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To: Councillor John West, Convener; Councillor Jennifer Stewart, Vice-Convener; Councillors Allan, Kirsty Blackman, Boulton, Collie, Cooney, Cormack, Greig, Laing, Leslie, MacGregor, May, McCaig, Reynolds, Townson, Wisely and Yuill; and Mrs M Abdullah, Mr G Bruce, Mr P Campbell, Mr S Duncan, Mr M Maclean, Mr A Nicoll and Mrs I Wischik.

Town House,
ABERDEEN 15 February 2012

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, 23 FEBRUARY 2012 at 2.00 pm.**

JANE G. MACEACHRAN
HEAD OF LEGAL AND DEMOCRATIC SERVICES

BUSINESS

REQUESTS FOR DEPUTATION

- 1.1 No requests received at present

MINUTES

- 2.1 Minute of Previous Meeting of 24 November 2011 (Pages 1 - 10)
- 2.2 Minute of the Final Meeting of the Gordon Highlanders Commemorative Statue Working Group of 4 October 2011 - for approval (Pages 11 - 14)

MOTIONS

3.1 There are no reports under this heading

SERVICE WIDE REPORTS

4.1 Budget Monitoring 2011-12 (Pages 15 - 22)

4.2 Capital Monitoring - Education, Culture and Sport Projects (Pages 23 - 28)

4.3 Education, Culture and Sport: Leadership Development Policy (Pages 29 - 40)

4.4 Education, Culture and Sport Standards and Quality Report 2010/11 (Pages 41 - 82)

CULTURE

5.1 There are no reports under this heading

SPORT

6.1 Sports Grants (Pages 83 - 90)

EDUCATION

7.1 * Community Centres (Pages 91 - 142)

7.2 Bucksburn and Newhills School - Oral Update

7.3 Closing the Gap - Raising Achievement (Pages 143 - 158)

7.4 Bookings and Lettings Review Progress Report (Pages 159 - 166)

7.5 * Transformation Options - City Campus (Pages 167 - 174)

7.6 Roll Capping in Aberdeen City Schools (2012/13) (Pages 175 - 182)

7.7 * Review of Inclusion: Pupil Support Assistant (PSA) Impact Survey (Pages 183 - 200)

COMMITTEE BUSINESS, MOTIONS AND PERFORMANCE MANAGEMENT

- 8.1 Committee Business Statement (Pages 201 - 214)
- 8.2 Motions List (Pages 215 - 216)
- 8.3 Education, Culture and Sport Performance Report (Pages 217 - 330)

ITEMS WHICH THE COMMITTEE MAY WISH TO CONSIDER IN PRIVATE

Please note that reports marked with an * have implications for agreed Priority Based Budget (PBB) options.

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EDUCATION, CULTURE AND SPORT COMMITTEE

ABERDEEN, 24 November, 2011. Minute of Meeting of the EDUCATION, CULTURE AND SPORT COMMITTEE. Present:- Councillor John West, Convener; Councillor Jennifer Stewart, Vice-Convener; and Councillors Allan, Boulton, Collie, Cooney, Cormack, Greig, Laing, Leslie, McCaig, MacGregor, May, Noble (as substitute for Councillor Kirsty West for part of the meeting), Reynolds, Townson, Kirsty West and Yuill. External Members:- Mrs. M Abdullah, Mr. G Bruce, Mr. P Campbell, Mr. S Duncan, Mr. M Maclean, Mr. A Nicoll and Mrs. I Wischik.

The agenda and reports associated with this minute can be found at:-
<http://councilcommittees/ieListDocuments.aspx?CId=143&MId=1914&Ver=4>

WELCOME TO NEW COMMITTEE MEMBERS

1. The Convener welcomed as newly appointed members of the Committee:- Mr. Murdo Maclean, representing the parents of secondary school children, Mr. Alex Nicoll, representing parents of children in the primary and additional support needs sectors, and Mrs. Irene Wischik, representing the Roman Catholic church.

The Committee resolved:-
to concur with the Convener's remarks.

DETERMINATION OF EXEMPT BUSINESS

2. Prior to considering the matters before the Committee, the Convener proposed that, in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, the item identified as article 15 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 3 and 5.

The Committee resolved:-
to consider the aforementioned item with the press and public excluded.

DEPUTATION REQUESTS

3. The Committee had under consideration, in terms of Standing Order 10, requests for deputations from:-

- (1) Mastrick, Sheddocksley and Summerhill Community Council in relation to item 6.3 on the agenda and article 9 of this minute (Community Centres); and

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- (2) Torry Community Council in relation to item 8.2 on the agenda and article 11 of this minute (Water Management Plan).

The Committee resolved:-

to hear the deputations, and to combine agenda items 6.2 (Community Development Fund – Childcare and Out of School Provision) and 6.3 (Community Centres).

MINUTE OF PREVIOUS MEETING

4. The Committee had before it the minute of its previous meeting of 15 September, 2011.

The Committee resolved:-

- (i) to approve the minute; and
(ii) to instruct officers to recirculate to all committee members a breakdown of admissions to the Virtual Campus.

PARENTS CHARTER - MOTION BY COUNCILLOR BOULTON

5. With reference to article 3 of the minute of its meeting of 2 June, 2011, the Committee had before it a further background report on the undernoted motion by Councillor Boulton, referred by Council on 23 February:-

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

Councillor Boulton, seconded by Councillor Laing, moved the terms of her motion.

The Convener, seconded by the Vice-Convener, moved as an amendment:-

that the Committee instruct officers to report back with options to reduce the number of placing requests refused to in-zone pupils who have moved into zone in school year.

On a division, there voted:- for the motion (8) – Councillors Allan, Boulton, Collie, Cooney, Laing and Leslie; and Mr. G. Bruce and Mr. S. Duncan; for the amendment (14) – the Convener, Vice-Convener; and Councillors Cormack, Greig, McCaig, MacGregor, May, Reynolds, Townson, Kirsty West and Yuill; and Mrs. M Abdullah, Mr. P Campbell and Mrs. I Wischik; declined to vote (2) – Mr. M Maclean and Mr. A. Nicoll.

The Committee resolved:-

to adopt the amendment.

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2011/12 BUDGET MONITORING - ECS/11/073

6. The Committee had before it a report by the Director of Education, Culture and Sport and the Head of Finance which presented the current year revenue budget performance to date and advised on the areas of risk and management action.

The report recommended:-

that the Committee -

- (a) note the report on the forecast out-turn on the revenue budget and the information on areas of risk and management action contained therein;
- (b) instruct officers to continue to review budget performance and to report on service strategies; and
- (c) approve the following budget virements:-

Budget Description	Budget Virement per 1,000	Service
Escort	- 50	Schools and Educational Services
Staff costs	-210	Schools and Educational Services
Pre-school providers	50	Schools and Educational Services
Property Rental	80	Schools and Educational Services
Out-of-Authority Placements	130	Communities, Culture & Sport
Staff Costs	- 70	Communities, Culture & Sport
Catering Income	70	Communities, Culture & Sport

The Committee resolved:-

- (i) to approve the recommendations;
- (ii) that the options appraisal on the Maritime Museum include exploring a "Friends of the Maritime Museum" group and a social enterprise scheme, to be informed by the wider Culture Trust options appraisal; and
- (ii) to instruct officers to provide clarification to Councillor Reynolds on how the figure of £160,000 to operate the community centre in Bridge of Don Academy had been arrived at.

CAPITAL MONITORING - EDUCATION, CULTURE AND SPORT PROJECTS – ECS/11/075

7. The Committee had before it a report by the Director of Education, Culture and Sport which detailed the capital spend to date for the Education, Culture and Sport projects included within the Non-Housing Capital Programme.

The report recommended:-

that the Committee note the position as set out within the report.

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The Committee resolved:-

to approve the recommendation.

QUEEN'S DIAMOND JUBILEE BANK HOLIDAY – TUESDAY, 5 JUNE 2012 - ECS/11/067

8. The Committee had before it a report by the Director of Education, Culture and Sport seeking approval to close city schools to pupils and staff on Tuesday, 5 June 2012, the Queen's Diamond Jubilee bank holiday.

The report recommended:-

that the Committee -

- (a) instruct officers to request from the Scottish Government an exceptional closure day for schools, so that staff and pupils could benefit from the additional bank holiday for the Queen's Diamond Jubilee on Tuesday, 5 June 2012; and
- (b) approve the proposal to move the 8 May in-service training day for school staff to Monday, 4 June 2012, allowing pupils to benefit from the four day weekend to celebrate the Queen's Diamond Jubilee.

The Committee resolved:-

to approve the recommendations.

- (1) **COMMUNITY DEVELOPMENT FUND – CHILDCARE AND OUT OF SERVICE PROVISION - ECS/11/074**
- (2) **COMMUNITY CENTRES - ECS/11/071**

9. The Committee had before it reports by the Director of Education, Culture and Sport (1) referring to article 32 of the minute of meeting of the Finance and Resources Committee of 17 June, 2011 and outlining the implications of establishing a Community Development Fund to which community groups could submit bids in order to provide not for profit registered childcare and out of school provision; and (2) referring to article 13 of the minute of its previous meeting of 15 September, 2011 and outlining progress made towards the transfer of community learning centres to lease centre status.

In accordance with the decision to hear a deputation on this item (article 3 of this minute refers), the Committee heard from Mr. Steve Delaney of Mastrick, Sheddocksley and Summerhill Community Council, who highlighted the excellent work undertaken at Mastrick Young People's Project (MYPP) over the previous 30 years which had concentrated on helping young people to develop life skills, working in collaboration with Grampian Police. The project had been responsible for reducing youth crime in the area and since its closure six months previously there had been no facilities available for young people to go to. Mr. Delaney suggested that the views of Grampian Police should have been sought as part of the proposal, and expressed the view that some of the alternatives to MYPP listed within the report were not viable. The report itself was not, in his opinion, evidence-based and it was felt to be

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irresponsible of officers to state that there was now no revenue funding available for the project despite capital funding for the project having been approved previously. Furthermore, Mr. Delaney queried the statement made within the report that it would cost between £60,000 and £80,000 per year to run the Centre as a fully staffed youth centre. Consultation on the report has been poorly undertaken, with no early engagement and false rumours surrounding the proposal. Mr. Delaney closed by requesting the Committee to honour its previous commitments to relocate Mastrick Young People's Project to the Hillylands Centre, to work in liaison with Grampian Police, and to set up a monitoring group to monitor the running of the facility, including a representative from Grampian Police, residents and local members.

The report at (1) recommended:-

that the Committee confirm that the current Council policies, these being the Out of School Care policy and the Bookings and Lettings policy, in relation to providing free access for non-profit making registered childcare and pre-school providers would continue to apply in relation to those Council establishments that had become leased or equivalent.

The report at (2) recommended:-

that the Committee –

- (a) note that officers would refer the Hillylands Centre to the Corporate Asset Group as surplus to the requirements of the Education, Culture and Sport Service, in accordance with the new Surplus Property Procedure as approved at the meeting of the Finance and Resources Committee on 29 September, 2011;
- (b) agree that Loirston Community Wing ceases operating formally as a community centre and instead be managed by the school for school and community use as required, with bookings being administered through the bookings and lettings team;
- (c) note the ongoing work in relation to Rosemount Community Centre;
- (d) declare Pittodrie Community Centre surplus to the requirements of the Education, Culture and Sport Service, and refer this matter to the Corporate Asset Group;
- (e) instruct officers to continue to progress negotiations with Station House Media Unit with a view to them managing the operation of the Tilly Youth Project;
- (f) instruct officers to complete the negotiations with community centre representatives to finalise the management agreement, lease and model constitution, and to report back to the next meeting on 23 February 2012;
- (g) agree whether it would wish to include community centres into the decision of the Finance and Resources Committee of 29 September, 2011 (article 35 of that minute refers) that a "resident's pass" be introduced to the Accord Card, permitting discounted local access to community centres. If so, to confirm whether it wish a standard discount, e.g. 10%, to apply across all community centres, or require community centres to set their own discount; and to instruct officers to include this requirement within the relevant legal agreements between the Council and Management Committees; and
- (h) agree that Council activities in community school and 3Rs facilities outwith core hours be supported via the £10,000 floating hours for 3Rs facilities and spare

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janitorial hours resulting from the cessation of janitorial cover within stand-alone facilities for community school facilities as outlined within Section 5.6 of the report.

The Committee resolved:-

- (i) to instruct officers to refer the Hillylands Centre and Mastrick Young People's Project to the budget process for consideration in the 2012/13 budget;
- (ii) that Loirston Community Wing continue to be managed by the school for community use as required, with bookings being administered through the bookings and lettings team pending further discussion with the Loirston Annexe Management Committee;
- (iii) to note the ongoing work in relation to Rosemount Community Centre;
- (iv) to declare Pittodrie Community Centre surplus to the requirements of the Education, Culture and Sport Committee, and to refer this matter to the Corporate Asset Group, and the future use of ongoing revenue previously spent in relation to Pittodrie Community Centre to the budget process;
- (v) to instruct officers to continue to progress negotiations with Station House Media Unit with a view to them managing the operation of the Tilly Youth Project;
- (vi) to instruct officers to complete the negotiations with community centre representatives to finalise the management agreement, lease and model constitution, and to report back to the next meeting on 23 February 2012;
- (vii) in respect of recommendation (g) in the report, to refer this matter to the negotiations with the community centre representatives referred to at resolution (vi) above, to be reported back to the next meeting on 23 February 2012;
- (viii) in relation to recommendation (h) in the report, to refer this matter to the negotiations with the community centre representatives referred to at resolution (vi) above, to be reported back to the next meeting on 23 February 2012;
- (ix) to instruct officers to report back to the Committee on the matters covered within the report at item 6.2 on the agenda (Community Development Fund – Childcare and Out-of-School Provision) following the negotiations with the community centre representatives referred to at resolution (vi) above;
- (x) that the negotiations being undertaken with the community centre representatives continue to discuss the matter of indemnity insurance;
- (xi) to instruct officers to circulate to all local members for Torry information on the current and planned youth work in the area; and
- (xii) to instruct officers to circulate to Committee members the Education Scotland follow-up inspection of Harlaw Associated School Group.

SPORTS GRANTS - ECS/11/068

10. With reference to article 12 of the minute of its previous meeting of 15 September 2011, the Committee had before it a report by the Director of Education, Culture and Sport which presented applications for financial assistance from three sports organisations and the recommendations in respect of each.

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The report recommended:-

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

Aberdeen Amateur Athletics Club	£ 4,000
Aberdeen Schools Shinty Club	£ 560
London 2012 Pre-Games Training Camp – Cameroon	£15,000

The Committee resolved:-

to approve the recommendations.

WATER MANAGEMENT PLAN - ECS/11/

11. With reference to article 29 of the minute of its meeting of 16 September 2010, the Committee had before it a report by the Director of Education, Culture and Sport providing an update on the Water Management Plan for Aberdeen City.

In accordance with the decision to hear a deputation on this item (article 3 of this minute refers), the Committee heard from Dawn Bellamy, Secretary of Torry Community Council, speak on behalf of the community of Torry, as well as past users of Tullos swimming pool. Ms. Bellamy referred to the closure of Tullos Pool in August, 2008 for the purpose of conducting repairs to the roof; stated that Tullos Pool had been the most well used community pool in Aberdeen and was missed by Torry residents as well as people working in and around Torry and Tullos and various clubs which had used this pool extensively; urged the Committee to address the lack of a swimming pool in Torry urgently by committing to re-open and running the pool on an on-going basis; presented the Convener with a petition co-ordinated by the Community Council requesting that the pool be re-opened; set out the rationale for re-opening the pool, including Torry's status as a regeneration area, the health benefits of swimming, the distraction from nuisance and vandalism experienced in Torry. Ms. Bellamy sought clarification on the extent of the works already undertaken at Tullos Pool and asked that the Committee instruct officers to involve the Torry community in looking into any means, whether public, private, co-operative or not for profit in re-opening the Tullos Pool. Turning to the report before the Committee, Ms. Bellamy queried the reason for including private pools within the assessment undertaken, which were not accessible unless an initial joining fee and monthly payment were made. Likewise, the inclusion of the Beach Leisure Centre was queried on the basis that it was not possible to do any kind of swimming at this facility. Ms. Bellamy further expressed the view that the ordinary and occasional user of swimming pools, i.e. the public, had not been adequately involved in the consultation process, and asked the Committee to address the lack of the swimming pool in Torry on an urgent basis by committing to re-open and run Tullos Pool, and to instruct officers to (1) bring back a report to the next meeting detailing and validating costs for repair at the pool with a view to officers identifying money for these repairs to take place, and (2) inform and involve the Torry community in looking into any means of re-opening Tullos Pool. Ms. Bellamy, on behalf of Torry Community Council, raised concerns about the assumptions made in the preparation of the initial Water Management Plan (a) particularly the running of models using the

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Beach Leisure Centre and private swimming pools; (b) challenging perceptions about the accessibility of pools by people living in regeneration areas and the cost of this access compared to income; and (c) that the report had not consulted and involved the ordinary and occasional users of swimming pools in Aberdeen.

The report recommended:-

that the Committee -

- (a) note the progress of the Water Management Plan Working Group;
- (b) note the results of the facilities planning model;
- (c) instruct officers to develop proposals for a sustainable strategy for the provision of swimming pools in the city as part of the sport and leisure asset plan with Sport Aberdeen. This work would be completed in partnership with the Water Management Plan Working Group, including Sport Aberdeen, Scottish Swimming, **sportscotland**, Aberdeen Sports Village, local swimming clubs and other key stakeholders. The proposals would be linked to the Council-wide Asset Management Strategy; and
- (d) instruct officers to address the current lack of access to a swimming pool in Torry and to review the existing programming of pools to take account of the needs of the communities in Northfield. This would be undertaken through the leisure asset plan and will explore opportunities within the asset plan for schools.

The Committee resolved:-

- (i) to approve recommendations (a), (b) and (c) in the report;
- (ii) to note with concern the current lack of access to a swimming pool in Torry, and to instruct officers to submit a further report on Tullos Swimming Pool, including detailed and validated capital costings and possible sources of funding and the possibility of running buses between swimming pools in order to address need, to the budget process; and
- (iv) to instruct officers to work with the Torry community to identify a means of re-opening Tullos Pool;
- (v) to instruct officers to review the existing programming of pools to take account of the needs of the communities in Northfield, this to be undertaken through the leisure asset plan, and to explore opportunities within the asset plan for schools;
- (vi) that officers would provide more detailed information to Councillor Laing on the comparisons being drawn between pools locally and nationally, and to check and confirm the accuracy of the maps where they referred to a swimming pool located within the Bridge of Don and also at the Beach;
- (vii) to instruct officers to explore the options for making use of offshore survival pools for public access; and
- (viii) to instruct officers to recirculate the briefing provided by **sportscotland** earlier in the year to Committee members.

COMMITTEE BUSINESS STATEMENT

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

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The Committee resolved:-

- (i) to delete parts of item 3 (Reduced Communities Team), where recommended within the statement, item 4 (Kaimhill Community Learning Hub) and item 5 (St. Machar ASG – Community Learning Hub); and
- (ii) to otherwise note the statement.

MOTIONS LIST

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

The Committee resolved:-

to delete item 1 (Parental Representation on Education, Culture and Sport Committee – Motion by Councillor Cormack).

EDUCATION, CULTURE AND SPORT PERFORMANCE REPORT - ECS/11/070

14. The Committee had before it a report by the Director of Education, Culture and Sport which provided a summary of performance data up to 31 August 2011 for the Education, Culture and Sport Directorate. Appended to the report were:-

- (1) a synopsis of SQA attainment in 2010/11;
- (2) 5 – 14 primary attainment for 2010/11; and
- (3) Service Plan performance measures.

The report recommended:-

that the Committee -

- (a) approve the Education, Culture and Sport Service performance report for the period up to 31 August 2011; and
- (b) approve the briefing notes on SQA attainment 2010-11 and 5-14 attainment 2010-11.

The Committee resolved:-

- (i) to approve the recommendations, subject to referring to the next meeting approval of the briefing note on SQA attainment 2010/11, so as to ensure that the most up-to-date figures were provided to the Committee; and
- (ii) prior to the next Committee, to hold a briefing session for Committee members on the SQA attainment figures, and that this also cover changes to the way in which assessments would be carried out in future and the impact on performance reporting.

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EXEMPT INFORMATION

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

MOTION BY COUNCILLOR BOULTON – PARENT’S CHARTER

15. With reference to article 5 of this minute, the Committee had before it further information on the number of school placing appeals received in the academic session 2010/11, and some detail on the outcomes of these appeals.

- JOHN WEST, Convener.

Agenda Item 2.2

GORDON HIGHLANDERS COMMEMORATIVE STATUE WORKING GROUP

ABERDEEN, 4 October 2011. - Minute of Meeting of the GORDON HIGHLANDERS COMMEMORATIVE STATUE WORKING GROUP.
Present:- Lord Provost Peter Stephen, Chairperson; Councillors Boulton, Dunbar; Laing and Milne; and Sir Peter Graham, Lieutenant-Colonel Tobin Duke and Mr Ronald Webster.

Also in Attendance:- Major Grenville Irvine-Fortescue, Regimental Secretary; Lesley Thomson, Education, Culture and Sport; Daniel Parrott, Enterprise, Planning and Infrastructure; Stella Evans and David Gow, Office of Chief Executive; and Stephanie Dunsmuir, Corporate Governance.

APOLOGIES

1. The Working Group received apologies from Councillor Reynolds.

MINUTE OF PREVIOUS MEETING

2. The Working Group had before it the minute of its previous meeting of 19 May 2011.

The Working Group resolved:-

to approve the minute as a correct record.

MATTERS ARISING

3. The Lord Provost advised the Working Group that he had been made aware of a planning application from the La Lombarda restaurant to formalise external seating outside the building. The Lord Provost noted that this could potentially conflict with the location of the statue, and advised that he had discussed his concerns with the Planning Officer. Councillor Boulton advised that the application had been approved at the previous week's meeting of the Development Management Sub Committee. Lesley Thomson added that if the seating was not extended from what was currently in place, it was unlikely to conflict with the statue location.

Danny Parrott advised the Working Group that he and Raymond Moffat had spoken to the Duty Manager at the restaurant and it had been agreed that the outside seating would be removed for the unveiling of the statue, to be reinstated after 1pm on the day of the event.

The Working Group resolved:-

to note the updates.

PROJECT UPDATE

4. Lesley advised that she had spoken to Mark Richards about the installation of the statue, and circulated photographs of the plinth which had been installed at the Castlegate. Mark would come to Aberdeen on 11 October to oversee the installation of the sculpture, and Lesley noted that it was not anticipated that there would be any problems with the installation. Lesley further advised that a Quick Response (QR) code had been set up for the statue, which would allow people to access a website with further information. Lieutenant-Colonel Tobin Duke queried where the code would be located, and Lesley undertook to check this information with Mark. Councillor Dunbar said that she had been aware that there had been discussions with the Gordon Highlanders museum about including the museum and statue in the QR code, and Sir Peter Graham advised that he thought this would be the case, but that Mark had dealing with this matter.

Lesley further advised that the Art Gallery was to provide a plinth to allow the maquette to be displayed in the Town House for the event. She noted that a secure location would need to be found for the maquette, and the Lord Provost asked that she contact the Town Sergeants to discuss the matter.

The Lord Provost asked whether a cost had been identified for the maquettes, and Lesley advised that Mark was to discuss this with the staff at the Art Gallery. Lesley suggested that an event could be held at the Art Gallery to market the maquette to businesses. The Working Group noted that it would be helpful to have an indicative price for the event on 15 October, as some people in attendance might be interested in purchasing a maquette. Lesley undertook to discuss the matter with Mark to see if it would be possible to include an indicative price in the press release to be issued prior to the event. Stella Evans suggested that an email address could be used for people to note their interest in purchasing a maquette.

Danny updated the Working Group on the seating arrangements and programme for the event on 15 October. He advised that the arrangements had been discussed with the Police and that there would be a secure area around the statue. The Gordon Highlanders pipe band would be placed near the statue, and seating would be included in the area for veterans, Mark Richards, and other invited guests. Danny also updated the Working Group on the road closures, and advised that he was discussing arrangements with the traffic police and the specialist police team. He noted that there was a proposed coach set-down area, but that the buses might need to move off and return later to collect passengers. Major Irvine-Fortesque advised that he was trying to find out the registration numbers of the two coaches, and would pass the information to Danny as soon as possible. Danny advised that Marischal Street and Justice Street would be closed off, and he circulated a map he had prepared which showed all the car parks in the surrounding area, alongside the walking time from each to the Castlegate.

David Gow then took the Working Group through the programme for the event, and advised that the Civic Administration unit would be issuing invitations shortly.

The Working Group then discussed the arrangements for the unveiling of the statue, and David advised that the Election Unit had Tensa barriers which could be used for attaching a ribbon to be cut. The Group also discussed the possibility of using a piece of material to cover the wording on the plinth which could be removed at the unveiling. It was agreed that Sir Peter Graham would meet with Danny at

9am on Friday 7 October, at which point they would go to the plinth and decide on how best to unveil the statue.

Councillor Milne asked if the ceremony was to be recorded, and Councillor Dunbar suggested that Station House Media Unit could be asked to record the event. David advised that this would need be checked with the Royal Press Secretary first.

Stella Evans advised that she would draft up the press release and said that she planned to include quotes from the Lord Provost, Sir Peter Graham, and Mark Richards.

The Working Group resolved:-

- (i) to note that Lesley Thomson would liaise with the Town Sergeants to identify a secure location in the Town House for the maquette;
- (ii) to request that Lesley contact Mark Richards to discuss an indicative price for the maquettes, prior to the issue of the press release about the ceremony; and
- (ii) to note that Danny Parrott and Sir Peter Graham would discuss the most appropriate material to be used for the unveiling of the statue.

VALEDICTORY

5. As it was the final meeting of the Working Group, Sir Peter Graham expressed sincere thanks on behalf of the Gordon Highlanders to Aberdeen City Council and the Working Group for the statue. He noted that it was a huge honour, and that the Gordon Highlanders museum was extremely grateful to the Council and its officials for bringing the original Council motion from June 2009 to fruition.

The Lord Provost also expressed thanks to all involved, noting that the project had been a real team effort.

- **LORD PROVOST PETER STEPHEN, Chairperson.**

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Director and Head Of Finance
TITLE OF REPORT	Budget Monitoring 2011/12
REPORT NUMBER:	ECS/12/011

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 £174m net expenditure. This is made up of £187m of gross expenditure, offset by £13m of Income and recharges.
- 3.2. Based upon present forecasts it is anticipated that the financial performance of the service will result in a favourable movement on the Council finances overall of £308K. This is a reduction in overspend of £758K since last reported to committee in November 2011. 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 5 and the appendices attached to this report.

4. OTHER IMPLICATIONS

- 4.1 Every organisation has to manage the risks inherent in the operation of large and complex budgets. These risks are minimized 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.

5. BACKGROUND/MAIN ISSUES

- 5.1 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 6 (end to September 2011).
- 5.2 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, all of the savings are forecast to be delivered, or alternative funding has been identified

5.3 Financial Position and Risks Assessment

The current forecast revenue out-turn is an underspend of £308K. The following areas of operation are highlighted together with any 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 £5.5M, of which the Education Culture and Sport part of this budget totals £2.4M.

