40,123</b>	
<b>Grant Funding Remaining</b>	<b>£63,325</b>	

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## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture & Sport
DATE	15 September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Update on Implementation of Budget Decision - Reduce Communities Team
REPORT NUMBER:	ECS/11/062

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### 1. PURPOSE OF REPORT

This report provides a further update on the implementation of the decision to reduce the costs of the Communities team by £1.4million in 2011/12 and provisionally by a further £1million in 2012/13.

This includes an update on the reduction of the staffing provision within the service and an update on the progress towards the move of Community Learning Centres to leased centre status.

### 2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) Notes the progress in relation to the appointment of staff to the new structure, and the reduction of the overall workforce.
- b) Notes the progress in relation to moving community learning centres to leased centre status, and agree recommendations in relation to the following centres:
  - I. Rosemount Community Centre – officers to report back to a future committee on negotiations with Arts Development, Arts Education, City Moves and Peacock Visual Arts about potentially being based in this building along with the Community Centre and potentially other public bodies.
  - II. Cults Primary School Community Rooms – to cease operating formally as a community centre and instead to be managed by the school for school and community use as required.
  - III. Loirston Community Wing – to cease operating formally as a community centre and instead to be managed by the school for school and community use as required.
  - IV. To agree that no further progress will be made at the current time on developing a new community youth facility on the Hillylands site, and that the site be declared surplus to Education, Culture and Sport's

requirements, and to refer this point to the Finance and Resources Committee 29 September 2011 in order that this property can be declared surplus to Council requirements and be incorporated in marketing for disposal with the adjoining former Burnside Centre to maximise value.

- V. Subject to Torry Community Learning Centre being declared surplus to requirements and once disposed of, to agree that the associated buildings costs are at be used for the delivery of youth development and adult learning within the Torry area.
  
- c) To approve the virement of £190,000 from this years sports budget to a communities budget to fund transitional grants for Management Committees transferring to leased centre status as set out in section 3.3 within the report.
  
- d) To note that the model Management Agreement complies with a decision taken at the Finance and Resources Committee on 17 June 2011, but in doing so does not comply with the Council's current Following the Public Pound requirements.
  
- e) To note the proposed model Lease, Constitution and Management Agreement as per appendices C, E & G, and that the responsibility for finalising these documents is delegated to the Head of Legal and Democratic Services, Head of Asset Management and Head of Communities, Culture & Sport.

### **3. FINANCIAL IMPLICATIONS**

#### **3.1 Budget Position**

The Council decision on 10 February 2011 was to reduce the budget for an Integrated Communities team by £1.6million in 2011/12 and by £2.4million in 2012/13.

At the current time, the service is on target to deliver within the available budget for 2011/12 and projected budget for 2012/13.

#### **3.2 Fixed building costs**

Annual revenue costs, met by EC&S Revenue Budgets, for existing and proposed leased centres is approximately £1.5million per year. (This figure does not include development grants and other services costs).

#### **3.3 Grants for leased centres**

Leased centres currently receive an annual development grant of £10,565 per annum. To assist Management Committees of centres which are to become leased, the Education, Culture and Sport Committee approved a transition grant to be made available to these committees based on a pro-rata equivalent of the maximum development grant.

This fund has not been budgeted for in this financial year, however there is a projected budget underspend in a Sports Budget for this financial year of £190,000. Officers recommend that this budget is transferred to a

community's budget for the purposes of funding the agreed transition grants. As this virement is from one service budget to another (both within the Education, Culture & Sport Service), the Council's Financial Regulations require it to be approved by a service committee.

### 3.4 State Aid Implications

At this stage, it is considered unlikely that there will be any State Aid implications in relation to the above, however if any implications arise, these will be reported to the appropriate committee.

## 4. **OTHER IMPLICATIONS**

### 4.1 **Personnel Implications**

The budget decision has resulted in a requirement to reduce the existing staffing resource by approximately 67%. The budget available to deliver front line adult learning and youth development activities through tutors and sessional staff has been reduced by approximately 83%.

The reduction in the workforce is being delivered through the implementation of the Council's VS/ER policy and 110 applications as part of this process have been supported. 50 staff have been matched to 39 fte posts in the new team structure. At the time of writing this report, 15 individuals have been unsuccessful in being matched to a post within the new structure and have not applied for VS/ER. Work is currently ongoing to redeploy these individuals into suitable alternative employment within the Council.

The review of required tutors and sessional staff is ongoing, however is anticipated to result in further Voluntary Severance/ Early Retirements.

### 4.2 **Property Implications**

There are 27 community centre properties owned by Aberdeen City Council and previously managed by Community Learning and Development to deliver community learning and development activities. The budget decisions will result in these facilities, or the programmes for these facilities becoming externally managed. A breakdown of the affected properties and recommendations in relation to each is attached at appendix A.

In line with the budget decision to move all centres to leased status or equivalent, there are no staff with Head of Establishment responsibilities within the new structure. However, until leases and management agreements are signed up to by Management Committees, the legal responsibility for the operation of these buildings remains with the Council. Officers have therefore put in place temporary "Head of Establishment" arrangements during the transition period until these contractual documents are in place. It is noted that officers from within the Communities Team, and Head Teachers who have

agreed to take on these additional responsibilities have done so on a voluntary basis (i.e. they are not contractually obliged to do so).

#### **4.3 Legal Implications**

4.3.1 Management Committees require to have a constitution in place and Council officers have prepared a model constitution to assist in this process.

4.3.2 The relationship between the Management Committees and the Council will be managed via a Lease in relation to the responsibilities in relation to the building (stand alone centres only), and a Management Agreement setting out the responsibilities in relation to the services that are being delivered from the community centre in return for the use of the premises and the development grant (for all centres.)

#### **4.3.3 Procurement**

For the Council to determine not to tender for the leasing or management of programme of community centres may require a suspension of Standing Orders. Each case would require to be considered on a case-by-case basis.

#### **4.3.4 Management Committee Funds**

External legal advice has been sought in relation to the ownership of Management Committee Funds. The legal opinion is that the funds belong to the Management Committee but are held on behalf of it by the Council. These funds are currently administered through the Council's financial systems, which require extensive support of Council staff to administer. Given the reduction in staff, this support is no longer available. Officers are now in the process of making arrangements to transfer these funds to external bank accounts. To ensure appropriate governance arrangements, during the transition period, administration of these bank accounts will require the signatories of an Office Bearer of the Management Committee and a Council Officer.

### **5. BACKGROUND/MAIN ISSUES**

This section will highlight some of the major milestones that are being progressed in order to deliver on the budget decision.

#### **5.1 Development and delivery of re-engineered service.**

The financial decision has reduced the budgeted funding available for staff, including Community Learning & Development, Community Training and Economic Development, Schools Work Experience and Neighbourhood Community Planning Staff by approximately 67%.

A new management and operational structure has been developed and approximately 150 matching interviews took place during June 2011, to posts within the new structure. 50 staff have been matched to 39 FTE posts in the new team structure.

Staff were also given the opportunity to apply for Voluntary Severance or Early Retirement and 110 applications have been supported. This equates to 44 FTE, 97 individual staff members, 1,583 collective years of service. (Note that there were a significant number of vacancies within the Service at the start of the process.) Most of these affected staff have now left the organisation.

15 individuals who did not apply for Voluntary Severance or Early Retirement were unsuccessful in the matching process. Work is currently ongoing to redeploy these individuals into suitable alternative vacancies within the organisation.

The review of required tutors and sessional staff is ongoing, and it is anticipated that this process will result in further Voluntary Severance/ Early Retirements.

## **5.2 Move centres to leased centre status.**

5.2.1 There are currently 51 Community Centre type facilities throughout the city, which are owned by the Council. The current routine costs for servicing these facilities amounts to some £1.5million per year. Many of these buildings will require significant repair and maintenance over the next 5 – 10 years.

5.2.2 Twenty-four of these centres already have a lease in place. These existing leases are varied, with many being beyond their initial lease term and therefore being renewed on an annual basis under tacit relocation. Once a standard lease and Management Agreement is required, these will replace the existing leases where these are ready for renewal.

5.2.3 Twenty-seven of these centres are currently classed as Community Learning Centres. An evaluation of each of these centres has taken place and recommendations for each are set out in Appendix A.

### **5.2.4 Torry Community Learning Centre**

The Education, Culture & Sport Committee on 2 June 2011, agreed “that officers seek to locate the current groups within Torry Community Learning Centre to other suitable local facilities, in order to facilitate the closure of that facility.”

Groups have now been relocated to other suitable alternative venues. The facility has now been formally secured and there is another paper on the agenda for this committee that recommends that this facility is now declared surplus to requirements.

In the Torry area there is evidence that there is a requirement for additional learning and development opportunities:

- The latest Skills Development Scotland, School Leaver follow up data for Aberdeen City (2009/10 follow up) indicates that, 13.4% of those pupils leaving Torry Academy went into Higher education compared to a city average of 35.8% . Within the MCMC group, Torry had an average of 2.7% who were unemployed and not seeking work compared to an average of 1.3% citywide. The rate for those unemployed and seeking work was 26.8% in Torry compared to 11.1% city wide
- Figures from Job Centre Plus indicated that the claimant rate in Torry has risen from 163 in June 2010, a rate of 4.8%, to 191 in June 2011, a rate of 5.7%.
- In Tullos Hill, the claimant rate has also increased from 196 in June 2010, which was a rate of 5.9%, to 230 in June 2011, a rate of 6.9%. The Aberdeen City average is 2.4%

The closure and subsequent disposal of Torry Community Learning Centre would free up approximately £30,000 per annum that is currently spent on buildings costs (heating, lighting etc.) It is recommended that if the Finance and Resources Committee agree to dispose of this building, that once disposed of, these budgets are re-allocated to further develop targeted interventions for Young People to enable robust support at the transition from school into work. This would build upon the work already developed around the Toolkit for Progress Model, which seeks to develop the individual's employability capabilities and skills. This includes working with local employers to arrange tailored work placements and offering young people access to Scottish Qualification Awards Employability Units, which can accredit their skills in the workplace.

#### 5.2.5 Hillylands Centre

Further to the closure of the Summerhill Centre in 2010, it had been planned that the Mastrick Young People's project would relocate to a new development at Hillylands. Since that time, recent budget decisions have resulted in a significant reduction in the number of staff available to deliver the service. It is recommended that the development of this proposed new community youth centre is not progressed for the following reasons:

Due to the severely restricted remaining staff numbers available within the service, continuing with the development of this new facility will disproportionately negatively impact on Community Learning and Development youth work that can be carried out in other parts of the city.

Since the closure of Summerhill, City Wardens have reported little noticeable impact in anti-social behaviour in that area of the city.

Local residents are against the development, and have compiled a 500 name petition supporting their position.

Mastrick Young Peoples Project has continued to operate in that local area in the absence of a dedicated centre.

There are other local community facilities which are suitable for the provision of youth work, including Northfield Community Centre, Mastrick Community Centre, Cummings Park Flat, Sheddocksley Sports Centre, streets, local churches, etc

The recently completed audit on Community Centres has identified that Aberdeen has significantly more Community Centres per head of population than our comparators.

Revenue funding for this centre is not currently budgeted for.

Asset Management are currently marketing the site of the adjacent Burnside Centre, and the potential to incorporate the Hillylands Centre site may help make this a more attractive proposition for sale.

#### 5.2.6 Cummings Park Flat, Tilly Flat & Torry Learning Hoose

Officers have reviewed the suitability of these community flats to operate as leased centres and taken account of concerns raised by young people at Tilly Flat regarding their capacity to operate as a leased centre. The nature and size of these facilities is not suitable for income generation. At the current time, it is the recommendation of officers that leases in relation to these community flats are not progressed.

Alternatively, officers propose that Adult Learning Co-ordinators are based in the flats. This will provide a local hub for adult learning including numeracy, literacies and English for Speakers of Other Languages, as well as youth development activities and capacity building activities. Specifically the flats will provide the following:

Cummings Park Flat: This has received Fairer Scotland Funding for this financial year to employ a dedicated worker to co ordinate a range of services, which have been identified as meeting the needs of the local community. The Coordinator will be supported by an Adult Learning /Literacies co-ordinator and a youth worker. The Co-ordinator will be responsible for community Capacity building and, with the assistance of the Enterprise Officer from the Lifelong Learning team, consider how activities can be sustained and developed

Tilly Flat: It is intended that two 10 hour Adult Learning /Literacy Co-ordinators posts will be based in this flat. They will provide services including those linked to the fairer Scotland funding for literacy provision in that geographic area. A local management group has expressed an interest in running the learning programme within this flat, and officers are negotiating how this model may operate.

Torry Learning House: Two Adult Learning /Literacy co-ordinators will be based in this property to enable the delivery of the Fairer Scotland funded Literacies programmes including the Healthwise initiative.

#### 5.2.7 Rosemount Community Centre

The Rosemount Community Centre is a particularly large and complex building. The Rosemount Management Committee are of the opinion that they could not operate the centre as a community centre without some assistance. Officers are aware that there are number of arts organisations currently looking for alternative accommodation. These include the City Council's Arts Development, Arts Education and City Moves teams, and Peacock Visual Arts. Officers have commenced very early discussions with these services/ organisations as well as the Management Committee of Rosemount Community Centre, to establish whether Rosemount may be a suitable venue for all these organisations to co-locate, and if so, how such a model may operate.

Officers would intend to report back to a future committee on the progress of these discussions.

#### 5.2.8 Cove Primary School Community Rooms and Loirston Community Wing

There are community rooms within Cove Primary School and Loirston Primary School that currently operate as Community Centres. Due to their size, and proximity to other, more substantial community provision, it is not recommended that these rooms continue to operate as formal community centres. Alternatively, it is proposed that these rooms are available for hire, for school or community use, through the Council's bookings and lettings system.

### 5.3 **Transitional Period**

#### 5.3.1 Transition Grant

At the Education, Culture & Sport Meeting on 2 June 2011, and later ratified at the Finance and Resources Meeting on 16 June 2011, it was agreed "to provide Management Committees with a Transition Grant for 2011/12".

This will be made available to Management Committees on a monthly basis in advance, and is conditional upon Management Committees actively working towards signing up to take on the responsibility for their community centre.

Bank accounts have been set up for these Management Committees, which in the transitional period will require the signature of a Council officer and an officer bearer from the Management Committee (which will ensure appropriate accountability during the period until legal arrangements are in place.) Now that legal confirmation has been received in relation to Management Funds, these will be transferred to these accounts in due course.

#### 5.3.2 Operation of centres during transitional period

Now that there are no staff with operational responsibility for running these centres, challenges are arising in relation to access, administration etc. In addition, until Leases/ Management Agreements are in place, the Council remains responsible for all activities within the centres.



In order to ensure appropriate accountability for the centres and their activities, members of the Communities staffing team and some Head Teachers, have agreed to take on Head of Establishment role, during this transition period, on a voluntary basis. This role is in addition to their substantive posts, and is not remunerated.

Administration and other operational responsibilities are being put in place through a range of different mechanisms, involving to varying degrees, Management Committees working in partnership with the Council.

### 5.3.3 Janitorial Services

Currently, janitorial and cleaning provision is available in most of the centres that are due to transfer, through the Council's Enterprise, Planning and Infrastructure service.

Officers are seeking to develop a Service Level Agreement, which will see core janitorial services continue in Community Schools (in a similar way to 3Rs schools.) Once leases are in place, it would not be intended that janitorial services would be provided within Stand-alone centres. It is recommended that the resultant reduction in janitorial services requirements are converted into an annual bank of hours that can be used for activities such as Elected Members Surgeries and other activities as determined by the Council, outwith core hours. This would ensure that arrangements for Community Schools and 3Rs Schools were equitable.

### 5.3.4 Feedback from "Transition" Management Committees

Management Committees who are progressing towards leased status have fed back a number of areas where they feel they require support. These are detailed at Appendix H. Some of these issues are being addressed by officers as follows:

A comprehensive ongoing training programme is being rolled out for volunteers on Management Committees, and continues to be developed in light of feedback.

A handbook of operational guidance and policies is being prepared for Management Committees to adopt, amend as they wish.

The opportunity for procurement through the Council's Central Procurement Unit will also continue to be made available.

Employers Liability and Public Liability Insurance is being made available through the Council's Insurance scheme at reasonable rates.

Management Committees have also asked the Council to indemnify individuals on Committees against financial risk. Other than the insurances available to these individuals, or through the form of body they choose to put in place, it is the advice of officers that there would be a high risk to the council to put in place such a liability cover.

## 5.4 **Model Lease, Management Agreement and Constitution**

There has been a significant piece of work over the last few years to develop a standard lease and management agreement for all leased centres that meets the requirements of the Council and is acceptable to Management Committees. A standard set of agreements is required in order to deal with the current situation whereby different types of arrangement have led to an inequitable situation between centres.

At the Education, Culture & Sport Meeting on 2 June 2011, it was agreed “to delegate responsibility for finalising [the Citywide model lease, management agreement and constitution] to the Head of Legal and Democratic Services, Head of Asset Management and Head of Communities, Culture & Sport.” It was further agreed that “once approved, all Community Centres will be subject to the Management Agreement and Constitution and that all standalone centres will be subject to the agreed lease.”

### 5.4.1 Model Lease

The proposed model lease is attached at Appendix C.

### 5.4.2 Model Constitution

The proposed model constitution is attached at Appendix G.

### 5.4.3 Management Agreement

The proposed model Management Agreement is attached at Appendix E.

It is highlighted to elected members that this agreement implements the decision at the Finance and Resources Committee on 17 June 2011:

1. To confirm that it will be a requirement of Inchgarth Management Committee to agree the following:
  - To provide the Council with Monthly Accounts
  - To provide minutes of its meetings to the Council liaison officer
  - To provide quarterly attendance figures
  - To provide an annual independently verified copy of its accounts as per the terms of its constitution
  - That the Council liaison officer may attend any management committee meeting of their choice
2. That this provides the basis for negotiations with management committees for 3Rs buildings.

However in doing so, the Management Agreement for 3Rs buildings does not comply with the Council’s Following the Public Pound Code of Practice, for those assets cost more than £75,000 per annum. The Council’s policy and procedures for Following the Public Pound are currently under review.

The Management Agreement incorporates recommendations from the recent Audit inspection of Community Centres. (Note: This report will be considered at the Audit and Risk Committee on 20 September. It is anticipated that the audit report will be referred to this committee in due course.)

The Management Agreement requires Management Committees to run a varied Recreational Programme that meets the needs of the local community within Community Centres; however it does not require them to deliver Community Learning and Development Programmes. Instead, the Management Agreement identifies a set number of hours per centre, for Community Learning and Development Activities. Council officers will review the learning offering within each community to ensure appropriate lifelong learning pathways are in place to meet the needs of individuals within communities. The learning provision, delivered by partners (which may include Management Committees), the Council or other organisations, will take place within Community Centres during these set hours (as well as in other suitable venues and locations in the community.)

Members should note that some of the sections within the Management Agreement are required by the Council's Standing Orders. To remove any of these sections would require Committee approval for the Standing Order to be dis-applied.