The latest estimate as at 31 December 2011 is that the total aligned budget has commitments totalling £5.7M with a net over-commitment of £175K. However, the Education, Culture and Sport position is an under-commitment of £150K., following budget virements approved by EC&S Committee in November 2011.

This is an improvement on the budget position when this was last reported in November 2011, when total commitments totalled £5.8M

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. Officers advise that children currently being reviewed may require additional resources before the year end.

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. This grant was £600K. Discussions with Corporate Finance have confirmed that £300K is available to offset this shortfall. This is in addition to £200K of underspend from 2010/11. EC&S have confirmed this budget will be adequate for 2011/12.

c) Transport Costs

Transport expenditure is forecast to be £250K greater than budget. The overspend results from unbudgeted annual contractual uplifts and changes to contracts.

e) Property Costs

All Cleaning budgets now sit with EP&I and this has been a major factor in reducing a forecast overspend of £480K in the property related budgets.

In addition, property rates rebates of £200K have been received. The largest of these, £140K is in relation to the original Cults Academy site. It is expected that there will be a corporate adjustment to this budget as previous uplifts were dealt with on a corporate basis

(f) Teacher Staffing Costs

The annual change in budgeted teaching numbers following the August 2011 pupil intake, adjusting for approved PBB savings, was a net increase of 16 teachers. This will increase teacher staffing costs by £400K. The directorate have been notified of an additional allocation of monies from the Scottish Government following an underspend in the national Teachers Induction scheme. Aberdeen City Council's share of this underspend is approx. £535K, and this will be utilised towards meeting the additional teaching staff costs when received. The balance of these monies is being utilised to meet needs led additional staffing in schools.

(g) Letting Income

Letting income is expected to be £80K greater than budget. The bulk of this, £60K is in relation to internal income from Miscellaneous Services for what are deemed to be Corporate Lets.

6. IMPACT

- 6.1 Corporate – 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 focussed on delivering services more efficiently and effectively.
- 6.2 Public – this report is likely to be of public interest due to the size of the budgets involved and the nature of the services provided by Education, Culture & Sport, a number of which are front line services delivered directly to citizens within the city.

7. 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

Appendix A

Status Grid uses traffic Light system

Green indicates on target

Yellow indicates some progress made, further work required

Red indicates significant work required

	Year 1 (2011/12)	Year 2 (2012/13)	Year 3 (2013/14)	Year 4 (2014/15)	Year 5 (2015/16)
Green Accepted TRANSFORMATION OPTIONS					
ECS1_C1 Integrated communities teams service - Revised Option	-1,600	-2,400	-2,400	-2,400	-2,400
ECS1_C26 Reduce the number of out of authority placements by redesign and small addition to existing local services	0	-2,400	-2,400	-2,400	-2,400
ECS1_C28	-470	-710	-950	-1,130	-1,310
ECS1_C3 Future delivery of Cultural Services (new title)	-470	-710	-950	-1,130	-1,310
ECS1_C22 Contract Out Non Staff and Non School Catering at Beach Ballroom/Art Gallery	250	0	-144	-144	-144
ECS1_C21	250	0	-144	-144	-144
ECS1_E11 Redesign of senior secondary school towards a City Campus	100	-85	-85	-85	-85
ECS1_C17 Educational Psychology: To develop a joint EP Service with neighbouring authorities	100	-85	-85	-85	-85
ECS1_C25 Potential shared services with other local authorities (EC&S)	0	0	-35	-35	-35
ECS1_C19 Root and branch review of commissioned arts and sports services	0	550	550	94	1,316
EFFICIENCIES					
ECS1_E19 Rationalise School Administration	-104	-343	-726	-1,251	-1,680
ECS1_E30 Changes to terms of engagement of casual teachers	40	60	70	80	90
ECS1_E35 Contracting casual teachers for pupil attendance time only - 25 hrs in Primary & 27.5 hrs in Secondary and Special Schools	-64	-283	-656	-1,171	-1,800
Sub-Total	-1,784	-2,928	-4,814	-5,509	-6,318
ECS1_E5 Nursery Nurses to provide non class contact cover for nursery teachers	-385	-578	-578	-578	-578
ECS1_E32 Pensions Reduction: No Contribution for temporary promoted posts	274	-578	-578	-578	-578
ECS1_E5 Use Of Teachers Protection Grant	-166	-250	-250	-250	-250
ECS1_C20 Educational Psychology: Do not fill current vacant posts	-166	-250	-250	-250	-250
ECS1_E5 Use Of Teachers Protection Grant	-112	-168	-168	-168	-168
ECS1_C20 Educational Psychology: Do not fill current vacant posts	-112	-168	-168	-168	-168
ECS1_E5 Nursery Nurses to provide non class contact cover for nursery teachers	-53	-80	-80	-80	-80
ECS1_E32 Pensions Reduction: No Contribution for temporary promoted posts	-53	-80	-80	-80	-80
ECS1_E37 Revised music service option	-177	-265	-265	-265	-265
ECS1_E32 Pensions Reduction: No Contribution for temporary promoted posts	-177	-265	-265	-265	-265
ECS1_E40 Maximising class sizes in upper stages of secondary school	-26	-26	-26	-26	-26
ECS1_E37 Revised music service option	-26	-26	-26	-26	-26
ECS1_E40 Maximising class sizes in upper stages of secondary school	0	0	-1,849	-2,773	-1,457
ECS1_E37 Revised music service option	0	0	1,011	-838	-1,457
ECS1_E37 Revised music service option	-321	-521	-521	-521	-521
ECS1_E37 Revised music service option	160	-521	-521	-521	-521
ECS1_E37 Revised music service option	-161	-521	-521	-521	-521
Sub-Total	-974	-2,086	-2,894	-4,829	-3,513

ABERDEEN CITY COUNCIL
REVENUE MONITORING 2011/2012

APPENDIX B

DIRECTORATE : Education, Culture & Sport

As at end of December 2011		Year to Date			Forecast to Year End		
ACCOUNTING PERIOD 9	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	33,437	21,064	19,270	(1,794)	33,357	(80)	-0.2%
Head of Service - Schools and Educational Services	135,844	99,012	95,415	(3,597)	135,720	(124)	-0.1%
Head of Service - Policy & Performance	4,781	2,805	1,946	(859)	4,677	(104)	-2.2%
TOTAL BUDGET	174,061	122,881	116,629	(6,252)	173,754	(308)	-0.2%

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Culture & Sport
DATE	23/2/12
DIRECTOR	Annette Bruton
TITLE OF REPORT	Capital Monitoring – Education, Culture & Sport Projects
REPORT NUMBER:	EPI/12/061

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(S)

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 under-spend, carry forward or overspend will have implications for the programme. An underspend is currently predicted as detailed in section 5.

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 previous meeting of this Committee 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 is the third capital monitoring report of 2011/12 flowing from this arrangement.

Education Culture & Sport has a total of £958,000 allocated to it from the Non-Housing Capital Programme. The projects included in the programme are:-

- 1) Dyce 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 for the service at the end of period 9 is £351,000; spend of 37%, with a further 20% legally committed. Appendix A provides a detailed breakdown of this spend.

The Service currently forecast that there will be an overall underspend against budget of £221,000. Officials from Asset Management & Operations will continue to work closely with the Service to assess the robustness of the forecast outturn.

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 6 December 2011

8. REPORT AUTHOR'S DETAILS

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Appendix A - Non Housing Capital: Education, Culture & Sport spend to Period 9 (December)

Education, Culture & Sport: All Projects spend to December

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Replacement of Education M.I.S.	474	334	86	41
Provision for Children with Complex Needs	316	211	178	0
I.C.T. Connectivity	105	179	75	9
Bucksburn / Newhills Proposed Amalgamation	50	5	5	0
Outdoor Education Move to Kingswells	6	1	0	0
Music School Accommodation	5	6	6	0
Oldmachar Academy Heating/Ventilation	2	0	0	0
Totals	958	737	351	50

Education, Culture & Sport: By Project

Capital Item 751: Replacement of Education M.I.S.

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Replacement of Education M.I.S.	474	334	86	41

- Current profile showing an anticipated underspend of £140,000.
- Remainder of budget will be spent on licences and services, with a further £220,000 legally committed on training.

Capital Item 776: Provision for Children with Complex Needs

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Provision for Children with Complex Needs	316	211	178	0

- Current profile shows underspend this financial year of £105,000.
- Spend continues to facilitate decant of pupils from Raeden to Kaimhill, Seaton and Ashgrove sites.

Capital Item 750: I.C.T. Connectivity

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
I.C.T. Connectivity	105	179	75	9

- Current profile shows previously reported committed overspend of £74,000.
- Overspend may be a result of budget holder not budgeting for the involvement of a team to administer health & safety regulations, resulting in the need for Design team involvement. This project has moved from being an Education, Culture & Sport project to a joint venture with Enterprise, Planning & Infrastructure involvement.
- Budget holder now has a breakdown of expenditure and invoices are expected for payment through to the end of the financial year.

Capital Item 773: Bucksburn / Newhills Proposed Amalgamation

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Bucksburn / Newhills Proposed Amalgamation	50	5	5	0

- The £5,000 spend on this project has been exclusively on Design team fees.
- No further expenditure is anticipated for this project this financial year.

Capital Item 742: Outdoor Education Move to Kingswells

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Outdoor Education Move to Kingswells	6	1	0	0

- Final account yet to be settled. Problems previously encountered with the provision of the Making Good Defects certificate have now been rectified.
- Design team have advised that the above certificate will be issued in February, final payment will be issued and the project completed.

Capital Item 682: Music School Accommodation

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Music School Accommodation	5	6	6	0

- Project completed £1,000 over budget due to settlement of final account.

Capital Item 780: Oldmachar Academy Heating/Ventilation

	Budget 11/12 £'000	Year Projection £'000	Total Spend £'000	December Spend £'000
Oldmachar Academy Heating/Ventilation	2	0	0	0

- Project has been completed and final account settled with no further fees to pay. The £2,000 contingency budget allocated to this project is not required and therefore reported as a saving.

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23rd February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	EC&S Leadership Development Policy
REPORT NUMBER:	ECS/12/002

1. PURPOSE OF REPORT

To seek the approval of the Education, Culture & Sport Committee to implement the new Leadership Development Policy for all staff within the Education, Culture & Sport Service.

2. RECOMMENDATION(S)

To approve the new policy and instruct officers to carry out the necessary work to ensure its successful implementation.

3. FINANCIAL IMPLICATIONS

Any costs arising from the implementation of the policy, including the costs of providing appropriate leadership development opportunities for staff, will be met using existing funds within the directorate's Continuing Professional Development (CPD) budget.

4. OTHER IMPLICATIONS

The policy has been planned in order to articulate with existing corporate policies, and will ensure greater coherence and equity of access to development opportunities for the diverse groups of staff within the Education, Culture and Sport Service.

5. BACKGROUND/MAIN ISSUES

A need has been identified within Education, Culture & Sport to introduce a Service-wide strategic approach to leadership development. It is recognised that we all operate within an ever-changing context that brings with it changing and competing demands for staff at all levels. As a result there is an urgent need to bring coherence and make explicit our intentions and expectations of staff.

Fundamental to our approach is a model that creates capacity and resilience in ourselves and in others and which builds on existing good practice and expertise. This model will be supported by a programme of the highest quality and most relevant continuing professional development experiences.

The Leadership Development Policy will allow us to equip individuals at all levels to meet the challenges through a leadership development programme that offers flexible and coherent pathways to leadership.

6. IMPACT

An Equality and Human Rights Impact Assessment has been carried out in relation to the draft policy, and no negative impacts have been identified. No actions or changes to the policy have been made as a result of the assessment.

7. MONITORING

The implementation of the Leadership Development Policy will be regularly monitored to ensure the desired outcomes for the policy are achieved.

Monitoring will be carried out using existing procedures, including the corporate appraisal and teacher professional review and development schemes, to measure the effectiveness and impact of individuals' professional development.

All events and opportunities offered through the Leadership Development Framework will be evaluated, with a focus on the impact that these activities have on employees' professional practice.

8. BACKGROUND PAPERS

The draft Leadership Development Policy is attached to this report.

9. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

ABERDEEN CITY COUNCIL
Education Culture and Sport

Leadership Development Policy

Version Number: 4.2
Date: January 2012

Lead Officer: Anne Darling / Andrew Jones
Head of Service: Charlie Penman

Policy and Performance Team
Policy Template v1
September 2011

Template Review Planned - September 2012

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- 1.1 Background
- 1.2 Purpose of Policy
- 1.3 Scope of Policy

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Section 12 Equality and Human Rights Impact Assessment

Section 13 Approval

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Appendices

1 INTRODUCTION AND PURPOSE OF POLICY (Rationale)

Key to the quality and effectiveness of value we are able to add both now and in the future is a highly skilled, motivated and adaptable workforce which demonstrates strong, dynamic leadership at every level.

Leaders need to find solutions to the challenges of change. As leaders are agents of change and improvement, leadership has to inspire and innovate. At its best leadership will be democratic and build active trust through the change process. It should embrace information, be transparent and informed by evidence. It should encourage responsibility in others, be systemic and sustainable, driven by clarity of purpose and a deep awareness of conditions.

2 POLICY PRINCIPLES

We need leaders at all levels in the ECS service who have the knowledge, skills, dispositions and readiness to be effective agents of change and improvement and effective leaders of learning.

The aims and objectives of our leadership development policy will articulate with those in our Strategy for Learning and Service Plan. We want to equip more individuals at all levels to meet the challenges through a leadership development programme that offers flexible and coherent pathways to leadership and that structures leadership development most relevant to the leadership of learning.

Central to this is the need for us to create, grow and sustain a number of essential '*Leaders of Learning*' communities.

- We will **create the culture** through consistent systems, processes and conditions.

This will include enhanced, more rigorous recruitment and selection procedures to ensure the appointment of the highest calibre of candidates to leadership positions.

- We will **grow the culture** through the facilitation of skills-based learning, transfer of knowledge and experience, building capacity through trust and mutual support.

This will include capitalising on existing skills, experience and expertise within and out with the organisation. It will also include 'early identification'/'talent spotting' of future leaders.

- We will **sustain the culture** through induction and involvement of new personnel, embedding collaborative practice in our improvement processes and through ongoing evaluation of our effectiveness.

This will be underpinned by ongoing quality professional development to keep and further develop skills and expertise of our staff.

We will focus on:

1. Prioritising our most important *Leaders of Learning* communities:

We will provide appropriate development opportunities for aspiring leaders, new leaders and experienced leaders at all levels in our service. This includes more rigorous recruitment and selection processes, formal induction and support, and coaching and mentoring programmes.

2. Prioritising our most important *Leadership Partners*:

We will continue to develop mutually beneficial partnerships with a range of local and national organisations.

3. The development of generic core leadership and management skills

These will apply to all members of staff, in an incremental way to provide a progressive programme ranging from introductory to advanced levels.

4. The development of a standards and outcomes based Leadership Development Framework.

We will provide a coherent structure which includes all leadership development opportunities centred around three progressive levels of leadership: Early Leadership, Middle Leadership and Senior Leadership. This will be available electronically, and will articulate with Professional Review & Development / appraisal processes.

The Leadership Framework will be applicable to all members of staff, regardless of the point they are at on their leadership development journey, and will consist of a range of types of professional development opportunity.

The Framework can be found on the Zone:

http://thezone/directorate_zone/education_culture_and_sport/cpd_team/ecs_training/ecs_leadership_development.asp

3 EXPECTED OUTCOMES

- All staff accessing, using and benefiting from a meaningful programme of CPD experiences, including accredited training, action research, learning on-the-job, coaching and mentoring.
- Expertise within our own staff is identified, shared and built upon to continue to develop and sustain leadership capacity at all levels.
- The retention of a highly motivated and resilient workforce, delivering a higher quality and more effective service.

4 ROLES AND RESPONSIBILITIES

We all have a responsibility to develop leadership in our service.

Specifically, **employees** will:

- Be aware of and adhere to the Leadership Development Policy;
- Be aware of the leadership development opportunities available to them, make best use of them and actively contribute to the evaluation and on-going improvement of the development programme;
- Take ownership of their own leadership development and actively seek out opportunities to develop themselves and others;
- Be prepared to share information and expertise with others;
- Embrace a positive culture which recognises the need to learn from mistakes and celebrates achievement and success.

In addition, **Managers** will:

- Promote the Leadership Development Programme and support participation in appropriate development opportunities by all members of their team;
- Actively engage in the Professional Review & Development / appraisal processes and ensure all team members have access to the appropriate process;
- Evaluate and feed back on the impact of leadership development activities on the work of their team(s);

5 LINKS

5.1 To Council Values and Priorities

This policy supports and promotes the following Council Values:

- *Fostering a workforce where every employee is valued and given the opportunity to play a full part*
- *Raising performance to a higher standard*
- *Providing strategic leadership for the community*

It also contributes to the Education, Culture and Sport Service Plan 2011-16, and specifically within the plan it supports Strategic Priority 9 – “Skilled and Trained Staff”, which outlines the Service’s aims to:

- *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*
- *Develop and deliver comprehensive, high quality professional development programmes*
- *Develop an enabling culture throughout the workforce.*

5.2 To Community and Business Plans

The policy contributes to Priority 6 of Aberdeen City Council’s Corporate Business Plan, to “ensure efficient and effective delivery of services by the council with its partners”.

5.3 To Other Policies

The leadership development policy is closely linked to the service’s “Policy for the Professional Review and Development and Continuing Professional Development of Teaching Staff”, a copy of which can be found on the Zone: <http://thezone/nmsruntime/saveasdialog.asp?IID=21944&sID=8251>

6 DISTRIBUTION AND PUBLICATION

This policy applies to all members of staff within the Education, Culture & Sport Service. It will be made available for colleagues to access electronically on the Zone and on Glow.

Copies will be sent by email to all managers and head teachers, who will be asked to ensure that members of their teams are aware of the policy and

supporting materials, as outlined in Section 4 above. All staff will be expected to adhere to the policy with immediate effect.

7 REVIEW

This policy will be reviewed on a three year cycle.

8 ORGANISATION AND RESPONSIBILITY

8.1 Director

The Director is responsible for:

- The implementation and monitoring of this policy within the Directorate, and ensuring good communication with employees at all levels;
- Motivating and empowering employees to establish their own leadership development pathways, and to actively seek out and take advantage of appropriate leadership development opportunities.

8.2 Heads of Service/Service Managers/Head Teachers/Line Managers

Heads of Service are responsible for:

- Implementing and complying with this Policy as it relates to their areas of operation and control;
- Ensuring that all of their staff are conversant with and accept their responsibilities under this Policy, as outlined in Section 4 above, and are provided with adequate support and resources to undertake these responsibilities;
- Motivating and empowering employees to establish their own leadership development pathways, and to actively seek out and take advantage of appropriate leadership development opportunities.

Service Managers/Head Teachers/Line Managers are responsible for:

- Implementing and complying with this policy in their area of responsibility;
- Ensuring that all staff under their direct control acknowledge and accept their responsibilities under this policy, as outlined in Section 4 above, and are provided with adequate support and resources to carry out their responsibilities;
- Motivating and empowering employees to establish their own leadership development pathways, and to actively seek out and take advantage of appropriate leadership development opportunities.

8.3 All Employees

All employees have a responsibility for:

- Adhering to this policy at all times and ensuring they carry out their responsibilities listed in Section 4.

9.0 PLANNING AND IMPLEMENTATION

The implementation of this policy will be managed and monitored by the Education, Culture & Sport Leadership Development Steering Group. The group consists of head teacher representatives from all three school sectors, a senior manager from the Culture & Sport teams, the CPD Coordinator, and a representative from Human Resources. It is chaired by the Quality Improvement Officer with lead responsibility for leadership development.

The overall progress of policy implementation and the roll out of the leadership development programme will be monitored by the Head of Educational Development, Policy and Performance, through regular meetings with the chair of the Leadership Development Steering Group.

10.0 COMMUNICATION

A briefing note will be sent to all staff to inform them of the publication of this policy. The approved policy will also be shared with senior managers at improvement conferences and head teacher meetings, and managers will be asked to ensure the staff for whom they are responsible are aware of its existence.

The leadership development framework which supports this policy is available for all staff to access via the Zone and Glow. This resource will be continually reviewed and updated to ensure it is fit for purpose. The contents of the framework will be discussed with staff and senior managers regularly and colleagues will be encouraged to provide feedback and suggest additions or changes as appropriate.

11.0 STRATEGIC ENVIRONMENTAL ASSESSMENT

A strategic environmental assessment is not required for this policy, as its implementation will have no effect on the environment.

12.0 EQUALITY AND HUMAN RIGHTS IMPACT ASSESSMENT

An Equality and Human Rights Impact Assessment has been carried out and no negative impacts have been identified.

13.0 APPROVAL

Approval for this policy will be requested from the Education, Culture & Sport Committee on 23rd February 2012.

14.0 AGREED REVIEW DATE

This policy will be reviewed on or before 30th June 2015.

15.0 APPENDICES

Appendix 1 : Leadership Development Framework

The Leadership Development Framework is an electronic interactive resource which can be found on the Zone:

http://thezone/directorate_zone/education_culture_and_sport/cpd_team/ecs_training/ecs_leadership_development.asp

DRAFT

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Standards and Quality Report 2010/11
REPORT NUMBER:	ECS/12/005

1 PURPOSE OF REPORT

To advise Elected Members of the Education, Culture and Sport Standards and Quality Report 2010/11

2 RECOMMENDATION(S)

It is recommended the Committee note:

- The Education, Culture and Sport Standards and Quality Report 2010/11
- Commend our children, young people and staff for their considerable achievements

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 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools etc Act 2000.

- 5.2 In addition to meeting this requirement, the production of this report is an established part of the Service's performance reporting framework and an annual report on the work of the whole Service.
- 5.3 The Standards and Quality Report is based on the performance indicators and reports which are regularly reviewed by the Education, Culture and Sport Committee as well as Education Scotland inspection reports, attainment in national assessments and examples of good practice identified through self evaluation.
- 5.4 The Standards and Quality Report shows good progress and improvement across Education Services over the period August 2010 to July 2011 and Culture and Sport Services over the period April 2010 to March 2011. It also highlights what we will do next to address areas that have been identified for future development as outlined in our Service Plan for 2011/12 – 2015/16, approved by this committee in September 2011.

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 Sport, Standards and Quality Report 2010/11

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Education, Culture and Sport



Standards and Quality Report 2010/11

A City of Learning

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Introduction

Aberdeen City Council's vision is for a vibrant, dynamic and aspirational City.

The Education, Culture and Sport Service is committed to this vision and 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 Standards and Quality Report refers to performance across all sectors from early years to secondary school to lifelong learning. It summarises the main achievements of the service over the past year in relation to the themes of our Service Plan which contribute to the wider objectives of our Single Outcome Agreement. The contribution of arts, culture and sport is highlighted throughout the report and demonstrates the high quality services they provide to children, young people and adults across the City.

As our schools develop Curriculum for Excellence we will be working to ensure closer links between schools and these services as it is the responsibility of all to ensure that children, young people and adults develop as successful learners, confident individuals, responsible citizens and effective contributors.

Evidence for this report is gathered from:

- Education Scotland Inspection Reports.
- Key and Statutory Performance Indicators.
- Attainment in national assessments.
- Examples of good practice identified through self evaluation.

The report also evaluates our performance against the high level questions from Education Scotland's quality frameworks.



Context



Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country with a population of 217,120¹. It provides employment to over 10,000 people across the region. 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.

68,736 (32%) of the City's population is aged 0 – 25: 34,037 children aged 15 and under; 34,700 young people aged 16-25.



2008 based population projections² indicate that there will be a decrease in Aberdeen's 0 - 25 population over the period to 2033. The 0 – 15 age group is however, predicted to rise which will have an impact on the City's school roll.

The City has traditionally attracted 'New Citizens' with overseas migrants especially from Eastern Europe in search of employment opportunities. This trend is likely to continue which will impact on a variety of educational services. Our bilingual population are in varying stages of acquiring English via our schools and community learning establishments.



¹ National Records of Scotland, June 2010

² National Records of Scotland, October 2009

How are we doing?

We have a statutory duty to provide pre-school education places for all children in the school term following their third birthday until they are ready to start school. Across the City, there are 48 local authority pre-school nurseries based within our primary schools. In addition there is pre-school provision in Raeden and Aberdeen School for the Deaf.

- In session of 2010/11, a total of 2,941 places were available and 2,884 were allocated.
- Pre-school children occupied 1,547 places and 1,193 places were occupied by ante-pre-school children.
- Children who were of school age but had deferred entry to primary school, occupied a further 144 places.

We are also in partnership with 55 registered pre-school education centres in the independent, private and voluntary sectors for the provision of funded pre-school education places for 3 and 4 year olds.

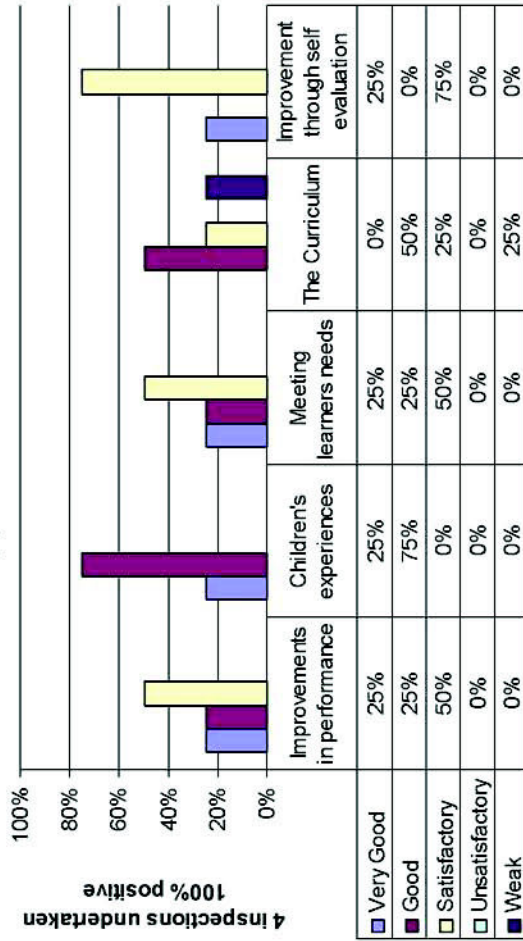
- In session 2010/11, a total of 1,408 children were allocated places with partner providers.
- Pre-school children occupied 568 places and 800 places were occupied by ante-pre-school children.
- Children who were of school age but had deferred entry to primary school, occupied a further 40 places.

Inspections

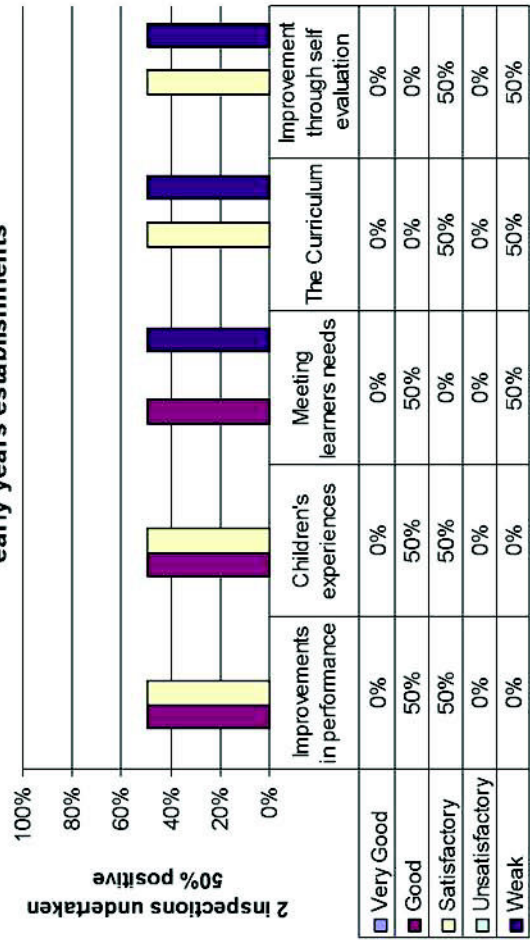
Education Scotland inspects a sample of early years establishments each year.

- In 2010/11, 6 early years establishments were inspected - 4 local authority and 2 partner provider (5 local authority and no partner provider establishments in 2009/10).
- All local authority establishments and 1 partner provider establishment inspected were evaluated as satisfactory or above in each of the three reference quality indicators: *Improvements in performance; Children's experiences; Meeting learners needs.*
- In addition, the following indicators are evaluated upon: *The curriculum; Improvement through self evaluation.*

Education Scotland inspections of local authority early years establishments



Education Scotland inspections of partner provider early years establishments



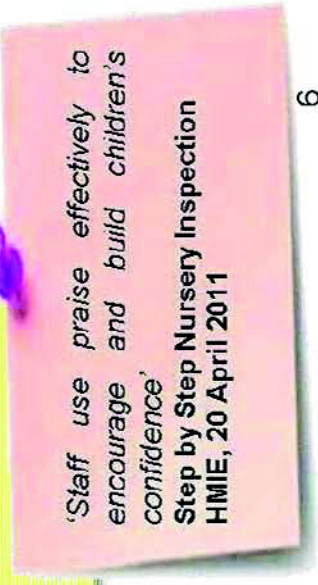
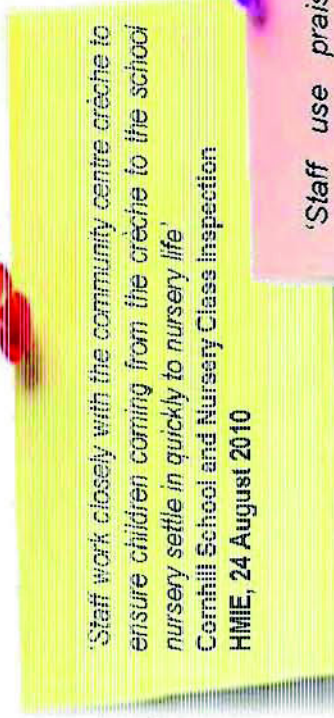
Both local authority and partner provider early years provision evaluate well on Improvements in performance and Children's experiences. Compared to 2009/10, local authority establishments continue to perform particularly well in the area of Children's experiences with all establishments receiving good and above.

Areas of strength:

- Friendly and motivated children.
- Positive relationships between staff, parents and children.
- The quality of children's experiences in the nursery.

Areas to strengthen:

- Build on the approaches to self evaluation to track and monitor the progress of individuals.
- Ensure consistency in learning and teaching approaches across the school and nursery to improve further the learning experiences for all children.



What have we done?

- The Family Information Service was identified by the Scottish Government as an example of best practice case study of how the Early Years Framework is being implemented locally.
- Developed the Early Years Framework Implementation Plan which is structured around the ten elements of the National Early Years Framework and seeks to deliver outcomes related closely to them.
- The PEEP (Parents as Early Education Partners) Project is co-ordinated by the Social Care and Wellbeing Service within Aberdeen City Council and aims to develop and support both universal and targeted services to parents/carers and their children aged from pre-birth to five years. Citywide groups are delivered by trained PEEP practitioners from across Health, Education, Social Work and the voluntary sector and are held in a variety of community venues.
- Printfield Community Project celebrated 'Play on the longest day – Scotland's First National Playday' on 21 June 2011. With financial support from Aberdeen Play Forum the first part of the day took place in the large grassy community play park behind the project. Undeterred by inclement weather, activities transferred inside and included games, face painting, drumming and art activities.
- Aberdeen City Libraries work together with health and early years partners to deliver Bookbug which gifts free books to children at around six weeks, 18 months, three years and in Primary One, along with guidance materials for parents and carers. In 2010/11 4,440 bookbug packs were issued and audiences of 3,268 children and 1,080 adults attended 139 bookbug sessions. Seven staff have completed Scottish Book Trust training and are now leading regular, very popular Bookbug sessions in libraries across the City.

What will we do next?

- Implementation of Early Years Framework.
- Redesign of childcare services in communities.



How are we doing?

Aberdeen City Council has:

- 48 primary schools with a combined roll of 11,900 pupils. The primary school population has increased slightly from 11,864 in the previous year having seen a continuous population decrease from 2007/08. A growth in birth rate has resulted in a significant increase in P1 intake in 2010/11 compared to 1,692 in the previous year.
- 12 secondary schools with a combined roll of 9,354 pupils. The secondary school population has continued to drop over the past four years.

Predicted school roll forecasts for primary and secondary school establishments based on the September 2010 school census figures are as demonstrated below.

	2012/13	2014/15	2016/17	2018/19
Primary	12,328	13,301	14,174	14,174
Secondary	8,962	8,717	8,566	8,979

Inspections

Each year inspection outcomes are based on the quality of learning in the sample of schools selected annually for inspection by Education Scotland.

- During 2010/11, 6 schools were inspected - 4 primary and 2 secondary (5 primary and 2 secondary in 2009/10).
- 3 primary schools and 2 secondary schools inspected were evaluated as satisfactory or above in each of the three reference quality indicators: *Improvements in performance; Children's experiences; Meeting learners needs.*
- In addition, the following indicators are evaluated upon: *The curriculum; Improvement through self evaluation.*

Primary and secondary schools performed well against the three core quality indicators. Compared to 2009/10 evaluations, primary schools have remained steady whilst secondary schools have improved upon the previous year with increased 'good' evaluations.

Areas of strength:

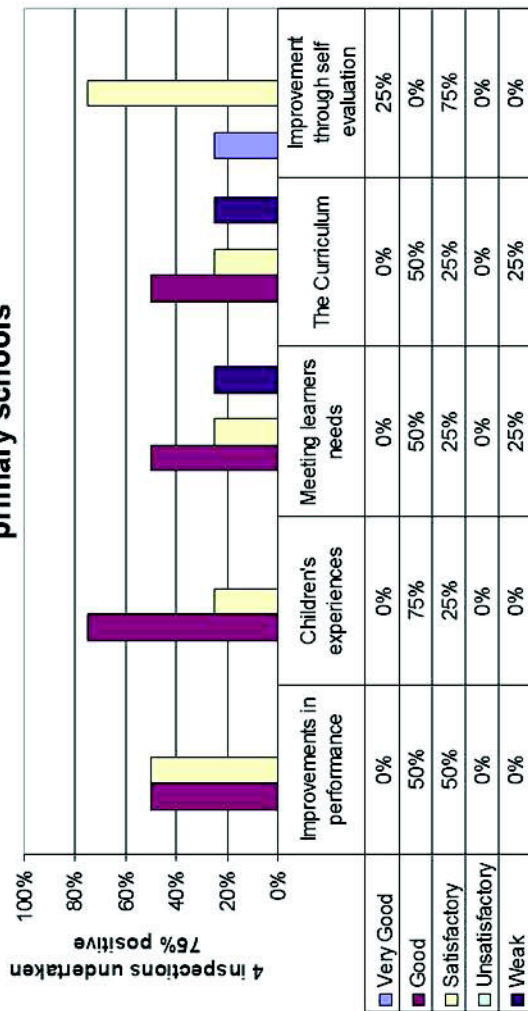
- Friendly, motivated children who are well-focused on their learning.
- Staff's progress in developing Curriculum for Excellence.
- Parents' role in supporting children's achievements through clubs, events and other out-of-hours activities.
- Effective integration of children from a range of different cultures.
- Levels of attainment in national examinations at S4 to S6.

Areas to strengthen:

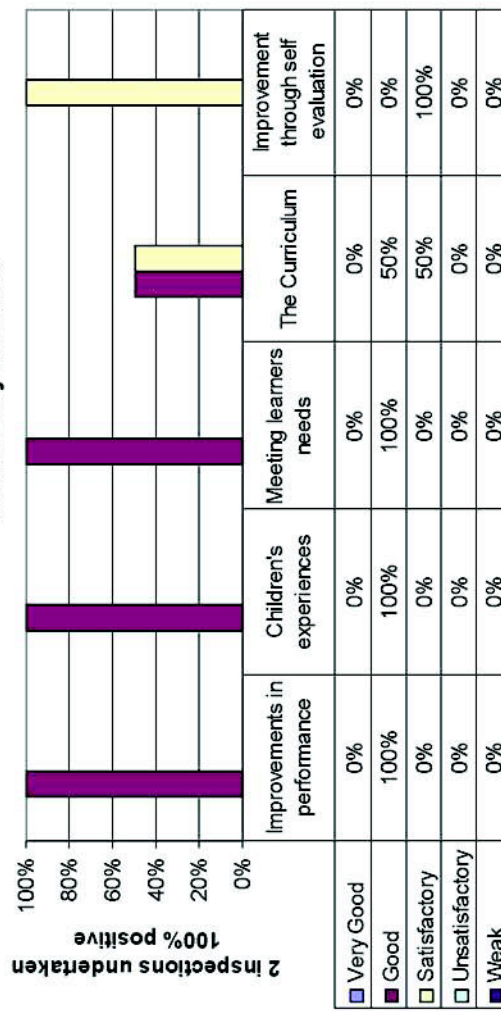
- Continue to raise attainment and broaden children's wider achievement.
- Improve programmes in expressive arts and technologies.
- Improve the curriculum at S5/S6 to meet the needs of all young people.
- Increase opportunities for young people to develop as leaders and have a say in the work of the school.

'Staff across the school are increasingly providing opportunities for young people to develop skills in enterprise and citizenship'
Harlaw Academy Inspection
HMIE, 24 August 2010

Education Scotland inspections of local authority primary schools



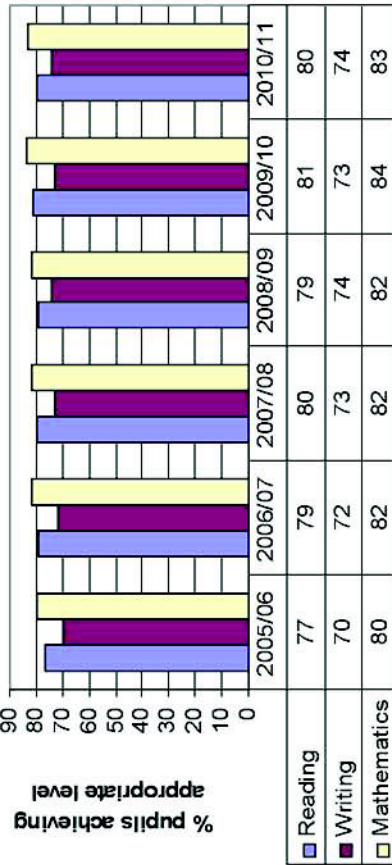
Education Scotland inspections of local authority secondary schools



5-14 Attainment

The 2010/11 session was identified as a year of transition during which Curriculum for Excellence assessment approaches were trialled. It was the final year of 5-14 attainment monitoring with the 2011/12 session being the baseline year for Curriculum for Excellence assessment.

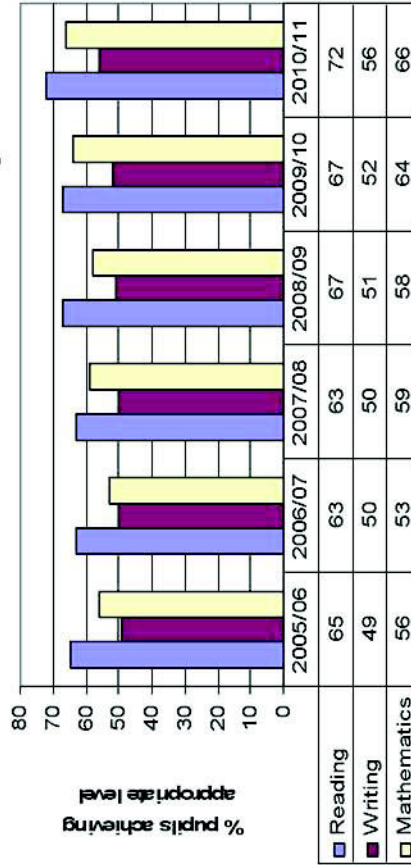
Percentage of pupils achieving appropriate levels by the end of P3, P4, P6 and P7



- Reading has decreased by 1% from the previous year. 80% of pupils reached or exceeded the appropriate level this year.
- Writing has increased by 1% from the previous year. 74% of pupils reached or exceeded the appropriate level.
- Mathematics has decreased by 1% from the previous year. 83% of pupils reached or exceeded the appropriate level.

5-14 Attainment - Secondary

Percentage of S2 pupils meeting or exceeding level E



- Reading significantly increased by 5% from 2009/10 to 2010/11. 72% of pupils reached or exceeded the appropriate level this year, the highest level since testing began.
- Writing has increased by 4%, a significant increase from 2009/10 to 2010/11. 56% of pupils reached or exceeded the appropriate level this year, the highest level since testing began.
- Maths has increased by 2% from 2009/10 to 2010/11. 66% of pupils reached or exceeded the appropriate level this year.

SQA Attainment by the end of S4

Percentage of S4 year group achieving English and Mathematics at SCQF 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	2010/11*
Aberdeen City	94	92	93	94	95	92
Comparator Authorities	91	91	92	92	93	93
National	91	92	92	93	93	93

- The percentage of pupils achieving English and Maths at Foundation Level or better by the end of S4 decreased by 3%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	90	88	89	91	92	91
Comparator Authorities	90	90	90	91	92	93
National	91	91	91	92	92	93

- The percentage of pupils achieving 5 or more awards at Foundation Level or better by the end of S4 decreased by 1%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	75	71	71	73	76	75
Comparator Authorities	75	75	76	77	78	77
National	77	76	76	78	78	78

- The percentage of pupils achieving 5 or more awards at General Level or better by the end of S4 in Aberdeen in 2011 decreased by 1%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	35	32	33	31	36	32
Comparator Authorities	34	33	34	37	37	36
National	35	33	34	35	36	35

- The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 significantly decreased by 4%.

* 2010/11 results are pre-appeal. Previous years results are post-appeal

SQA Attainment by the end of S5

Percentage of S4 to S5 (post Christmas) Staying on Rate

	2005	2006	2007	2008	2009	2010	2011
Aberdeen	60	63	63	60	59	65	67
Scotland	64	64	65	65	67	72	75

- Attainment by the end of S5 is calculated as a percentage of the S4 year group from the previous year.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	45	46	41	43	43	48
Comparator Authorities	45	45	46	47	50	52
National	45	46	45	47	49	50

- The percentage of pupils achieving 5 or more awards at Credit Level or better by the end of S5 in Aberdeen significantly increased in 2011, the highest since 1999.

Percentage of the S4 year group achieving 1 or more awards at SCQF level 6 or better by the end of S5 (Higher Grade A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	39	39	37	39	40	40
Comparator Authorities	39	38	40	41	45	46
National	38	39	39	41	43	44

- The percentage of pupils achieving 1 or more awards at Higher Grade A-C or better by the end of S5 in 2011 remained at same level as in 2010.

Percentage of the S4 year group achieving 3 or more awards at SCQF level 6 or better by the end of S5 (Higher Grade A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	22	24	22	24	23	27
Comparator Authorities	23	22	23	24	27	26
National	22	22	22	23	25	26

- The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S5 in 2011 significantly increased by 4%.

* 2010/11 results are pre-appeal. Previous years results are post-appeal

SQA Attainment by the end of S6

Percentage of S4 to S6 Staying on Rate

	2005	2006	2007	2008	2009	2010	2011
Aberdeen	45	44	46	42	38	43	46
Scotland	44	44	44	45	45	50	54

- Attainment by the end of S6 is calculated as a percentage of the S4 year group from two years previously.

Percentage of the S4 year group achieving 3 or more awards at SCQF level 6 or better by the end of S6 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	32	30	32	30	33	31
Comparator Authorities	30	31	30	32	33	37
National	30	29	30	31	33	35

- The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S6 decreased by 2% in 2011.

Percentage of the S4 year group achieving 5 or more awards at SCQF level 6 or better by the end of S6 (Higher Grade A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	22	20	22	21	23	22
Comparator Authorities	20	20	19	22	22	25
National	20	19	20	21	22	23

- The percentage of pupils achieving 5 or more awards at Higher Grade A-C or better by the end of S6 decreased by 1% in 2011.

Percentage of the S4 year group achieving 1 or more awards at SCQF level 7 or better by the end of S6 (Advanced Higher Grade A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	16	14	14	14	17	17
Comparator Authorities	14	14	13	16	16	17
National	13	12	13	14	15	15

- The percentage of pupils achieving 1 or more awards at Advanced Higher Grade A-C or better by the end of S6 remained at same level as in 2010.

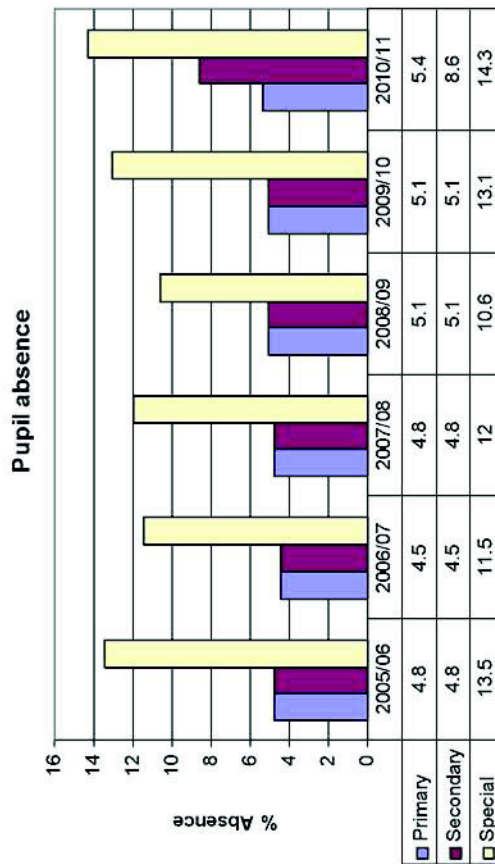
* 2010/11 results are pre-appeal. Previous years results are post-appeal

Attendance

The overall attendance in Aberdeen City schools in 2010/11 was 93%. The total absence (authorised and unauthorised) in the authority schools was 6.9%. Absence from schools due to temporary exclusions accounted for 0.1% of half days and has remained the same over past four years.

Rates of attendance:

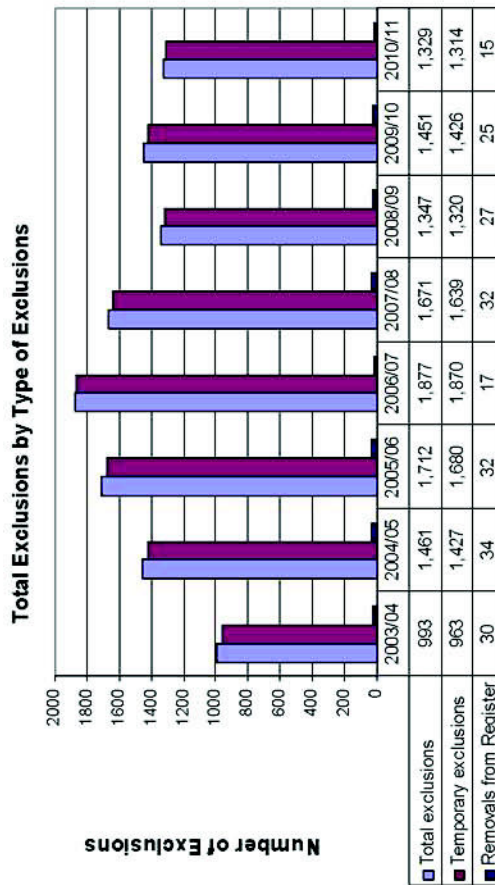
- Primary schools – 94.5% (94.8% in 2009/10).
- Secondary schools – 91.2% (91.6% in 2009/10).
- Special schools – 85.3% (86.6% in 2009/10).



Exclusions

We are committed to reducing pupil exclusions, in particular repeat exclusions.

- During 2010/11, there were 1329 cases of exclusions from local authority primary, secondary and special schools. 122 fewer than the previous year.
- These exclusions involved a total of 704 individual pupils, 15 of which were removed from the school register.
- The rate of exclusions per 1,000 pupils in 2010/11 was 62.



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 2010/11 was 497. This is a 26% decrease compared to 668 in 2009/10.

Primary

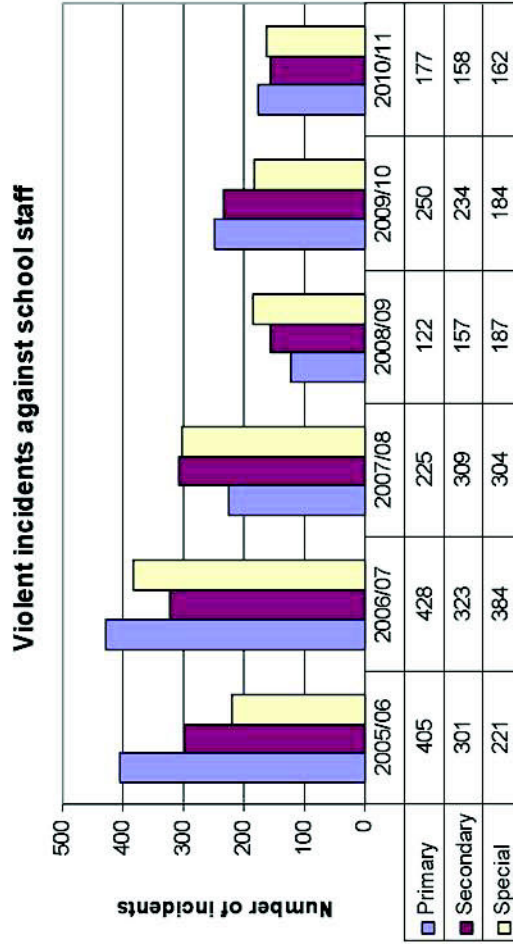
- 30% decrease in number of reported incidents of violence.
- 65% of reported incidents involved non-teaching staff.
- 81% of reported incidents involved physical violence against school staff.

Secondary

- 32% decrease in number of reported incidents of violence.
- 72% of reported incidents involved teaching staff.
- 80% of reported incidents involved verbal abuse against school staff.

Special

- 12% decrease in number of reported incidents of violence.
- 85% of reported incidents involved non-teaching staff.
- 78% of reported incidents involved physical violence against school staff.



Leaver Destinations

Assisting young people into positive and sustained destinations is the responsibility of all practitioners and support staff and is a key measure used by the Government when assessing the success of the education system in Scotland. All young people are entitled to a senior phase of Curriculum for Excellence and all young people are entitled to receive a guaranteed offer of a place in post-16 learning. Schools and partners are committed to providing young people with tailored learning packages which are best suited to their interests and ambitions and aim to continue focusing on young people who are most at risk of moving into a negative destination.

A continued partnership approach to working with vulnerable learners best utilises support which is available at the time of a young person's transition from formal education and ensures that all young people are supported in making the most appropriate post-16 learning choices according to their personal needs and requirements.

Percentage of school leavers in Aberdeen

	2007/08	2008/09	2009/10	2010/11	2010/11 National
Higher education	35.6	37.1	38.3	35.6	35.8
Further education	18.9	24.3	25.6	25.9	27.1
Training	1.9	2.5	2.9	2.5	5.6
Employment	29.2	18.6	18.6	21.4	19.3
Voluntary Work	0.1	0.1	0.2	0.2	0.5
Activity Agreements	n/a	n/a	n/a	0.0	0.5
Unemployed seeking	9.6	12.6	12.0	11.3	9.6
Unemployed not seeking	1.5	0.7	1.1	1.2	1.2
Not known	3.1	4.0	1.4	1.9	0.3
Overall Positive destinations	85.6	82.6	85.6	85.6	88.9
Overall Negative destinations	14.4	17.4	14.4	14.4	11.1

School leavers who do not achieve a positive destination on leaving school are part of the More Choices, More Chances (MCMC) group. These school leavers fall into two groups:

- Unemployed seeking: leavers who are in contact with Skills Development Scotland and are known by them to be seeking employment or training.
- Unemployed not seeking: leavers who are not seeking employment or training for a number of reasons e.g. sickness, prison, pregnancy, caring for children or other dependents.

The City's 'Successful transitions to Adulthood' outcome group is committed to working towards creating opportunities for young people in the More Choices, More Chances category and have developed a local MCMC Strategy which aims to assist in decreasing youth unemployment in the City for young people aged 16-19 years.

Work Experience

The Work Experience Service provides a facility to schools which promotes the role of employer work placements as an effective way of developing S4 pupils' skills for learning, life and work. The programme is highly valued by pupils, schools and local companies who regularly welcome young people into their organisational environments.

- During 2010/11, 1,656 pupils received a work experience placement.

Pupils who would benefit from a more customised approach to employer work placements are offered a 'Toolkit for Progress' placement. 'Toolkit for Progress' aims to support young people in school who need additional support or are disengaged from the mainstream programme of work experience and school leavers who require support to prepare them for the world of training and employment.

- During 2010/11, 194 young people secured a 'Toolkit for Progress' placement.



Outdoor Education

Outdoor education creates opportunities to inspire and develop children and young people as part of a wider education programme and forms part of the Curriculum for Excellence framework.

	Events	Participants
August	47	743
September	46	440
October	32	675
November	26	256
December	6	6
January	26	126
February	45	300
March	42	780
April	23	165
May	42	650
June	40	350
July	36	350

- During 2010/11, the facilities at Adventure Aberdeen at Kingswells and the Cromdale Outdoor Centre in Speyside hosted 411 events which were attended by 4,841 participants.

- Activities undertaken included:

- Mountain and land sports.
- Snow sports.
- Team challenge activities.



Engaging Young People

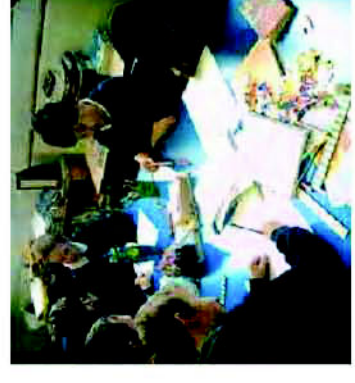
Aberdeen City Council has a leadership role to promote engagement and has established a range of structures to formally involve children and young people in the democratic life of the City. They include:

- Aberdeen City Youth Forum.
- Neighbourhood Youth Forums.
- Student Forum.
- School Councils.
- Scottish Youth Parliament.



What have we done?