#### **5.4.4 Checklist of Responsibilities**

The signed legal documents have to be legally robust and detailed. However in order to assist Management Committees in understanding their obligations and the obligations of the Council, officers intend to develop a short checklist. Proposed Checklists in respect of the lease and Management Agreement are attached at Appendices D & F.

### **5.5 Community Learning and Development Activities**

The reduction in budget and staffing has necessitated a comprehensive review of activities supported and delivered through the service. This review and priority assessment is still ongoing. The key priority for this financial year will be supporting the transition arrangements in relation to community centres moving to leased centre status, and building capacity within Management Committees and volunteers. Resultantly, the capacity for the development of Youth Development and Adult learning and literacies work will be minimal over the coming months. There will be the capacity to maintain key services including those related to schools Work Experience and the Curriculum for Excellence and those funded via the other sources including the NHS and Fairer Scotland fund

An initial indication of the activities that have been stopped at the current time is attached at appendix B.

Into the future, a key work priority for the service will be the evaluation of learning and development opportunities provided by a range of partners and organisations within particular communities, with a view to identifying overlaps and gaps for pathways through, and closing the gap within, the learning community. Where there are overlaps, officers will seek to encourage partners and providers to re-direct their resource. Where there are gaps, officers will work with partners and providers to fill these gaps, including delivering specific learning and development opportunities to children, youths, families, adults and vulnerable learners.

#### 5.5.1 HMIE

There is a Follow Up inspection taking place in the Harlaw Area from 14 – 16 September. This inspection will be the first inspection to take place since the changes in structure have been implemented.

## 6. **IMPACT**

This report relates to the Combined Community Plan and Single Outcome Agreement as follows:

- People of all ages take an active part in their own learning to achieve their full potential Learning and training is appropriate and accessible to learner's needs
- Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential
- Children, young people and their families/carers are involved in decisions that affect them. Their voices heard and they play an active and responsible role in their communities
- Educational attainment in Aberdeen is continuously sustained and improved
- School leavers enter positive destination of employment, training or further and higher education with a focus on and support for young people who require More Choices and More Chances
- Children and young people actively participate in their communities and have optimum involvement in decision making
- All children, young people and their families have access to high quality services when required and services provide timely, proportionate and appropriate response that meeting the needs of children and young people within Getting it Right for Every Child, (GIRFEC) requirements
- Improve the quality of life in our most deprived areas
- Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to 'active citizenship'
- Develop pathways to participation which enhance the diversity of local representation at and engagement with regional, national and international arts, heritage and sporting events
- Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs

Public – This report will be of interest to the public, as the recommendations will impact on services delivered throughout the city.

An Equality and Human Rights Impact Assessment has been completed in respect of this budget decision.

**7. BACKGROUND PAPERS**

17/6/11 Finance & Resources Committee, [check title of report]  
2/6/11 Education, Culture & Sport Committee, Update on Implementation of Budget Decision - Reduce Communities Team  
24/3/11 Education, Culture & Sport Committee, Implementation of Budget Decision – Reduce Communities Team

**8. REPORT AUTHOR DETAILS**

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**APPENDICES – THESE APPENDICES ARE AVAILABLE FOR REVIEW IN THE MEMBERS LOUNGE**

- Appendix A: Community Learning Centres, transition arrangements and longer term recommendations
- Appendix B: Ceased Community Learning & Development work
- Appendix C: Model Lease
- Appendix D: Lease Checklist of Responsibilities
- Appendix E: Model Management Agreement
- Appendix F: Management Agreement Checklist of Responsibilities
- Appendix G: Model Constitution
- Appendix H: Issues raised by Transition Management Committees
- Appendix J: Feedback from Management Committees on proposed Model Lease

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15 September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT:	<b>Primary School Estates Review Update</b>
REPORT NUMBER:	<b>ECS/11/056</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to update members of the Committee on progress with reviewing the Primary School Estate. In addition, the report seeks to update members on the issues arising from a detailed review of educational needs within North West Aberdeen, to address two large housing developments in this area.

### **2. RECOMMENDATIONS**

That the Committee:

- a) Notes the progress being made on reviewing the Primary School Estate.
- b) Notes the outcome of consultant's report in relation to educational provision within North West Aberdeen, which will be reported to Enterprise, Planning and Infrastructure Committee in relation to progressing planning applications for major housing developments in this area of the city.
- c) Authorise Officers to continue negotiations with developers, and colleagues within Enterprise, Planning and Infrastructure, in order to identify the optimum solution, to address the increased pupil numbers resulting from the proposed new housing developments in Stoneywood and Mugiemoos, in terms of both educational impact and deliverability.

### **3. FINANCIAL IMPLICATIONS**

The cost of carrying out the review of the Primary School Estate will be accommodated within revenue budgets for Education, Culture and Sport.

The cost of employing consultants to undertake the review of educational needs within North West Aberdeen, were covered by contributions from two developers, who have potential housing developments in this area, and were negotiated by officers in the Environment, Planning and Infrastructure Service, in line with Planning Gain procedures.

#### **4. OTHER IMPLICATIONS**

There are no significant other implications in relation to the proposals, although statutory public consultation will be required for any changes to school catchment areas and educational service provision, in line with the Schools (Consultation) (Scotland) Act 2010.

#### **5. BACKGROUND/ MAIN ISSUES**

Aberdeen City Council undertook a detailed review of our Secondary School estate last year, which culminated in a report to a special meeting of the Education, Culture and Sport Committee on 28 October 2010.

As a follow-up to the above report, the Education, Culture and Sport Committee on 24 March 2011 considered the requirement to redefine the catchment areas of Aberdeen Grammar School and Harlaw Academy. However, given the potential knock-on effect of which changes to secondary school zones, may have on primary schools, it was agreed that it would be more efficient to undertake a comprehensive review of all school provision, including the potential re-zoning of these 2 secondary schools.

The intention is to carry out the majority of the review and analysis work during the remainder of 2011, with a report on the key issues being considered by the Education, Culture and Sport Committee in January 2012. This would then be followed up by detailed consultation and engagement with pupils, parents, staff and other key stakeholders during early 2012, in order that detailed proposals can be developed and considered later in the year.

This work will be crucial to ensuring that our primary schools continue to meet requirements in terms of the three key aspects of: sufficiency; suitability; and condition.

The review of Primary Schools will allow us to respond to key issues including:

- pressure on school catchments within specific areas of the City,
- declining roles within other areas of the City;
- deteriorating school buildings;
- inefficient buildings with high running costs;
- the changing demands of the new Curriculum for Excellence;
- the 5 Year Business Plan option to close up to 5 Primary Schools;
- the need to review Roman Catholic school provision across the city; and
- the implications of the new Local Development Plan, which proposes the development of over 30,000 new homes in Aberdeen over the next 25 years.

As a sub-set of the above review, a specific study is currently underway, looking at school provision within the North West Aberdeen, (i.e. the Bucksburn, Mugiemoor, Stoneywood and Dyce area), in order to identify the impact two large housing developments, which are due to come forward within the next few months. This work will ensure that the Council can clearly articulate the responsibility for developers to contribute to new or extended educational



provision in these areas, and will ultimately feed into the outcomes of the wider review of the primary school estate.

The study has considered the following proposed new housing developments:

- Mugiemoor Road (Local Development Plan ref: OP22)
- Stoneywood Estate (Local Development Plan ref: OP24)

Based on the City Council's school roll projections, work has been carried out to analyse the potential additional school pupils generated from these developments, and the impact that these will have on the rolls of local primary schools.

The Report on the study states that:

*'There is insufficient capacity in the primary schools within the Bucksburn ASG to cope with the projected growth within the ASG. With Newhills Primary School reaching capacity due to growth in its own zone and Kingswells Primary School nearing capacity and physically distant from the development areas, a way will need to be found to meet the growing need for additional primary school capacity within the Bucksburn and Stoneywood zones.'*

*On the basis of the projections Bucksburn Primary School will exceed its capacity in 2014. The 169 pupils generated by the developments in OP22 and OP27 take the school over its capacity by 144 pupils by 2019.*

*On the basis of the projections Stoneywood Primary School will exceed its capacity in 2017. The 93 pupils generated by the developments in OP24 take the school over its capacity by 19 pupils by 2019.'*

Officers within Education, Culture and Sport are currently in discussion with the developers, and colleagues within Enterprise, Planning and Infrastructure to consider options for addressing these issues, through appropriate financial contributions towards new or extended school provision.

The aim is to identify the optimum solution to address the increased pupil numbers resulting from the proposed new housing developments in terms of both educational impact and deliverability, and the intention would be for officers to report detailed proposals to a future meeting of the Committee.

## **6. BACKGROUND PAPERS**

Study into North West Aberdeen, August 2011  
Property Asset Management Plan 2009 (Non-Housing)  
Education, Culture and Sport Service Asset Management Plan 2011

## **7. REPORT AUTHOR DETAILS**

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## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture and Sport
DATE	15 September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT:	Newhills Primary School – Land Transfer
REPORT NUMBER:	ECS/11/037

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### 1. PURPOSE OF REPORT

This Report provides the background in relation to the requirement to build a new school on the Newhills School site to accommodate an amalgamation of Newhills and Bucksburn Schools. In order to facilitate this additional land is required. A site has been identified for this, which is owned by the Council, but held on the Housing Revenue Account. This Report seeks the appropriate approvals to transfer the land to the General Service Account to allow redevelopment to commence, without delay when all other issues have been resolved.

### 2. RECOMMENDATIONS

That the committee:

- a) notes the decision of the Housing and Environment Committee to declare the land surplus to their requirements and to apply to the Scottish Government for approval to transfer the site to the General Services Account, subject to the approval of the Finance and Resources Committee on 29 September 2011.
- b) request the Finance and Resources Committee on 29 September 2011 to agree to earmark the land within the General Services Account for potential future educational use, subject to the agreement of the Scottish Government.
- c) receive a further report on the long-term use, date of transfer and transfer value of the site once a business case and funding is approved for a new school at Newhills.

### 3. FINANCIAL IMPLICATIONS

There are at this time no significant revenue implications with regard to the transfer. The only ongoing costs relate to grass cutting etc. which will continue to be met by the Housing Revenue Account until such time as the site is transferred.

An independent Valuation of the site was reported by Ryden LLP on 14 December 2010 at £350,000. A revised valuation has not been instructed at this time. It is probable that a revised valuation will be required prior to the actual transfer and as such it is not cost effective to instruct a valuation for this report. The land value will require to be met from the overall project cost.

There are no state aid implications for the site.

#### **4. OTHER IMPLICATIONS**

There are no other significant implications in relation to this Report, other than Council officer's time.

#### **5. BACKGROUND/ MAIN ISSUES**

On 16 September 2010 a Report entitled 'Replacement School for Bucksburn and Newhills Schools– Stakeholder Engagement' (ECS/10/074). The Report recommended that the preferred site for the new school is the current Newhills School Campus and instructed officers to make all necessary arrangements to facilitate the establishment of the new school.

The project does not currently sit within the Council's Capital Plan for 2011/12 or 2012/13 although it is a priority project for the Service.

The proposed plans for the school show that an additional area of land is required. This area is roughly triangular in nature and extends to approximately 1.48 acres (0.59 Ha). A plan is attached. With the exception of some goal posts and play equipment, the site is completely undeveloped and is generally level in nature. Housing and Environment have no intention in taking forward any development on the site.

In order to facilitate the future development when funding becomes available, it is anticipated that the necessary approvals should be put in place at this stage. Significant delays can be experienced in gaining consent from the Scottish Government to sell sites held on the Housing Revenue Account, hence the reason Officers are proposing that permission is sought for the transfer of the land in advance of the full funding being in place.

At their meeting on 25 August 2011, the Housing and Environment Committee agreed to declare the land surplus to their requirements and to authorise the Head of Finance to apply to the Scottish Government for approval to transfer the site to the General Services Account.

## 6. IMPACT

Corporate – The provision of ‘fit for purpose’ primary schools is a key priority for the Council.

Public – Any project involving significant changes to schools will be of interest to the public, as will any loss of what may be deemed public open space. Equality and Human Rights Impact Assessment will be undertaken as part of the formal process for the development.

## 7. BACKGROUND PAPERS


Report and minute of Education, Culture and Sport Committee on 16 September 2010, entitled ‘Replacement School for Bucksburn and Newhills Schools – Stakeholder Engagement’ (ECS/10/074).

Report and decision sheet from Housing and Environment Committee on 25 August 2011, entitled ‘Newhills Primary School – Land Requirement’ (EPI/11/186).

## 8. REPORT AUTHOR DETAILS


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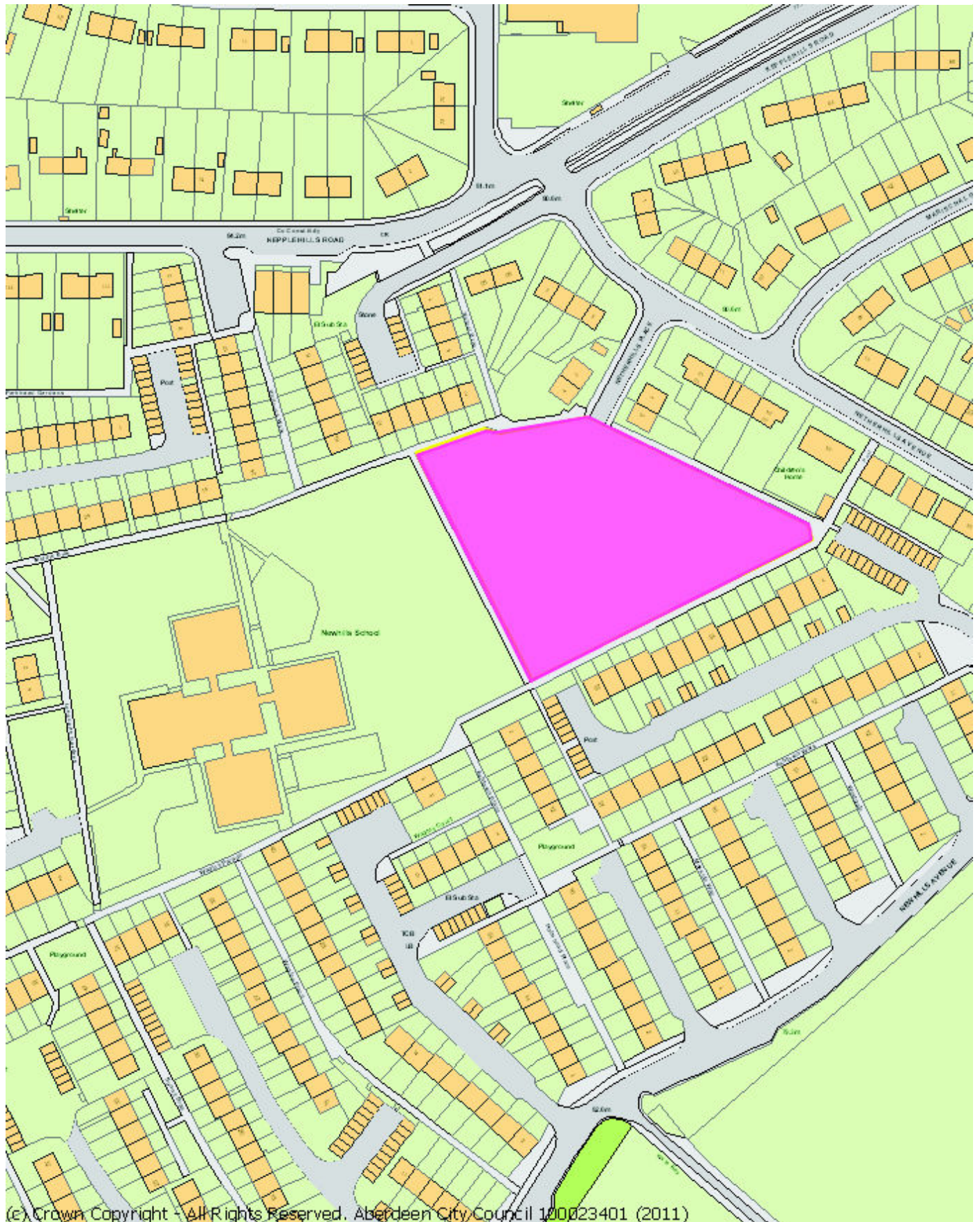
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## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15<sup>th</sup> September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Library &amp; Information Service: New ways of working</b>
REPORT NUMBER:	<b>ECS/11/055</b>

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### **1. PURPOSE OF REPORT**

At the Council meeting on 10<sup>th</sup> February, within the consideration of the Administration's proposals for the General Fund 2011/12, Council instructed the Director of Education, Culture and Sport to report to the relevant committee on new ways of working for the provision of library services within in the city. The original proposal involved the closure of up to 8 community libraries, leaving 8 libraries plus the Central library and had a potential saving of £452,000 over 5 years. This report considers changes to ways of delivering library and information services in the context of the context of delivering efficiencies and budget savings using technology and increasing 24/7 online services.

### **2. RECOMMENDATIONS**

The Committee:

- 2.1 Note and endorse the contents of the report
- 2.2 Agree and endorse the proposed vision for the Library and Information Service and its service delivery for 2011-2016, within the wider context of the Service Plan for Education, Culture and Sport.
- 2.3 Instruct officers to report back to this committee Items which relate to or impact upon provisions of public service e.g. opening hours and service levels at community libraries, within the timelines proposed for each item. Items relevant to internal operations would be in the form of regular progress reports in the Committee Bulletin.
- 2.4 Approve the revised Home Service incorporating all eligible residents of sheltered housing currently served by the Mobile Library.

- 2.5 Approve that the Mobile Library service currently operating to Kingswells be replaced by a library drop in session at Kingswells Community Centre and the subsequent disposal of the vehicle.

### **3. FINANCIAL IMPLICATIONS**

The original proposal involved the closure of up to 8 community libraries, leaving 8 libraries plus the Central library and had a potential saving of £452,000 over 5 years. The Budget decision was not to progress the proposal, however to consider other ways to deliver services, to reflect online access and also wider use of technology, while also achieving efficiencies and savings. Due to the complexity of the many potential options to be explored for alternative delivery of library services as outlined in the report it is not possible at this time to estimate overall potential savings.

There will be savings of an estimated £13,000 per annum with the withdrawal of the mobile library and its subsequent disposal.

It is anticipated that there will be additional savings and this will become clearer as work on each option is undertaken.

### **4. OTHER IMPLICATIONS**

#### **Legal and policy context:**

Local Authorities have a wide-ranging statutory role to ensure library provision.