- Work commenced on the introduction of Curriculum for Excellence in schools with an initial focus on improving literacy and numeracy.
- Aberdeen City Parental Forum was established which complements termly meetings of parent councils and facilitates effective representation and communication between parents and the local authority.
- We recognised and celebrated the successes and achievements of children and young people along with the achievements of adults who work with them at our annual Children and Young People's Services Awards.
- 6 young people were elected in Aberdeen to the Scottish Youth Parliament in March 2011, 2 each for Donside, Central and North & South Kincardine.
- In association with the North East Confucius Classroom Hub, three students from Hazlehead Academy participated in a three week immersion course in China. A teacher from our partner school in Tianjin, Haihe High School, joined the hub from September until June.
- Northfield Academy were joint winners of the British Food Fortnight Secondary School Challenge along with Greencroft Business and Enterprise Community School based in Durham.
- Torry Academy was placed first in the Go4set Engineering Challenge Week at RGU. This was the first time the school had entered this competition.
- St Peters RC Primary School P6 class performed well in the online Mathematics Challenge - 2nd in Scotland, 4th top school in the UK and 8th top class.
- Cults Academy won this year's Europe Direct Schools debating competition taking on teams from Banchory Academy, Bucksburn Academy and Robert Gordon's College in the British Parliamentary style debates on European topics.



What will we do next?

- Continue to implement Curriculum for Excellence.
- Develop Pupil Involvement Strategy.
- Develop Parental Involvement Strategy.
- Enhance our youth voice and youth participation through schools and Aberdeen Youth Council.
- Implement action plans to support young people under More Choices, More Chances Strategy and 16+ Learning Choices.
- Work with young people, including those in the MCMC group, to support them in their transition into employment particularly via work experience opportunities.
- Implement Outdoor Learning and Educational Excursions policy and guidance.



Priority 02 Fit for purpose schools, learning centres, cultural and sporting facilities

How are we doing?

During 2010/11, 3 new primary schools were opened across the City. Seaton and Manor Park primaries opened their doors in October 2010 followed by Kaimhill primary in April 2011, marking the successful achievement of the £120m 3Rs project which saw the completion of 10 top quality schools in less than two years. Significant community and sports facilities are a key part of each school build project.

There are currently 51 community centre type facilities throughout the City which are owned by the Council. Of these, 24 centres operate under a leased type model. The remainder are currently classed as community learning centres which are in transition towards being leased type centres.

In addition to the Central Library, library members have full access to 16 local libraries and 1 mobile library. Our libraries provide a large selection of books and media for adults, young adults and children as well as access to PCs and online resources.

We have 5 museum and gallery venues across the City centre. Preparatory work is ongoing to redevelop the Art Gallery with a new vision, improved exhibition spaces and educational facilities. The redevelopment project will reduce the current ongoing and remedial expenditure on the fabric of the Art Gallery. Development of a Museums Collection Centre designed to improve public access to museum, heritage and cultural collections is also underway.

The delivery and management of Aberdeen City Council's sports facilities transferred to Sport Aberdeen in July 2010. Sport Aberdeen is a charitable trust, a new and vibrant organisation, committed to providing a rewarding sporting experience for every age and ability. The quality and range of services provided remains at the same high standard, with Sport Aberdeen staff striving to constantly improve the customer experience.

What will we do next?

- Move community centres to a 'Leased Model'.
- Development of culture and sport facilities.
- Develop a strategic approach to the management of our buildings and land.
- Develop a learning estate strategy to ensure an affordable and sustained learning estate.

How well do we meet the needs of our stakeholders?

How good is our management?

21

Priority 03 Learning in the wider community

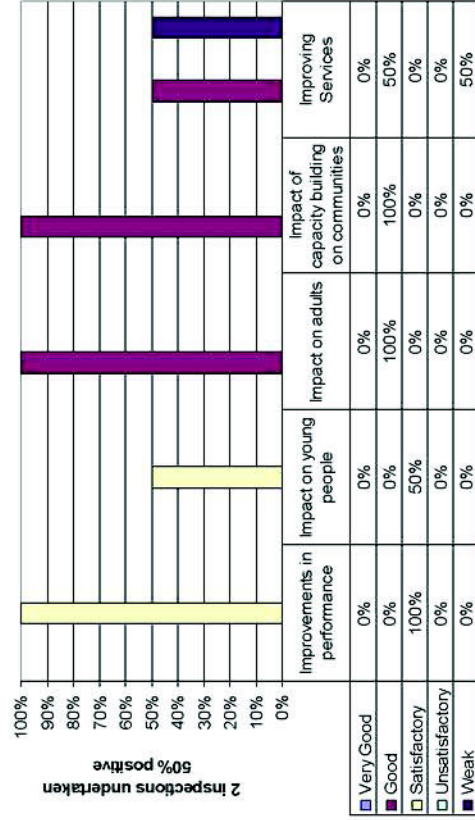
Learning in the community

How are we doing?

Community learning centres across the City provide a range of learning opportunities for people of all ages. We assist adults improve their core skills and provide opportunities to gain qualifications in partnership with Aberdeen College and the Workers Educational Association. In addition, our libraries are centres of wider community learning and activity based learning.

- 409 adult speakers of other languages learning English up to intermediate level.
- 1,787 adults received support with core skills.
- City libraries were visited by 1,127,236 people who enjoyed 124 exhibitions; 16 author talks/workshops and 24 outreach events.
- Our libraries network had 32,000 adult borrowers, 23,000 child borrowers and issued 943,027 items.

Community Learning and Development services are reviewed as part of the learning community alongside our secondary schools. During 2010/11, 2 learning communities were inspected, the same number as the previous year. One inspection was evaluated as satisfactory or above in each of the five reference quality indicators: *Improvements in performance; Impact on young people; Impact on adults; Impact of capacity building on communities; Improving services.*



Areas of strength:

- Motivated learners.
- Positive impact on community.
- Good range of learning programmes.

Areas to strengthen:

- Improve collection and use of performance information.
- Increase involvement of young people.

How well do we meet the needs of our stakeholders?

How good is delivery of our key processes? 22

What have we done?

- Learning Partnerships have now been established within each associated schools group (12 within the City). Membership of the learning partnerships comprise all stakeholders within that geography who have a role in planning or delivering learning opportunities. This includes head teachers, librarians, uniformed organisations, community centre representatives, third sector providers, church groups, community learning staff etc. The learning partnerships are each supported and facilitated by a Capacity Building Officer from the Council's Communities team. Learning Partnerships are still in their early formative stages, so may not all be delivering on the full range of desired outcomes at the current time, however all are working towards that position.
- Healthy Minds Team and Adult Literacies Team received Good Practice in Adult Learning Awards sponsored by Scotland's Learning Partnership.
- PLQIM (Public Library Quality Improvement Matrix) external review in October 2010 upgraded March 2010 evaluation of Q1 'Access to Information' from 4 (Good) to 5 (Very Good).
- Communities in the north regeneration areas of the City are growing in confidence when it comes to creating attractive, accessible local open spaces to improve local quality of life. Working with neighbourhood planning, communities have identified nine sites for investment and working together with partners have already produced improvement plans, secured funding and commenced works on the ground for many of them.
- Community Learning and Development staff have, in partnership with the Multi-Agency Team at Northfield Academy, developed three short courses that aim to enable senior phase pupils to take on duties within their own schools that support the transition of Primary 7 pupils to S1 and beyond (Buddies Training); address issues of bullying (Bully Busters Training); increase the opportunities for Prefects to support school staff and their peers (Prefect Training).
- Members of a Youth Group supported by Community Learning and Development at Rosemount Community Centre achieved high marks in completing a Dynamic Youth Award.



What will we do next?

- Develop and sustain first step programmes which provide skills for life, learning and work.
- Work in partnership with key stakeholders to develop and sustain employment programmes.
- Provide support to overcome barriers to access to learning, training and employment.
- Creation of integrated communities team.
- Creation of citywide Literacy Strategy working in partnership with key stakeholders.
- Provide support, training and advice for voluntary management committees to develop capacity to run community centres and support adult learning programmes.
- Develop partnerships to ensure effective delivery of service in communities.
- Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs.
- Investigate and develop opportunities within the wider community and via other learning providers to enhance learning within schools and communities.
- Work in partnership with representative community fora to support effective engagement and representation.
- Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City.



How are we doing?

Technology has a key role to play in the delivery of council services. Within Education, Culture and Sport we have widened access to learning through the flexible use of technology. Technology supports Curriculum for Excellence and ensures that all our pupils are able to participate in an increasingly information and communication technology (ICT) literate society.

We have 4 library based learning centres set up in partnership with Aberdeen College enabling students to undertake courses in computing, the Internet, desktop publishing and digital photography. Each unit has 12 Internet enabled PCs.

We use smart card technology to provide access to a wide range of services. The Accord Card was originally developed to address issues related to social inclusion particularly the stigma associated with pupils receiving free school meals. Use of the Accord Card has been extended to include:

- Cashless catering and vending in all secondary schools.
- Young Scot.
- Access to Leisure.
- Membership and access card to Aberdeen Sports Village.
- Membership card for libraries.

Increased use of the Internet and social media is an excellent means of engaging with key stakeholders and hard to reach audiences such as young people and has helped to turn communication into interactive dialogue.

What have we done?

- Museums and Galleries relaunched their website enabling improved access to collections information and an increased number of images. Website hits for the Library and Information Service continue to increase due to further development of online services. Facebook and Twitter sites have been developed enabling communication with a wider audience particularly the 16-24 age group.

How well do we meet the needs of our stakeholders?

How good is delivery of our key processes?

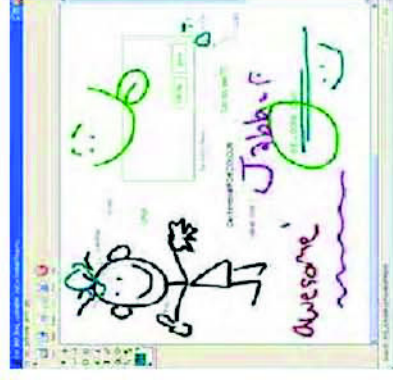
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Technology

- Free WiFi for library members was launched at the Central Library, Aberdeen Art Gallery, Airyhall Library and a further 6 community libraries. During 2010/11, 16,740 WiFi hours were utilised.
- 193 people attended 116 computer taster sessions hosted by the Library and Information Service.
- The Local Studies Service participated in a digitisation project with the National Library of Scotland providing access to 600 street directories from 1773 to 1911 covering 28 of Scotland's towns and counties.
- A number of pilot projects of mobile devices have been developed in many of our schools. Netbook projects have been ongoing since 2007 and in Spring 2011, P6/7 pupils from Hazlehead Primary commenced a project using iPads.
- All of our schools including early years establishments are Glow enabled. Focus has been on a national development project using blogs for e-portfolios and Glow Learn, a virtual learning environment in secondary schools. Primary schools have been encouraged to develop e-portfolios using blogs and the number of schools involved has grown significantly.
- All primary schools have been provisioned and received training in Pearson Fronter e1, our new school management information system. This application will streamline work and ensure data is accurate and accessible.
- 99% of teaching areas in City schools have an interactive whiteboard and data projector allowing interactive teaching and learning. The remaining 1% will be complete in session 2011/2012.

What will we do next?

- Develop a Technology Strategy for Education, Culture and Sport.
- Maximise the use of new technology to increase efficiency and effectiveness.
- Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sport activities.



How are we doing?

Health and Wellbeing starts the moment a child is born. Pre-school and school establishments have a crucial role to play in encouraging children, their families and indeed the wider community to make informed choices which will provide healthy individuals for our next generation. We seek to cultivate an active city by encouraging people to get involved in leisure and recreational pursuits.

Health Promoting Schools

The concept behind the Health Promoting Schools initiative is that health promotion is not only taught in the classroom but is encouraged throughout all aspects of school life and via partnership working with the local community. A health promoting school aims to provide children and young people with the confidence, skills, knowledge and resilience they need to make healthier lifestyle choices, cope with challenges and embrace opportunities throughout their lives.

- 63 out of 64 schools are registered in the Health Promoting Schools Initiative. Working in partnership with NHS Grampian, all registered schools have achieved Commitment status; 59 have achieved Commended status and 7 Excellence status.

School Meal Uptake

School meals in Scotland underwent a transformation due to the Hungry for Success initiative. The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 builds on Hungry for Success ensuring that food and drink provided in schools complies with specified nutritional requirements specified. Our primary schools menus are planned to provide plenty of choice whilst offering a nutritionally balanced diet over a week. Our secondary schools offer cafeteria services where a range of meals and snacks which meet the nutritional requirements are provided. Vegetarian and special dietary needs are accommodated where possible.

- In February 2011, 16% of primary and 9% of secondary schools pupils were entitled and registered for free school meals. The uptake across these sectors was 88% and 52% respectively.

Active Schools

Active Schools is the term given to all schools in Scotland that provide pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Team works in partnership with local and national agencies to deliver events and partnership programmes to the highest standards.

- During session 2010/11, the Active Schools team delivered almost 83,000 participant sessions³ (64,881 primary and 18,048 secondary) via school ASG and citywide organised events.

Active travel to school

The Hands Up Scotland Survey is the largest national dataset to look at mode of travel to school across Scotland. The Survey is a joint project between Sustrans and Scottish local authorities. The survey has been conducted over the same one week period in September since 2008, and asks the question 'How do you normally travel to school?'.

- The results of the 2010 survey indicate that 63.2% of our primary and secondary school pupils travel to school in active way via either walking, cycling, using a scooter or a skateboard).

Eco-Schools

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

- As of July 2011, 61 out of our 64 schools are registered eco-schools (47 Primary; 11 Secondary; 3 Special). A total of 27 Green flags were awarded – 13 schools received their first green flag award, 9 their second, 4 their third and 1 their fourth.

³ Participant sessions is the term utilised by sportscotland's Active Schools national monitoring and evaluation framework which is distinct from individual participants

What have we done?

- PasSport, the new holiday programme launched by Sport Aberdeen provided sports sessions for children and young people at its centres across the City during Easter, Summer and October holiday periods.
- In February 2011, a new Health Point was established within the Central Library offering a range of leaflets and publications on various health matters in partnership with NHS Grampian.
- 20 youngsters representing 10 secondary schools across the City were inducted into the Aberdeen City Sports Leadership Academy. This was a new and unique opportunity with the objective of developing and growing young people as leaders and volunteers of the future.
- The Confucius Institute for Traditional Chinese Medicine (CI TCM), London delighted audiences in seven schools in Aberdeen City with a programme of “Chinese Wellbeing” activities.
- Muirfield School celebrated the launch of the RHS Britain in Bloom and RHS ‘It’s Your Neighbourhood’ campaign by rolling up their sleeves to be part of a tree planting movement to double native trees and woodlands in the UK.
- Within the Eco-schools programme, Cornhill Primary achieved Bronze award status; Kaimhill, Loirston, Westpark and Woodside primaries achieved Silver award status, Scotstown Primary achieved its 2nd Green flag and Airyhall Primary its 4th Green flag.
- Eco-schools Green Flag winner, Danestone Primary School, worked with the Waste Aware Team to recycle 90 pumpkins weighing over 200kg following Halloween.
- In May, our Service hosted a ‘Big Picnic’ event for children, young people and their parents on the theme of Health and Wellbeing. Whilst children were engaged in a range of supervised activities, parents took part in a conference at the Beach Ballroom. This was the first event of its kind and we were overwhelmed with the response with over 220 families applying to attend.



What will we do next?

- Co-ordinate health and safety activities across the Directorate.
- Ensure robust incident and emergency planning procedures are in place.
- Improve the health and wellbeing of children and young people via Health Promoting Schools.
- Improve the health and wellbeing of the City.
- Encourage and increase active travel to school.
- Increase the number of eco-schools within the City.
- Increase the quality and participation in cultural and sports participation.
- Increase the number of opportunities for children to participate in sport within schools and wider community.
- Support the development of quality public spaces to enhance quality of life.



How well do we meet the needs of our stakeholders?

How good is delivery of our key services?

How are we doing?

'Vibrant Aberdeen' is the Cultural Strategy for Aberdeen which has been developed by the Cultural Forum for Aberdeen. The Strategy aims to provide the strategic framework to drive culture in the City towards achieving a shared vision and meeting the identified objectives which lie behind this. Within this, the strategy presents the challenges Aberdeen faces in developing culture and the opportunities which must be taken in order to achieve this vision.

Fit for the Future is Aberdeen City's Sport and Physical Activity Strategy which defines the strategic direction for sport and physical activity in Aberdeen until 2015. The vision for sport and physical activity in Aberdeen is: "More people, more active, more often".

- Council funded museums and galleries were visited by 319,941 people.
- 1,651 children visited Aberdeen Art Gallery, Aberdeen Maritime Museum and Provost Skene House.
- 1331 people participated in informal learning activities at Aberdeen Art Gallery and Provost Skene House.
- Citywide admissions for pool facilities were recorded as 594,771.
- Citywide admissions to indoor sports and leisure facilities were recorded as 1,327,521.

What have we done?

- In October 2010, the Museums and Galleries Service launched new Teachers Resource packs for all venues marking the start of the way of delivering services for schools.
- Aberdeen Art Gallery worked with the British Museum and National Museums Scotland to feature Unmasking the Lewis Chessmen which cast fresh light on one of the most important archaeological discoveries ever made in Scotland. In collaboration with Charleston Primary School we created a radio drama re-interpreting the story of the Lewis Chessmen which was promoted through National Museums Scotland and distributed to partners in Shetland and Lewis.

Vibrant Aberdeen

- Members of Oil & Gas UK pledged in excess of £350,000 to improve the Energy Exploration Galleries at Aberdeen Maritime Museum. TAQA Bratani pledged funding for the creation of a 3D virtual tour of one of their platforms to be shown in a permanent 'cinema-style' area in the Maritime Museum. Maersk Oil North Sea UK Limited (Maersk Oil) donated £90,000 to help fund the refurbishment of the Education Suite at the Maritime Museum.
- From the Recognised Collections Fund, we received £39,754 towards the cost of employing external documentation assistants to carry out essential work in cataloguing the Recognised Collections. A grant of £39,992 was received towards the purchase of new display cases for Aberdeen Art Gallery. £64,651 was also received to create a flexible space within Provost Skene's House for promotion of the collections through exhibitions, talks, participatory workshops and interactives.
- Celebrate: 125 Years of Aberdeen Art Gallery saw all curators of subject areas across Museums and Galleries working together to highlight the breadth and significance of the City's collections. A History of Aberdeen Art Gallery, telling the story of the foundation of the building and the collections, was published as part of our 125th anniversary celebrations.
- 17 new purchases for the Collections were made covering a diverse range of artworks and objects. In recognition of the Art Gallery's 125th anniversary, The Friends of Aberdeen Art Gallery & Museums presented the Gallery with a gift of a portrait of a lady by William Dyce, who originated from Aberdeen.
- The World's most prestigious portrait competition, the BP Portrait Award 2010, returned to Aberdeen Art Gallery for its only Scottish showing.
- Our Story, a year long intergenerational art project led by the Arts Development Team, involved seven regeneration communities in Aberdeen and was funded through Fairer Scotland. The culmination of this exciting project was highlighted in the Our Story Exhibition, which ran from 7 May to 18 June at Aberdeen Art Gallery Studio Workshop.



- Leafing the Green, a two-year writer in residence project designed to engage local people in the historic urban environment of the Green, was co-ordinated by the Arts Education Team. Writer Raman Mundair worked with pupils and teachers from Torry Academy, Walker Road and Tullos primary schools using the urban environment as inspiration. The *See the Green?* exhibition showcased the children's work which was displayed in unexpected places by local businesses supporting the project.
- The Arts Across Learning Festival 2011, co-ordinated by the Arts Education Team, offered over 200 individual workshop and performance opportunities in schools and venues across the City and welcomed participation from 8,120 pupils and 719 adults. Cited as an example of best practice in the Scottish Government's Action Plan for Education and the Arts, Culture and Creativity, the festival fostered learning partnerships between pupils, teachers and professional arts and cultural bodies.



What will we do next?

- Establish a strong brand for the City.
- Attract major cultural and sporting events to the City.
- Develop partnership networks and links with both cultural and non cultural bodies.
- Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sport.
- Develop and deliver key culture and sport priorities.
- Move to cultural trust.
- Root and branch review of commissioned art and sports services.
- Create, preserve and interpret our tangible and intangible cultural heritage.
- Provide and facilitate a comprehensive programme of professional platforms, opportunities and investment.



Priority 07 Helping those with different needs



How are we doing?

Aberdeen City Council has 4 special schools with a combined roll of 152. Across the City there are 20 Additional Support Needs (ASN) bases in primary schools and 12 in secondary schools. There are 5 mainstream integration for children on the autistic spectrum (MICAS) bases, two languages units and one dyslexia unit.

Other service provision includes the Educational Psychology Service, Sensory Support Service, English as an Additional Language (EAL) Service, Pupil Support Service and Hospital and Home Tuition Service.

The Education (Additional Support for Learning) (Scotland) Act 2009 which came into force in November 2010, automatically deems that all looked after children and young people have additional support needs unless the education authority determines that they do not require additional support in order to benefit from school education. The table below highlights the percentage of primary and secondary pupils being reported as having additional support needs at the time of the 2010 school census.

	2008/09	2009/10	2010/11
Primary	6.4	6.3	7.3
Secondary	4.0	4.0	7.5

As at 31 July 2010, Aberdeen had 690 looked after children⁴. 91% were looked after within a community setting either at home with their parents or relatives or with council provided foster carers. The remaining 9% were in residential accommodation.

The total estimated number of young carers in Aberdeen is 2,340⁵. Scotland wide trends suggest that the majority of these are caring for parents or siblings. This is also reflected by the work of the Young Carers Project run by Voluntary Services Aberdeen.

⁴ Scottish Government, *Looked After Children Statistics, February 2011*

⁵ *Mapping of Service to Young Carers in Scotland - Summary Report May 2009, Princess Royal Trust for Carers*

Attainment

Percentage of looked after children achieving SCQF level 3 in English and Maths

	2007/08	2008/09	2009/10
Aberdeen City	56	42	53

Percentage of looked after children achieving SCQF level 3 in any subject

	2007/08	2008/09	2009/10
Aberdeen City	83	69	73

What have we done?

- Produced the Children and Young People's Audit 2010/11. The purpose of the Audit is to ensure that the Integrated Children's Services Partnership has information to enable it to plan and deliver services for children, young people and their families. It examines the key characteristics of the 0-25 population to support planning for children's services.
- Developed The Integrated Children's Services Plan 2011-15 with the Integrated Children's Services Partnership which represents all key public and third sector agencies that deliver services for children and young people in the City.
- Four pupils at Hazlewood School achieved Entry Level 2 certificates in Effective Communication through City and Guilds. Hazlewood School is now a satellite centre for City and Guilds and works in conjunction with the Community Training Unit.
- Since achieving Level 2 of the Rights Respecting School Award in June 2010, Riverbank School have continued to promote the award with other schools and groups.



What will we do next?

- Implementation and delivery of Integrated Children's Service Plan.
- Raise awareness and provide early intervention and support to help children and young people within the requirements of GIRFEC.
- Early identification and assessment of children with additional support needs.
- Review and development of Inclusion Strategy.
- Multi-disciplinary implementation of Joint Child Protection Action Plan.
- Reduce the number of out of authority placements by redesign of existing local services.
- Develop a programme of support for young carers.
- Identify and support vulnerable learners.
- Provide up to date and accessible information via the Family Information Service.



How are we doing?

In December 2010, Education Scotland published the findings of their follow-up inspection of the education authority. The report stated that the clear and agreed educational vision and strategy, along with a more stable financial position and significant structural changes, had all served to improve council services. Their report highlighted:

- very good progress in achievement.
- good progress in early years.
- satisfactory progress in additional support needs and inclusion.
- satisfactory progress in attainment.
- satisfactory progress in quality improvement approaches.
- steady enhancements to the curriculum.
- good, effective and innovative partnerships.

Changes in the way we plan financially have been vital in ensuring we are able to rise to the economic challenge affecting the entire UK public sector. Work carried out on Priority Based Budgeting has identified options to deliver services in a sustained manner. The commitment and hard work of staff to achieve spend within the adjusted budget and manage the impact of budget constraints is commendable and fully recognised.

Planning and performance management developments have been taken forward at both team and service levels ensuring demonstrable linkage between strategic objectives and priorities. Increased use of Covalent, performance management software, has enabled robust performance monitoring and reporting.

What will we do next?

- Identify and explore shared services delivery to achieve best value and better outcomes.
- Delivery and achievement of efficiency savings and transformation options.
- Explore options for alternative service delivery models for culture and sport.
- Introduce rolling cycle of validated self assessment.
- Effective monitoring, evaluation and reporting of performance against quantitative and qualitative measures.

Best Value

Priority 09 Skilled and trained staff

How are we doing?

Aberdeen City Council is committed to the development of its employees and to the retention and management of its internal talent. As an organisation, we believe that through investing in the personal and professional development of our people, we can continuously improve our services to the citizens of Aberdeen and in so doing deliver on the overarching values and vision of the organisation.

In 2010/11 the Continuous Personal Development (CPD) Team delivered 145 face to face events in its main training programme for school staff. These were attended by 3,185 members of staff and 89.8% of participants rated the events attended as either Good, Very Good or Excellent.

The CPD programme included a successful Pupil Support Assistant (PSA) conference, which was attended by 318 pupil support assistants. The conference led to the development of a tailored programme of CPD for PSAs, which will run throughout the year alongside the main CPD programme. Our New Teacher Induction Programme for probationer teachers included 65 face to face training events. 94.5% of participants evaluated these as either Good, Very Good or Excellent.

In 2010/11, we launched our Professional Exchange Programme, which provides funding for teachers to be released from class commitments in order to focus on a specific area of their professional development. 66 teachers took part in this programme, visiting colleagues or hosting visits for whole days or half days.

During 2010/11, 12 teachers, principal teachers and depute head teachers were supported by the local authority to participate in Aberdeen University's Leadership in Professional Contexts MSc Programme, which leads ultimately to the award of the Scottish Qualification for Headship.

What will we do next?

- Ensure officers have the knowledge and skills to become effective leaders.
- Develop and deliver comprehensive, high quality professional development programmes.
- Develop an enabling culture throughout the workforce.

How good is our management?

How good is our leadership?

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Developing People

Priority 10 Working together

How are we doing?

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 had the opportunity to contribute their views on service priorities.

Partners involved in the delivery of learning in Aberdeen include but are not limited to:

- Public Sector e.g. NHS Grampian; University and Colleges; Grampian Police, Grampian Fire and Rescue.
- Communities e.g. Community Councils; Neighbourhood Networks.
- External Agencies e.g. Skills Development Scotland; sportscotland; Creative Scotland.
- Third Sector e.g. Voluntary Organisations; Charities.
- Business Sector e.g. local and national companies and organisations.

What will we do next?

- Develop network of partnerships with the public, private and third sector and define shared visions, aims and goals.
- Encourage participation of all our stakeholders in service planning and development.

Partnership Working



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A City of Learning

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	23rd February 2012
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Sports Grants
REPORT NUMBER:	ECS/12/003

1. PURPOSE OF REPORT

This report brings before the Committee the recommendations for financial assistance from the sports grants to sports groups, organisations and community clubs.

2. RECOMMENDATION(S)

That the committee approves:

- (i) The allocation of sports grants to the total value of £36,977.50 as presented in Appendix 1.
- (ii) To allocate the under spend within the sports grants budget (£4,567.50) to support 2012/2014 games legacy activity in schools and the local community.

3. FINANCIAL IMPLICATIONS

A total of £41,545 is remaining within the 2011/12 budget to support the Sports Grants programme. Applicants were invited to be considered for grants of up to 50% of the costs of their projects, showing either match funding or an in-kind contribution.