The specific legislation includes:

- The Public Libraries Consolidation (Scotland) Act 1887, defined “a library authority” (Section 2), and gave it powers to acquire and maintain land, buildings, and furniture and fittings for public libraries (section 10). It gave powers to manage, regulate and control libraries, including acquiring and disposing of books and other materials, to lend books, to provide reading rooms and to prepare and sell catalogues of the collection (Section 21). Authorities may make byelaws to regulate business and impose penalties for breaches (Section 22). New libraries can be established (Section 31) and it is stipulated that all public libraries are to be open to the public free of charge, and that no charges be made for the use of books or magazines issued for home reading (Section 32).
- The Public Libraries (Scotland) Act 1955 makes provision for library authorities’ co-operation in delivering services (Section 2) and extended the powers in Section 21 of the 1887 Act to any other library material which library managers think appropriate.
- The Local Government (Scotland) Act 1973 which states that local authorities had a duty imposed to secure the provision of adequate library facilities for all persons resident in their areas (Section 163, sub-section (2)).
- The Local Government etc. (Scotland) Act 1994 incorporates the existing legislation relating to public libraries. It sets out the powers of the new authorities as having all the powers of the Council(s) operating in the area



of the new Council before 1 April 1996. In Section 53, it requires local authorities to make "*proper arrangements*" for the preservation and management of their records, in consultation with the Keeper of the Records of Scotland. Section 54 addresses the use, acquisition and disposal of records (which will include culturally significant archives). Section 54(1)(d) in particular gives authorities power to hold exhibitions of records and conduct lectures about them.

In addition, the Scottish Government has introduced a quality improvement framework, PLQIM (Public Library Quality Improvement Matrix) which sets out the underpinning principles for public library services and which assist in defining what an appropriate service is locally:-

- Provide universal access to resources, which is free, consistent and customer focussed
- Enable access to resources for reading, information and learning
- Help to build vibrant communities by encouraging community involvement and community-based activity and assisting in the creation of social capital
- Promote social justice, civic engagement and democracy
- Help minimise exclusion, be it social or digital
- Support learning in the Information Society
- Support the information needs for the knowledge economy
- Promote access to Scotland's cultural heritage
- Support and promote cultural/creative activities through the provision of information and venues.
- Encourage the public to pursue individual interests
- Work in partnership with others to offer value added services

### **Personnel implications**

The review of the staffing structure and re-design to incorporate new ways of working will require the development of new posts and job descriptions which will require to be evaluated. There will also be an element of support required from colleagues in Human Resources throughout the implementation of a new structure, including the matching process.

### **Communications**

Conducting surveys and consultations will require capacity from the Policy and Performance Team in Education, Culture and Sport and the Corporate Communications and Marketing Teams.

## **5. BACKGROUND/MAIN ISSUES**

Officers have reviewed current service provision and have been investigating new ways of providing/delivering library and information services, working within the context of utilising available technology and best value and the realisation of budget savings. Officers have received support from the Scottish Library & Information Council and the Heads of Public Libraries in Scotland who have suggested a variety of models to be explored including joint community school

facilities at Loch Leven campus in Kinross similar to Bucksburn Community Library, Inverkeithing in Fife for shared services, and the Bridge at Easterhouse in Glasgow.

The following issues have been grouped into two sections, the first covering service provision options to be reviewed and reported back to committee as detailed and the second which deals with internal operational issues.

## **5.1 Provision of Library & Information Services**

A vision for the service:

**A valued, high quality library and information service that is relevant and accessible to all**

Specifically it will provide access to and support in the use of:

- Information sources, both hard copy and online
- Literature, music and art for education, information or enjoyment
- Local historic collections
- Lifelong learning opportunities
- Literacy and creative writing opportunities
- Neutral welcoming community space

### **5.1.1 Survey and Research**

The Library and Information Service has conducted surveys and customer research as part of specific proposals and developments. It is proposed to undertake further identified research, needed to determine what people expect from a library, what facilities and resources they need, why they use it. This would include current and potential users and be analysed alongside results obtained from previous surveys, and consultations, and compared /benchmarked against national data. It would also be used to test the vision and shape the future development for the service.

The Library and Information Service will review and update the in-depth profiles which exist for each community library and the Central Library, to re-assess current provision within neighbourhoods across the city, with particular consideration of provision in areas in the Scottish Multiple Index of Deprivation, or at risk.

The timescale for this work would be 12 months and results will be incorporated in a report to committee on options to be considered for levels of service provision and opening hours by the end of 2012.

### **5.1.2 Service provision levels**

The Service has reviewed the recommendations of the Service Review conducted in 2001 to establish the Central Library as a "Centre of Excellence. The Central Library remains the flagship building for the Library Service providing a range of specialist services and is home to significant collections of local historic interest. The phased refurbishment of the 1892 building which began in

the early 2000s was halted in 2006 due to funding limits. As the final phases included the replacement of aging electrical and mechanical systems future consideration will need to be given to preventative expenditure, rather than reacting to building issues as they arise.

The Library and Information Service has developed a template for a community library, using the new Bucksburn and Kaimhill community libraries as benchmark models. Officers suggest that the Service Review proposal, to introduce different tiers of service for the community libraries depending on the capacity and suitability of each of the current community libraries be revisited. While this was not agreed at the time, it still has merit and it is proposed to develop a formula for each tier to give users clear information as to what they can expect. Those libraries identified with the capability and in an easily accessible location will be prioritised to provide a full range of services.

This work will be undertaken in conjunction with work led by the E,C & S Asset Management Plan on the assessment of the suitability and capacity of library buildings. Officers will report back at the end of this review in Autumn 2012.

### **5.1.3 Opening hours**

Opening hours are continually reviewed and have both been increased and reduced over the last three years. The increase was on a cost neutral basis in 2007 in response to community needs identified from a survey and research conducted. They were again reviewed in 2009 to achieve budget savings and in response to the decline in visitors in evenings at community libraries. Evening opening at the Central Library was reduced from four to two days per week although this was offset by closing at 8pm instead of 7pm on those evenings.

Options to reduce library-opening hours across the service will be reviewed, including possible re-introduction of a one day a week closing, and annualised hours i.e. reduce hours during seasonal months in accordance with needs and demand. The outcomes of this review will be reported to Committee as part of the review of service provision levels.

### **5.1.4 Staffing**

The full time equivalent staff complement has been reduced over the last 3 years by 14.91 fte (20 posts), which equates to a 12.54% decrease. Since 2009 the service recruits to vacancies on a fixed term 51 week basis and currently 26 posts (22 %) are filled in this way. It should be noted that this has the following results in terms of time to recruit, train and manage these posts:

- Up to 25% of frontline managers time is now taken up with the process
- Posts are vacant for up to 6 months while recruitment is undertaken
- Specialist staff and managers have increasingly had to be directed from other work to cover frontline which has seen an impact on overall service development
- Lack of applicants for professional posts particularly those for senior positions
- Over reliance on a small number of casual staff employed on a zero hours basis who should only be used when there is no other option.

- In addition, quality of service has been affected detrimentally as the Service is unable to build and maintain a level of local knowledge and expertise at some community libraries, and unable to deliver some core services on a regular basis such as storytimes, book groups and school visits due to lack of capacity and capability.

Comments received during the consultation focused largely on effects of temporary contracts and in the use of casual staff. The service is currently working with their HR Business partner to explore ways to resolve some of the issues involving recruitment on this basis. However it is clear that we cannot maintain recruitment on a fixed term basis for very much longer as the risk of failure of service increases and more posts fall vacant.

### 5.1.5 Redesign

The current staff structure will be reviewed and it is proposed to develop a new structure which will reflect the operational and development functions of the service. This will be completed internally by January 2012. Posts and job descriptions will require to be evaluated with a notional implementation by August of 2012.

### 5.1.6 Efficiencies in staff deployment

Officers will review the current use of the casual pool of relief staff who have worked with us either on a permanent or on a fixed term basis previously and who have the required experience and skills. A casual pool is used in a variety of library authorities, particularly those covering rural areas where casual workers are employed under different contractual arrangements to be used as and when required with no guaranteed hours. Options to increase the numbers would require effective arrangements to be in place to ensure ongoing training and monitoring of staff to ensure quality of service was maintained. This work will be incorporated into the overall service redesign proposals.

### 5.1.7 Volunteering

Various Council services and other library authorities currently use volunteers in a number of ways to enhance or complement services they deliver. The Service has developed a draft volunteer policy and a volunteer handbook for consultation. The implementation of the policy and timeframe for deploying volunteers will be guided by the Aberdeen City Council Volunteer Strategy framework currently under development.

The policy states:

*Aberdeen City Libraries intend to encourage, develop and support volunteers working alongside our staff in identified and define areas within the library environment. Volunteers will not be used as a replacement or substitute for paid members of staff.*

*Volunteers will help us:*

- *Enhance and expand our existing services and resources*
- *Extend and strengthen our community involvement*
- *Contribute additional knowledge, expertise or experience to our service*
- *Bring a new perspective and a service user's view to what we do*

- *Transfer skills between different age groups and sectors of the community*

Options currently being explored include the use of volunteers to assist in the indexing of photographs and other items within Local Studies collections, to support running of community book groups and to assist employed staff in the delivery of ICT sessions acting as It Buddies.

There will be a requirement for the role of a volunteer coordinator to be incorporated into a post within the new staff structure to train, support, and supervise volunteers. Depending on how volunteers are used there may be additional financial implications e.g. in payment of expenses for travel.

#### **5.1.8 Other staffing efficiencies**

Officers will investigate any other means of achieving staff efficiencies including annualised contracts, internships, and shared service opportunities with other local authorities. They will also review the capacity of the School Library Resource Coordinators in secondary schools out with school operating hours and terms with a view to how they might support work in the wider learning community in line with the HMIE inspections and to develop their role in supporting Learning partnerships across the city. There are various models within local authorities across Scotland including Aberdeenshire and Highland which officers will investigate.

Comments received during the consultation were mainly concerned about proposals around staffing with it obvious that staff are very concerned about how many temporary staff are employed within the service and in the current use of casual staff. Moral is very low due to the uncertainty of what the future will hold for libraries in respect of the requirement for budget savings.

## **5.2 Internal Operations**

### **5.2.1 Online Services**

The Library and Information Service will continue to invest in its portfolio of online services both accessible within libraries and via the library webpages; these include remotely-accessed databases, online enquiry services such as Ask Scotland and Enquire and on-line community information. It is planned to upgrade the Community Contacts database of clubs/societies/organisations to enable communities to manage their own information. Online access to the library catalogue and collections is already in place, including the facility to join the service, renew items on loan and place requests. There is a work plan in place to upgrade these services to enable greater functionality for users over the next 3 years. Progress will be reported to committee each cycle via the Committee Bulletin.

### **5.2.2 E-Book lending and downloadable audio books**

The Service, in partnership with Aberdeenshire Libraries, will be introducing a downloadable e-book and audiobook service in the early autumn 2011. It is proposed to continue to improve the offer of online loans by adding language courses and music to this digital library.

### **5.2.3 Digital content**

The Library and Information Service was able to access Scottish Government improvement funding last year, following its successful Public Library Quality Improvement Matrix evaluation, to develop an online database of images and indexes to its Local History collections and archives. This will be launched on Doors Open Day on the 10<sup>th</sup> September 2011.

Officers will continue to explore funding and partnerships to increase the accessibility to our collections such as the joint project with the National Library of Scotland to digitise the street directories held by themselves and by local authorities.

### **5.2.4 Review of support operations**

The Library & Information Service have few staff who do not fill a frontline function at least part of the week. Senior Library Assistants and Library Assistants based within the Library support service are all required to assist at the main service points including the Adult and Children's libraries. A small team of Support Assistants undertake the admin and clerical support including managing the Central Library switchboard. This team has seen a reduction of 1.5 fte, which equates to 29 % since 2008. There is also a team of Library Driver/Attendants who undertake a mixture of front of house and support duties and a Multimedia Technician who supports ICT and Multi Media services. Officers will continue to review the backroom support elements of the Service.

### **5.2.5 Shared Services**

Officers will continue to explore the potential of joint procurement, consortium and shared service opportunities such as:

- The Potential to deliver other council services from community libraries— such as those delivered by Kincorth Library Customer Access Point.
- Library Management System (LMS) – shared costs with other authorities, including possible co-hosting of system centres.
- Open Source Library Management Systems – explore the opportunity to join the Stirling/East Dunbartonshire pilot launching in December 2011.
- Sharing of unique professional expertise and posts.

### **5.2.6 Business Improvement**

Officers will continue to explore opportunities for the adoption of new technology and systems to increase capacity. For example:

Installation of Self issue machines in areas able to support usage; there are two currently purchased for the Central Library with payment collection capacity and two for community libraries. These will be installed over the coming 6 months as a pilot with a view to purchasing more. There is an ongoing annual cost of between £780 and £2300 per machine depending on what additional functions incorporated e.g. taking payments via cash or Accord Card, which would have to be factored into future budgets.

Electronic Data Interchange (EDI) is the exchange of electronic messages such as orders and invoices between libraries and stock suppliers. The Library & Information Service began work to fully transfer all purchasing operations over to EDI in 2008. The project cost of £50,000 is paid across 5 years as each part of the process becomes active and was met from current library budgets. The project to date has realised annual savings in excess of £38,000 through reduction in posts and changes to working practices. The project is due for completion in 2012.

A project to move to using electronic alert services such as SMS text and email as an alternative to posting letters alerting users to overdue items or reservations awaiting collection is underway with annual savings of up to £6,000 expected.

### **5.2.7 Stock acquisition management**

The Service will continue to explore opportunities for the joint procurement of stock to increase the savings realised in 2010, which saw £20,000 taken as a corporate saving, from annual book fund budgets. For example:

- Procurement – explore further efficiencies within schools
- Supplier selection – whereby a large percentage of new stock is pre-selected by library suppliers based on profiles/guideline as set out by the library service
- Intelligence-led stock management – working on the Library Management System, delivering reports to inform the development of a stock rotation and exchange strategy. To be fully implemented by December 2012
- Consortium based procurement of online subscription services

### **5.2.8 Alternative delivery**

Officers will explore alternative delivery to users including book drops at community locations, book dispensing machines, subscription services, home delivery etc. There is a current pilot ongoing at Seaton Community School, which will be reviewed and evaluated after six months and reported back to committee via the Committee Bulletin by December 2012.

### **5.2.9 Learning and staff development**

Officers will explore potential for libraries to increase their delivery of learning courses in partnership with Aberdeen College and the city's two universities. This will include investigating the possibility of establishing the Central Library as an SQA centre to deliver library and information vocational modules.

The service has already close links with Community Learning and Development as partners in the delivery of community learning projects and activities. Budget led changes to the Communities team will impact on libraries in a number of ways including whether there is capacity to continue established partnership projects and also on the increased demand for libraries as venues to undertake learning activities as they no longer manage buildings. We are also already experiencing an increase in demand for support in completing CVs and in accessing online job databases. Officers will work with Community Learning and

Development colleagues to develop pathways for adult learning and youth development activities.

It is recognised that an important part of the service is the staff and the library service is committed to their continued learning and development, as well as planning for future needs of the workforce. It is also understood that Officers will work with colleagues within the Council and wider profession to ensure opportunities for CPD. Officers will also explore:

- Internships
- Placements/secondments both internal and external
- Shared training with other local authority library services
- Developing and delivering professional training opportunities with local partners such as Grampian Information, RGU, Aberdeenshire Libraries

#### **5.2.10 Income generation**

Officers will explore various options including:

- Sell/rent space within libraries
- Advertising on books, leafleting
- Website links
- Amazon online
- Resale of surplus stock
- Charges for enquiries/research undertaken
- Photographic collections
- Sell Aberdeen/local themed goods and books
- Retail corners e.g. reading diaries, book themed gifts
- Café areas
- Gallery space for art exhibitions

Officers will also review current charges for services, including online reservation charges and Audio visual charges which are generally perceived by customers as high and this has led to a resulting marked decline in issues. Adult audio-visual issue figures, which were previously in the top quartile of all Scottish authorities, have decreased by 43% since the introduction of increased charges in April 2010 when officers were instructed to increase charges to align with those in Aberdeenshire. This has also resulted in a drop in income by almost 25% from audio-visual services.

#### **5.2.11 Sponsorship**

The Library service will continue to investigate suitable opportunities for sponsorship including corporate and media sponsorship, events and service sponsorship. They will also continue to bid for funding to deliver additional services such as the Europe Direct Service and the Scottish Government PLQIM funding.

#### **5.2.12 Performance**

The Service uses the PLQIM (Public Library Quality Matrix) to evaluate and benchmark its services. In early 2010 it evaluated Quality Indicator 1: Access to Information and external verification placed this as “Good”, a follow-up self



evaluation and verification agreed that the Service had implemented the areas for improvement so successfully that it moved to “very good”. Library officers are currently working through Quality Indicator 2 – Personal and Community participation and this will be assessed by Scottish Library & Information Council on 24 November 2011.

- Measurement of use - ongoing KPIs
- Evaluation of services – using PLQIM and How Good is our Culture and Sport
- Evaluate social capital- Aberdeen city is one of the chosen authorities to pilot a ROI (Return on Investment) toolkit under development by SLIC and its Welsh equivalent and now recently joined by Northern Ireland It is expected that the toolkit will be piloted by end of September and ready to be launched by end of March 2012
- Contribution to education, health & wellbeing, economic and cultural agendas.

### **5.3 Cultural Trust**

It is recognised that the Budget-led requirement for an options appraisal of the Museums and Galleries Service and other cultural teams to move to an arms length organisation also includes the Library & Information Service and this may influence how a number of the above are delivered.

### **5.4 Mobile Library Service to Kingswells**

As agreed by Committee in 2009, the Mobile Library service which primarily visits sheltered housing will be withdrawn by the end of 2011, with the delivery transferred to the Home Service. The latter already delivers locally to housebound users, and sheltered housing residents will have the option to have books selected and delivered or to self-select at a local library and have them delivered at no charge.

The Mobile Library has only one remaining street stop, at Kingswells on alternate Friday afternoons, serving 69 out of a total of 731 registered library members, many of whom also use libraries at Airyhall, Bucksburn or the Central Library. It is proposed to operate a book drop-in session in Kingswells Community Centre on the existing fortnightly timetable to accommodate these users and the Library Service has had very positive discussions with the Community Centre which is supportive of continuing to provide a library service within Kingswells. This will involve a member of library staff visiting to deliver requested items and to issue items from a core collection which will be stored within the community centre. It is also proposed to introduce a free online reservation service for items to be delivered to the centre for Kingswells residents. There will be continued consultation with both library users and the community centre and this proposed arrangement will be reviewed after six months.