Eighteen applications have been received, requesting funds of £87,452. At this time it is recommended to allocate sports grants to the value of £36,977.50 leaving a total of £4,567.50 remaining for this financial year.

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.

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. REPORT

7.1 Grants to Sport Organisations

A table is attached in appendix one which presents all the applications and the recommendations of the sports grants selection panel for funding. The criteria for which the selection panel made the attached recommendations for the dispersal of funds included:

- Links to Single Outcome Agreement
- Links to 'Fit for the Future' – The Sports Strategy for Aberdeen
- 50% match funding (in kind or financial contribution)
- Evidence of beneficial partnership working

Due to the volume of applications which were received we have been unable to include a synopsis of each of the projects in this report. All applications are however available in the members library.

7.2 Deferred Applications

For the majority of the application received recommendations have been put forward in this report. There are however three applications which have been deferred as the information within these particular applications is insufficient. There is a requirement to speak to the organisations in more detail prior to a recommendation for funding support being made to committee.

7.3 Games Legacy Funding

This decade will see Scotland and the United Kingdom host an unprecedented number of global sports events, including the London 2012 Olympic and Paralympic Games, the Glasgow 2014 Commonwealth Games, and the 2014 Ryder Cup. Working with partners, Aberdeen City Council aims to realise the potential of these events to accelerate progress towards a more active and healthy city. It is therefore proposed to allocate the under spend of the sports grant to specific organisations and groups. This is in an effort to inspire greater participation in sport and physical activity within the city whilst delivering on key legacy ambitions as set out in *A Games Legacy for Scotland* document. The same criteria will be used for this funding as it currently used for the sports grants. Should the recommendation be approved an information bulletin will be presented to committee in June providing an update on how these funds have been spent.

8. BACKGROUND PAPERS

9. REPORT AUTHOR DETAILS

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Appendix 1 – Sports Grants Recommendations (February 2012)

<u>Applicant</u>	<u>Project</u>	<u>Grant Requested</u>	<u>Recommendation</u>
Aberdeen Amateur Swimming Club	Establishment of a new Water Polo Section	£1,200	£600
Aberdeen FC Ladies	Club Development	£10,000	£5,770
Aberdeen Grammar School	Shinty Programme with Harlaw Academy	£2,500	£500
Aberdeen Rugby League Club	Aberdeen Rugby League 2012 Development Project	£5,000	£0 (DEFERRED)
Aberdeen Schools Rowing Association	Schools Rowing Participation	£10,000	£5,000
Aberdeen Squash and Racketball Club	Racketball in the community	£1,250	£937.50
Auchmill Golf Club	Golf Buggies for disabled golfers	£7,500	£0 (DEFERRED)
Bridge of Don Amateur Swimming Club	Training Weekend	£1,500	£0
Cults Otters Amateur Swimming Club	Junior Swim Fit: Mini Water Polo & Life saving skills	£2,000	£1,000
Dee Boys Club	Multi Sports Centre (Stage 1)	£5,000	£0
Glentanar Boys Club	2012 Coach Training	£1,462	£625

North East of Scotland Athletics Partnership	Athletics Equipment for North East of Scotland	£2,500	£0 (DEFERRED)
North Region Girls Football League	Aberdeen City primary girls football development project	£2,640	£2,570
Scottishathletics	Hosting the Celtic Games in Aberdeen	£10,000	£10,000
RGU: Sport	Volunteer for Sport programme	£7,550	£5,550
Seaton Backies Project	Seaton Backies Natural Play Space Project	£5,500	£0
Silver City Blues Amateur Swimming Club	Adult Swimschool for Cults Community Group	£10,000	£3,500
St Machar Academy	School of Football	£1,850	£925

Other Recommendations

Games Legacy project funding	£4,567.50
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Totals

Total Grants Requested (Feb '12)	£87,452
Total Grant Recommendation	£36,977.50
Remaining Budget	£0

Appendix 2 - Summary Table of Financial Assistance (to date) Sports Awards 2011/12

Sports Organisation	Funding Awarded	Committee Approval
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
Aberdeen Secondary Schools Football Association	£1,500	Education, Culture & Sport 15/09/11
Active Schools – Young Ambassadors	£720	Education, Culture & Sport 15/09/11
Aberdeen Amateur Athletics Club	£4,000	Education, Culture & Sport 24/11/11
Aberdeen Schools Shinty Club	£560	Education, Culture & Sport 24/11/11

London 2012 Pre-Games Training Camp – Cameroon	£15,000	Education, Culture & Sport 24/11/11
Total Grant Funding Awarded to date	£61,903	
Grant Funding Remaining	£41,545	

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Community Centres
REPORT NUMBER:	ECS/12/010

1. **PURPOSE OF REPORT**

The report provides feedback on decisions taken at the Education, Culture & Sport Committee on 23 November 2011 to consult with the Management Committee Subgroup on a range of issues and brings to the committee a final draft Management Agreement and Lease for approval, which will enable the 2011 budget decision to move all Community Centres to leased centre model to be realised.

2. **RECOMMENDATION(S)**

It is recommended that the Committee:

- a. Agrees the proposed Management Agreement and Lease as set out in Appendices B & C, subject to final refinements (including the schedules on janitorial arrangements, 3Rs and community schools) to the Heads of Communities, Culture and Sport and Legal and Democratic Services, in consultation with the Convenor and Vice Convenor of Education, Culture and Sport, with these refinements to be completed by 31 March 2012; and thereafter that the agreements to be rolled out to existing leased Community Centres, and those which are transitioning to a leased model.
- b. Agrees that the initial duration of the Management Agreement and Lease will be for three or five years.
- c. Agrees that until such time as the Management Agreement is signed, those Management Committees which continue to work towards becoming leased, will continue to receive a pro rata transition grant equal to the value of the Development Grant, paid on a monthly basis.
- d. Agrees that the Council will not require Community Centres to offer residents a discount on charges as part of the Residents Discount Scheme.
- e. Agrees that the community wings within 3Rs schools will remain within the responsibility of the Council, and the space within these learning centres will be available to the local Learning Partnership to help ensure that the lifelong

learning requirements of that community are met, and that the Council continues to be able to meet its statutory requirements.

- f. Seeks further reports on the progress of signing Community Centres up to the Management Agreement.

3. FINANCIAL IMPLICATIONS

3.1 Transition Grants and Development Grants

Currently, leased centres receive an annual Development Grant of £10,656 per year, to assist with the costs involved in running a community centre. This grant is processed on a quarterly basis and is conditional upon the terms of the legal documents being met.

The Education, Culture and Sport Committee of 2 June 2011, approved that Management Committees progressing towards becoming a leased centre would receive an equivalent, pro-rata amount on a monthly basis, conditional upon them continuing to work towards becoming a leased centre. This was approved through to 31 March 2012. In recognition, that the legal and administrative processes required to sign all transition centres to the new Management Agreement will take some time, officers recommend that the Transition Grant continues for each Management Committee until such time as the Management Agreement is signed for that Committee. This to be conditional upon the Management Committee continuing to make timely progress towards that model.

As the Development Grants for Community Centres have been built into the 2012/13 budget, and the value of the Transition Grant is equal to the value of the Development Grant, this decision will have no financial implications for the Council. (Management Committees will be entitled to receive either a Development Grant or Transition Grant, but not both for the same time period.)

3.2 Following the Public Pound

The provision of Community Centres by the Council represents a considerable value to the public purse (approximately £3.3million revenue funding per year). This includes the buildings costs such as repairs and energy costs that are covered by the Council, as well as the annual Development Grant. There are also capital funding implications.

The proposed Management Agreement requires Management Committees to comply with the Council's Local Code of Practice: Funding External Bodies and 'Following the Public Pound' as approved by Council on 6 October 2011.

4. OTHER IMPLICATIONS

4.1 Property Implications

The implementation of the recommendations of this report will result in all existing leased centres, for which their existing lease has expired (but is currently continuing

under tacit relocation), being required to sign up to the new Management Agreement and lease.

In addition, all current non-leased community centres with Management Committees will also require to sign up to this new Management Agreement.

There are a number of Centres with current leases that are not due to expire for a number of years. These Centres are listed later in this report. Colleagues in Legal Services are currently examining the provisions of these leases and there may be a need for Centre specific negotiations to take place. If these negotiations prove to be unsuccessful then a further report will be brought before the Committee detailing the options available in respect of each affected Centre.

4.2 Legal Implications

4.2.1 Management Committees require to have a constitution in place and Council officers have prepared a model constitution to assist in this process.

4.2.2 The relationship between the Management Committees and the Council will be managed via a Management Agreement setting out the responsibilities in relation to the services that are being delivered by the Management Committee in return for the use of the premises and the development grant (for all centres), and the Lease in relation to the responsibilities for the building (for stand-alone centres only).

4.2.3 The Management Agreement and Lease seek to clearly define the roles and responsibilities of the two contracted parties (the Council and the Management Committee), and seeks to be helpful in terms of setting out some of the legislative responsibilities of the Management Committee, which apply regardless of specific contractual terms e.g. in relation to data protection and employment law.

4.2.4 Counsel's opinion has been sought in relation to TUPE and will be brought to the attention of committee when available. Management Committees are advised that they should seek independent legal advice in respect of TUPE.

4.2.5 It is noted that some existing "leased" centres have no lease or other contractual arrangements in place with the Council and this has been the case for some time. This represents a significant risk to both the Council and the Management Committees and the implementation of a lease and management agreement will mitigate against the risk to both parties.

5. BACKGROUND/MAIN ISSUES

5.1 Background

5.1.1 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 £2.6million per year (this figure includes £1.1million for 3Rs community centres), in addition to this approximately £500,000 per year is spent on development grants and a further £200,000 is spent on other costs including capital financing costs. Additional costs are incurred in relation to wind and watertight repairs. A large number of these buildings will require significant investment in

terms of repair and renewal over the next 10 years. This will require to be funded through the capital programme. There is work provisionally programmed at a number of buildings within next years Condition and Suitability programme as well as the following year. Due to their condition these are deemed a priority, however there is a significant risk that there will not be enough capital funding available to cover all the capital investment requirements of the community centre portfolio.

- 5.1.2 Twenty-four of these centres already operate under a “leased” type model. Some of the centres have no lease in place, one operates under a letter of comfort (which has expired), and the other existing leases are dated and 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 agreed, these will replace the existing leases where they are ready for renewal.
- 5.1.3 Twenty-seven of these centres are currently classed as Community Learning Centres and many of these are now in transition towards becoming “leased” type centres.

5.2 Model Lease, Management Agreement and Constitution

- 5.2.1 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.

The legal agreements are required to:

- Clearly set out the rights and obligations of the Council
- Clearly set out the rights and obligations of Management Committee members
- Protect the interests of staff employed by the Management Committee
- Protect the interests of individuals within the community including children and vulnerable adults.
- Prevent possible infiltration by individuals with criminal intent
- Be clear about what is required to be delivered by the Management Committee in return for the significant public investment.

- 5.2.2 At the Education, Culture & Sport Committee on 24 November 2011, the Committee resolved:

- To instruct officers to complete the negotiations with community centre representatives to finalise the Management Agreement, lease and model constitution
- In respect of recommendation (g) [residents pass] in the report, to refer this matter to the negotiations with the community centre representatives to be reported back to the next meeting on 23 February 2012
- In relation to recommendation (h) [janitorial hours] in the report, to refer this matter to the negotiations with the community centre representatives to be reported back to the next meeting on 23 February 2012

- To instruct officer to report back to the Committee on the matters covered within the report [Community Development Fund – Childcare and Out of School Provision] following the negotiations with the community centre representatives.
- That the negotiations being undertaken with the community centre representatives continue to discuss the matter of indemnity insurance.

5.2.3 The issues listed above were considered by a working group of community representatives, established following an early consultation session on 22 September 2011. The working group is chaired by the Convenor of Education, Culture and Sport, and attended by Cllr Yuill, three representatives of leased centres, three representatives of Community Centres moving towards leased centre status, and officers. The working group met in October and again on 12 December 2011 and discussed the various points remitted to them by the Education, Culture and Sport Committee. A note of the December meeting is attached at Appendix A.

5.2.4 Following these meetings, officers took the key issues as discussed and agreed at that meeting, and developed them into a further draft Management Agreement. A further meeting took place with the subgroup to discuss this draft document on 1 February 2012. This meeting was chaired by the Convenor of Education, Culture and Sport and attended by Cllr McCaig, Cllr Malone, three representatives of leased centres, three representatives of Community Centres moving towards leased centre status, and officers. A minute of that meeting is attached at Appendix D. At the meeting, there was broad agreement on most of the clauses within the draft agreement, with the exception of the following:

- Clause 1.2 – there was some disagreement about the wording in relation to “Programme of Activities”. Officers have since reworded the clause, and which now allows agreed amendments to the Management Agreement in the event that the Council is required to vary the amount of the Development Grant.
- Clause 1.12 – there was disagreement about the use of the words “subject to the reasonable agreement of the Council.” These words have not been changed in the document as they were previously agreed by the subgroup at their meeting in October 2011.
- Clause 1.14 – this clause set out a requirement for a set number of hours to be dedicated to community learning and development activities, as determined by the Learning Partnership. There was wide disagreement about this. The clause was included within the agreement to ensure that there continued to be access to appropriate spaces for lifelong learning activities (including literacies, English as a second language (ESOL), drugs diversionary activities etc. and that the Council continues to be able to meet its statutory obligations in relation to community learning and development. However, at the subgroup meeting, the Management Committee representatives felt that this would be too restrictive. A revised clause has been developed at section 1.14 which allows Learning Partnerships to be offered first refusal of any free time within the centre (agreed by the subgroup), and it is felt that this clause, combined with retaining 3Rs Community Wings (as set out in section 5.5) will ensure that sufficient space

is available within the city to meet learning needs as identified by Learning Partnerships.

- Clause 1.26 – there was a difference in opinion about how practical this would be to implement. It was noted that some Management Committees consist of only a small number of volunteers which include paid employees. Available guidance is set out in section 5.6 below, and officers have included this clause within the attached Management Agreement as this is in line with best practice. Where Management Committees are small, officers will work with that committee to engage and encourage more of the community to get involved with their local centre. Where there is difficulty in attracting individuals to office bearer positions, officers will provide appropriate training and support.
- Clause 3.4 - regarding the Council's rights to terminate the agreement. Officers recommend that the Council should have an opportunity to terminate the agreement (with 6 months notice), in the case of a change in Council policy or budgetary considerations (as well as changes in the law). Without this clause, in the event that the Council's budgetary settlement from the Scottish Government was significantly reduced, the Council would still be legally bound to continue supporting all the Community Centres (total revenue cost of approx. £3.3million per year.) Also if there was a significant structural catastrophe to a Community Centre, the Council could be bound to find the capital funding required (even if a such a repair was not strategically a logical course of action.) It is noted that the Management Committee may terminate the agreement for any reason, giving the Council 3 months notice.

5.2.6 Further to the meeting on the 1st February, the Management Agreement has been pulled into a final draft version (attached at Appendix B). It was also agreed at the meeting on the 1st February that a questionnaire would be sent out to all Management Committees to allow all Management Committees to feed back on the agreement. The outcomes of this survey will be tabled at the Education, Culture and Sport Committee on 23 February 2012.

5.2.7 It is noted that there are still refinements and further consistency checking required of the document. At the meeting on the 1st February, it was agreed that the Management Committee representatives would collectively procure an independent legal advisor to go through the Management Agreement with the Council's legal advisor, after a final draft had been agreed at committee, to ensure that the legal aspects of the Management Agreement were appropriate for both parties. During and following this exercise, final refinements will be made.

5.2.6 The lease, where appropriate will be contained within a Schedule of the Management Agreement, and it is recommended that the lease as presented to the 2 June 2011 Committee (subject to any minor amendments required to ensure consistency between the lease and management agreement) be used for this purpose (Appendix C)

5.3 Residents Discount Scheme

The potential for offering residents a discount on charges at community centres as part of the Residents Discount Scheme was discussed at the working group. There was a general consensus of the group, that the majority of Community Centre users were likely to be local residents; that the implementation of such a scheme would be overly bureaucratic; and that it would not achieve many benefits. For these reasons it is recommended that the Council place no requirement for Community Centres to offer residents a discount on charges as part of the Residents Discount Scheme. (Note that this does not prevent centres implementing such a policy if they were to choose to do so.)

5.4 Janitorial Hours

There are 2 possible options for janitorial cover in community schools: (a) janitorial cover to be provided by the Council and paid for by the Management Committee out with core hours (financial implications for the Management Committee); (b) Janitorial cover to be provided by the Management Committee (implications re Health and Safety and responsibility for consumables).

For option (a) it was noted that when school facilities are already booked by the school, janitorial cover will already be provided, therefore there would be no requirement for MCs to pay an additional janitorial fee. Therefore, Management Committees should seek to maximise efficiency by programming around these times, in consultation with the school to ensure that the programme was appropriate for the other usage of the building.

The working group agreed that the detail of janitorial arrangements may require to be different for each affected community school, as each community school is different. It is intended that the detail of what is agreed with each relevant Management Committee will be included within a schedule of their Management Agreement.

5.5 3Rs Schools

In order to ensure that there are adequate spaces available throughout the city for the provision of lifelong learning activities, it is recommended that the Council should retain the community rooms within 3Rs facilities for this purpose.

This model would involve the £10,500 identified for the Development Fund being diverted to fund one receptionist per community unit. (No receptionist would be required at Beacon, as this service is provided by Sport Aberdeen.) The local Learning Partnership would determine the learning requirements (gaps) of that community, the delivery agents of these requirements (who may include Council Lifelong Learning team, Uniformed organisations, Management Committees etc.) would then be programmed into the community unit.

The Management Committees currently attached to these centres would become area Management Committees (a number of Management Committees are already exploring this model.) They would be completely independent to the Council and would not require to sign up to a Management Agreement (as they would not be managing the premises). As a provider of learning activities they would have access to deliver their programmes in the 3Rs school (if that provision was identified as a priority by the Learning Partnership.)

This model would ensure the continuance of professional Community Learning and Development services over a fairly even spread throughout the city. Officers are currently exploring options for the potential gaps in Torry, Dyce and Bridge of Don.

5.6 Guidance on Employees and Management Committee Members/ Charity Trustees

The following information has been sourced from the Office of Scottish Charity Register (OSCR) and Scottish Council for Voluntary Organisations (SCVO) in relation to the employees and management committee members:

5.6.1 SCVO: Best Practice for Voluntary Organisations

A voluntary organisation is by definition not established for personal gain. This means in practice that the members of its voluntary management committee are unpaid.

It is important that voluntary management committee members and the staff of a charity or other voluntary organisation are very clear about their respective roles and that these never become confused. In principle no paid member of staff can be part of the voluntary management committee although they are expected to attend meetings in order to advise and inform the committee. Conversely, no voluntary management committee member should receive a salary or payment from the organisation except expenses.

An exception to this rule is where a member of the management committee is the best person to do a specific piece of work for the organisation, which would in any event be purchased or contracted out. In this case the member may be paid a one-off fee. There should certainly not be any routine remuneration for the time or effort given to the organisation in the course of a person's duties as voluntary management committee member.

5.6.2 OSCR - Guidance for Charity Trustees: Charity trustee remuneration

Because charity trustees must act in the interests of the charity, any personal benefit to a charity trustee, whether direct or indirect, has to be treated with some caution.

Sections 67-68 of the Act deal with one particular aspect of this - the remuneration of charity trustees. Section 67 specifies that a charity trustee must not be remunerated from charity assets unless certain conditions set out in the Act are met.

What is remuneration?

Remuneration in this context would include payment or benefit in kind:

- *for being a charity trustee.*
- *under a contract of employment*
- *for other services to or on behalf of the charity*

This may include payment made either to a charity trustee personally or to a person with whom the charity trustee is connected.

Section 68(2) defines the persons who are "connected" with the charity trustee. These include:

- immediate family and domestic partners.*
- a company in which the charity trustee or persons connected with them may have a substantial interest, or.*
- a Scottish partnership in which the charity trustee or a person with whom the trustee is connected is a partner*

5.6.3 In addition to this guidance, it is further recommended that to have an single individual in an office bearer and manager position, creates contractual employment issues and may lead to that individual having an unhealthy position of power within that community centre. While nothing can guarantee that illegal activities such as child protection issues will not take place in a community centre environment, measures that seek to ensure that there is no domination of power help to significantly reduce the risk in this important area.

5.7 Community Development Fund – Childcare and Out of School Provision

There are a range of benefits of continuing to facilitate the provision of affordable Childcare and Out of School Provision. These include to improve outcomes for children; to make the city an attractive place to live and work; to attract inward investment; and to meet the needs of existing working parents and those returning to employment and as part of the Council's policy commitment to fully integrated children's services.

The fundamental principle of investing in early years and in early identification and intervention services and support to parents is to improve the long term outcomes for all children and in particular, for those children who need additional support.

If Management Committees were to charge for childcare provision in community centres, the financial implication to existing childcare providers could be an increase of between approximately £100,000 and £700,000 per year. Current provision is delivered by the Council and other non-profit making bodies. Parents contribute to the service through childcare fees and fundraising. For the Council provided services, there is no available budget to cover hire charges within community centres.

This issue was discussed at the working group, and it was agreed that as far as reasonably practical, Management Committees would like to enable the Council's existing policy for affordable childcare to continue.

A form of words has been included within the Management Agreement to try to ensure the continuance of affordable childcare and out of school provision.

5.8 Insurance

There is an opportunity for Community Centres to join the Councils "Community Council Insurance Scheme" which provides the following levels of cover:

- All Risks cover for records, books and stationary £250 per Council
- Computer Cover £1,000 per Council
- Money Cover This section provides cover for loss of money in transit and in the premises etc.
- Public Liability Limit of indemnity £5M
- Employers Liability Limit of Indemnity £10M
- Libel & Slander Sum insured £100,000
- Fidelity Guarantee All employees covered £2,500
- Personal Accident Provides various cover in the event of accident or assault.

This cover is available for a reasonable cost (£125 in 2011/12 – figures not yet available for 2012/13.) As it is not possible to join the scheme part the way through the year, Management Committees have been invited to join the scheme from 1 April 2012, with the understanding that the cost of the insurance will be deducted from their first Development/ Transition grant for the new financial year. At the time of writing this report, 19 Management Committees have confirmed that they wish to sign up to this insurance.

The Management Committee working group noted their concern that this insurance would not cover them as individuals in the event of liquidation for example. The requirements of the Council's Following the Public Pound policy, coupled with ongoing support from officers will hopefully help mitigate against this situation arising. In addition, if Management Committees wished to limit their personal liability, this could be achieved through how their organisation is structured (for example as a limited company). Beyond that, this would be a matter on which individual Management Committee members would need to seek independent advice and/or insurance, which is similar to the position which Elected Members of the Council find themselves in where they act as Trustees.

It is noted that it would not be legal for the Council to procure insurance on behalf of a third party/individual.

5.9 Transition to new Management Agreement

For practical reasons, the roll out of the Management Agreement will be phased in line with the following criteria:

Phase A – Stand-alone centres with constituted Management Committees with all requirements of the Management Agreement in place (this to include the five centres currently operating under the leased centre model, but with no lease in place: Cairncry CC, Dyce Carnegie Hall, Henry Rae CC, Powis Gateway CC and Woodside CC*.)

*note that due to the different occupancy arrangements for the Woodside Fountain Centre, this Centre may require a slight variation on the standard Management Agreement and lease, however it is intended that the implications for the Woodside Management Committee would be equitable with other Management Committees.

Phase B – Transition Stand-alone centres with constituted Management Committees with most requirements of the Management Agreement in

place, and Community Schools with all requirements of the Management Agreement in place.

Phase C – Existing leased centres with expired leases continuing under tacit relocation.

Phase D – Transition centres with non-constituted Steering Groups

Phase E – Existing leased centres with continuing existing leases and Community Centres without steering groups or Management Committees in place.

It should be noted, that it may be that Community Centres move between phases as the process roles out, for example if a steering group becomes constituted.

At the moment there are 6 Centres which have an ongoing lease with some years yet to run. These are:

Airyhall Community Centre	– lease end date March 2019
Danestone Community Centre	– lease end date July 2040
Ferryhill Community Centre	– lease end date November 2019
Hanover Community Centre	– lease end date March 2018
Kingswells Community Centre	– lease end date March 2018
Hilton Community Centre	– lease end date November 2019

If any Management Committee is unwilling to sign up to the new agreements, officers will report this to a future committee with a recommendation that the Centre is either declared surplus to requirements, or that processes take place to find a new volunteers who are willing to form a new Management Committee with the willingness and capability to run the Community Centre within the requirements of the Council.

It is noted that the Transitional grant is only payable if the Management Committee continues to work towards the leased centre type model.

5.10 Duration of Agreement

For the following reasons it is recommended that the duration of the Management Agreement and Lease is for an initial three or five year period (determined by the condition of the building and the requirements of the Management Committee) and has appropriate termination clauses:

- It is understood that the Scottish Government intends to develop new legislation including providing a statutory requirement for the delivery of Community Learning and Development. It is expected that this legislation may be concluded in around two to three years, and until the detail of the legislation is known, there is a risk that entering into a legal agreement in relation to Community Centres for a longer duration, may hinder the Council's ability to meet that statutory requirement.
- Most of the transition Management Committees have not run community centres in the past, and while they are developing business plans and

operating models, until operational, it is difficult to assess how robust these may be.

- Many of the centres will require significant capital repairs over the next 5 – 10 years. Given that the agreements require the Council to be responsible for all external repairs, a longer term lease would potentially commit the Council for significant, unbudgeted capital expenditure.
- The Education, Culture and Sport Committee of 2 June 2011 agreed 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.”

It is understood that some Management Committees would wish to have a longer duration of legal agreement, in case they are awarded external funding which requires a lengthy tenure. It is the intention, that if this situation arises, officers will bring the specific situation to the attention of the Committee to allow the opportunity for specific variations to take place.