## **6. IMPACT**

The report relates to the cultural objectives set out in ‘Vibrant, Dynamic and Forward Looking’:

- Recognise the contribution of sport, culture and the arts to promoting the area as a tourist destination
- Modernise service delivery and ensure there is appropriate investment in staff training, equipment and accommodation to deliver this

The report also relates to the key aims set out in the Community Plan, in particular:

- To make improvements to pupil attainment and adult literacy and numeracy through family learning and promoting lifelong learning
- To encourage access to and participation in the City's cultural life
- To support cultural activities which have a positive impact on the social, economic and cultural development of the City

## **7. BACKGROUND PAPERS**

Revenue Budget: Report to Council, 10<sup>th</sup> February 2011

## **8. REPORT AUTHOR DETAILS**

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**EDUCATION CULTURE AND SPORT COMMITTEE - COMMITTEE BUSINESS**  
**15 SEPTEMBER 2011**

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due (items in bold are overdue)</u>	<u>Report Expected (if known)</u>
1.	<p>Area North Committee            18 November 2008            Article 7</p> <p>Council Budget            10 February 2011</p>	<p><b>Library Service Development</b>            The Committee requested that the current fortnightly street site at Kingswells be maintained until January 2011, thereafter officers in Culture and Leisure, Neighbourhood Services (North Area) be instructed to report to Committee concerning the provision of a library service within the Kingswells community.</p> <p>As part of the 2011/12 General Fund budget proposals, Council agreed to instruct the Director of Education, Culture and Sport to report to the relevant Committee on new ways of working for the provision of library services within the City.</p>	<p><b>A report is on the agenda.</b></p>	<p><b>Head of Communities, Culture and Sport</b></p>	<p><b>02.06.11</b></p>	<p>15.09.11</p>
2.	<p>Education, Culture &amp; Sport            27 May 2010            Article 11</p> <p>Special EC&amp;S Committee            28 October 2010            Article 2</p>	<p><b>Learning Estate Strategy (Schools) – Rezoning Exercise (Secondary)</b>  <u>At its meeting of 28 October 2010, the Committee resolved, amongst other things:-</u>            to request that officers develop fully detailed proposals for the longer term management and provision of secondary schools which will result in twelve academies in total, as outlined in the report.</p> <p>Following the decision on 28 October 2010 that officers fully develop proposals to redefine the catchment areas of Aberdeen</p>	<p><b>This item will be rolled together in to one report to be presented to Committee in early 2012.</b></p> <p><b>In the meantime, there is a report on the primary school estate review on the agenda.</b></p>	<p>Head of Educational Development, Policy and Performance</p>	<p>Early 2012</p>	

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		Grammar School and Harlaw Academy, at its meeting of 24 March 2011, the Committee considered a report on the catchment areas of these schools and agreed that officers should include the potential re-zoning of the two secondary schools in a comprehensive review of the primary school estate, to be completed by December 2011 with a report to Education, Culture and Sport Committee early in 2012.				
3.	Policy & Strategy (Education) 9 June 2009 Article 11  Education, Culture and Sport 8 October 2009	<b><u>Strategic Music Partnership – Big Noise: Sistema Scotland</u></b> At its meeting on 2 June 2011, the Committee resolved:- (i) to note the report and the potential for a similar project in Aberdeen; (ii) to instruct officers to investigate a business model for the delivery of a project working with Sistema Scotland; and (iii) to instruct officers to report to a future meeting of the Committee on the proposed business model, criteria for identifying an appropriate community, and possible funding sources.	<b>A report is contained in the information bulletin.</b>	Head of Communities, Culture and Sport	18.11.11	
4.	Education, Culture and Sport 15 April 2010 Article 19	<b><u>Reduced Communities Team / Leased Community Centres -</u></b> The Committee noted progress made; requested a report back to Committee at its meeting on 16 September 2010 on implementing a 20 year lease with repairs and maintenance being undertaken in agreement with leased centres along the same lines as Devolved Educational Management Schools budgets were dealt with at the present moment; and requested	<b>A report is on the agenda, dealing with aspects of this item.</b>	Head of Communities, Culture and Sport	15.09.11	

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
	<p>Council Budget 10 February 2011</p>	<p>that consultation be undertaken with leased community centres on the formulation of the report. It was then agreed that this be deferred to June 2011 to allow consideration of community ownership of assets in light of the current national policy supporting community involvement in service delivery and local budgetary matters.</p> <p>At the Council Budget meeting in February 2011, the Council agreed as part of the General Fund budget proposals, to instruct the Director of Education, Culture and Sport to report to the relevant Committee with an implementation plan on how the reduction in funding for the Communities Services Team will be delivered, in conjunction with how this will also provide continued support to leased Community Centres, and the transfer of all centres to the leased model for full implementation by 2012.</p> <p>At its meeting on 24 March 2011, the Education, Culture and Sport Committee agreed that all community centres move to a lease type model by 31 March 2012, managed by community organisations as appropriate to the facility, and further agreed, amongst other things:-</p> <p>(i) to note that a future report will be brought to Committee on the future of Torry Learning House, Tilly Flat and Cummings Park Flat;</p>				

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
	<p>Education, Culture and Sport 2 June 2011 Article 10</p>	<p>(ii) to instruct the Director of Education, Culture and Sport to carry out a detailed analysis of all funded activity (both externally and internally delivered), taking into consideration a social and economic impact analysis of each activity, reporting back to an appropriate Committee;</p> <p>(iii) to instruct the Director of Education, Culture and Sport to report back to a future Committee on future priority areas of service delivery, based on feedback from members of this Committee;</p> <p>(iv) to note the service delivery implications of the reduced budget, and seek more information on service implications in future reports; and</p> <p>(v) to instruct the Director of Education, Culture and Sport to review the number of community facilities within Aberdeen City, as part of the wider service asset management plan for Education, Culture and Sport.</p> <p>At its meeting of 2 June 2011, the Committee resolved, amongst other things:-</p> <p>(i) to note the options that are being developed in relation to each community learning centre, and to agree that a further report will come to the next Committee with firm recommendations for various community centres; and</p>				

No	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		(ii) to agree to provide Management Committees with a transition grant for 2011/12 and to remit this to the Finance and Resources Committee for consideration.	At its meeting on 17 June 2011, the Finance and Resources Committee noted that the Director of Education, Culture and Sport had agreed that the funding for the Transition Grant would come from within the ECS budget. <b>This is included in the report on the agenda.</b>			
5.	Education, Culture and Sport 20 January 2011 Article 8	<b><u>Kaimhill Community Learning Hub</u></b> At its meeting on 20 January 2011, the Committee resolved, amongst other things, to request that officers write to all members of the Committee with the detail of the legal advice given at the meeting about the transfer of the funds held by Kaimhill Management Committee.  It was also agreed that officers would report back to the Education, Culture and Sport Committee in the implementation of appropriate Management Agreements for community spaces in other 3Rs buildings which ensure operating governance and enable monitoring of use within the operational services agreement of the 3Rs contract.	<b>At its meeting of 2 June 2011, the Committee heard that the matter had been referred to an independent third party firm, and requested that the firm be asked when a response could be expected.</b>	Head of Legal and Democratic Services	<b>15.09.11 (update)</b>	
6.	Education, Culture and Sport 27 May 2010 Article 7 (Resources)	<b><u>St Machar ASG – Community Learning Hub</u></b> At its meeting on 27 May 2010, the Committee resolved, amongst other things, to instruct officers to undertake further work, in liaison with partner agencies and other Directorates, and report back on	The Community Learning hub at Seaton 3Rs School commenced operation in October 2010. Officers will be looking at opportunities to create a community learning hub in a future regeneration development in the Tillydrone area, working in	Head of Communities, Culture and Sport	<b>18.11.10</b>	15.09.11

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
	Management Committee 5 February 2009 Article 12)	medium to long-term community learning hub options for St Machar ASG.	<p>partnership with other Council services and local partners, and will report back in September.</p> <p><b>This item is affected by the reduction to the communities team. The Service will not have the capacity to progress this at this time.</b></p>			
7.	Education, Culture and Sport 18 February 2010, Article 21	<p><b>Bookings and Lettings Review</b></p> <p>The Committee, amongst other things (i) agreed to receive a report back on the issue of an electronic Leisure Management System; (ii) agreed that officers would proceed with discussions with Trade Unions about options for the deployment of janitorial cover and report back; (iii) that officers report to a future meeting on the outcome of the review of the Corporate Budget; and (iv) to receive oral updates at each meeting on the Bookings and Lettings Review and its implementation.</p> <p>At its meeting on 20 January 2011, the Committee heard that officers had reviewed the rationale for groups receiving free lets via the Corporate Budget held by Corporate Governance, and it was noted that a report would be presented to a future meeting of the Committee on this matter. Finally, a report would also be produced on the review of the Access to Leisure Scheme to ensure that it was achieving its objectives.</p>	<p><b>At its meeting on 2 June 2011, the Committee agreed that oral updates would only be required when there was progress to report, and noted that a report would come back to Committee on the review in three cycles' time.</b></p>	Head of Communities, Culture and Sport	January 2012	



<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>At its meeting on 24 March 2011, the Committee approved the principle of implementing new staffing arrangements for evenings and weekends lets, subject to the outcome of detailed engagement with staff and trade unions by Enterprise, Planning and Infrastructure.</p>				
8.	<p>Education, Culture and Sport Committee 24 March 2011 Article 10</p>	<p><b><u>Provision for Children With Additional Support Needs – Raeden</u></b> The Resources Management Committee had on 16 June 2009, approved the development of a new specialist facility for children with additional support needs arising from complex factors on the current Raeden Development Centre site.</p> <p>At its meeting on 24 March 2011, the Committee instructed officers to complete a full business case for the development of the new school and campus on the site of the existing Raeden Centre, and agreed in principle to the closure of Raeden Nursery, the allocation of children to the 3 proposed developmental nurseries; the temporary decant of children to the former Braeside School, to enable the construction of the new school and campus on the site of the Raeden Centre, subject to the approval of the business case by the Finance and Resources Committee.</p> <p>At its meeting on 21 April 2011, the Finance and Resources Committee considered a report on the ongoing</p>	<p>At its meeting on 2 June 2011, the Committee considered a report of which advised that the majority of children had now been placed in one of the three developmental nurseries, and that there was no longer the requirement to keep the nursery provision operating at Raeden or to relocate the provision to Braeside as originally envisaged. The report further advised that a business case was being developed in relation to funding for the new campus on the Raeden site, to be presented to the Finance and Resources Committee on 16 June 2011.</p> <p><b>A verbal update will be given to the Committee.</b></p>	<p>Head of Educational Development Policy and Performance</p>		

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>discussions with Hub Co, and resolved that:-</p> <p>(i) the Heads of Finance and Asset Management &amp; Operations continue discussions with Hub Co, along with the completion of detailed Business Cases by all appropriate Services, to determine the financial viability of this proposal;</p> <p>(ii) the Director of Education, Culture and Sport evaluates the specific impact of not progressing the Raeden and Bucksburn/Newhills projects within the current timescales, and reports these to the next meeting of Education, Culture and Sport Committee;</p> <p>(iii) appropriate officers continue to consider other funding arrangements;</p> <p>(iv) a full report is submitted to the next Finance and Resources Committee on the outcome of the above; and</p> <p>(v) to instruct that everyone with an interest be advised immediately that a decant in the summer recess was unlikely.</p>				
9.	Education, Culture and Sport 15 April 2010 Article 20	<p><b>Cordyce Project</b> At its meeting on 15 April 2010, the Committee instructed officers to conduct an options appraisal on the redevelopment of the Cordyce site to include, in addition to a replacement school, a specialist residential facility on a spend-to-save basis, subject to confirmation of the required funding. The options appraisal was referred to the Finance and Resources Committee of 11 May 2010, for funding approval. Funding approval was granted.</p>	<p><b>An update is attached as an appendix to this Statement.</b></p>	Head of Educational Development Policy and Performance	<b>18.11.10</b>	15.09.11

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>The Committee received an oral update at its meeting on 18 November 2010, and resolved:-</p> <p>(i) to note the update provided, and that a report would come back to Committee on the options appraisal, to include a number of different options on how to manage provision;</p> <p>(ii) to request that in preparing the report, officers take account of the Social Care and Wellbeing implications and make mention of the provision of children's homes</p> <p>A bulletin update was provided to Committee on 2 June 2011, and officers will aim to provide a full report to the September meeting, following discussion with the architects involved.</p>				
10	Finance and Resources 17 June 2010 Article 34	<p><b>Tullos Swimming Pool – Internal Works</b></p> <p>The Committee had under consideration a request from Education, Culture and Sport Committee to consider urgent funding from the Capital Plan to carry out works to the interior of the Tullos Swimming Pool. Members expressed their concern that not enough detail was included within the report, and questioned why the repairs had not been carried out at a much earlier date. The Convener expressed his concern that the Service Committee was requesting capital funding for the repairs and intimated that Service Committees should take ownership of their Non Housing Capital</p>	<p>At its meeting on 18 November 2010, the Committee resolved:-</p> <p><b>(15)</b> to note that the review of water in the city would take approximately a year to complete, and to therefore amend the "report expected" column to September 2011; and</p> <p>(ii) also in relation to item 16 (Tullos Swimming Pool – Internal Works), to request that Annette Bruton and Patricia Cassidy meet with the local</p>	Director of Education, Culture and Sport	<b>15.09.11</b>	24.11.11

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>Programmes, and reprioritise their budgets to take account of urgent matters such as this case. The Committee, amongst other things, resolved that the matter be referred back to the Education, Culture and Sport Committee in order that members may consider the matter as part of a review of the Non Housing Capital Programme for that Service.</p> <p>At its meeting on 16 September 2010, the Committee resolved, amongst other things, to review the need for Tullos Swimming Pool as part of a city-wide water management plan, in partnership with Scottish Swimming, Sport Aberdeen and local swimming clubs, to include benchmarking of Aberdeen against Dundee, Edinburgh and Glasgow.</p>	<p>Ward Members to discuss the detail of the review.</p> <p>At its meeting on 20 January 2011, the Committee heard that work had commenced on the Water Management Plan; that a survey had been issued to swimming clubs; and that a briefing would be provided to local Members following a meeting to be held with all parties on 14 February 2011.</p> <p><b>An update is contained in the information bulletin, and a full report will be submitted to the November meeting.</b></p>			
11	Education, Culture and Sport 27 May 2010 Article 14	<p><b><u>Progress report on proposals to redevelop Aberdeen Art Gallery and report on improving access to the Museums and Galleries collections</u></b> <b><u>The Committee resolved:-</u></b> to instruct officers to prepare a capital business case for further consideration and report to the Education, Culture and Sport Committee on 16 September 2010, and Finance and Resources Committee on 28 September 2010, to include recommendations on the most appropriate option to redevelop the Art Gallery, and on the commitment the Council is being requested to make at that stage.</p>	<p>Officers continue to work to prepare the Business Case, once sufficient progress has been made on assessing the level of interest in the business and wider community, as well as the outcomes of the TIF application.</p> <p>The Committee is asked to note the slower than expected progress and that a report will be brought to a subsequent meeting, as soon as possible.</p>	Head of Communities, Culture and Sport	<b>15.09.11</b>	24.11.11

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		At its meeting on 18 November 2010, the Committee agreed that a fundraising campaign be progressed at no net cost to the Council.				
12	Corporate Policy & Performance 25 November 2010 Article 9	<b>Working Better Together</b> At its meeting of 20 January 2011, the Committee noted a report which had been referred from the Corporate Policy and Performance Committee and resolved:- (i) to request that officers take cognisance of ongoing work in Nottingham on early intervention; and (ii) to request a report back on progress with Total Place and Community Signature work in Torry.	<b>A report is contained in the information bulletin.</b>	Head of Communities, Culture and Sport	<b>02.06.11</b>	15.09.11
13	Education, Culture and Sport Committee 20 January 2011 Article 7	<b>Leaver Destinations 2009/10</b> The Committee noted with concern that the proportion of young people classified as unemployed and seeking employment was slightly higher than the national average, and requested a report back with an analysis of the cause and any action which could be taken to address the issue; and requested that the report also include information on those unemployed and not seeking employment.	<b>New leaver destination information will not be published until later in the year. Officers will therefore bring a report back on this in November.</b>	Head of Educational Development, Policy and Performance	<b>02.06.11</b>	24.11.11
14	Education, Culture and Sport Committee 20 January 2011 Article 7	<b>Closing the Gap</b> At its meeting on 20 January 2011, the Committee requested a further report on the gap between the lowest attaining 20% and the highest attaining 20% of pupils, to include any lessons learned from how other local authorities had tackled the problem.		Head of Educational Development, Policy and Performance	24.11.11	24.11.11

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		At its meeting on 2 June 2011, the Committee considered a report in relation to Closing the Gap and (i) instructed officers to develop a policy on raising achievement which sets out the approaches to be taken in schools and across Services to reduce the gap in attainment, and (ii) requested that Closing the Gap be considered alongside the Big Noise: Sistema Scotland project in future reports.				
15	Council Budget 10 February 2011	<b><u>Transformation Options / Virtual Campus</u></b> At its meeting on 2 June 2011, the Committee considered a progress report on the Service transformation options and requested a further report on progress with all transformation options to the meeting of Committee on 24 November 2011.  The Committee also requested a further report on all aspects of the virtual campus once it was in its trial period, (i) to include the potential impact of travel costs to those children from more deprived areas, to ensure that the costs were not preventing them from accessing educational opportunities, and (ii) to include an investigation into the possibility of using the Aberdeen Endowment Trust as a means of assisting these pupils with travel costs.		Director of Education, Culture and Sport	<b>24.11.11</b>	24.11.11
16	Council Budget 10 February 2011	<b><u>Pupil Support Assistants</u></b> As part of the General Fund budget proposals, to instruct the Director of	<b>A report is contained in the information bulletin.</b>	Director of Education, Culture and Sport	<b>02.06.11</b>	15.09.11

No	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		Education, Culture and Sport to report to the relevant Committee with further information on the role and support of Pupil Support Assistants.				
17	Education, Culture and Sport Committee 24 March 2011 Article 15	<p><b>Move to a Cultural Trust</b>            At its meeting on 24 March 2011, the Committee considered a report on how the decision from the Council Budget meeting on 10 February 2011 to move to a cultural trust would be implemented.</p> <p>The Committee agreed, amongst other things:-            to instruct the Director of Education, Culture and Sport to progress, by way of an officers' working group, an options appraisal on the transfer of services to a cultural trust, and that the options appraisal (1) include consideration of which services could transfer, including the Beach Ballroom, (2) examine a preferred governance model, including the option of community ownership of assets, and (3) to request that the options appraisal include SWOT analysis and options for governance arrangements; and to report the findings of the options appraisal to Committee by 24 November 2011.</p>		Head of Communities, Culture and Sport	24.11.11	24.11.11
18	Audit and Risk Committee 29 March 2011 Article ??	<p><b>Internal Audit – Summary of Audit Findings – Trusts and Arms Length Organisations Audit</b>            (i) to instruct officers to provide a report on the governance arrangements in place for the Aberdeen International Youth Festival</p>	A report is included on the agenda.	Head of Communities, Culture and Sport / Head of Legal and Democratic Services	<b>15.09.11</b>	

<u>No</u>	<u>Minute Reference</u>	<u>Committee Decision</u>	<u>Update</u>	<u>Lead Officer(s)</u>	<u>Report Due</u> (items in bold are overdue)	<u>Report Expected</u> (if known)
		<p>to the Education, Culture and Sport Committee in due course; and</p> <p>(ii) to instruct officers to report on the following bodies (<i>for Education, Culture and Sport this was the Aberdeen International Youth Festival</i>) to their relative Service Committee explaining why no Service Level Agreement was currently in place and to instruct the Service to establish a Service Level Agreement within a strict timeframe.</p>				



**Item 9 -**

**Update on Cordyce School Building Options Appraisal and Redesign of Services for Pupils with Social, Emotional and Behavioural Needs**

The Education, Culture and Sport Directorate, working with the Social Care and Wellbeing Directorate and other local and regional partners, is currently undertaking a comprehensive review of services for children with additional support needs as part of a wider Inclusion Strategy. This review is being undertaken in the context of current operating pressures:

- the age, condition and lay-out of the current Cordyce School;
- requirements for appropriate local provision for children with severe social, emotional and behavioural needs to potentially replace out-of authority provision;
- increased need for joint working with other agencies and local authorities providing improved and more efficient services; and,
- prevailing financial pressures.