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

24/11/11 Education, Culture & Sport Committee, Community Development Fund –
Childcare and Out of School Provision
24/11/11 Education, Culture & Sport Committee, Community Centres
15/9/11 Education, Culture & Sport Committee, Update on Implementation of
Budget Decision - Reduce Communities Team
17/6/11 Finance & Resources Committee, Kaimhill Community Facilities – Update
on Progress of Management Agreement
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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ABERDEEN CITY COUNCIL

MEETING TITLE: Management Agreement Meeting		MEETING DATE: 12 December 2011	
PARTICIPANTS: Cllr John West (Chair), Cllr Ian Yuill, Annette Bruton, Patricia Cassidy, Gail Woodcock, Phil D'Arcy, Wilma Mackland, Brian Allan			
APOLOGIES: Cllr West noted that Paul O'Connor, Andy Cowie and Sylvia Davidson had intimated that they would not be attending the meeting.			
NO.	AGENDA ITEM	NOTES OF DISCUSSION	ACTION/DECISIONS
1	Feedback from previous meeting	<p>Feedback was received from Community Centre representatives on their consultation with other Transition Centres representatives on what would be required within the legal documents with the Council to safeguard the interests of Management Committees, volunteers and the wider community.</p> <p>BA noted that he felt that the paperwork was adequate, but could be extended to cover specific issues and that safeguards need to be in place.</p> <p>PD noted that he wasn't at the previous meeting, but referred to a note of meeting of community centre representatives at which the issues were discussed. PD noted that the financial position of centres will be a determinant of what learning activities can take place. The forum agreed that Management Committees should be prepared to participate in authority or HMIE inspections.</p> <p>In the absence of representatives from existing leased centres, BA noted that he understood that at a meeting of leased centre representatives, there had been general agreement with the content of the previously circulated paperwork. It was felt that in a local community, the people using the centre would usually be known to the Management Committee and other users.</p> <p>PD noted that he understood that it was only relatively recently that some of the existing leased centres Management Committees have become aware of the legal implications, risks etc. of operating a centre and employing staff. PD noted</p>	<p>To note the feedback.</p> <p>All</p>
			BY WHOM
			WHEN

		that he felt that they would require to appoint full time staff to run the centre at Dyce.				
2	Policy Requirements	<p>Cllr West noted that there are certain requirements that need to be included within the Management Agreement. These include reflecting Council budget and Committee decisions, Following the Public Pound Policy, Internal Audit Recent Advice, Standing Orders and Legal Requirements.</p> <p>AB noted that it would be helpful for officers to receive feedback from representatives on how these requirements are reflected in the documents.</p> <p>GW referred to the Following the Public Pound documentation and offered to pull out the specific requirements for each level of funding, if that would be helpful.</p>	<p>It was agreed that the language in the Management Agreement will be plain and easy to understand.</p> <p>Management Committee representatives are to feedback on how policy requirements are reflected in the documents.</p> <p>It was agreed that the document would include opt out clauses for the Council and the Management Committees to cover unforeseen circumstances, such as changes in legislation, that would make it impractical to continue with the agreement.</p> <p>Management Committees to confirm whether they would find it helpful to have a checklist of requirements for each level of funding (as per the Following the Public Pound document) to be pulled together separately to the larger policy document.</p>	ACC MC reps ACC MC Reps	Ongoing Next meeting By Feb 2012 Next meeting	
3	Key Issues	<p>In light of recent issues, the Council's duty to protect children and vulnerable adults, governance issues regarding small fixed committees and their resultant risks, and the Council's responsibility to support volunteers on Management Committees and the communities who use Community Centres was discussed.</p> <p>AB recommended that MCs take up independent legal advice on the position of employees being the same individuals as office bearers. AB reminded the representatives of the funding available for</p>	<p>It was agreed that there was a need for clarity and accountability and that governance models should follow recognised best practice, if at all possible.</p> <p>PD agreed to seek advice from ACVO on this matter and investigate the potential of securing independent legal advice.</p>	All PD	Ongoing By next meeting	

	<p>independent legal advice.</p> <p>GW took the group through the cover which is available through the Community Council insurance scheme. GW noted that there is not an opportunity to join this scheme part the way through the year. Therefore if Management Committees wishes to purchase this insurance, they require to let officers know by the beginning of February. No charge will be levied until the start of the next financial year in April, and the fee for insurance would be a suitable use for their development or transition grant.</p> <p>PD outlined a possible scenario, such as liquidation, that the proposed policy would not cover, and Management Committee representatives would potentially be individually liable. GW outlined the support that could be offered to help prevent such potential difficulties. It was noted that the requirements of the Following the Public Pound Policy, would hopefully also give a greater financial awareness that would help identify any potential financial issues as early as possible. JW and AB noted why the Council could not include an open ended indemnity. It was noted that it would be highly unusual for any insurance company to offer an insurance against negligence. AB noted that it would be illegal for the Council to procure insurance on behalf of a third party.</p> <p>It was noted that there is an option for Management Committees to become a limited company or incorporated Charity, which would provide protections for individual Management Committee Members.</p> <p>PD suggested that the required financial detail should be placed in the appendix/ schedule of the legal agreement. AB noted that in order to protect the interests of the Management Committee and the Council, the appendix/ schedules would also require to be signed. PC noted the importance of centres</p>
4	<p>Other items for discussion: Indemnity Insurance</p>

	<p>taking independent legal advice.</p> <p>Childcare and Out of School provision</p>	<p>GW provided an outline of the context for this issue, which is about whether the Council's current policy for affordable childcare should continue in community centres. The implications of this affect the income generation potential of Management Committees and also affect the opportunities that parents have to work and contribute to the economic position of the city, and the benefits that participating in such activities can bring to children and families.</p> <p>There was a discussion about the principles and potential for utilising trust in relation to this issue. The possibility of using a clause such as "as far as practicable, Management Committees would seek to comply with the Council's existing policy" was discussed, and it was agreed that this would require discussion with other Management Committees.</p> <p>JW noted that the Council needs to have confidence that Management Committees will seek to determine and deliver what is required by the Community.</p> <p>The wider benefits of supporting the provision of childcare within centres were discussed, including cross-marketing opportunities from children, parents and families having regular interaction with the centre.</p>	<p>It was agreed that a form of words for inclusion within the agreement would be developed for further discussion with the representatives.</p> <p>It was agreed that there would continue to be opportunities provided for training and support to Management Committees.</p> <p>If Management Committees feel that they have specific training requirements not already covered by the existing training programme, they should make their Capacity Building Officer, Alan Muivie or Gail Woodcock aware.</p>	<p>ACC</p> <p>ACC</p> <p>MCS</p>	<p>By next meeting</p> <p>Ongoing</p> <p>Ongoing</p>
<p>"Residents Pass"</p>	<p>JW noted that it was his personal view that implementing this policy for Community Centres would be overly bureaucratic and would not achieve many benefits.</p>	<p>It was agreed that, subject to Committee agreement, the requirement to include differential pricing would not be included within the Management Agreement.</p> <p>If Management Committees wished to utilise the system to assist in the achievement of their objectives, then this could be explored on a case by</p>	<p>ACC</p> <p>MCS</p>	<p>February committee</p> <p>ongoing</p>	

<p>Janitorial Cover</p>	<p>GW outlined 2 possible options for janitorial cover in community schools and the implications for each: janitorial cover to be provided by the Council and paid for by the Management Committee out with core hours (financial implications for the Management Committee); Janitorial cover to be provided by the Management Committee (implications re Health and Safety and responsibility for consumables).</p> <p>For the second option it was noted that when school facilities are already booked by the school, janitorial cover will already be provided, therefore there would be no requirement for MCs to pay an additional janitorial fee. Therefore, MCs should seek to maximise efficiency by programming around these times, as long as the programme was appropriate for the other usage of the building. AB encouraged MCs to start a dialogue with Head Teachers regarding working together in planning bookings.</p>	<p>case basis.</p> <p>MCs in community schools to start dialogue with Head Teachers.</p> <p>MCs to make Council officers aware if there are bookings within schools that are not being used.</p> <p>It was agreed that janitorial cover arrangements would not be included within the standard Model Management Agreement, but would be developed and negotiated as an additional element within the agreements for community schools.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>By February committee</p>
<p>Learning Partnerships</p>	<p>GW outlined the composition and purpose of Learning Partnerships, and the fact that all Management Committees are entitled to attend Learning Partnership Meetings.</p> <p>With a requirement of ensuring that centres meet local needs, the local Learning Partnership will be a key driver to identify what learning needs are and the potential gaps and potential areas of over provision.</p>		
<p>Access to centres for learning activities</p>	<p>AB noted that the Council is tasked to provide lifelong learning. Without having something in the Management Agreement, centres could refuse to permit access to difficult/ complex groups or learning requirements as identified through the local Learning Partnership.</p> <p>IY noted that it may be an option to have a clause that gives the Council a right to pre-empt a certain</p>	<p>It was agreed that a key purpose of Management Committees will be to work together (with other community stakeholders) to determine and address the needs of the local community.</p>	

	<p>amount of Centre time. BA noted that it may be appropriate to contain a clause along the lines of confirming that the Management Committee understands that the Council has certain responsibilities and committing Management Committees to look favourably on requests to meet these objectives. In the event of no agreement, it could be expressed that the Council would have a right to insist.</p> <p>There was a discussion about the Development Grant, and a view that one size does not necessarily fit all.</p> <p>There was a discussion and general agreement about the benefits of being involved in HMIE inspections.</p> <p>MCs noted that it may be helpful to volunteers who had no experience of what was involved in an HMIE inspection to receive this information, potentially as part of the rescheduled network day.</p>			
	<p>HMIE Inspections</p>	<p>Agreed that it would be reasonable to expect funded partners, including Management Committees to co-operate in HMIE inspections.</p> <p>Agreed that officers would explore the possibility of asking link inspectors to meet with Management Committees, potentially as part of network day.</p>	ACC	By February Committee
5	AOCB	There was no other business.		
6	Date of next meeting	JW will circulate dates for future meetings.	JW	Asap

MANAGEMENT AGREEMENT

BETWEEN

ABERDEEN CITY COUNCIL, the Local Authority for Aberdeen City in terms of the Local Government etc (Scotland) Act 1994 and having its principal office at the Town House, Broad Street, Aberdeen AB10 1AQ (hereinafter referred to as “the Council

and

[INSERT THE NAMES AND ADDRESSES OF OFFICE BEARERS] and their successors in office as Chairperson etc respectively of **THE MANAGEMENT COMMITTEE OF [INSERT NAME OF CENTRE] COMMUNITY CENTRE [INSERT ADDRESS OF CENTRE]** as Trustees ex officio for the said Management Committee (hereinafter referred to as “the Management Committee”)

PURPOSE OF THE MANAGEMENT AGREEMENT

This Agreement outlines the terms and conditions under which the Management Committee will operate the Premises for the benefit of the community in partnership with the council as detailed herein.

DURATION OF AGREEMENT

This Agreement will run for 3/5 years from date of signing.

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1. Core Elements of Agreement
2. Other requirements of Agreement
3. Break Out/ Step In Rights/ Termination of Agreement
4. Governing Law and Jurisdiction
5. Schedules

SCHEDULE PART 1– DEFINITIONS AND INTERPRETATIONS

SCHEDULE PART 2 - LEGISLATIVE REQUIREMENTS

SCHEDULE PART 3 – LEASE **[DELETE FOR NON-STAND ALONE CENTRES]**

SCHEDULE PART 4 - JANITORIAL ARRANGEMENTS **[DELETE FOR NON-COMMUNITY SCHOOLS]**

SCHEDULE PART 5 – COMMUNITY SCHOOLS REQUIREMENTS **[DELETE FOR NON-COMMUNITY SCHOOLS]**

SCHEDULE PART 6 – PLAN OF BUILDING

1 CORE ELEMENTS OF AGREEMENT

REQUIREMENTS OF COUNCIL

- 1.1 In return for operating the Premises for the benefit of the community and in compliance with the terms of this Agreement, the Council shall make payment of Development Grant funding to the Management Committee. In respect of Financial Year 2012/13 the Council shall pay the sum of **[INSERT THE PRO RATA AMOUNT FOR YEAR 1]** POUNDS (£**[INSERT THE PRO RATA FIGURE FOR YEAR 1]**) STERLING. Thereafter, the Council shall make payment of annual Development Grant funding of TEN THOUSAND FIVE HUNDRED AND SIXTY FIVE POUNDS (£10,565.00) STERLING per annum. Payment shall be made quarterly in advance and shall be subject to Management Committee meeting the requirements of the Management Agreement.
- 1.2 The Council reserves the right to vary the amount of the Development Grant. In the event that the Council is required to exercise this right and as a consequence the Management Committee is unable to operate the Premises for the benefit of the community or otherwise comply with this Agreement then the Council and the Management Committee shall agree any necessary amendment to this Agreement. In the event that amendments cannot be agreed, then the Management Committee shall be entitled to terminate this Agreement subject to providing the Council with not less than 2 months' notice in writing.
- 1.3 The Council will pay directly the following bills and charges incurred in respect of the Premises i.e. all gas, electricity, water and sewerage bills, rental charges for the provision of a maximum of one broadband line, one telephone line and one alarm line, maintenance of all portable fire equipment, PAT testing, legionnaires testing, and refuse collection charges. The Council will also arrange and pay for Public Liability and Employers Liability Insurance in respect of the Premises. All other bills and charges will be payable by the Management Committee. The Council will have a right of access to ensure that it is able to meet its requirements under this clause.
- 1.4 The level of insurance cover shall be no less than **£5M for Public Liability Insurance and £10M for Employers Liability Insurance** and the Council shall arrange for the Management Committee to be covered by this insurance and named on the policy (subject to **clause X**). Payment of the insurance premium payment shall be deducted by the Council from the first instalment of the Development Grant in each Financial Year.
- 1.5 The Council's representative will meet with and receive updates from the Management Committee on a regular basis in order to monitor this Agreement and any other requirements.
- 1.6 The Council will provide a range of relevant training opportunities for the Management Committee.
- 1.7 The Council may publicise or otherwise promote its association with the Management Committee as it considers appropriate, and the Council shall be provided with access to information and documentation held by the Management Committee which the Council may require to pursue this objective.

REQUIREMENTS OF MANAGEMENT COMMITTEE

- 1.8 The Management Committee will comply with all applicable legislative requirements, including, but not limited to those as set out in Schedule 2.
- 1.9 The Management Committee will comply with all requirements preset out in the Council's Local Code of Practice, Funding External Bodies and Following the Public Pound policy. The Council will notify the

Management Committee of any material changes to this policy and will provide a copy of the amended policy to the Management Committee on request.

- 1.10 In return for the provision of the insurance outlined at clause X, the Management Committee shall make payment of an insurance premium of ONE HUNDRED AND TWENTY FIVE POUNDS (£125.00) STERLING in respect of financial year 2011/12. In the event that the duration of the Agreement exceeds one year then the Council shall notify the Management Committee of any subsequent premium payments. The Management Committee shall not do nor omit to do anything which may or shall result in the said policy or policies of insurance being vitiated or the insurance thereunder prejudiced or which result in the Insurers refusing payment in whole or in part.
- 1.11 The cost of maintenance of all operational equipment supplied to the Management Committee by the Council, including any renewals required, shall be the responsibility of the Management Committee, (except equipment as identified at clause X) all in accordance with the Property Maintenance Schedule, a copy of which is annexed to the lease (SCHEDULE 3 AMEND FOR NON-STAND-ALONE CENTRES).
- 1.12 The Management Committee will organise a programme of activities in the Premises for the benefit of the whole community, with or without levying an admission charge. The programme will be operated with due skill and care, and in accordance with the Law from time to time in force (including the law relating to employment and equalities). The management and funding of these activities shall be the responsibility of the Management Committee. The Management Committee may determine appropriate rates of hire for the Premises subject to the reasonable agreement of the Council, and retain the monies accruing for the benefit of the running and operation of the Premises by the tenants and for the benefit of the (local) community as a whole and in line with the aims and objectives of the community centre organisation. The programme must be submitted to the Community Centre Liaison Officer on an annual basis (no later than 31st July in each year), and prior to any significant changes being implemented.
- 1.13 The Management Committee may also allow the Premises to be used by other groups and organisations upon such terms and conditions of letting as the Management Committee may decide (subject to the provisions of the lease set out at SCHEDULE 3).
- 1.14 Where the Management Committee does not utilise all of the available hours during which the Premises are open for delivery of the programme, then any unscheduled time shall in the first instance be offered too the Learning Partnership free of charge. In the event that the Learning Partnership is not in a position to utilise the unscheduled time then the Management Committee may make the Premises available for the use of other groups and organisations upon such terms and conditions of letting as the Management Committee may decide, subject always to the terms of this Agreement.
- 1.15 The Management Committee will permit the Council to hold meetings and conduct other activities in the Premises for all Council, Community Council and learning in the wider community purposes subject any booking procedure as may be operated by the Management Committee. The Management Committee will make the Premises available for polling station and emergency response use, as required by the Council.
- 1.16 The Management Committee may levy a membership fee and retain this income for the benefit of the running and operation of the Premises by the Management Committee and for the benefit of the local community. Membership will be open to all sections of the community irrespective of their age, ethnic origin, religion, disability, sexual orientation or gender. The Management Committee will demonstrate their commitment to anti-discrimination practices by publicising their fit for purpose Equal Opportunities policy.

- 1.17 Any staff including volunteers, appointed to work in the Premises will be directly accountable to the Management Committee and the Management Committee shall be responsible for ensuring that all staff are sufficiently qualified, suitably trained and experienced, competent and capable, and be responsible for their welfare, health and safety, and for complying with all relevant legislation and good practice guidance, including having appropriate robust policies in place (these to include procedures relating to recruitment and selection, induction, supervision, training and appraisal equalities, disclosure checks and protection of vulnerable groups).
- 1.18 The Management Committee and the Council acknowledge that performance of the Agreement may require some Management Committee Personnel (which for the purposes of this Clause shall be deemed to include volunteers) to work with children, vulnerable adults or other members of the public to whom the Council owes a special duty of care ("Vulnerable Groups"). The Management Committee must therefore ensure that it has appropriate policies in place in relation to Vulnerable Groups. The Management Committee will ensure that staff including volunteers are appropriately trained and checked to enable the discharge of responsibilities for statutory requirements including the protection of children and vulnerable adult, health and safety and Inspection bodies.
- 1.19 The Management Committee shall provide a means of identification for staff and individual members of the Management Committee.
- 1.20 The Management Committee will be responsible for ensuring that all necessary licences in connection with all activities and events in the Premises are in place, and that all the conditions contained in the said licences are complied with.
- 1.21 The Management Committee may provide a catering service for the benefit of the users of the Premises, and may retain any profits for the benefit of the running and operation of the Premises. The Management Committee will be responsible for ensuring that all relevant legal requirements and best practice guidelines are adhered to. Tobacco products are not permitted to be sold within the Premises.
- 1.22 The Management Committee will provide the Council with a list of names, addresses and telephone numbers of all keyholders for the Premises and will notify the Council of any changes to the said list as soon as practical. There will be a minimum of two keyholders for the Premises at all times. In the event of the tenants requiring to change the locks, then a set of new keys will be supplied to the Council in order to support emergency response. **[TO BE AMENDED FOR COMMUNITY SCHOOLS]**
- 1.23 The Management Committee shall maintain proper accounts for the organisation and shall submit them annually to the Council for inspection by no later than 31st July in each year.
- 1.24 The Management Committee shall adopt a Constitution in line with the model Constitution provided by the Council clearly stating, inter alia, the Management Committees aims and objectives; qualifications for membership; method of appointing officers; voting procedures; accounting arrangements and arrangements for annual meetings and dissolution of the Management Committee. A copy of the Constitution must be provided to the Council and any subsequent alterations to the Constitution must be notified to the Council. The Council reserves the right to terminate this Agreement, if, in its opinion, the alterations would result in the organisation being run undemocratically or against the best interests of the community.
- 1.25 The Management Committee will ensure that its meeting agendas and minutes are made publically available to all interested members of the community including the Community Centre Liason Officer in a timeous manner. The Community Centre Liason Officer (CCLO) will be notified of, provided papers for,

and invited to attend all Management Committee meetings. The Council may nominate a substitute to attend these meetings on behalf of the CCLLO.

- 1.26 The Management Committee will ensure that the roles of Management Committee Office Bearers and Centre Manager are held by different persons and that the local Councillor and youth members (under 16 year olds) are prohibited from holding committee office bearer posts.
- 1.27 The Management Committee shall be entitled to have a place on the local Learning Partnership.
- 1.28 The Management Committee will allow the Council or its representatives access to carry out monitoring and audits as required. This shall include providing access to the Accounts Commission for Scotland, Audit Scotland, the Scottish Public Services Ombudsman and participating in learning inspections or equivalent by all inspection agencies.
- 1.29 The Management Committee will manage themselves with due skill and care, and in line with recognised best practice and improvements as may be identified from time to time by the Council including internal or external auditors and other inspection agencies.
- 1.30 The Management Committee shall not do anything, and shall inform the Council immediately it becomes aware of anything, connected with the performance of its obligations under this Agreement, which shall or is likely to bring the name of the Management Committee or the Council into disrepute.
- 1.31 The Management Committee will put in place a suitable complaints procedure.
- 1.32 The Management Committee shall install and maintain at the Premises such signs, commemorative material and other promotional material indicating the involvement of the Council as the Council may require. If any particular requirements of the Council cause additional expenditure which could not reasonably be anticipated by the Management Committee or expected by the Council, then the Management Committee shall provide a detailed breakdown of these costs to the Council and the Council shall pay to the Management Committee such costs as it deems to be appropriate in the circumstances.
- 1.33 Where the Management Committee actively seeks external funding including sponsorship and advertising then in doing so, the Management Committee must not accept sponsorship or funding from any industry, individual or organisation that could potentially compromise this Agreement, or the ethos, principles, reputation and legal obligations of the Council. If there is any doubt as to whether the acceptance of sponsorship or advertising income could potentially compromise this Agreement or the ethos, principles and legal obligations of the Council, then the Management Committee should seek formal agreement from the Council in writing prior to finalising any arrangement.
- 1.34 If the Management Committee wishes to close all or part of the Premises to the public for any period of time(s) then the Council must be consulted at the earliest possible opportunity and at any event the Council must receive at least four weeks notice of any planned closure. In this event, the Council will have the right to provide an alternative programme of activities.
- 1.35 As far as practicable, the Management Committee will comply with the Council's Out of School Care Policy in relation to the provision of childcare activities within the Centre.
- 1.36 The Management Committee will ensure that all monies held by the Management Committee are managed in a prudent manner in accordance with the terms of this Agreement, and solely for the purpose of or in connection with the Agreement and for no other purpose whatsoever.

2 OTHER REQUIREMENTS OF AGREEMENT

2.1 Competitive Tendering/ State Aid

The Management Committee will submit its competitive tendering procedure to the Council for approval and ensure that it follows the approved procedure in relation to all purchasing.

The Management Committee will provide such information as is requested by the Council to enable the Council to meet its obligations in regards to State Aid Assessment and Notification as appropriate and warrant that any aid provided is in accordance with the Council's State Aid Policy.

2.2 Warranties

The Management Committee hereby further warrants to the Council that:-

- a. it has power to enter into this Agreement and has taken all necessary action to authorise its execution, completion and performance;
- b. this Agreement shall constitute legally binding obligations on the Management Committee enforceable in accordance with its terms;
- c. it has entered into this Agreement in good faith and has made full disclosure to the Council of all material facts relating to this Agreement;
- d. the execution, delivery and performance of this Agreement does not or shall not contravene any of the provisions incorporated within the Management Committee's Constitution, nor of any charge, trust deed, contract or other instrument to which the Management Committee is a Party or which is binding upon its assets;
- e. it has accepted the condition all the equipment supplied by the Council under this Agreement as is and satisfied itself that the equipment is suitable for the operation of the Programme of Activities for the duration of this Agreement and undertakes not to introduce any additional equipment into the Premises without the express consent of the Council; [TO BE DELETED FOR NON-3RS PREMISES]
- f. it shall comply with all Council policies affecting the operation of the Programme of Activities, including but not limited to those on, Equal Opportunities, Child Protection, the Council's Lifelong Learning Strategy, and the Council's policies on sponsorship, all as the same may be amended or updated from time to time. The Council shall provide the Management Committee on request with copies of any relevant policies;
- g. it shall exercise its business in such a way that enables the Management Committee to have sufficient funds to meet its commitments when operating the Agreement at all times.

The Management Committee agrees and acknowledges that in the event of the Council incurring any loss, damage or expense as a result of a breach of any of the obligations or warranties contained in this Agreement, or in the event of any of the matters included in any of the foregoing warranties being untrue or proving to be unfounded, the Management Committee shall be liable to make good all such loss, damage and expense incurred by the Council, on a full indemnity basis.

2.3 Subject to the following provisions of this Clause, the Council hereby warrants to the Management Committee that:-

- a. it has power to enter into this Agreement and has taken all necessary action to authorise its

execution, completion and performance; and

- b. this Agreement shall constitute legally binding obligations on the Council enforceable in accordance with its terms.

2.4 In the event that the Management Committee makes a claim (which must be received in writing by the council within three months) under any of the warranties which is admitted by the Council or otherwise determined in favour of the Management Committee, the Management Committee's exclusive remedy shall be the right to terminate this Agreement or be a payment by the Council to the Management Committee of an amount equal to the loss or damage which the Management Committee has suffered.

2.5 **Variation and Dispute Resolution**

The terms of this Agreement shall not be amended or altered except by mutual agreement in writing and signed by the duly authorised representatives of the Council and the Management Committee. Any dispute or difference arising between the Parties in relation to the provisions of this Agreement will be determined by an expert to be agreed between the Parties. Failing agreement on an expert, either Party may apply to the Sheriff Principal of Grampian, Highlands and Islands for the appointment of such an expert.

Notwithstanding the method of appointment of the expert, it shall be an express condition of appointment that any decisions will be issued within 14 days of a joint statement by both Parties, such Parties being obliged to act reasonably and expeditiously in the preparation of such statement. Any decision issued by such an expert shall be binding on both Parties except in the event of a manifest error in fact or in law. Both Parties shall bear the costs of appointing the expert equally or, alternatively, the expert may, in certain circumstances, determine that one or other Party bears a higher proportion of the costs.

3. **BREAK OUT/ STEP IN RIGHTS/ TERMINATION OF AGREEMENT ARRANGEMENTS**

3.1 Termination: This Agreement may be terminated by the Council on the happening of any one or more of the following events:-

- a. In the event that the Management Committee is in breach of any of the provisions of this Agreement
- b. if the Management Committee has failed to pay any sum due under the terms of this Agreement and any such sum remains unpaid for 20 Working Days from the date of service of a notice by the Council advising of non-payment and demanding payment of the sums due,
- c. if an order is made or an effective resolution is passed for the dissolution of or winding-up of the Management Committee or if an administration order is granted in respect of the Management Committee;
- d. if any distress, diligence, execution or sequestration or other process be issued upon or against any of the property of the Management Committee and is not paid or discharged within seven days;
- e. if any security created by any heritable security or charge executed by the Management Committee or any subsidiary of the Management Committee shall become enforceable and the Holder shall take any steps to enforce the same.
- f. if the Management Committee is deemed to have operated at any time outside the terms of its Constitution, Articles of Incorporation or other related document which defines the nature of and

governance structures of the Management Committee.

- g. If the Management Committee fails to meet or there are insufficient members of the Management Committee to constitute a quorum at meetings for a period of 6 months; or
- h. If any period of closure of the Premises to the public lasts for longer than one month (unless the closure has been approved by the council).

In the event of any of the above, the Management Committee must notify the Council within two working days.

- 3.2 Provided that in the event that any of the foregoing breaches is or are remediable the Council shall not terminate this Agreement unless it has first given notice to the Management Committee specifying the breach in question, and given the Management Committee no more than 20 Working Days to remedy the same and the Management Committee has failed to so remedy the breach. In these circumstances, the Council shall be entitled to thereafter immediately terminate by written notice.
- 3.3 On termination of the agreement, the Council shall be entitled to put in place alternative arrangements for the delivery of activities within the Premises.
- 3.4 In addition, the Council may by giving not less than six months' notice in writing to the Management Committee (or such shorter period of notice as is necessary in any case to ensure the Council's continuing compliance with the Law), terminate this Agreement where it determines that:-
 - a. changes in Council policy; and/or
 - b. changes in budgetary considerations on the part of the Council; and/or
 - c. changes in Law; and/or
 - d. acts or omissions on the part of the Scottish Government may make this necessary or desirable.
- 3.5 The Management Committee may terminate this Agreement immediately by written notice to the Council if the Council commits a material breach of this Agreement, and fails to remedy that breach within 20 Working Days of the Council's receipt of written notice from the Management Committee specifying the breach, and asking the Council to remedy it.
- 3.6 The Management Committee may terminate this Agreement by giving 3 months written notice to the Council.
- 3.7 In the case of termination, the Council and the Management Committee shall take all action (so far as is possible) to put the Parties in the same position as they would have been in had they not entered into this Agreement. The Council undertakes to ensure as far as possible that the arrangements contemplated by this Agreement are brought to an end in such a way that the Management Committee is not rendered insolvent at the date of termination of this Agreement, as a direct result of the termination of this Agreement pursuant to this Clause.
- 3.8 On termination of this Agreement for any reason whatsoever:-
 - a. With effect from the date of termination of this Agreement by the Council the Moveable Assets shall immediately transfer to the ownership of the Council and no payment in compensation or otherwise shall be due to the Management Committee in respect therefore;
 - b. the Management Committee shall transfer to the Council the benefit, subject to the burden, of

any event bookings as the Council may direct, and the Management Committee shall use its best endeavours to ensure that all necessary consents are obtained to the transfer to the Council of each of the event bookings requested by the Council

- c. the Management Committee shall co-operate fully with the Council and any person who shall in future operate the Programme of Activities or provide services the same as or similar to those provided under this Agreement or any of them or any part of them in order to achieve a smooth transition from the then arrangements for the operation of the Premises to the new arrangements for the future operation of the Premises, and to avoid any inconvenience to, or any risk to the health and safety of, the Council, employees and agents, and members of the public;
- d. the Management Committee shall on or prior to the date of termination of this Agreement vacate the Premises, leaving it in a clean and orderly condition and deliver to the Council any keys to the Premises and any computer programs, records and data relating to the Services and the Premises, and within twenty Working Days remove from the Premises all of its own property not required by the Council.

3.9 **Step In Rights:** Without prejudice to any other right or remedy of the Council under this Agreement, if the Council reasonably considers that a breach by the Management Committee of an obligation under this Agreement may or will:

- a. create (or has already created) an immediate and serious threat to health, safety or the environment; or
- b. result (or has already resulted) in a interruption to or disruption of the operation of the Premises and/or the Services (including the Programme of Activity) to be provided under this Agreement or;
- c. cause (or has already caused) a material breach by the Council of its obligations under Law, or to other contractual parties or;
- d. cause (or has already caused) a serious nuisance: or
- e. that the circumstances constitute an emergency;

then, if the Council considers that there is sufficient time and that it is likely that the Management Committee will be willing and able to provide assistance, the Council may serve a Notice on the Management Committee requiring it forthwith to take such steps as the Council, acting reasonably, considers necessary or expedient to mitigate or preclude such state of affairs including any necessary deadlines within which such steps must be taken.

In this instance, the Management Committee shall use all reasonable endeavours to comply with any Notice given. This shall include full co-operation and all reasonable assistance, including reimbursing the Council for all reasonable costs incurred by the Council in taking such action. Failure to comply will result in immediate suspension or termination of this Agreement. In the event of termination, the Management Committee may be given not less than two working days notice to vacate the Premises.

- 3.10 The Council shall have no liability to the Management Committee for any damage which has occurred prior to the exercise by the Council of its step-in rights under this Clause , or which results from breach by the Management Committee of any of its obligations under this Agreement, but shall be liable for any damage or liability caused by or attributable to the negligent acts or omissions of it or its employees, agents or contractors during any period during which it exercises such step-in rights.
- 3.11 Where an "emergency" arises, and that emergency consists of an event or events which could not reasonably have been foreseen by the Management Committee, if the Council has not served a Notice

on the Management Committee or exercised its step-in rights, and the Management Committee has used all reasonable endeavours to deal with the emergency (and demonstrated to the Council's reasonable satisfaction that it has done so) but has nevertheless failed to satisfactorily bring the emergency to an end; or the Council has served a Notice on the Management Committee and the Management Committee has used all reasonable endeavours to comply with such Notice, but has nevertheless failed to so comply to the reasonable satisfaction of the Council; then the Management Committee shall have the right to require the Council to exercise its step-in rights to deal with the emergency.

3.12 The Council shall be entitled to close down the Premises without notice, in the event of an emergency or any other unforeseen circumstance. For the avoidance of doubt, this includes where the Council is directed to close the Premises on the advice or instruction of its contractor. In these circumstances, the Council shall not incur any liability to the Management Committee.

3.13 In the event that the Premises are closed to the public through no act or omission on the part of the Management Committee and remain closed for a period of time exceeding ##, the Council shall provide such support to the Management Committee as is reasonable in the circumstances, in order to assist the Management Committee in securing suitable alternative premises or otherwise making arrangements for the delivery of the Programme of Activity. In addition the Council shall assist the Management Committee in identifying possible mechanisms or arrangements which mitigate the financial impact of any unforeseen closure of the Premises in accordance with this Clause.

4. GOVERNING LAW AND JURISDICTION

4.1 This Agreement shall be governed by, and interpreted in accordance with Scots Law. Aberdeen Sheriff Court shall have exclusive jurisdiction to settle any disputes (including claims for set-off and counter claims) which may arise in connection with the validity, effect, interpretation, or performance of the legal relationship established by this Agreement or otherwise arising in accordance with this Agreement. IN WITNESS WHEREOF these presents typewritten on this and the [insert number of pages] preceding pages, together with the Schedule annexed are executed as follows

THIS IS THE SCHEDULE REFERRED TO IN THE FOREGOING AGREEMENT BETWEEN ABERDEEN CITY COUNCIL AND THE MANAGEMENT COMMITTEE OF [INSERT NAME] COMMUNITY CENTRE

SCHEDULE PART 1– DEFINITIONS AND INTERPRETATIONS

- 1.1. In this Agreement the following words and expressions shall have the following meanings (unless a specific clause states otherwise):-
- 1.1.1 TO BE COMPLETED
- "emergency" means any event unforeseen by the Council affecting the Programme of Activities or Premises, whether directly or indirectly, which causes or has the potential to cause an immediate and imminent threat to the long term integrity of any part of the Programme of Activities or Premises or to land adjacent to, or likely to be affected by events on, any part of the Premises.
- 1.2. In this Agreement:
- a. any reference to a provision of a statute includes references to that provision as amended, extended or applied by any other provision regardless of whether the other provision became law before or after this Agreement, any re-enactment of that provision (with or without change); and any regulation, order, code of practice or similar thing having the force of law made (before or after this Agreement) under that provision or any provision falling within Clause 1.2(a) above
 - b. the singular shall include the plural and vice versa and reference to one gender shall include any other gender;
 - c. "including" shall mean "including but not limited to"; and
 - d. reference to a Clause or a Sub-Clause is to the relevant clause or sub-clause of this Agreement, unless otherwise stated.
- 1.3. In the event of any ambiguity or contradiction between the conditions of any documents forming part of this Agreement, then the documents shall be given precedence in the order listed below:
- a. This Agreement
 - b. Any other documents forming part of the Schedule.

SCHEDULE PART 2 - LEGISLATIVE REQUIREMENTS

1.1 Corrupt/ Illegal Practices/ Bribery Act 2010

The Management Committee is responsible for ensuring that the requirements of the Bribery Act 2010 are met. The Council shall be entitled to cancel this Agreement and to recover from the Management Committee the amount of any loss or damage resulting from such cancellation if: -

- a. the Management Committee shall have offered, or given, or received, or agreed to give to any person any gift, consideration, inducement or award of any kind for doing or not doing any action in relation to this Agreement or any other agreement with the Council; or
- b. like acts shall have been done by any Management Committee Personnel, Management Committee Party or Connected Person or acting on behalf of the Management Committee (whether with or without the knowledge of the Management Committee); or
- c. in relation to any agreement with the Council, the Management Committee or persons employed by the Management Committee or acting on behalf of the Management Committee shall have committed any offence under the Prevention of Corruption Acts 1889 to 1916 or the Bribery Act 2010 or have given any fee or reward, the receipt of which is an offence under any legislation pertaining to Local Authorities; or

- d. the Management Committee or its representative (whether with or without the knowledge of the Management Committee) shall have practised collusion in relation to this Agreement or any tendering for any other contract with the Council or shall have employed illegal practices either in obtaining or executing this Agreement or any other contract with the Council.

1.2 Data Protection/ Confidentiality

The Council and the Management Committee hereby agree to ensure that they will at all times comply with the provisions and obligations imposed by DPA and the data protection principles contained in Schedule 1 of DPA in Processing Personal Data. In Processing Personal Data on behalf of the Council, the Management Committee shall comply with the said data protection principles, act at all times in accordance with the instructions of the Council as data controller and generally do nothing to compromise the Council's compliance with its obligations as data controller. Both parties agree to save, indemnify, defend and hold harmless each other in respect of any unauthorised disclosure or other Processing of Personal Data.

The Management Committee recognises that under this Agreement it may receive confidential or proprietary information of the Council. The Management Committee agrees not to divulge such information to any person, except to Management Committee Personnel and then only to those Management Committee Personnel who need to know the same for the performance of the Services, without the Council's prior written consent. Further, the Management Committee shall prevent disclosure or access by any third party other than in accordance with the provisions of the Agreement. The Management Committee shall ensure that Management Committee Personnel are aware of and are complying with the provisions of this Clause. This obligation will survive the termination of this Agreement.

1.3 Freedom of Information Scotland Act (FOISA) and Environmental Information Regulations (EIR)

The Management Committee acknowledges that the Council is subject to the requirements of FOISA and EIR and shall assist and co-operate with the Council at no additional charge, in meeting any reasonable requests for information in relation to this Agreement, or the Services to be provided hereunder, which are made to the Council in connection with FOISA or EIR. The Council may, from time to time, serve on the Management Committee an information notice requiring the Management Committee within such time and in such form as specified in the information notice to furnish to the Council such information as the Council may reasonably require relating to such requests for information. The Management Committee acknowledges that in responding to such requests for information, the Council shall be entitled to provide information relating to this Agreement or the Services to be provided hereunder.

The Management Committee shall not respond directly to any requests for Information made under FOISA or EIR but shall instead pass these to the Council within two Working Days of receipt of the same or advise the applicant accordingly.

The Council shall be responsible for determining in its absolute discretion:- whether any Information is exempt from disclosure in accordance with the provisions of FOISA or EIR; and/or whether the disclosure of any of the Information is otherwise in the public interest (whether or not such information would otherwise be exempt from disclosure under FOISA or EIR);

The Management Committee acknowledges that the Council may, acting in accordance with the Scottish Ministers' Code of Practice on the Discharge of Functions by Public Authorities under FOISA, disclose, or publish through its publication scheme, any Information without consulting or obtaining consent from

the Management Committee, or having taken the Management Committee's views into account.

1.4 **Equal Opportunities**

The Management Committee shall provide a copy of its Equal Opportunities Policy, which upon execution of this Agreement shall be deemed to be part hereof. The Management Committee warrants that this policy complies with the statutory obligations set down in the Equality Act 2010 and that it shall not treat one group of people less favourably than others because of their colour, race, nationality or ethnic origin, gender, disability, region or belief, age or sexual orientation in relation to the decisions to recruit, train or promote Management Committee Personnel, volunteers nor in the provision of the Services.

The Management Committee shall observe as far as possible the Commission for Racial Equality's Code of Practice for Employment as approved by Parliament in 2006, or any other guidance which supersedes the Code of Practice, which gives practical guidance to employers and other in the elimination of racial discrimination and the promotion of equality of opportunity in employment, including the steps that can be taken to encourage members of the ethnic minorities to apply for jobs or take up training opportunities. If any court or tribunal, or the Equality and Human Rights Commission, should make any finding of unlawful discrimination against the Management Committee, then the Management Committee shall take all necessary steps to prevent recurrence of such unlawful discrimination.

1.5 **General**

The Management Committee will co-operate fully with any legal proceedings, enquiry, arbitration or investigation (including an investigation by the Scottish Public Services Ombudsman) arising out of the operation of the Premises by the Management Committee or the arrangements set out in this Agreement generally, and the Management Committee shall give evidence in such enquiries, arbitrations, proceedings and hearings without cost to the Council. Notwithstanding the above, in the event that the Local Government Ombudsman makes a finding of maladministration or injustice against the Council as a result of fault on the part of the Management Committee, the Council reserves the right to recover from the Management Committee any payments made by the Council to the complainant.

In performing this Agreement, the Management Committee shall accept full responsibility for and shall save, indemnify, defend and hold harmless the Council and any of the Council's contractors and its and their staff from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of the Management Committee's and its Connected Persons, Management Committee Party and Management Committee Personnel's non-compliance with all applicable laws, statutes, rules and regulations; or which arise out of the personal injury to or the death of Management Committee Personnel; or which arise out loss of or damage to the Management Committee's property and the property of any Connected Person, Management Committee Party or Management Committee Personnel whether owned, hired, leased or otherwise provided by the Management Committee arising from or related to the purposes of this Agreement; or which may at any time be made arising as a result of the wilful or negligent acts of the Management Committee, any Connected Person, the Management Committee Personnel or any Management Committee Party in connection with the operation of the Programme of Activity; or in respect of personal injury to or death of any Third Party as a result of the operation of the Programme of Activities by the Management Committee; or any claims, losses, damages, costs (including legal costs), expenses and liabilities loss or damage caused to any land, structure, building moveable property (including the Moveable Assets) in the ownership, occupation or possession of or partial occupation or possession of the Council by Management Committee Personnel

(whether such damage was caused by negligence or in any other way whatsoever); and any payment made by the Council to a complainant following a finding of misadministration causing injustice by the Scottish Public Services Ombudsman where such finding results from any act or omission of the Management Committee or any Management Committee Party or Management Committee Personnel.

In performing this Agreement, the Council shall be responsible for and shall save, indemnify, defend and hold harmless the Management Committee from and against all claims, losses, damages, costs (including legal costs) expenses and liabilities in respect of personal injury including death or disease to Management Committee Personnel which is caused by the wilful or negligent acts of the Council or its staff during the course of their employment but not in any other way whatsoever, or loss or damage to the Management Committee's property which is caused by the wilful or negligent acts of the Council or its staff during the course of their employment but not in any other way whatsoever.

Any information provided to the Management Committee by the Council by way of guide quantities, plans, drawings, reports, databases, files or similar information at any time (including for the avoidance of doubt any guidance and the Management Agreement Handbook), is provided only as a guide. The Management Committee agrees that it has ascertained for itself the accuracy of the information and shall be deemed to have obtained for itself all necessary information as to risks, contingencies and any other circumstances which might reasonably influence or affect the Management Committee's decision to enter into this Agreement. No claim against the Council shall be allowed whether in contract, in delict or otherwise on the grounds of any inaccuracy.

The Council accepts no liability or responsibility for any loss arising as a result of failure of the Management Committee to follow the requirements of this Agreement, or for any loss, damage, injury howsoever occasioned incurred as a result of the Management Committee delivering the Services by way of the methods detailed in any documentation submitted by or to the Council as required or otherwise authorised by this Agreement. No liability will be held against the Council for any loss, damage, injury howsoever occasioned incurred as a result of the Council curtailing any activity in terms of Step In Rights or Termination of this Agreement.

Where consent or approval is referred to this is taken to be prior written consent and no claim shall lie against the Council in respect of any delay in processing or refusal to grant such consent. Further no claims shall be against the Council in respect of any actions taken by the Management Committee following upon the grant of such consent or approval.

1.6 **Assignment/Sub-Contracting**

The Council shall at its own discretion, be entitled to assign this Agreement or any part of it or any benefit or interest in it to any of its statutory successors or shall be entitled to assign at its own discretion this Agreement or any part of it or any benefit or interest in it to any other legal body or organisation, whether or not wholly owned or partially owned by the Council, which the Council may come into an arrangement with pertaining to the management or otherwise the operation of this Agreement.

- a. Should the Council be affected by re-organisation by legislation resulting in a structural change or amendment to its functions the Parties hereto agree that this will result in a formal assignment of this Agreement having taken place by operation of Law. In this event, the Management Committee shall use its best endeavours to assist in the smooth transfer of arrangements to facilitate this assignment.

- b. The Management Committee shall in no circumstances assign, sub-let, or purport to assign this Agreement or any part of it or benefit to or interest in it to any person whomsoever without the prior written approval of the Council.
- c. The Management Committee shall not sub-contract any part of the operation of the Programme of Activities without the Council's prior written consent. Notwithstanding such consent, the Management Committee shall not be relieved from any liabilities or obligations under this Agreement and shall be responsible for the acts, omissions and breaches of any of its sub-contractors as fully as if they were the Management Committee's own and shall save, defend, indemnify and hold harmless the Council from and against all claims, losses, damages, costs (including legal costs), expenses and liabilities in respect of such, acts, omissions and breaches of its sub-contractors.
- d. Where consent to sub-contracting is granted, the Management Committee shall provide each of its sub-contractors with a copy of this Agreement. Prior to its sub-contractor commencing work, the Management Committee shall obtain a written undertaking from its subcontractor that its sub-contractor is familiar with the documentation and will act fully in conformity with the terms and Conditions contained therein insofar as relevant to the Management Committee.

1.6 Notices

Where any notice or other communication is to be made under this Agreement, it must be in writing. Notices or communications may be left at, or sent by first class post or recorded or special delivery to, the address of the Party given at the start of this Agreement or any other address they may nominate in writing from time to time in accordance with this Clause 19.4.

Any notice or communication left at an address of a Party in accordance with this Clause will be deemed to be received at the time of delivery. In other cases, any notice or communication shall be treated as having been received by the person to whom it is addressed two Working Days following the date of dispatch of the notice by post, or where the notice is given by fax, simultaneously on completion of transmission. However, where in any case, these rules would result in a notice or communication being treated as having been received on a day that is not a Working Day, it shall be treated as having been received on the next Working Day afterwards. To prove the giving of the notice it shall be sufficient to show it was properly dispatched.

1.7 Force Majeure

In the event of an Act of God or Force Majeure (which shall include acts of government, fire, tempest, acts of war and related matters, which are both beyond the control of the Management Committee and are such that the Management Committee with the application of all due diligence and foresight could not prevent) which causes the cessation of or substantial interference with the performance of the Services, the duty of the Management Committee to perform the Services shall be suspended until such circumstances have ceased. The Council shall not be liable to make any payment to the Management Committee in respect of such suspension and any such sum already paid in respect of any part of the Services not yet performed shall be held to the credit of the Council and returned to the Council within 5 Working Days of a request for repayment.

For the avoidance of doubt, it is hereby expressly agreed that industrial relations difficulties and failure to provide adequate premises, equipment, materials, consumables and/or staff or similar matters are not to be considered as events of Force Majeure or Acts of God.

SCHEDULE PART 3 – LEASE [DELETE FOR NON-STAND ALONE CENTRES]

SCHEDULE PART 4 - JANITORIAL ARRANGEMENTS [DELETE FOR NON-COMMUNITY SCHOOLS]

SCHEDULE PART 5 – COMMUNITY SCHOOLS REQUIREMENTS [DELETE FOR NON-COMMUNITY SCHOOLS]

- Core hours
- Out of core hours fee
- Childcare activities
- Reporting of Damage

SCHEDULE PART 6 – PLAN OF BUILDING

DRAFT

LEASE

between

ABERDEEN CITY COUNCIL, incorporated by and acting under the Local Government etc (Scotland) Act 1994 (who and whose successors as owners of the premises aftermentioned are hereinafter referred to as "the Council") OF THE ONE PART

and

(Names & addresses of Office Bearers) and their successors in office as Chairperson etc respectively of the Management Committee of [.....]
Community Centre [Address:.....
.....
.....]
as Trustees ex officio for the said Management Committee (hereinafter referred to as "the Tenants") OF THE OTHER PART

CONSIDERING that the Council have agreed to lease and the tenants have agreed to take on lease ALL and WHOLE [*insert description with reference to an annexed plan*] (hereinafter referred to as "the premises"); NOW THEREFORE the Council and the tenants HAVE AGREED and DO HEREBY AGREE as follows:-

(ONE) The Council hereby lease the premises to the tenants for the period from theday of Two Thousand and(which is hereby agreed to be the date of entry

notwithstanding the date or dates hereof) until [*insert here a date () years and 1 day after the date of entry*].

(TWO) The tenants bind and oblige themselves to pay punctually to the Council during the whole term of the lease in the name of rent the sum of ONE POUND (£1) STERLING per annum exclusive of rates and Value Added Tax and that yearly in advance on [*insert date*] in each year.

(THREE) The tenants bind and oblige themselves to pay punctually to the Council during the whole term of the lease all rates (if asked), taxes, assessments and any other charges which may be levied in respect of the occupation of the premises. In the event of the tenants being unable to pay for any of the charges for which they are responsible in terms of this clause then either party shall be entitled to bring this lease to an end by giving the other party no less than six months prior written notice.

(FOUR) The tenants will not assign this Lease or formally sublet the whole or any part of the premises.

(FIVE) The tenants will not create any security over or dispose of the tenants' interest in or part with the possession of the premises or any part thereof.

(SIX) The tenants shall use the premises as a community centre solely for the conduct of social, educational, religious, cultural, leisure and

recreational activities for the benefit of the community as a whole and for no other use whatsoever.

(SEVEN) The Council will insure the premises in their name and at their expense with an insurance company of repute in respect of the following risks:- fire, lightning, explosion, aircraft, riot and civil commotion, malicious damage, earthquake, storm, flood, escape of water, impact by road vehicles, theft, accidental damage, breakage of fixed glass and such other insurable risks as the Council may from time to time reasonably require. The terms and conditions of the policy of insurance (subject to such exclusions and limitations as are imposed by the Insurers) may be varied from time to time by the Council and/or the Insurers. The premises shall be insured as aforesaid in a sum which in the opinion of the Council represents the full reinstatement value thereof together with such allowance as they think fit for inflation during the period of insurance and the replanning and reinstatement period (including Architects' and Surveyors' fees on such full value at the current scales for the time being of the Royal Institute of British Architects and the Royal Institution of Chartered Surveyors and also Engineers' and other Consultants' fees) and following damage or destruction of the premises or any part by a peril against which the premises are insured pursuant to the provisions of this Clause, will repair, rebuild or reinstate the premises.

(EIGHT) The Council shall not be responsible for insuring the tenants' goods, equipment, stock and other contents in or on the premises.

(NINE) The tenants will accept the premises as being in the condition as stated in the Schedule of Condition annexed and signed as relative hereto as at the date of entry. The Council will be responsible for and carry out all internal and external repairs and maintenance in order to keep the premises in a wind and watertight condition. The tenants will be responsible for and carry out all other internal and external repairs and maintenance necessary in order to keep the premises in the same condition as stated in the said Schedule of Condition. In the event of **either party** being unable to pay for any of the repairs for which they are responsible in terms of this clause then either party shall be entitled to bring this lease to an end by giving the other party no less than six months prior written notice.

(TEN) The tenants will not in any way alter or add to the premises without first having obtained the written consent of the Council. Any modifications, alterations, additions, fittings or fixtures which the tenants in accordance with these presents may make or instruct or install shall remain their property during the currency of the lease. On the expiry or sooner termination of the lease, unless otherwise required by the Council by notice sent in accordance with Clause (TWENTY-THREE) below, the tenants shall remove any unauthorised modifications, alterations, additions, fittings or fixtures and restore the premises to their condition prior to such modifications, alterations, additions or installation of any fitting or fixture. Failing such restoration, the Council may carry out any necessary work and recover the cost from the tenants. All damage caused by any removal shall be made good by the tenants at their expense to the Council's satisfaction. In the event of the

Council agreeing to the retention of any modification, alteration, addition, fixture or fitting, no compensation of any kind shall be payable by the Council to the tenants.

(ELEVEN) The tenants will maintain the premises in a neat and tidy condition at their expense to the Council's satisfaction during the currency of the lease.

(TWELVE) The Council shall not be liable for any loss, damage or injury whatever, however sustained, attributable directly or indirectly to any buildings or other structures, fixtures, fittings or other property belonging to the tenants or to third parties in or upon the premises or to any activities carried on, in or upon it by the tenants or third parties.

(THIRTEEN) The Council shall not be responsible or liable to make reparation or in any way to compensate the tenants for any loss, injury, damage or temporary deprivation of occupancy of the premises which the tenants may sustain through the failure or insufficiency of services, or any defect or insufficiency in any part of the premises, the tenants being held to have satisfied themselves as to the suitability of the premises and hereby renouncing all such claims and freeing and relieving the Council therefrom.

(FOURTEEN) The tenants will comply in all respects with all statutory requirements (already in place or to be passed in the future) and all requirements of any government department, local authority or other public or competent authority relating to the tenants and to the occupation of the

premises by the tenants. Without prejudice to the foregoing generality this will include compliance with all relevant equal opportunities and child and adult protection guidance and legislation.

(FIFTEEN) The tenants will permit the Council and their agents or representatives to obtain access to the premises or any part thereof during the currency of the lease upon receiving reasonable notice thereof (or forthwith in the case of emergency). Furthermore and without prejudice to the conditions contained within Clause 5 of The Management Agreement, annexed and executed as relative hereto, the tenants will permit the Council and the emergency services to use the premises without notice being given in the event of the premises being required as a result of a civil emergency.

(SIXTEEN) The tenants will not store or permit to be stored dangerous or noxious substances or materials on the premises nor will the tenants allow to pass into the sewers or drains serving the premises any noxious or deleterious effluent or any other substance which might cause any obstruction in or injury to such sewers or drains.

(SEVENTEEN) The Council will keep the premises sufficiently supplied and equipped with security and fire-fighting and extinguishing apparatus and appliances and related emergency signage which shall include all fire alarms, intruder alarms, all detectors, smoke detection systems, emergency lighting (including a central battery) and all controls. The tenants will immediately notify the Council of any defects in or damage to any of the said apparatus

and appliances for which the Council will retain the responsibility for maintenance.

(EIGHTEEN) The tenants will not erect any sign, poster, notice, advertisement or display on the exterior of the premises without the prior written consent of the Council, which consent will not be unreasonably withheld or delayed.

(NINETEEN) The Council reserves the right to install on the premises at any time during the term of the lease a communications aerial as part of the Council's wide area network (WAN) for the benefit of the Council's Education, Culture and Sport Service. The Council will be responsible for all maintenance, repair and, where necessary, replacement of the said aerial.

(TWENTY) (i) if the tenants allow the premises to go unused and/or unoccupied for a period of more than 2 months (except in any case where the premises are either beyond economical repair or are rendered unsafe and/or unfit for beneficial occupation and/or use by any cause) or the tenants are at any time in breach of any of the non-monetary obligations undertaken by them under this lease then and in either of such events the Council at their option may, subject to Clause (TWENTY) (ii) by notice served on the tenants bring this Lease to an end forthwith and treat this Lease and all transmissions thereof with all that has followed or can competently follow thereon as void and null and that without the necessity of any declarator, process of removal, or other procedure at law and the premises shall thereupon revert to the

Council and it shall be lawful for the Council or any person or persons duly authorised by the Council to enter upon possession of the premises and thereafter use, possess and enjoy the same free of all claims by the tenants as if this Lease had never been granted, but without prejudice to any other right of action or remedy available to the Council arising out of or in connection with any antecedent failure to pay any sum due by the tenants or any antecedent breach of any non-monetary obligation of the tenants under this Lease.