A building options appraisal will be reported to the next committee cycle along with the outcomes of the service review so that informed decisions can be made about future provision. The building options appraisal has addressed a range of possible building options and has included the condition and suitability of the current Cordyce School, ground and survey investigations, alternative sites and costings.

Children and young people with additional support needs arising from social, emotional and behavioural needs require support from a number of agencies. Any new provision will also need to provide a suitable environment for both learning and partnership working between the agencies delivering services to pupils.

The Council's Five Year Business Plan includes a joint project with Social Care and Wellbeing to reduce the current number of out-of authority placements for children whose needs cannot be accommodated within the City. A joint Education Culture and Sport and Social Care and Wellbeing group has agreed revisions to criteria for out of authority placements and made decisions on those children and young people who will be returning.

The need for a strategic approach to provision for additional support needs including a comprehensive review and potential redesign of services is acknowledged and officers are also progressing a service options appraisal. The redesign of services will also consider the potential for providing specialist residential placements for children from other areas which could provide income generation thus offsetting costs.

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EDUCATION, CULTURE AND SPORT COMMITTEE

MOTIONS LIST

15 SEPTEMBER 2011

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
1.	<p><u>Motion by Councillor Cormack</u>                      "That this Council agrees to promote further and to continue to develop parental , guardian and carer involvement in the Council's decision making process and that a report is therefore produced with recommendations for including parents in the work of the main Council committee with education responsibilities, relevant sub-committees and consultation processes."</p>	<p>Policy and Strategy (Education) 28/04/09</p>	<p>At its meeting on 2 June 2011, the Committee acknowledged the progress made by the Parent Forum and requested that officers prepare a report for the next cycle to enable the Council to consider the most appropriate way to include parents in the work of the main Council Committee with education responsibilities, relevant sub committees and consultation processes, to include:</p> <ul style="list-style-type: none"> <li>• arrangements in other Scottish local authorities;</li> <li>• the implications of a voting/non-voting option for members, taking account of the Local Government (Scotland) Act 1973;</li> <li>• an outline of the mechanism that the Forum proposes to take to appoint the parent</li> </ul>	<p><b>A report is on the agenda.</b></p>	<p>Director of Education, Culture and Sport</p>	<p>15.9.11</p>	<p>No</p>

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			<p>representative;</p> <ul style="list-style-type: none"> <li>• detail of any changes that may be needed to the Committee composition, should Committee agree to a parent representative;</li> <li>• advice on the formal processes required to secure a change in Committee representation; and</li> <li>• more detail on the legislation and the section of the Council's Standing Orders in relation to teacher and religious representatives on the Committee.</li> </ul>				
2.	<p><u>Motion by Councillor Cormack</u>          "That in the light of the restoration and reuse of Marischal College, the second largest granite building in the world, and in recognition of the central role that the granite industry has played in the city's economic development and in its cultural identity, that this Council agrees to the</p>	18/11/09	<p>At its meeting of 7 January 2010, the Committee agreed the terms of the motion and noted that a full report would be submitted to a future meeting which would contain details of the potential links with local geology, oil companies and the Curriculum for Excellence and would look at partnership working with Aberdeenshire Council to promote the history of granite in the wider area.</p>	<b>Can officers advise if this has been actioned?</b>	Head of Communities, Culture and Sport	24/3/11	No

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	<p>production of a report with options on how the Council and its partners can properly acknowledge the key contribution that the use of granite has made to the environment of Aberdeen and the wider North East region.”</p>		<p>At its meeting of 18 November 2010, the Committee resolved:- (i) to approve the recommendations in the report and request that officers investigate the possibility of sponsorship for the interpretation panels (referred to Enterprise, Planning and Infrastructure Committee);  (ii) to request that officers circulate details of the book “Granite – A Story of the Granite Industry in Aberdeen” by David Miller to all members of the Committee for information;  (iii) to request that officers investigate the possibility of providing each school library with a copy of the book;  (iv) to request that officers keep the committee updated with progress on the motion through the information bulletin; and  (v) to thank staff for their work on the matter.</p>				

<u>No.</u>	<u>Motion</u>	<u>Date of Council Meeting</u>	<u>Committee Motion referred to / date/ decision of Committee</u>	<u>Action taken / Proposed Future Action</u>	<u>Responsible Head(s) of Service</u>	<u>Due Date</u>	<u>Is authority sought to remove motion from list?</u>
3.	<u>Motion by Councillor Boulton</u> "That Aberdeen City Council writes to Mike Russell, the Cabinet Secretary for Education and Lifelong Learning, asking for a review of 'The Parent's Charter'."	23/02/11	At its meeting of 24 March 2011, the Committee requested a background report to include references to school transport costs.  At its meeting of 2 June 2011, the Committee considered a background report on the motion and requested a more detailed report back on the matter.		Head of Schools and Educational Establishments	15.9.11	No

## ABERDEEN CITY COUNCIL

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COMMITTEE	Education, Culture and Sport
DATE	15 <sup>th</sup> September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/11/064

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### 1. PURPOSE OF REPORT

The purpose of this report is to:

provide Elected Members with a summary of performance data up to 30<sup>th</sup> June 2011 from the Education, Culture and Sport Directorate

### 2. RECOMMENDATION(S)

The Committee are asked to:

Approve the ECS Service Performance report for the period up to 30<sup>th</sup> June 2011

Note the progress toward service plan actions and performance targets

Approve the briefing notes for:

- 5-14 attainment 2010-11
- Incidents of Violence against School staff 2009-10
- School Leaver destinations 2009-10 (follow-up report March 2011)
- Educational Outcomes for Looked After Children

### 3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising directly from the report.

### 4. OTHER IMPLICATIONS

There are no direct implications arising from this report however, the purpose of performance measurement and reporting is to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking and the themes contained in "Improving Scottish Education." Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

## **5. BACKGROUND/MAIN ISSUES**

5.1 This report provides Elected Members with a summary of performance data up to 30 June 2011 from the Education, Culture and Sport Directorate.

5.1.1 Members will see that the report presents updates on some of the key priorities as set out in the Education, Culture and Sports Service Improvement Plan 2011-2015. The plan sets the context for service delivery and outlines the key performance indicators and improvement actions identified to measure the performance and progress of each priority.

### **5.2 Service Plan performance measures**

Members should note the following performance measures this month:

#### **5.2.1 5-14 attainment**

2010-11 was identified as a year of transition during which Curriculum for Excellence (CFE) assessment approaches were trialed. The 2010-11 session will, therefore, be the last year of reporting 5-14 attainment with the 2011-12 session being the baseline year for CFE assessments. Primary 5-14 measures will be reported in November 2011.

#### **5.2.2 Secondary 5-14 measures**

Reading: attainment has significantly increased by 4.9% to 71.9%

Writing: attainment has increased by 3.5% to 55.5%

Mathematics: attainment has increased by 2% to 66%

5.2.3 Good performance in reducing sickness absence levels where, for the 1<sup>st</sup> time, the ECS Service sickness absence has been brought below the Council target of 10 days

5.2.4 In line with our zero tolerance policy towards violence, our reported incidents of violence against authority school staff increased by 195 to 668 incidents in 2009-10, well above our target of 587.

5.2.5 Improved numbers of young people moving into positive and sustained destinations over the past year, with 9 out of our 12 secondary schools demonstrating an increase, including 3 secondary schools in areas of deprivation

#### **5.2.6 Educational outcomes for looked after children**

Ranked 3<sup>rd</sup> out of our comparator authorities for average tariff scores for our looked after children's attainment

Ranked last of our comparator authorities for our looked after children's attendance

Ranked last out of comparator authorities for our looked after children's rates of exclusion

Ranked 1<sup>st</sup> out of comparator authorities for our looked after children's positive school leaver destinations



5.3 The August report consists of three appendices as outlined below:

**Appendix 1:** Education, Culture and Sports Committee Service Plan Performance report for the financial year 2010/2011, showing progress toward service plan actions and performance targets

**Appendix 2:** 5-14 secondary attainment for 2010-11

**Appendix 3:** Incidents of Violence against School staff 2009-10


**Appendix 4:** School Leaver destinations 2009-10 (follow-up report March 2011)

**Appendix 5:** Educational Outcomes for Looked After Children


5.5 Within the report the following symbols are used:


#### **Performance Measures**

##### **Traffic Light Icon**


 On target


 Within 5% of target and being monitored

 Within 20% of target and being actively pursued


 Data only PI as there is no target set

##### **Short Term Trend Arrow**


 Improvement from last reporting period


 Reduction from last reporting period

 No change since last reporting period


 Unable to determine trend

##### **Long-term Trend arrow**

 Improvement from the previous year

 Reduction from the previous year

 No change since last year

 Unable to determine trend

## **6. IMPACT**

### **Legal**

The Council is required to act as set out in the Statutory Performance Indicator Direction.

### **Resources**

No additional resources are required to undertake performance management which is a core responsibility of managers.

### **Other**

There are no property, equipment or Health and Safety implications arising directly from this report.

## **7. BACKGROUND PAPERS**

**Appendix 1:** Education, Culture and Sports Committee Service Plan Performance report for the financial year 2010/2011, showing progress toward service plan actions and performance targets

**Appendix 2:** 5-14 secondary attainment for 2010-11

**Appendix 3:** Incidents of Violence against School staff 2009-10

**Appendix 4:** School Leaver destinations 2009-10 (follow-up report March 2011)

**Appendix 5:** Educational Outcomes for Looked After Children

**8. REPORT AUTHOR DETAILS**

Sarah Gear, Service Manager (Policy and Performance)  
Education, Culture & Sport



01224 522865



[sagear@aberdeencity.gov.uk](mailto:sagear@aberdeencity.gov.uk)

# EC&S - Interim Service Plan Priorities 2011/12 - 2015/16

Strategic Priorities and Outcomes - Action Plan

**Report Type:** Actions Report

**Report Author:** Sarah Gear

**Generated on:** 21 July 2011

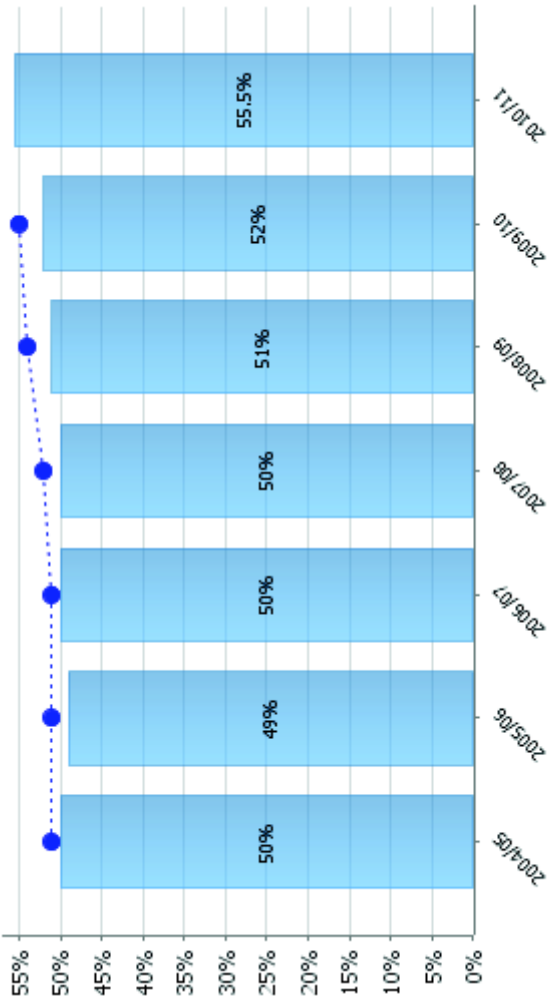


Priority 01 - Curriculum for Excellence  
 01.01 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

Action	Timescale	Performance Measure	Lead Officer
Implement Curriculum for Excellence as part of 3 year rolling programme with initial focus on literacy and numeracy	31-Jul-2013	5 to 14 Attainment - Primary Mathematics, Reading & Writing Attainment	Derek Samson
		5 to 14 Attainment - Secondary Mathematics, Reading and Writing Attainment (also refer to Appendix A)	
Redesign of senior secondary school towards a virtual campus	31-Jul-2015		Derek Samson
Implementation of the Early Years Framework	31-Mar-2013		Liz Gillies
Redesign of Early Years Service	31-Mar-2012		Liz Gillies
Enhance our youth voice and youth participation through schools and Aberdeen Youth Council	31-Mar-2013		Gail Woodcock

Performance Indicator	5 to 14 Attainment - Secondary Mathematics Attainment	Objective	Aim to Maximise																
<p>The indicator reports the percentage of S2 pupils meeting or exceeding level E in maths per academic year. Trend calculation method is year on year - Short trend calculates current year v previous year; Long trend calculates current year v average of previous 3 year periods.</p>	<p style="text-align: center;"><b>ECS Edu 5-14SeM 5 to 14 Attainment - Secondary Mathematics Attainment</b></p> <table border="1"> <caption>Secondary Mathematics Attainment Data</caption> <thead> <tr> <th>Year</th> <th>Attainment (%)</th> </tr> </thead> <tbody> <tr> <td>2004/05</td> <td>53%</td> </tr> <tr> <td>2005/06</td> <td>56%</td> </tr> <tr> <td>2006/07</td> <td>53%</td> </tr> <tr> <td>2007/08</td> <td>59%</td> </tr> <tr> <td>2008/09</td> <td>58%</td> </tr> <tr> <td>2009/10</td> <td>64%</td> </tr> <tr> <td>2010/11</td> <td>66.1%</td> </tr> </tbody> </table>	Year	Attainment (%)	2004/05	53%	2005/06	56%	2006/07	53%	2007/08	59%	2008/09	58%	2009/10	64%	2010/11	66.1%		
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Performance Indicator	5 to 14 Attainment - Secondary Reading Attainment	Objective	Aim to Maximise																
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**Priority 01 - Curriculum for Excellence**  
**01.02 - Improve the outcomes for all our children and young people**

Action	Timescale	Performance Measure	Lead Officer
<p>Work with young people, particularly those in the MCMC group to support them in their transition into employment particularly via work experience opportunities</p> <p>14-Jun-2011 665 pupils will have been placed this term with a range of employers. Final figures are currently being collated . Indicative numbers per school are as follows; Aberdeen Grammar 180 , Harlaw Academy 168, Bridge of Don Academy 137, Robert Gordon's College20, Kincaith Academy 160</p> <p>Implement action plans to support young people under More Choices, More Chances Strategy and 16+ Learning Choices</p>	31-Mar-2013	<p>Number of young people in the More Choices, More Chances group engaged in Toolkit for Progress Work Placements</p> <p>Number of secondary school pupils placed by Aberdeen City Council Work Experience Unit</p>	Gail Woodcock
	31-Mar-2013	Refer to Appendices C, D and E for the latest information from Skills Development Scotland on the percentage of school leavers not in employment, education or training	Sheila Sansbury

**Priority 02 - Fit for Purpose Schools & Learning Centres**  
**02.01 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential**

Action	Timescale	Performance Measure	Lead Officer
Develop a Learning Estate Strategy to ensure an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need	31-Mar-2013	% of city schools with a current condition survey	David Wright
		% of primary school buildings assessed as fit for purpose	
		% of secondary school buildings assessed as fit for purpose	
		% of special school buildings assessed as fit for purpose	
		% primary schools in which the ratio of pupils to available places is 0% - 40%, 41%-60%, 61%-80%, 81%-100% and 101% or more	
% secondary schools in which the ratio of pupils to available places is 40% or less, 41%-60%, 61%-80%, 81%-100% and 101% or more			
Redevelop Cordyce School as a centre of excellence for young people with social, emotional and behavioural needs	31-Mar-2012		
Develop a state of the art school campus for children with severe and complex additional support needs	31-Mar-2012		
Develop a strategic approach to the management of Education, Culture and Sport buildings and land	31-Mar-2014		
Develop and implement an improved approach to managing Directorate facilities	31-Mar-2012		
Redevelopment of Aberdeen Art Gallery	31-Dec-2013		Neil Bruce
Develop and implement proposals for Museums Collection Centre	31-Dec-2013		Neil Bruce; Christine Rew
Deliver regional aquatic centre (50m pool and diving pool) in partnership with Enterprise Planning and Infrastructure Directorate, Aberdeen University and Aberdeen Sports Village	31-Jan-2012		Neil Bruce

**Priority 03 - Learning in the Wider Community**



03.01 - Support learners to access employment opportunities			
Action	Timescale	Performance Measure	Lead Officer
Develop and sustain first step programmes which provide skills for life, learning and work	07-Mar-2012		Gail Woodcock
Work in partnership with key stakeholders to develop and sustain employment programmes	31-Mar-2012		Gail Woodcock
Provide support to overcome barriers to access to learning, training and employment	31-Mar-2012		Gail Woodcock
Priority 03 - Learning in the Wider Community			
03.02 - Encourage people of all ages to play an active role in their learning in order to maximise their potential			
Action	Timescale	Performance Measure	Lead Officer
Integrated Communities Team - Implementation of a revised staffing structure to focus on delivering key services related to young people; lifelong learning; employability and community capacity building on a citywide integrated basis	31-Mar-2012		Gail Woodcock
Contribute to citywide Learning Strategy by working in partnership with key stakeholders	31-Mar-2012		Gail Woodcock
Priority 03 - Learning in the Wider Community			
03.03 - Improve engagement and sustained involvement in the learning process			
Action	Timescale	Performance Measure	Lead Officer
Support effective continuation and development of learning partnerships via monitoring and review	31-Mar-2012		Gail Woodcock
Review current service delivery and potential need to target services	31-Mar-2012		Gail Woodcock
Provide support, training and advice for voluntary management committees to develop capacity to support community based adult learning	07-Mar-2012		Gail Woodcock
Investigate and development opportunities within the wider community and via other learning providers to enhance learning within schools and communities	31-Mar-2012		Gail Woodcock
Work in partnership with representative community fora to support effective engagement and representation	31-Mar-2012		Gail Woodcock

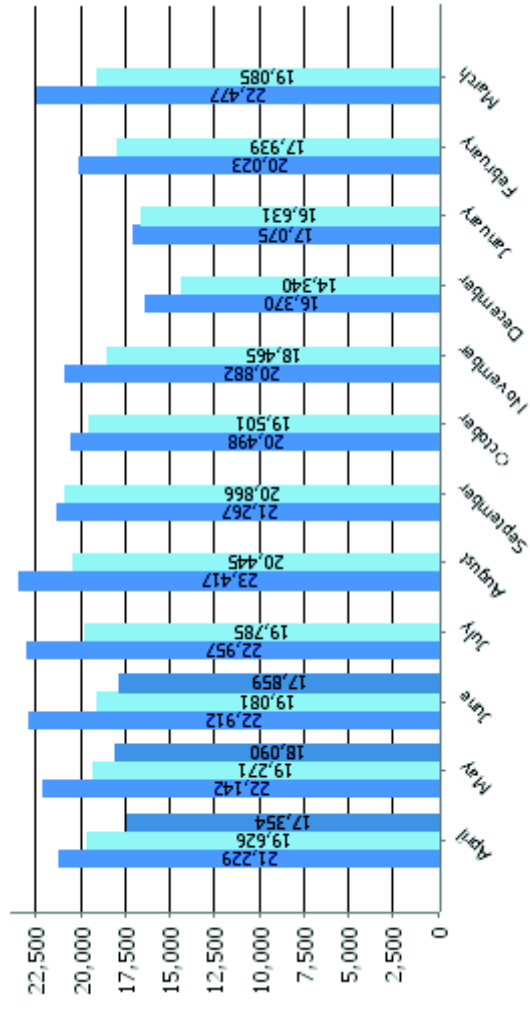
**Priority 04 - Technology**  
**04.01 - Encourage active and appropriate use of technology to widen learning opportunities**

Action	Timescale	Performance Measure	Lead Officer
Determine, develop and deliver appropriate levels of online learning skills within communities	31-Mar-2013	Number of times that PC terminals in Learning Centres and Learning Access Points are used	Neil Bruce/ Gail Woodcock
Develop a Technology Strategy for Education, Culture and Sport	31-Mar-2013	Number of visits to libraries - virtual	Neil Bruce David Wright

**Performance Indicator**      **Number of times that PC terminals in Learning Centres and Learning Access Points are used**






















Objective	Data Source	Red Variance %	5%	Amber Variance %	1%
Aim to Maximise	Library and Information Services				

**ECS Lib PCUse Number of times that PC terminals in Learning Centres and Learning Access Points are used**




This indicator reflects the number of times that PC terminals within Learning Centres and Learning Access Points of libraries are used. Trend calculation method is year on year- Short trend calculates current period v previous year period; Long trend calculates current period v average of previous 3 year periods. Annual value = cumulative monthly values.

Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note

2009/10		251,249											
2010/11		225,035											
2011/12		53,303											
	Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note					
January 2011		16,631						PC usage suffered some small interruptions during the month at Bucksburn where 2 PCs suffered faults and routine IT work on 21st January prohibited access from 4-5pm. Wifi was down at all Community Libraries due switches being changed on 22/1/11 and a PC in Central Lending was out of operation from 27 Jan 14:40pm - 31 Jan 11:15am.					
February 2011		17,939						While PC usage shows a drop overall from this time last year there has been an increase in usage at Airyhall, Bridge of Don, Torry and Woodside community libraries. Wifi usage continues to rise across the city.					
March 2011		19,085						Major work involving the relocation of servers to Atos along with problems with networks and in particular the Education network in the Bucksburn area have affected PC access resulting in a downturn in usage. Overall figures are affected by the loss of Linksfield Library and the reduced number of hours open this March.					

Performance Indicator	Number of visits to libraries - virtual																																										
Objective	Aim to Maximise	Data Source	Library and Information Services	Amber Variance % 5%																																							
				Red Variance % 20%																																							
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Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																				
2009/10	17,255				→	→	Figure used for 2009/10 SPI calculation was 17,255 - this was due to only partial year results being available through Google Analytics.																																				
2010/11	455,247				←	←																																					
2011/12	113,251				→	→																																					
Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																				
January 2011	40,089				→	→																																					
February 2011	39,373				→	→	Web page hits continue to increase as more people renew and reserve items online. We																																				







March 2011		42,257							<p>continue to develop online services by adding to the collection of online subscription databases with funderfinder now available via the Library Service web pages along side News UK, Times Digital Archive, 18th century British library Newspapers, The Scotsman, Credo reference, DSA Driving theory Test Pro and the European Careers Databases Eisodos and Careers Europe</p>
								<p>Online access to library services continues to rise despite several disruptions during March including the relocation of servers to Atos and some network issues. In particular family history resource Ancestry has seen a large rise as a result of our programme of taster sessions and new course on family history currently being piloted at Dyce Community Centre and Dyce Library.</p>	

**Priority 05 - Health and Wellbeing**  
**05.01 - Encourage people to get involved in recreational activities, leisure pursuits and a wide variety of sports maximising the social, educational, health and economic health benefits**

Action	Timescale	Performance Measure	Lead Officer
Complete creation of Sport Aberdeen to deliver efficient and effective provision of sports and leisure activities to the City	31-Mar-2011	Total number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex (sports facilities; schools and community education establishments) % people participating in sport/physical activity	Neil Bruce
Implement 'Fit for the Future' – Sport and Physical Activity Strategy for the City	31-Mar-2013	% of 'Fit for the Future' Sport and Physical Activity Strategy Outcomes Achieved	Neil Bruce
Provide opportunities for children and young people to participate in physical activities and to enable the creation of pathways from school to the wider community	31-Mar-2012	% of P1 to P7 pupils receiving 2 hours of PE per week % of S1 to S4 pupils receiving 2 hours of PE per week Number of young people participating in and achieving accreditation through awards programmes Number of young people involved in Fairer Scotland Fund activities	Neil Bruce
Increase the number of activities for all children to get engaged in physical activities and sport through Active Schools	31-Mar-2011		Neil Bruce

Performance	Number of sports admissions to indoor facilities and pools
-------------	--



February 2011		173,734	100,296.08						<p>at least partly reflects the full re-instatement and/or inclusion of additional facilities. This, as noted in the previous performance analysis, however, is balanced by an element of 'slowed' growth against the first half of the fiscal year which suggests that this rate of increase is unlikely to be achieved in 2010/11. Nonetheless, the year end figures, particularly given that February and March are key seasonal admission pinnacles, will exceed the target set by some margin and may necessitate further adjustment of the targets from April onwards.</p>
March 2011		195,724	100,296.08						<p>Aggregated admission levels for February 2011 demonstrate both monthly and cumulative growth against 2010 figures which, given the 'loss' of admissions (c.50,000) arising from the removal of Linksfield and Dyce Swimming Pool figures from the dataset reflects positively on the performance throughout the 11 month period. On this basis, and whilst a proportion of the cumulative increase has been influenced by the compensatory reinstatement and/or inclusion of additional facilities (i.e. Linx Ice Arena/Beacon Sports Centre) the year-end figures, based on the current cumulative position, are likely to demonstrate year-on-year growth of around 22-24%. Although achievement of similar levels of growth would not be expected in 2011/12 as facility development and comparative data will, effectively, settle down into a more sustainable pattern, admission levels will, in all likelihood, continue at levels in advance of the present targets which may necessitate further adjustment of the baseline figures.</p>
March 2011									<p>Aggregated admission levels for March 2011 demonstrate both monthly and cumulative growth against 2009/2010 figures which, given the 'loss' of admissions (c.40,000) arising from the removal of Linksfield and Dyce Swimming Pool figures from the dataset and even when counter-balanced by around 80,000 'new' admissions arising from the re-instatement of both the Linx Ice Arena and Beacon Centres, reflects positively on the City's performance throughout the 12 month period.</p>





**Priority 05 - Health and Wellbeing**  
**05.02 - Encourage people to making positive choices about their diets and lifestyles**

Action	Timescale	Performance Measure	Lead Officer
Improve the health and wellbeing of pupils and staff via continued development of the Health Promoting Schools initiative	31-Mar-2013	% schools achieving Health Promoting Schools accreditation	Derek Samson
Increase the number of health promoting establishments	31-Mar-2013	Number of schools with Healthy Working Lives Award Number of establishments with Healthy Working Lives Award	Derek Samson
Implement the requirements of Schools (Scotland) Health Promotion and Nutrition Act 2007	31-Mar-2013	% primary school roll entitled and registered for free school meals	Derek Samson
		% secondary school roll entitled and registered for free school meals	
		% uptake of free school meals amongst primary school pupils entitled and registered for free school meals % uptake of free school meals amongst secondary school pupils entitled and registered for free school meals	



**Priority 05 - Health and Wellbeing**  
**05.03 - Environmental sustainability**

Action	Timescale	Performance Measure	Lead Officer
Encourage and increase active travel to school	31-Mar-2013	% pupils undertaking active travel to school	Derek Samson
		% primary pupils undertaking active travel to school	
		% secondary pupils undertaking active travel to school	
Promote healthy travel options	31-Mar-2013		Charlie Penman
Increase the number of Eco-Schools within the city	31-Mar-2013	% of schools participating in Eco-Schools Award achieving Green Flag status	Derek Samson


Priority 06 - Community Engagement in Arts, Culture and Heritage  
Cannot group these rows by Strategy

Action	Timescale	Performance Measure	Lead Officer
Develop and implement 'Vibrant Aberdeen' - A Cultural Strategy for Aberdeen	31-Mar-2013	% of 'Vibrant Aberdeen' Cultural Strategy outcomes achieved	Neil Bruce
Demonstrate and evidence the key role culture can play in all aspects of life including city regeneration	31-Mar-2013	Total no.of issues from libraries Number of visits to libraries - in person	Neil Bruce
Engage with hard to reach groups - bring cultural activities to each community	31-Mar-2013		Neil Bruce
Implement a co-ordinated programme of school visits to cultural establishments linked to learning programmes	31-Mar-2013		Neil Bruce
Develop virtual resources for virtual online visitors	31-Mar-2013	Number of visits to/usages of council funded or part funded museums - virtual	Neil Bruce
Attract major exhibitions to the City	31-Dec-2013	Number of hosted visits by major national or nationally based performance companies	Neil Bruce
Ensure new and existing venues are fit for purpose and have the capacity for development of cultural activities	31-Dec-2013	% of Education, Culture and Sport public buildings with accessible facilities	Neil Bruce
Monitor and evaluate qualitative and quantitative impact of arts, culture and heritage activities	31-Mar-2013		Neil Bruce
Develop partnership networks and links with both cultural and non cultural bodies e.g. tourism	31-Dec-2013		Neil Bruce
Recruitment, development and retention of volunteers to support delivery of cultural, arts and heritage type activities	31-Mar-2013	Number of volunteers supporting the delivery of cultural, arts and heritage activities	Neil Bruce
Increase opportunities for artists to produce work for artist led social enterprises	31-Mar-2013		Neil Bruce
Encourage and support artists to produce new and innovative work	31-Mar-2013		Neil Bruce
Ensure culture and the arts becomes an attractive and viable career choice in the City	31-Mar-2013		Neil Bruce
Develop a cultural programme reflecting the uniqueness of the area exploiting our unique assets	31-Mar-2013		Neil Bruce
Build upon the contribution of arts, culture and heritage to the promotion of the City	31-Mar-2013		Neil Bruce

Performance Indicator		Total number of issues from libraries																																												
Objective	Aim to Maximise	Data Source	Library and Information Services	Red Variance %	20%	Amber Variance %	5%																																							
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Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																							
2009/10	414,029				?	?																																								
2010/11	950,453				↩	↩																																								
2011/12	213,896				↗	↗																																								
Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																							
January 2011	75,065				↗	↗	There has been an overall increase in the number of books issued from the same period last year. All community libraries and the Central Children's Library issued more books to children and issues																																							

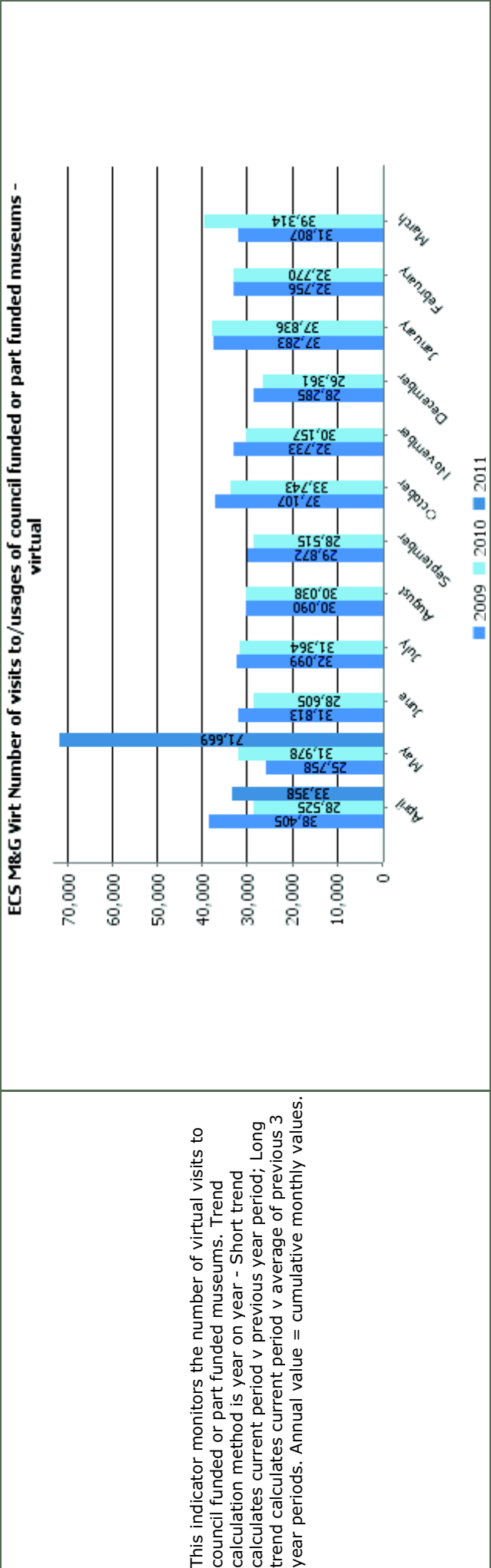
February 2011		71,940									<p>of books to adults have increased at 8 community libraries. Audio visual issues to adults continue to drop with the increased charges and loss of subscription with only the free loan of audio visual items to children under 12 showing an increase.</p> <p>Overall issues are down on same period as last year due to ongoing closure of Kaimhill and the closure of Linksfield Library in September 2010. Issues of audio visual items continue to drop with the Media Centre showing a 57% decrease from last year this is mainly due to the move from an annual subscription to increased pay-as-you-go charges.</p>
March 2011		80,180									<p>Libraries were open 127 hours less this year compared with last March and issues are down overall. Children's issues have increased at 12 of our 18 service points continuing the general increase in borrowing by children. A/V issues to adults have again dropped while issues to children continue to increase.</p>

Performance Indicator		Number of visits to libraries - person																																																									
Objective	Aim to Maximise	Data Source	Library and Information Services	Red Variance %	5%	Amber Variance %	1%																																																				
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Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																																				
2009/10	1,176,559				➔	➔																																																					
2010/11	1,127,236				➔	➔																																																					
2011/12	265,197				➔	➔																																																					
Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note																																																				
January 2011	84,272				➔	➔	<b>Analysis:</b> It should be noted that the closure of Linksfield in September is reflected in the overall comparison of totals. If Linksfield and Kaimhill are taken out of the equation usage is actually																																																				

February 2011		87,822								<p>increased in some KPIs. The Mobile Library van was in the garage for routine maintenance from the 20th December to the 10th January. The better weather in January saw an increase in visitors at several community libraries including Airyhall, Cornhill, Culter, Dyce, Ferryhill, Mastrick, Northfield, Tillydrone and Woodside. The significant rise at Mastrick is due to an increase in class visits from local schools. Staff at Airyhall, Ferryhill, Kincorth, Mastrick have been successful in encouraging visits from local nurseries and schools. In Northfield recent changes to schools have affected regular visits and staff are working to re-establish these now the schools have settled into their new environments. Similarly library staff have been trying to engage with primary schools in the Torry area for a number of months to re-establish the class visits which did not start up again at the start of the school session last August.</p> <p><b>Action:</b> The Europe Direct service held a road show at Culter Academy during January where 91 pupils attended. This was the first time the road show had visited a school and it is the intention to programme future visits across the city. The successful YMCA exhibition celebrating 150 years of the work of the YMCA in the North East of Scotland is at Cove library during February and is hoping to attract Primary 7 classes from local schools to their workshops. Work is ongoing to re-engage with primary schools that have relocated as part of the 3Rs programme in particular to arrange class visits to their local community libraries. The Arts across Learning festival is planned for the end of the month with libraries hosting several activities. February is also the month the Information Service is focusing on health with various displays and activities ongoing. Libraries are working with CL&amp;D colleagues on attendance at a number of community open days and Jobs fairs where libraries can offer particular information and promote their services to the wider community.</p> <p>Several community libraries: Cornhill, Culter,</p>






March 2011		99,083										Ferryhill, Matsrick and Northfield continued to show an increase in visitors during the month with Airyhall and Kincoth showing an increase from tea same period last year. the closure of Linksfield library has impacted on the overall city-wide figure which shows a drop.
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Performance Indicator	Number of visits to/ usages of council funded or part funded museums - virtual						
Objective	Aim to Maximise	Data Source	Museums & Galleries	Red Variance %	5%	Amber Variance %	1%



2009/10		Status	Value	388,008	Target		Numerator		Denominator		Short Trend		Long Trend		Note	This year has seen a continued increase in usage of websites to access the collections and collection-related information. In 2008-9 there were 347,640 visits made to the websites run by
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										<p>the service. In 2009-10 388,008 visits were recorded; an increase of 40,368 is attributable to the launch of a revitalised website for the service, www.aagm.co.uk in January 2010 (development work funded by a grant from Museums Galleries Scotland). This redevelopment saw an increased number of images of the collections and many new features including curator blogs and improved publicity and promotion pages. Anecdotal evidence indicates that visitors are increasingly using the website to access information about the service, although these general enquiries / hits are not counted for the SPI return. The Aberdeenquest website, which is aimed at young people and families, continues to be popular with schools and maintains a good level of usage during vacation periods suggesting a much wider use beyond schools.</p>
2010/11		379,206							<p>This year has seen an improved usage of the www.aagm.co.uk website following a relaunch in January 2010. There is now better access to collections information and an increased number of images on the site. Anecdotal evidence indicates that visitors are increasingly using this website to access information about the service and what's on, although these general enquiries/hits are not counted for the SPI return. The service also launched a Facebook site www.facebook.com/AAAGandM and Twitter feed http://twitter.com/AbdnArtMuseums in February 2011 to engage and communicate with our audiences, particularly a target group of 16-24 year olds, in a more immediate and effective way. Weekly updates on usage are received showing that we have over 1500 active users for Facebook and 289 followers of the Twitter feed.</p>	
2011/12		105,027								
January 2011	Status 	Value 37,836	Target	Numerator	Denominator	Short Trend 	Long Trend 	Note		

February 2011		32,770									
March 2011		39,314									

**Priority 07 - Helping those with different needs**  
**07.01 - Support children and young people through an integrated children's service with single points of access**

Action	Timescale	Performance Measure	Lead Officer
Develop, implement and deliver Integrated Children's Service Plan 2010-13	30-Jun-2011	% of Integrated Childrens Service Plan Outcomes Achieved	Sheila Sansbury

**Priority 07 - Helping those with different needs**  
**07.02 - Support vulnerable children to achieve their full potential**

Action	Timescale	Performance Measure	Lead Officer
Raise awareness and provide support to help children, young people, their families and carers access services to meet their individual needs within the requirements of Getting It Right For Every Child (GIRFEC)	31-Mar-2013	Incidents of Violence against school staff (please refer to Appendix B for further information)	Sheila Sansbury
Early identification and provision of support to families to help them meet their children's needs	31-Mar-2013	Number of school clothing grants issued - primary	Sheila Sansbury
		Number of school clothing grants issued - secondary	
		% absence and attendance, primary and secondary schools	
		Number of days lost per 1000 pupils through exclusions - Primary Schools	
		Number of days lost per 1000 pupils through exclusions - Secondary Schools	
		Number of days lost per 1000 pupils through exclusions - Special Schools	
		Total number of exclusions from all schools (Please refer to Appendix D for Looked After Children data)	
		Number of exclusions - Primary Schools	
		Number of exclusions - Secondary Schools	
		Number of exclusions - Special Schools	
% primary school roll entitled and registered for free school meals			
% secondary school roll entitled and registered for free school meals			
% uptake of free school meals amongst primary school pupils entitled			

Action	Timescale	Performance Measure	Lead Officer
		and registered for free school meals % uptake of free school meals amongst secondary school pupils entitled and registered for free school meals	
Improve the engagement, involvement and achievement of the City's looked after children as part of our corporate parenting role	01-Sep-2010	SQA Performance - % of 16 - 18 year olds, ceasing to be looked after, achieving level 3 in any subject (Please refer to Appendix D for additional information) SQA Performance - % of 16 - 18 year olds, ceasing to be looked after, achieving level 3 in English and Maths Spend on Out of Authority Placements % school leavers, looked after children, in positive destinations (Please refer to Appendices C and D for additional information)	Sheila Sansbury
Identification and support of young carers	31-Mar-2013	Number of young carers in the city	Gail Woodcock
Implementation of Education (Additional Support for Learning)(Scotland) Act 2004	31-Mar-2013	% of Special Schools pupils with a co-ordinated support plan in place	Sohail Faruqi

Priority 07 - Helping those with different needs  
07.03 - Ensure our services and facilities are accessible to all

Action	Timescale	Performance Measure	Lead Officer
Apply Council's strategy on disability access to services and properties	31-Mar-2013	% of Education, Culture and Sport public buildings with accessible facilities % schools with accessible facilities	David Wright

Priority 08 - Better Performing/Value for Money			
08.01 - Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets			
Action	Timescale	Performance Measure	Lead Officer
Maximise available resources to the 'front line' and reduce central service costs	31-Dec-2013		David Wright
Service implementation of corporate robust financial systems – PECOS, E-Financials, Collaborative Planning	31-Mar-2013		Lesley Kirk
Priority 08 - Better Performing/Value for Money			
08.02 - Encourage and maximise use of online resources for all			
Action	Timescale	Performance Measure	Lead Officer
Develop user friendly websites	31-Mar-2013		Neil Bruce
Promote the benefits of single source access to Council information	29-Mar-2013		Lesley Kirk
Enable customer self service	31-Mar-2013		Neil Bruce
Priority 08 - Better Performing/Value for Money			
08.03 - Demonstrate our commitment to continuous improvement			
Action	Timescale	Performance Measure	Lead Officer
Validated Self Evaluation School Review	31-Jul-2013	% of primary schools receiving positive HMIE inspection reports	Liz Gillies
		% of secondary schools receiving positive HMIE inspection reports	
		% of special schools receiving positive HMIE inspection reports	
Engage with service users to determine if expectations are being fulfilled and improve customer satisfaction	31-Mar-2013		Sarah Gear
Effective monitoring and reporting of performance against quantitative and qualitative measures	31-Mar-2013	Average no. of days lost through sickness absence	Sarah Gear
		Health and Safety Reportable Accidents including Incidents	
		% of success in dealing with written enquiries and complaints within 14 working days	
		% Internal Audit recommendations complete	
Develop and implement a cross directional integrated approach to quality improvement, quality assurance and continuous improvement	31-Mar-2013		Sarah Gear

Performance Indicator		Health and Safety Reportable Accidents including Incidents					
Objective	Aim to Minimise	Data Source	Red Variance %	50%	Amber Variance %	1%	
<p>Health and Safety Reportable Accidents including Incidents across Education, Culture and Sport Service (Schools and Educational Establishments; Communities, Culture and Sport and Educational Development, Policy and Performance)</p>		<p>ECS Comparator H&amp;S Accidents &amp; Incidents</p> <p>Legend: ■ ECS Corp Acc ■ ECS Corp Acc&amp;Inc ■ ECS Rep Incident</p>					
Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note
2010/11	113	20			?	?	
2011/12	51				←	←	
Status	Value	Target	Numerator	Denominator	Short Trend	Long Trend	Note
January 2011	25	5			→	→	
February 2011	41	5			→	→	
March 2011	28	5			←	←	

Performance Indicator	% of success in dealing with written enquiries and complaints within 15 working days																																																									
Objective	Aim to Maximise	Data Source	Red Variance %	20%	Amber Variance %	5%																																																				
<p>% of success in dealing with written enquiries and complaints within 15 working days across Educational, Culture and Sport Service (Schools and Educational Establishments; Communities, Culture and Sport and Educational Development, Policy and Performance). Corporate Service Standard is to provide a complete and full response within 15 working days</p>		<p>ECS Corp EnqCom % of success in dealing with written enquiries and complaints within 15 working days</p> <table border="1"> <caption>ECS Corp EnqCom % of success in dealing with written enquiries and complaints within 15 working days</caption> <thead> <tr> <th>Month</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr><td>April</td><td>58%</td><td>73%</td><td>70%</td></tr> <tr><td>May</td><td>55%</td><td>77%</td><td>73%</td></tr> <tr><td>June</td><td>73%</td><td>73%</td><td>74%</td></tr> <tr><td>July</td><td>86%</td><td>74%</td><td>74%</td></tr> <tr><td>August</td><td>58%</td><td>83%</td><td>42%</td></tr> <tr><td>September</td><td>82%</td><td>82%</td><td>89%</td></tr> <tr><td>October</td><td>82%</td><td>89%</td><td>88%</td></tr> <tr><td>November</td><td>88%</td><td>67%</td><td>72%</td></tr> <tr><td>December</td><td>72%</td><td>75%</td><td>76%</td></tr> <tr><td>January</td><td>76%</td><td>80%</td><td>68%</td></tr> <tr><td>February</td><td>68%</td><td>57%</td><td>50%</td></tr> <tr><td>March</td><td>79%</td><td>50%</td><td>50%</td></tr> </tbody> </table>					Month	2009	2010	2011	April	58%	73%	70%	May	55%	77%	73%	June	73%	73%	74%	July	86%	74%	74%	August	58%	83%	42%	September	82%	82%	89%	October	82%	89%	88%	November	88%	67%	72%	December	72%	75%	76%	January	76%	80%	68%	February	68%	57%	50%	March	79%	50%	50%
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2011/12	72%		18	25	→	→																																																				
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<p>ECS and Corporate Absence showing the average number of days lost, cumulative for the year to date, through sickness absence per full time equivalent</p>	<p style="text-align: center;"><b>ECS CORP Absence Comparator</b></p> <p>Latest result for 2011/12 as of July 2011</p> <table border="1"> <caption>Chart Data: Average Number of Days Lost Per Employee Per Service</caption> <thead> <tr> <th>Month</th> <th>ECS Abs CG</th> <th>ECS Abs Comp</th> <th>ECS Abs EP&amp;I</th> <th>ECS Abs H&amp;E</th> <th>ECS Abs OCE</th> <th>ECS Abs SC&amp;W</th> </tr> </thead> <tbody> <tr> <td>January 2011</td> <td>11.2</td> <td>10.9</td> <td>14.4</td> <td>10.8</td> <td>10.8</td> <td>22.3</td> </tr> <tr> <td>February 2011</td> <td>10.8</td> <td>10.7</td> <td>13.8</td> <td>17.0</td> <td>9.0</td> <td>22.2</td> </tr> <tr> <td>March 2011</td> <td>10.3</td> <td>10.8</td> <td>13.1</td> <td>16.7</td> <td>10.5</td> <td>21.7</td> </tr> <tr> <td>April 2011</td> <td>10.0</td> <td>10.1</td> <td>12.4</td> <td>16.3</td> <td>13.4</td> <td>21.2</td> </tr> <tr> <td>May 2011</td> <td>9.2</td> <td>8.9</td> <td>11.6</td> <td>15.8</td> <td>10.5</td> <td>20.3</td> </tr> <tr> <td>June 2011</td> <td>8.4</td> <td>8.3</td> <td>11.4</td> <td>16.2</td> <td>9.5</td> <td>20.0</td> </tr> </tbody> </table>	Month	ECS Abs CG	ECS Abs Comp	ECS Abs EP&I	ECS Abs H&E	ECS Abs OCE	ECS Abs SC&W	January 2011	11.2	10.9	14.4	10.8	10.8	22.3	February 2011	10.8	10.7	13.8	17.0	9.0	22.2	March 2011	10.3	10.8	13.1	16.7	10.5	21.7	April 2011	10.0	10.1	12.4	16.3	13.4	21.2	May 2011	9.2	8.9	11.6	15.8	10.5	20.3	June 2011	8.4	8.3	11.4	16.2	9.5	20.0		
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**Priority 09 - Skilled and Trained Staff**  
**09.01 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties**

Action	Timescale	Performance Measure	Lead Officer
Develop an explicit and coherent policy and guidance framework for leadership and management development for the Service.	30-Apr-2012		Sarah Gear/Andrew Jones/ Caroline Hastings
Implement a programme of professional development opportunities to develop leadership skills across the service	31-Dec-2013		Sarah Gear/Andrew Jones
Build leadership capacity for our emerging, existing and experienced leaders	31-Dec-2011		Sarah Gear/Andrew Jones
Annual analysis of development needs for staff across the service	31-Mar-2013	% of senior managers who have completed 360% appraisal in the past year	Sarah Gear/Andrew Jones
		% of eligible staff appraised within financial year	
Plan and deliver annual CPD programmes for all groups of staff	31-Mar-2013	% of evaluations (1-6)	Sarah Gear/Andrew Jones
Develop and deliver a high quality New Teacher Induction programme	31-Mar-2013	% of probationers successfully completing their induction programme	Sarah Gear/Andrew Jones
Plan and deliver a programme of ECS Lunchtime Seminars & Service Improvement Conferences	31-Mar-2013	% of evaluations (1-6)	Sarah Gear/Andrew Jones
Share practice at local and national level	31-Mar-2013		Sarah Gear/Andrew Jones

**Priority 10 - Working Together  
10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery for children, families and communities**

Action	Timescale	Performance Measure	Lead Officer
Explore shared services delivery and joint contracts to reduce procurement costs	31-Mar-2013	% reduction in procurement costs (financial year)	Charlie Penman
Identify services where shared service delivery will achieve better outcomes and best value	31-Mar-2013		Neil Bruce
Improve cross directorate working to deliver integrated services and impacts	31-Mar-2013		Sheila Sansbury
Develop network of partnerships with the public, private and third sector – local, regional and national – and define shared visions, aims and goals	31-Mar-2013		Neil Bruce



## APPENDIX A EDUCATION, CULTURE AND SPORT 5-14 Attainment for Aberdeen City 2010/11

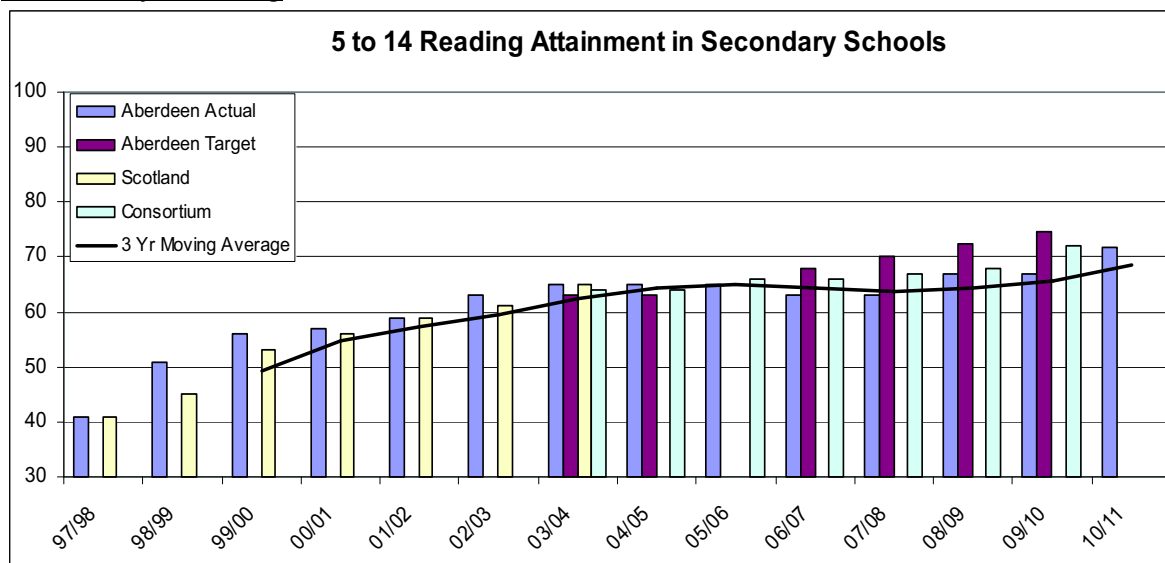
### Briefing Synopsis:

This briefing provides a summary of 5-14 Attainment Levels in Aberdeen City secondary schools for the 2010/11 academic session. The briefing highlights long and short-term trends in performance, identifies areas of positive performance as well as areas where improvements are sought. The main point of contact for this briefing note is: Ljiljana Pavlenic, Principal Officer – Education Statistics (☎ 523241 ✉ lpavlenic@aberdeencity.gov.uk)

Please note: the 2010/11 session was identified as a year of transition during which Curriculum for Excellence assessment approaches were trialled. The 2010/11 session will be the final year of 5-14 attainment monitoring, with the 2011/12 session being the baseline year for CFE assessment.

### Data Presentation and Analysis:

#### Secondary Reading



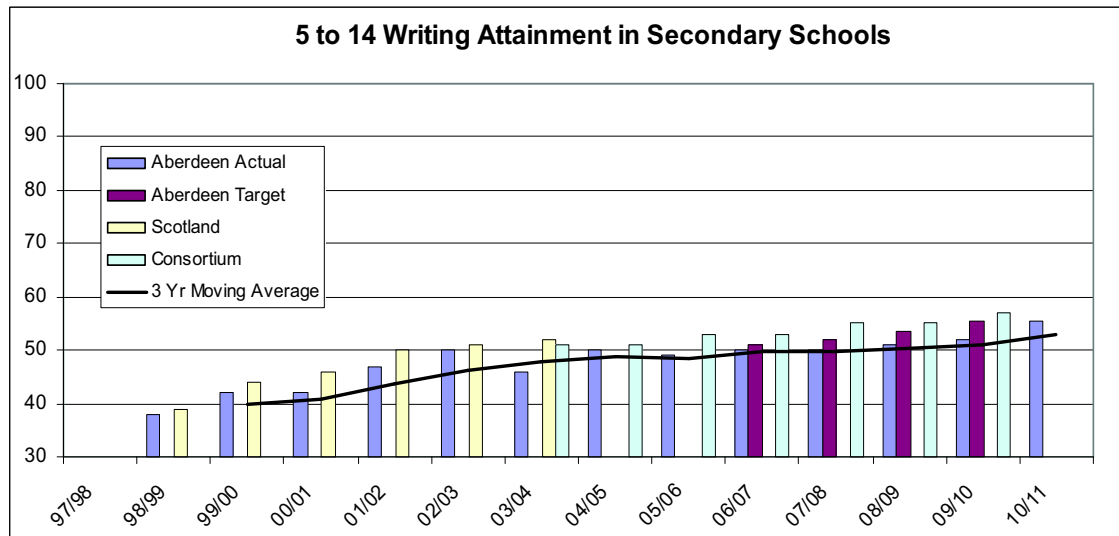
Attainment levels in secondary reading significantly increased by 4.9 percent from 2009/10 to 2010/11.

71.9 percent of pupils reached or exceeded the appropriate level this year, the highest level since testing began.

Out of 12 secondary schools, seven schools achieved at least three percent increase on the previous year's results, and two of those schools achieved an increase of 16 percent.

Four schools reported a decrease of at least one percentage point of which one school experienced a decrease of 4.3 percent.

## Secondary Writing



Attainment levels in secondary writing have increased by 3.5 percent, a significant increase from 2009/10 to 2010/11.

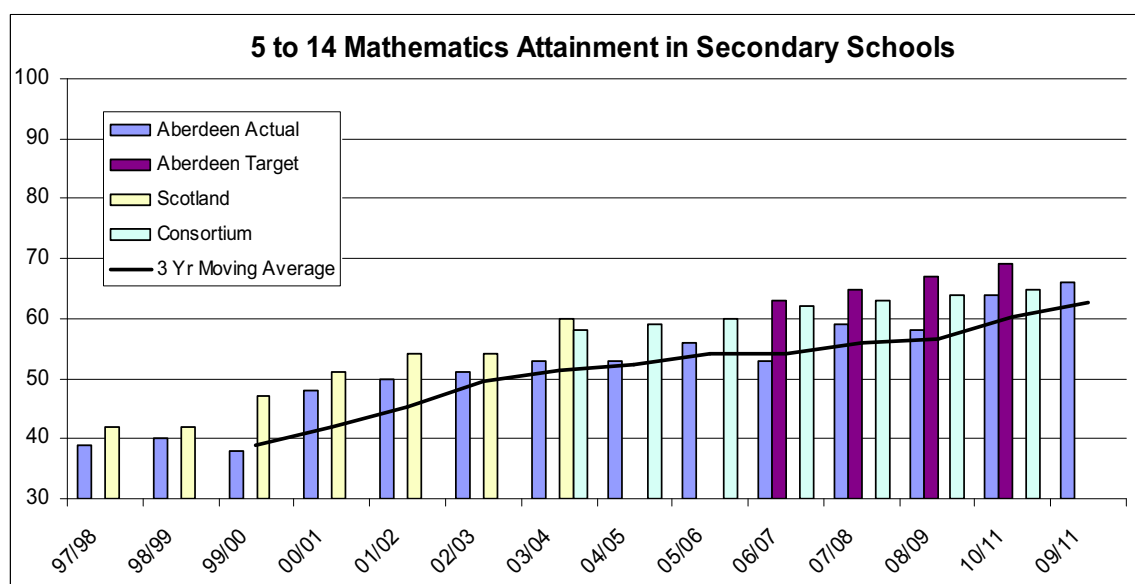
55.5 percent of pupils reached or exceeded the appropriate level this year, the highest level since testing began.

Out of 12 secondary schools, nine schools achieved at least a two percent increase on the previous year's results, and three of those schools achieved an increase between 11 and 23 percent.

Three schools reported a decrease of at least 10 percent.

## Secondary Mathematics

Attainment levels in secondary maths have increased by two percent from 2009/10 to 2010/11.



Sixty six percent of pupils reached or exceeded the appropriate level this year, the highest level since testing began.

Out of 12 secondary schools, seven schools achieved at least a one percent increase on the previous year's results, and four of those schools achieved an increase of at least ten percent.

Five schools reported a decrease, of which two were a decrease of at least five points and one school achieved results within one percent of the previous year.

### **Future Projections/Recommendations and Actions**

The content of this briefing paper will be shared with Elected Members (as part of the August EC&S Performance Report) at Education, Culture and Sport Committee on 15<sup>th</sup> September 2011. In addition, it is recommended that the following actions are taken:

A shared understanding of the key themes and messages from 2010/11 results be achieved through discussions with the following teams: ECS SMT, Learning & Communities Teams, Service Managers and Quality Improvement Officers (QIOs)

The outcomes from the 2010/11 5014 attainment analysis be used to inform attainment discussions with the Head of Service (Schools & Educational Establishments), Service Managers (Schools) and Quality Improvement Officers.

The outcomes from these discussions be used to inform assessment and reporting policy, practice and development with the Head of Service (Educational Development, Policy and Performance) and the lead QIO

The detailed school data, together with the actions above, to form part of the QIO School Improvement Visit 1 (SIV1) during the autumn term 2011/12 and to inform curriculum for excellence assessment discussions



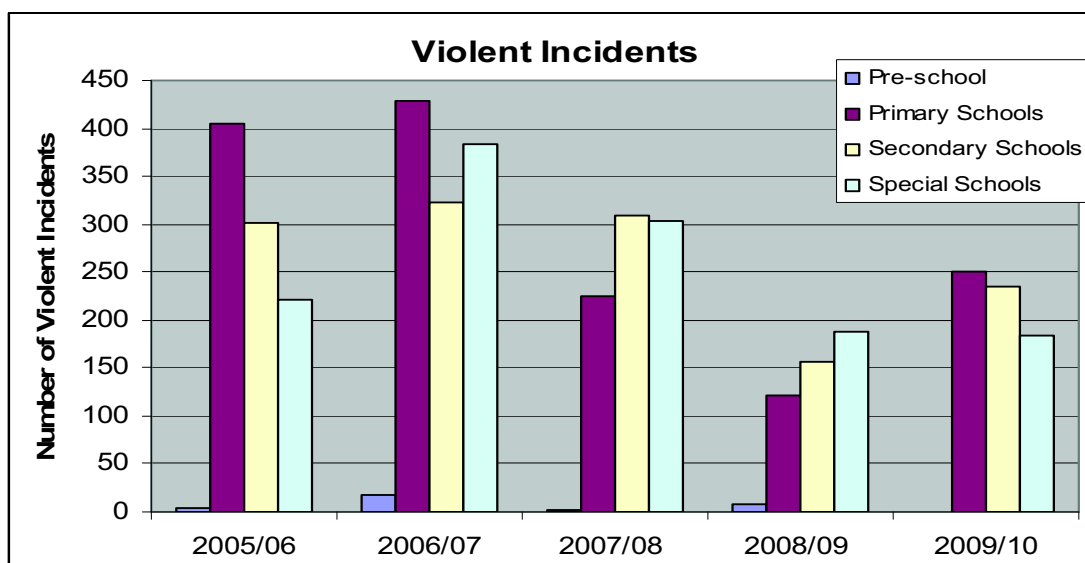
## APPENDIX B

### Reported Incidents of Violence against school staff 2009/10

#### Briefing Synopsis:

This briefing provides a summary of reported incidents of Violence against school staff in Aberdeen City primary, secondary and special schools for the 2009/10 academic session. The briefing highlights long and short-term trends in performance, identifies areas of positive performance as well as areas where improvements might be sought. The main point of contact for this briefing note is: Ljiljana Pavlenic, Principal Officer – Education Statistics (☎ 523241 ✉ lpavlenic@aberdeencity.gov.uk)

	Pre-school	Primary	Secondary	Special	Total
2009/10	0	250	234	184	668
2008/09	7	122	157	187	473
2007/08	2	225	309	304	840
2006/07	18	428	323	384	1153
2005/06	3	405	301	221	930



#### The main findings in brief:

The total number of reported incidents of violence against authority school staff (both teaching and non-teaching) was 668.

There have been 195 more reported incidents than in previous year.

The overall number of reported incidents for all sectors was well above the set target of 587.

Violent incidents were reported by 43 schools and a learning support services.

Higher number of reported incidents was again dominated by a small number of schools.

363 reported incidents of violence were against teaching staff ( 265 female and 98 male) and 305 reported incidents of violence were against non-teaching staff ( 288 female and 17 male)

In 98 percent of all reported incidents the alleged perpetrator was a pupil at the school involved.

The 268 different pupils were involved in 652 incidents of violence: majority (59% of those involved) in one incident but some pupils (9.3 % of those involved) were involved in 5 or more incidents.

Most reported incident against authority school staff were for: physical violence (239 incidents), verbal abuse (195 incidents), both verbal abuse and physical violence (174 incidents) and threat or threatening behaviour (42 incidents).

53 percent of all reported incidents of violence happened in classroom.

### ***Primary schools***

The number of incidents of violence reported by primary school staff more than doubled in 2009/010

The number of reported incidents per 100 pupils increased from 1.1 in 2008/09 to 2.1 in 2009/010

80 percent of reported incidents against school staff in primary schools involved physical violence.

Reported incidents were more likely to involve non-teaching staff (55%)

### ***Secondary Schools***

The number of incidents of violence reported by secondary school staff increased by 49 percent (157 in 2008/09 to 234 in 2009/10)

The number of reported incidents per 100 pupils increased from 1.6 in 2008/09 to 2.5 in 2009/010

Most incidents reported by secondary school staff (66.7) were for verbal abuse.

Reported incidents in secondary schools were more likely to involve teaching staff (74.4%)

### ***Special Schools***

The number of incidents of violence reported by special school staff was slightly lower in 2009/10.

The number of reported incidents per 100 pupils decreased from 68.8 in 2008/09 to 64.3 in 2009/10.

79 percent of reported incidents in special schools involved physical violence against school staff.

Reported incidents in special schools were much more likely to involve non-teaching staff (58%).

### **Future Projections/Recommendations and Actions**

The content of this briefing paper will be shared with Elected Members (as part of the August EC&S Performance Report) at Education, Culture and Sport Committee on 15<sup>th</sup> September 2011. In addition, it is recommended that the following actions are taken:

A shared understanding of the key themes and messages from 2009/10 results be achieved through discussions with the following teams: ECS SMT, Learning & Communities Teams, Service Managers and Quality Improvement Officers (QIOs)

The outcomes from the 2009/10 analysis be used to inform discussions with the Head of Service (Schools & Educational Establishments), Service Managers (Schools) and Quality Improvement Officers.

The outcomes from these discussions be used to inform behaviour management and inclusion policy, practice and development with the Head of Service (Schools & Educational Establishments), Service Managers (Schools) and Families and Vulnerable Learners, Educational Psychological Services and the Policy Officer (Inclusion)

The detailed school data, together with the actions above, to form part of the QIO School Improvement Visit 1 (SIV1) during the autumn term 2011/12 and to inform behaviour management and inclusion discussions





## **APPENDIX C**

### **Briefing note: School Leaver Destinations for 2009/10 (Follow up report 2009/10 – survey in March 2011)**

#### **Briefing Synopsis:**

This briefing provides a summary of information on leaver destinations for 2009-2010. Skills Development Scotland (SDS) supplies information on the destinations of school leavers (SLDR), at an individual level, to the Scottish Government's Education Analytical Services Division. This return is based on a follow up of young people who left school between the 1st of August 2009 and the 31st of July 2010. The exercise was carried out during the month of March 2010 and produces a snapshot of destinations at this point in time. The data is collected as part of a follow up to the report which is carried out in September and reflects how many young people have sustained in places after leaving formal education. Progress on the National Indicator on positive and sustained destinations is based on the year-on-year performance as reported in the SLDR follow-up, which demonstrates sustained destinations rather than initial destinations.

Please note: the data has undergone a robust matching & validation process. Only leavers from publicly funded secondary schools, who will be included in the Scottish Government's publication: Destinations of Leavers from Scottish Schools: 2009/10, are included in the analysis below.

The main point of contact for this briefing note is: John Cairns, 16+ Learning Choices Co-ordinator (☎ 01224 814787 ✉ [jocairns@aberdeencity.gov.uk](mailto:jocairns@aberdeencity.gov.uk))

**Data Presentation and Analysis:  
Table 1 Aberdeen City Council School Leaver Destinations Report 2008-2010**

SLDR Period	HE	FE	Training	Employment	Volunteering	Unemployed (Seeking)	Unemployed (Not seeking)	Not Known	Total Positive	Total Negative
2008/09 (September 09)	37.1%	24.3%	2.5%	18.6%	0.1%	12.6%	0.7%	4.0%	82.7%	17.3%
2008/09 Follow up (March 10)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.8%	81.7%	18.3%
2009/10 (September 10)	38.3%	25.6%	2.9%	18.6%	0.2%	12%	1.1%	1.4%	85.6%	14.4%
2009/10 Follow Up (March 2011)	35.8%	23%	3.2%	24.5%	0.3%	11.1%	1.3%	0.7%	86.9%	13.1%

Key messages to note from this report are:

As outlined in Table 1, the number of school leavers in the city moving into and remaining in a positive destination has increased over the last 6 months from 85.6% to 86.9%. This demonstrates an improvement in the number of young people moving into positive and sustained destinations over the past year.

9 out of our 12 secondary schools have demonstrated an increase in positive destinations over the past 6 months, including 3 secondary schools in areas of deprivation. Positive destination values in secondary schools ranged between 70.5% and 97.7%.

The number of young people who are in the 'Unknown' category has fallen over the last 6 months from 1.4% to 0.7%. This is a considerable improvement over the last year and evidence that our MCMC partnership approach is having a positive impact on some of our most vulnerable young people.

There has been a decrease in the number of young people who are still in Further Education or Further Education. The number of young people in HE has fallen by 2.5%, while the number of people in FE has fallen by 2.6%. This reflects those pupils who have either changed destinations or who have failed to sustain their placement.

The number of young people beginning training programmes has increased over the last 6 months with 3.2% of school leavers now participating in training, an increase of 0.3% over the last 6 months

The proportion of young people entering and remaining in employment has increased over the last 6 months, with 24.5% of school leavers now in employment compared to 18.6% in September 2010.

The proportion of young people classified as unemployed and seeking employment has reduced and is now 11.1%, The proportion classified as unemployed and not seeking employment increased very slightly to 1.3%, with small numbers causing fluctuations.



## **Briefing note: Educational Outcomes for Looked After Children 2009/10**

### **Briefing Synopsis:**

This briefing provides a summary of information on educational outcomes for looked after children for 2009/2010. The information comes from a new Scottish Government publication, which links, for the first time, looked after children's data provided by local authority social work services departments with educational data provided by publicly funded schools, the Scottish Qualifications Authority (SQA) and Skills Development Scotland (SDS).

The publication reports on statistics for children or young people who have been looked after continuously during the entire 2009/10 academic year.

In order to provide comparisons between looked after children and all pupils at a local level; information from various Scottish Government sources was used in conjunction with information presented in the publication.

The main point of contact for this briefing note is: Kevin Kavanagh, Development Officer (Performance Improvement – LAC, MCMC and Communities) (Tel.: 01224 814574 email: [kkavanagh@aberdeencity.gov.uk](mailto:kkavanagh@aberdeencity.gov.uk)).

### **Key findings**

#### ***Tariff scores***

The average tariff score for children and young people looked after by the city and who left school during 2009/10 was 61, compared to the national average of 67. The city is ranked 3rd out of our comparable authorities (Tables 1). The average tariff score for all city school leavers was 354; more than 5 times greater than for the city's looked after children (Table 2). However, this comparison is likely to be influenced by the fact that nationally around 90 per cent of looked after children who left school during 2009/10 were aged 16 years or under when they left school, compared to only 37 per cent of all school leavers being of this age when leaving school (Table 3). Local data on school leaver tariff scores for looked after children by age is not available.

#### ***Attendance rates***

The overall attendance rate for children and young people looked after by the city was 88.4 per cent in 2009/2011, compared to 87.8 per cent nationally. The city is ranked last out of our comparable authorities (Table 4). The overall attendance rate for all city pupils was 93.4 per cent, 5 per cent higher than for the city's looked after children (Table 5).

### **Exclusion rates**

The overall exclusion rate for children and young people looked after by the city was 627 in 2009/2011, compared to the national rate of 365. The city is ranked last out of our comparable authorities with the highest number of exclusions per 1,000 pupils for looked after children (Table 6).

The overall exclusion rate for all city pupils was 67; nearly 10 times lower than for the city's looked after children (Table 7).

### **School leaver destinations**

Seventy-one per cent of children and young people looked after by the city and who left school during 2009/10 were in a positive destination at the time of the follow up destination survey, compared to 44 nationally. The city is ranked 1st out of our comparable authorities with the highest number in a positive destination (Table 8).

The percentage of all city school leavers were in a positive destination at the time of the follow up destination survey was 86.9; 15.9 per cent higher than for the city's looked after children (Table 9).

### **Definitions**

#### **Tariff Score**

The Unified Points Score Scale is an extended version of the Universities and Colleges Admission Service (UCAS) Scottish Tariff points system. The tariff score of a pupil is calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/she attains.

#### **School leaver destination**

A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July.

Age was calculated as of 30th June 2010.

Positive: includes higher education, further education, training, voluntary work and employment.

### **Data Presentation:**

#### **Tariff Scores**

**Table 1: Average tariff scores for looked after children who left school during 2009/2010.**

	Number of looked after children	Average tariff score
<b>Aberdeen City</b>	<b>17</b>	<b>61</b>
Argyll & Bute	7	60
Dundee City	12	74
Edinburgh City	40	78
Renfrewshire	31	58
South Ayrshire	31	58

Policy and Performance Team July 2011

<b>Scotland</b>	<b>513</b>	<b>67</b>
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**Note:** information relates to children or young people who have been looked after continuously during the 12 month period, are of school leaving age and left school during or at the end of the school year.

**Table 2: Average tariff scores for all school leavers and looked after children 2009/10.**

	Scotland		Aberdeen City	
	Number of pupils	Average Tariff Score	Number of pupils	Average Tariff Score
All school leavers	54,011	372	1,770	354
Looked after children	513	67	17	61

**Note:** Aberdeen city results for all school leavers were taken from the Scottish Government's School Leaver Attainment and SQA Attainment, Supplementary Data publication 2011 (<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/sqala>).

**Table 3: Average tariff scores for all school leavers and looked after children, by age 2009/10.**

Age at 30th June	All school leavers	Looked After Children
16 & under	141	51
17	489	198
18 & over	547	316
<b>Scotland</b>	<b>372</b>	<b>67</b>

### **Attendance rates**

**Table 4: Percentage attendance for looked after children 2009/2010.**

Local Authority Responsible for Looked After Child	Looked after children		
	Girls	Boys	Total
<b>Aberdeen City</b>	<b>88.8</b>	<b>88.1</b>	<b>88.4</b>
Argyll & Bute	89.8	88.3	88.9
Dundee City	90.3	91.2	90.8
Edinburgh City	88.9	88.4	88.6
Renfrewshire	92.4	92.4	92.4
South Ayrshire	86.6	90.9	89.0
<b>Scotland</b>	<b>87.8</b>	<b>87.7</b>	<b>87.8</b>

**Note:** data for attendance and absence of pupils is affected by ongoing differences in recording procedures across local authorities and therefore, caution should be taken when comparing local authorities.

**Table 5: Percentage attendance for all school leavers and looked after children 2009/10.**

	Scotland	Aberdeen City
All school leavers	93.2%	93.4%
Looked after children	87.8%	88.4%

**Note:** Aberdeen city results for all school leavers were taken from the Scottish Government's Summary Statistics for Schools in Scotland publication 2010 (<http://www.scotland.gov.uk/Publications/2011/03/04154230/14>).

### Exclusion rates

**Table 6: Cases of exclusion for looked after children 2009/10.**

	Number of looked after children	Total exclusions for looked after children	Exclusions per 1,000 pupils who were looked after
<b>Aberdeen City</b>	<b>17</b>	<b>200</b>	<b>627</b>
Argyll & Bute	7	53	417
Dundee City	12	160	525
Edinburgh City	40	205	303
Renfrewshire	31	122	280
South Ayrshire	31	28	161
<b>Scotland</b>	<b>513</b>	<b>2,698</b>	<b>365</b>

**Note:** exclusion rates are based on the number of exclusions, not the number of children excluded (i.e. a child who is excluded more than once during the school year will be multiple counted).

**Table 7: Cases of exclusion for all school leavers and looked after children 2009/10.**

	Scotland		Aberdeen City	
	Total exclusions	Exclusions per 1,000 pupils	Total exclusions	Exclusions per 1,000 pupils
All pupils	30,211	45	1,451	67
Looked after children	2,698	365	200	627

**Note:** Aberdeen city results for all school leavers were taken from the Scottish Government's Exclusions dataset 2009/10 (<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/exclusiondataset2010>).

### School leaver destinations

**Table 8: Percentage of school leavers by initial and follow-up destination, for all looked after children, by local authority responsible for the looked after child 2009/10.**

	Number of looked after children results are based on	% in a positive destination at initial survey	Number of looked after children results are based on	% in a positive destination at follow-up survey
<b>Aberdeen City</b>	<b>17</b>	<b>71</b>	<b>17</b>	<b>71</b>
Argyll & Bute	7	57	7	29
Dundee City	12	42	12	58
Edinburgh, City of	40	65	40	50
Renfrewshire	31	58	30	40
South Ayrshire	10	30	10	30
<b>Scotland</b>	<b>515</b>	<b>59</b>	<b>511</b>	<b>44</b>

**Note:** a small number of children do not appear in the follow-up survey because they may have died, moved outwith Scotland or returned to school. Results are based on those LAC children who could be linked to the SDS destination surveys using their SCN. Some results are based on small numbers, so care must be taken when looking at changes over time.

**Table 9: Percentage of all school leavers and those looked after by Aberdeen City by initial and follow-up destination 2009/10.**

	Scotland			Aberdeen City		
	Initial	Follow Up	% Change	Initial	Follow Up	% Change
<b>All school leavers</b>	<b>86.8%</b>	<b>85.2%</b>	<b>-1.6%</b>	<b>85.6%</b>	<b>86.9%</b>	<b>1.3%</b>
Number of all school leavers results are based on	54,097	53,842		1,772	1,764	
<b>Looked after children</b>	<b>59%</b>	<b>44%</b>	<b>-15%</b>	<b>71%</b>	<b>71%</b>	<b>0%</b>
Number of looked after children results are based on	515	511		17	17	

**Note:** a small number of children do not appear in the follow-up survey because they may have died, moved outwith Scotland or returned to school. Results are based on those LAC children who could be linked to the SDS destination surveys using their SCN. Some results are based on small numbers, so care must be taken when looking at changes over time. Aberdeen City results for all school leavers are taken from SDS' Community Planning Partnership Report for Aberdeen City Council (June 2011).



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