(ii) In the case of a failure or contravention by the tenants which is capable of being remedied, albeit late, the Council shall not exercise the foregoing option of irritancy unless and until they shall first have given written notice to the tenants requiring the same to be remedied and the tenants shall have failed to remedy the same within such reasonable period, having due regard to the nature and extent of the failure or contravention complained of as shall be prescribed in the notice which in the case of non-payment of any monetary amounts will be 14 days only.

(TWENTY-ONE) All moveable property belonging to the tenants will be removed by the tenants within seven days of the expiry of the lease or earlier termination thereof subject to restoration by the tenants at their expense to the Council's satisfaction of any damage caused by them to the premises, otherwise any moveable property remaining after the expiry of the seven days shall be deemed to have been abandoned by the tenants and will thereupon without payment become the property of the Council.

(TWENTY-TWO) The tenants will flit and remove from the premises at the expiry of the lease or earlier termination thereof without any process of removal, and shall repair at their expense all damage done by the removal of any unauthorised modifications, alterations, additions, fixtures or fittings belonging to them. Failing such repair the Council may carry out any necessary works themselves and shall recover the expense thereof from the tenants.

(TWENTY-THREE) Any notice, request, demand, consent or approval under the Lease shall be in writing and shall be deemed to be sufficiently served at the expiry of forty-eight hours after posting if sent by Recorded Delivery post. Any notice to the tenants shall be sent to the premises. Any notice to the Council shall be sent to the Corporate Director – Corporate Governance or his equivalent for the time being at Town House, Aberdeen, all as the case may be. In proving service it shall be sufficient to prove that the envelope containing the notice was duly addressed and posted in accordance with the provisions of this Clause.

(TWENTY-FOUR) In the event of any question arising as to the interpretation of the provisions of the lease, the same shall be referred to an arbiter to be mutually chosen by the parties or in the event of failure to agree, by an arbiter to be appointed by the Sheriff Principal of Grampian Highland and Islands. Any fee chargeable for the appointment of an arbiter shall be deemed to be an expense of the arbitration.

(TWENTY-FIVE) The tenants will be bound by the terms of the Management Agreement annexed and executed as relative hereto throughout the period of this lease. The Council will be entitled to amend or vary the said Management Agreement in a reasonable manner at any time, but only after full consultation with the tenants.

(TWENTY-SIX) The Council and the tenants consent to the registration of this lease for preservation and execution: IN WITNESS WHEREOF

LEASE

between

ABERDEEN CITY COUNCIL

and

*

2010
*

Subjects: *

City Solicitor
Town House
ABERDEEN

AW/LEASE/IAN/COMMUNITY CENTRE – [2]

ABERDEEN CITY COUNCIL

MEETING TITLE: Management Agreement Meeting		MEETING DATE: 1 February 2012	
PARTICIPANTS: Cllr John West (Chair), Cllr Callum McCaig, Cllr Aileen Malone, Annette Bruton, Patricia Cassidy, Gail Woodcock, Phil D'Arcy, Wilma Mackland, Mike Stokeld, Paul O'Connor, Sylvia Davidson, Alex Mess			
APOLOGIES: Brian Allan			
NO.	AGENDA ITEM	NOTES OF DISCUSSION	ACTION/DECISIONS
1	Update on feedback from Community Centres	<p>PD had identified a number of solicitors who may be used to provide community centres with independent legal advice on constitutions, management agreements and leases. AM mentioned another solicitor that he had previously used.</p> <p>AB reminded those present that the budget available for the centres to seek independent legal advice was based on the commissioning of one solicitor to represent all the Management Committees.</p> <p>There was a general discussion about the use of legal advice including at what point in the process independent legal advice would be most helpful and the methods for the negotiation between the two solicitors to take place. It was recommended that the Management Committees sought advice on a fixed fee basis if possible.</p>	<p>Management Committees to procure a single legal advisor.</p> <p>It was agreed that the independent legal advisor would be asked to review the document after it had been agreed by the Education, Culture and Sport Committee.</p> <p>It was agreed that legal discussions and negotiation via meetings would be preferential to that by written correspondence.</p>
2	Updated Management Agreement	<p>Cllr West introduced the new draft Management Agreement that has been pulled together based on the discussions and decisions on the key principles which formed the basis of what the expectations were in relation to the running of community centres, as per meetings in October and December.</p>	<p>Management Committees</p> <p>The attached document shows the amendments that were agreed and where specific further legal advice is required. There were 4 clauses which were subject to significantly differing view-points and these are highlighted in</p>
			WHEN
			By 23/2/12

	<p>Cllr West noted that work had been done to reduce the size of the document as much as possible, and stressed that the document would form a legal contract, and therefore required to be clear and unambiguous. This has required some legal terminology.</p> <p>Cllr McCaig noted how important it was that things were done in partnership and with negotiation and dialogue. He stressed that the final document will set out the minimum expectations of the Council, however this would not stop additional partnership work.</p> <p>PD noted he felt that the document imposes too many conditions and does not present a light enough touch.</p> <p>MS agreed that the document required to be clear and unambiguous.</p> <p>AM noted that he felt that we need to start from a position of trust. He felt that it would be unreasonable to have to tell the Council when the programme in the centre would and would not operate. AM highlighted difficulties he had previously had to get volunteers to undertake training.</p> <p>Cllr Malone noted that it would be helpful to have an accompanying summary document. AB confirmed that it was the intention to have such a document, and this would be prepared when the legal document was agreed.</p> <p>AB explained that having legal documents in place for these types of scenarios is not unusual.</p> <p>PO noted that the documentation that was discussed at the October meeting was agreed but he felt it was changed by December.</p>	<p>green.</p> <p>Information session to be arranged for Management Committee representatives on Education Scotland Inspections.</p> <p>Guidance on best practice in relation to roles of employee and office bearer for voluntary bodies and charitable organisations to be circulated.</p>	<p>Gail Woodcock</p> <p>Gail Woodcock</p>	<p>March 2012</p> <p>asap</p>
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PC reminded everyone, that there was a requirement to incorporate within the document Council policy and legislative requirements. There was a discussion about the legislative requirements in relation to the use of public funding (Following the Public Pound.) It was noted that the Draft Management Agreement refers to this policy, rather than replicating it within the document in an effort to reduce the length of the document.

AB noted that the draft document is a work in progress and will be further refined and edited. AB reiterated the advice that Management Committees seek independent legal advice on the document and that the document is there to protect Management Committees and their volunteers as much as the Council.

There was a discussion about the economic value of the volunteers that work in centres and this was acknowledged as significant and valued.

Liability issues were discussed and Cllr West confirmed that the Council could not underwrite every potential liability that volunteers may incur. Management Committees could limit their liability through the purchase of additional insurance and/or through the type of legal entity that they were.

Management Agreement Detail

Cllr West then took the group through the agreement on a clause by clause basis.

General Points

There was a discussion about the term "Management Committee" being used throughout the document. It was confirmed that this was a general term, and could be substituted by alternative preferred terminology depending on the name of the constituted group that would be

		<p>entering into the agreement with the Council.</p> <p>There was a discussion about the duration of the agreement, with Cllr West noting that his preference would be that it would be for a five year duration. This was linked to a further discussion about termination rights in relation to the document.</p> <p>There was a discussion about whether the Council would continue to provide scaffolding for the replacement of high lights in affected centres. The implications of this would be checked, and if agreed this would be included within the lease rather than the Management Agreement.</p> <p>There was a discussion about inspections by external bodies, including Education Scotland. It was agreed that the Management Committees would find it helpful to attend an information session attended by an Education Scotland representative in order to receive reassurance about the process.</p> <p>There was a discussion about whether Employees of Management Committees should have office bearer positions on the Management Committee. It was agreed that officers would share evidence of best practice guidance on this subject. It was agreed that if this clause was in the Management Agreement then it would apply to all centres.</p> <p>There was a detailed discussion about how the Council would ensure that it fulfilled its obligations to ensure that Community Learning and Development was provided. The MC reps felt that they would be unwilling to have a requirement within the Management Agreement for a set number of hours to be identified for this use. Cllr McCaig suggested that a clause could be incorporated within the document that required MCs to give first refusal for any free time within their programme to the Council and/or Learning Partnership. There was general agreement on this suggestion. PD suggested that</p>		
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		the Council retain a number of centres under their management to ensure that the Council's requirement in relation to these activities was still deliverable.			
3	Next Steps	It was agreed that changes as discussed today would be made to the document. The document would then go to committee for approval. Subject to that approval, the document would be suitable for review by the Management Committee's legal advisor.	Document to be amended as per discussion. Officers to provide a supported opportunity for other Management Committee representatives to feedback on key elements of the agreement.	Gail Woodcock Gail Woodcock	Asap Before 23/2/12
4	AOCB	There was no other business.			

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Closing the Gap - Raising Achievement
REPORT NUMBER:	ECS/12/004

1. PURPOSE OF REPORT

This report provides an overview of the strategic approaches taken in Aberdeen City to maximise achievement in all of our young people.

2. RECOMMENDATION(S)

It is recommended that Committee:

1. notes the content of this report
2. monitors the outcomes of this strategy through the Education, Culture and Sport Performance Reports

3. FINANCIAL IMPLICATIONS

There are none at this stage. Following the review of Inclusion it is expected there will be a need to redesign the service and realign resources.

4. OTHER IMPLICATIONS

There are no direct implications arising from this report. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking and to the ECS Service Improvement Plan. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

5. BACKGROUND/MAIN ISSUES

Successful education systems are founded on the belief that every child or young person matters and can achieve. Raising attainment, together with

providing achievement and inclusion, are at the heart of schools' and education authorities' work.

Systems that have successfully raised attainment exhibit wide community and family support for the value of education, in:

- Enabled, visionary leaders and effective and professional practitioners, who
 - believe that every child has the capacity to continue to learn
 - create an appropriately supportive but challenging learning environment, based on good relationships which make it safe for children to learn.
 - use proven, structured classroom strategies
 - are willing to learn new, research-based methods
 - continuously develop their professional skills and knowledge
 - continuously challenge their own beliefs and practices and are restless for improvement
- Learners who
 - are engaged and motivated by the context within which they learn and by the learning
 - aspire to the highest levels of achievement are well supported to develop social and emotional competencies.
 - are well supported by their families or carers
- Parents/carers who are:
 - Included
 - confident in the capacity of their children and young people to succeed at school
 - engaged, motivated and aspirational for their children
- Appropriate evidence and data used rigorously to:
 - monitor and support learners' progress and to understand their learning
 - enable leaders to identify key performance issues and to adopt interventions that are appropriate to each school's context
 - ensure accountability, in every part of the education system for every child's or young person's learning

In developing a strategy for Aberdeen City that seeks to close the achievement gap, we have developed a range of approaches which embrace those of successful systems. Taken together all of our approaches are designed to have a positive impact on the achievement of our young people. Some of these initiatives are at an early stage whilst others such as the work on Integrated Children's Services are more advanced. The approaches include work on the following initiatives:

5.1 **Total Place.** A Total Place approach involves local public services working together to deliver better value services to citizens by focusing on joint working and reducing waste and duplication. There is also an emphasis on early intervention to save public money down the line by preventing complex social problems. There are three Total Place pilots underway in Aberdeen focusing on

Educational Achievement (Northfield), Community Safety (Torry) and Care for Older People (City-Wide). A working group has been convened that includes representatives from Grampian Police, NHS Grampian, all Primary Schools in the Northfield ASG, Northfield Academy, Community Groups and Skills Development Scotland. The main focus areas for the Northfield initiative are Early Years, Mental Health & Wellbeing and Transitions. The group will be looking to implement projects that work throughout the whole family with the intended outcome that the aspirations of the whole community are raised.

Through this initiative, Aberdeen City Council have introduced the *Roots of Empathy* project into P3 classes in the Northfield ASG. This project involves the fostering and development of empathy in the children through interaction with a mum and baby in class over nine visits throughout the school year.

Work is also ongoing to ascertain the viability of creating an Aberdeen "Big Noise", based on the successful model in Stirling, which is an initiative to motivate young people through music. The Stirling "Big Noise" project is itself based on the Venezuelan "Sistema" project. Sistema Scotland is a charity set up in the belief that children can gain huge social benefits by playing in a symphony orchestra. It uses music making to foster confidence, teamwork, pride and aspiration in the children taking part - and across their wider community. The Stirling project has been evaluated by the Scottish Government and it has been shown that it has had a social impact in the community, with positive influence on the behaviour, confidence and self-esteem of the young people participating.

The Total Place group are also considering further projects and opportunities for collaborative working to improve aspiration and attainment in Northfield throughout the next few years.

5.2 **Curriculum for Excellence**

The new curriculum developed under Curriculum for Excellence is in the early stages of implementation. It is therefore too early to state definitively if it has made a difference. However early indications are that more innovative teaching approaches are being taken and increased collegiate time to discuss understand, share and apply standards will be highly beneficial in raising achievement. In addition there is an increased emphasis on pupil choice and the radical overhaul of the senior phase of learning. All of these are strategies that are likely to improve educational outcomes for young people.

– **City Campus**

The range of curricular options available to pupils in the senior phase of Curriculum for Excellence (S4-6) has been enhanced by

provision of a range of centrally delivered Advanced Higher courses and English to Speakers of other Languages at Higher, Intermediate 1&2 and Access. These will complement courses offered in individual schools and those delivered by partner organisations, such as Aberdeen College.

Schools are increasingly entering into both formal and less formal consortium arrangements with one or more partner schools, delivering a wider range of academic and applied learning curricular options.

A common curricular structure for the senior phase is to be implemented in all secondary schools and it is likely that almost all pupils will take six main subjects in S4.

The enhanced use of digital technology will be developed over the coming sessions and many courses will be delivered, at least in part, using a range of innovative methodologies.

These opportunities should lead to increased motivation for pupils who can undertake courses more suited to their needs and aspirations. This, in turn, is likely to improve attainment and achievement.

– **Assessment, monitoring and tracking, reporting to parents/carers and Profile of Achievements**

Assessment

The purpose of assessment within the learning and teaching context is to measure progress, to identify next steps in learning and to meet learners' needs and in so doing raise attainment and achievement.

To take this work forward a number of development groups have been established including:

- Assessment Leaders Group – comprising one teacher from every school
- Assessment Co-ordinators Group – comprising one teacher from each Associated School Group
- Assessment Strategy Group – includes all members of the Assessment Co ordinators Group and seconded development officers from the central team.

In addition, links have been established at a local level with other strategic groups including the Literacy Group, PT Subject networks and DHT forum and staff are working together to ensure consistency in application of the standards.

A programme of staff development activities is being provided to help build teacher confidence in the use of a range of assessment strategies including:

- Assessment is for Learning - formative assessment – through sharing with pupils what they are going to learn and how they will know if they have been successful and by providing high quality feedback to help them understand what they need to do next to improve;
- Using standardised materials to measure value added;
- Using National Assessment Resource materials for moderation purposes in order to achieve consistency and a shared understanding standards;
- Engaging in professional dialogue with colleagues through moderation activities in order to develop professional knowledge and confidence in the application of the standards.

Led by the work of the above groups, staff are starting to moderate learning at a variety of levels including class, department, subject network, whole school and across associated school groups. It is through the professional scrutiny of work and engagement in professional dialogue that teachers will develop confidence in their judgments and validate the accuracy of each school's internal moderation procedures. It will also provide assurance that all schools are consistently applying national standards, raising expectations and securing further improvement in attainment.

Monitoring and Tracking

A small group of staff have worked in partnership with staff from Pearson Frontier and have customised a system within **e1**, our new schools management information system, to support the tracking and monitoring of pupil attainment and achievement.

This system has recently and successfully been piloted in a small number of schools and is now ready to be used in all schools. A programme of staff training has been developed and a roll out schedule is due to start in January 2012 with staff from all schools to be trained by March 2012.

Led by Aberdeen City Council, an Inter Authority group comprising staff from the four Local Authorities using e1 has recently been established to develop this work further.

Reporting to parents/carers

Draft guidance has been prepared to support school staff develop a range of procedures to report to parents and carers on pupil progress. A draft Authority report format for pre-school and primary pupils has been developed and is ready to be used this session.

This format has been designed as a summary report which in the future will become an integral feature of the e1 tracking and monitoring system. Future work in this area will focus on the production of a secondary report format for use in session 2012-13.

Profile of Achievements

All P7 pupils are required to complete a P7 Profile by the end of session 2011-12 which recognises their achievements at the end of their primary years. This Profile is designed to capture their last and best achievements, to recognise, record and celebrate them.

A small group of P7 teachers have prepared a Profile format in partnership with staff from the central Assessment team and this will be used by all P7 pupils this session.

All learners will include brief evaluations of their learning and information of levels attained and progress made in each of the curricular areas, their personal achievements and awards gained within and out of school and their aspirations for the future. These profiles will provide a focus for pupils to share and celebrate their learning achievements with a wider audience and to use them during transition activities with secondary staff.

In addition, all S3 pupils will be required to have an S3 profile by the end of session 2012-21013. This is currently in development.

- **Literacy Strategy** - We are putting in place a city wide literacy strategy which aims to provide a basis for making improvements in literacy outcomes of our young people. The approach is principally intended to facilitate educational establishments in delivering Curriculum for Excellence and raising the attainment of all our learners. However it will inform part of the wider city discussion on the means to improving the literacy of all our citizens.

Expected outcomes of the literacy strategy are:

- o Raised attainment in literacy of all young people in educational establishments and increased confidence in literacy at all ages;
- o Improved prominence and quality in the teaching of literacy
- o Literacy embedded as a key component of all areas of the curriculum;
- o Improved literacy among parents leading to improved support at home for our young people; and
- o Multi faceted approach to supporting literacy across the city

- 5.3 **School Attainment Reviews.** The annual attainment review meetings take place as soon as possible after the SQA statistical information is available to schools. The meetings, which were originally for secondary school management teams, focus on school attainment and SQA exam results using the annual Standard Tables and Charts (STACS). These meetings give our Directorate and the senior teams in schools an opportunity to take a closer look at STACs attainment and to hear first-hand some of the real issues behind both the data and the school's own improvement journey.

In September of 2011 we introduced a new model of School Attainment review. The new approach extended the meeting to include all schools in the Associated School Group. Primary Head teachers were invited to the meetings which offered the opportunity for primary colleagues to present their own attainment data and to highlight some of the pertinent issues and improvement actions.

The rationale for this new approach was to build on the learning journey of the young person from age 3 – 18 and in recognition that all of the schools make a significant contribution to a young person's achievements.

Guidance was offered for Primary schools in advance of the meetings.

Some common themes and issues emerged from the discussions and action plans are currently being drafted and will be agreed with schools to address these issues.

5.4 **Performance Reviews of Schools - Validated Self Evaluation**

Aberdeen City Education, Culture and Sport service is committed to raising standards and quality of across all services. As part of our Validated Self Evaluation (VSE)¹ in 2010 a commitment was made to introduce a new model of school review. This process will contribute to the ongoing support and challenge that the service provides to schools. It is part of the statutory duty that is placed on the Council by the Standards in Scotland's Schools etc Act 2000². The Act places a duty on each local authority for quality improvement and states that *'An education authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education'*.

Aberdeen City Council Education, Culture and Sport service is introducing a proportionate and collaborative model of validated self-evaluation which will support schools in taking improvement forward, moving from good to great. We have much that is good and very good in our schools in Aberdeen City. Our aspiration is now to move to excellence across all practice and experiences in schools.

Training has been provided for staff involved in the review process and two of our schools Oldmachar Academy and Kingsford Primary School have agreed to pilot the new review process. The pilots will take place in January 2012 after which the new model of review will be rolled out to all schools.

¹ HMIE (now Education Scotland) carried out a follow up inspection in 2010 which took the form of a validated self evaluation.

² <http://www.hmso.gov.uk/legislation/scotland/acts2000/20000006.htm>

The purpose of the school review is to:

- Support the improvement of learning and teaching, raise attainment and achievement and help to gain a clear understanding of standards and expectations across Aberdeen City schools;
- Contribute to the drive in ‘closing the gap’ ensuring all children and young people reach their potential;
- Recognise, share and celebrate improvement and success;
- Ensure best practice is shared across Aberdeen City and beyond;
- Support schools through validating their internal self-evaluation processes and outcomes;
- Develop a culture of welcoming and nurturing external and internal validation of school improvement;
- Increase the confidence of establishments in their ability to self-evaluate and to plan and implement school improvement;
- Increase the capacity of staff to work collaboratively and in a collegiate way to evaluate the impact of their practice on learners;
- Identify areas for further development;
- Focus intervention and support appropriately and effectively; and
- Ensure that the priorities identified as action points for schools are reflected in the action identified in the school improvement and service improvement plans.

5.5 Review of inclusion. A “Strategy for Inclusion” currently exists (developed in 2004/5) and it includes an Inclusion Policy and a Strategic Action Plan setting out four Priority Actions:

Priority Action 1: To produce a set of school standards for inclusion to be used as a self-evaluation tool and to encourage the sharing of good practice between and across associated school groups.

Priority Action 2: To support and develop the skills of all multi-agency staff in implementing increasingly inclusive practice in line with the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004.

Priority Action 3: To work towards all services in Education, Social Services, Health and Voluntary Sector, working in partnership, with parents/carers to develop increasingly inclusive practice.

Priority Action 4: Ensure there is a co-ordinated plan for inclusive provision.

The majority of tasks set out within the action plans for each of the four priorities have been and continue to be addressed. This strategy has led to significant outputs, for example, the

implementation of Additional Support for Learning Act 2004; the GIRFEC agenda and implementation; the new complex needs school project.

Whilst much has been achieved in promoting inclusion, there remain areas where the service needs to make further progress. In last year's validated self-evaluation (VSE) we identified 12 areas for improvement and review which were endorsed by HMIE::

- Finalise our review of inclusion and develop a refreshed Strategy.
- Develop a more robust outcomes-based approach to the improvement of additional support needs services/provision, with a stronger focus on the collection and intelligent use of performance, attainment and achievement data to ensure all learners achieve their full potential.
- Redevelopment of Cordyce as a centre of excellence for young people with social, emotional and behavioural needs.
- Review of the "second starts" process to ensure a more successful integration of excluded pupils.
- Evaluate additional support needs bases as part of the ECS' general school improvement approach.
- Finalise our positive behaviour strategy, including audit of schools' behaviour policies and sharing of good practice.
- Alignment of CPD and capacity building with Scottish Teachers Education Council's (STEC) Framework for Inclusion.
- Establishing a more thorough process to gather pupil and parent/carer views of services and to use those views to inform and improve service delivery.
- Explore and develop the emerging model of learning partnerships and hubs in order to further improve the experiences and outcomes for all learners, but particularly those with additional support needs.
- Development of a commissioning strategy for additional support needs service/provision, including seeking greater opportunities for joint working with the Third Sector.
- Ensure additional support needs are reflected in our approach to the implementation of Curriculum for Excellence.
- Improve our reporting of attainment and achievement for pupils with ASN and for our special schools.

A systematic review of the inclusion strategy will now be undertaken and a Steering Group chaired by the Director of ECS will oversee this programme of work which consists of 7 work streams covering the 12 areas listed above and other related issues:

- 5.6 **Achieving their potential.** A group has been formed within ACC to consider a range of approaches which will impact on the ability of young people to achieve their potential. Aberdeen has relatively

high numbers of Looked After Children and although school rolls have decreased in recent years the number of school pupils who are looked after has increased. Achieving their potential outcome is a high level priority for looked after children and looked after and accommodated children.

The purpose of this group is ensure coherence across the wide range of initiatives which impact on young people and to influence the development and implementation of strategies and plans in the specific areas of:

- Corporate Parenting.
- Curriculum for Excellence (school education - 3-18 curriculum, including nursery, special, primary and secondary education).
- Further and Higher Education.
- Skills Development (linked to regional economic development priorities).
- Community Learning and Development.
- Health and Wellbeing.
- Looked After Children
- Young Carers

High level priorities will include improving literacy and attainment for S4 pupils; implementing the Curriculum for Excellence; ensuring that learning and teaching is consistently high standard across all schools; refining approaches to ensure continuous improvement; increasing our pace of progress to support children and young people with Additional Support Needs; providing high quality and efficient school buildings and building work on learning communities and the approach to learning hubs.

The Youth Work Team has been redesigned to enable further opportunities for partnership working with schools in support of the Curriculum for Excellence. This has included the establishment of Core Youth Work posts to enable more opportunities for the delivery of accredited learning linked to: skills for learning, skills for life and skills for work. This will include the recognition of young people s achievements in the wider community using the Youth Achievement Awards and Dynamic Youth Awards

The Youth Work in Schools Team will work with a range of specialist partners, teachers and other school staff to add to existing learning activities where appropriate and to deliver additional opportunities for Senior Phase students.

Opportunities for young people at risk of a negative destination after leaving full time education will also be a priority for the Youth Work Team. This will include the provision of tailored work experience opportunities and accredited Employability Awards.

The Parenting and Family Learning focus of the **Adult Learning Team** will support families through different life stages; with a focus on families with children who are six years plus.

This will include developing initiative which will support:

- Citizens to become more involved their children's education;
- Working with Young Parents;
- Helping parents to pursue further learning and/or employment opportunities;
- Supporting Volunteering opportunities for parents;
- Helping parents to support their children with their reading, writing and number work;
- Supporting parents with transitions - secondary school, leaving school etc; and
- Personal Finance and budgeting

5.7 **Integrated Children's Service including *Getting it Right for Every Child* (GIRFEC)**

The creation of an Integrated Children's Service is predicated on taking a more coherent approach to the child within the family within the community which draws upon a range of services to ensure appropriate support for our most vulnerable young people. One of the intended outcomes of this approach will be that through the range of support services the young person is better equipped to attend school and achieve their potential.

Integrated Children's Services (ICS) in Aberdeen are delivered by the Council and its partner agencies (Grampian Police, NHS Grampian and the Third Sector) in accordance with the Integrated Children's Services Plan 2011-2015. The intention is that by implementing joint working, every child and young person in Aberdeen will enjoy being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible. The plan is focused around the 'Getting it Right for Every Child' (GIRFEC) approach through which the aim is to improve outcomes for all children and young people in the city by raising achievement and attainment. We also aim to reduce inequality by ensuring a common, coordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

The Integrated Children's Services agenda in Aberdeen is led by the ICS Partnership group, chaired by the Director of Education, Culture and Sport. This group provides the leadership and governance; set and agree ICS policy and strategy; set and agree the ICS budget; ensure effective communication at all levels and among all partners; ensure effective stakeholder engagement and remit priority work programmes to the Integrated Children's Services Management Team.

The ICS Management Team lead the operational implementation of ICS and the GIRFEC programme. The group develop and deliver the key themes and priorities as set out in the ICS plan; quality assure and performance manage ICS; develop workforce, training and development to support integrated working; consult and engage with children and families; deliver the Children's and Young People's Audit and remit priority work programmes to the five outcome groups (Getting the Best Start in Life, Achieving their Potential, Responsible & Included Citizens, Safe and Protected, Successful Transitions to Adulthood).

5.8 16+ Learning Choices and Activity Agreements

Through 16+ Learning Choices, we are committed to ensuring all young people have the opportunity to remain in learning up to the age of 18 as part of their entitlement to a senior phase of Curriculum for Excellence. All secondary schools have an identified deputy who has a lead responsibility for ensuring young people receive a 16+ offer of learning. 16+ meetings are held in all secondary schools with partners such as Skills Development Scotland, Educational Psychologists and the Youth work team to discuss young people who would be most at risk of moving into a negative destination. This approach ensures that appropriate support can be given to all vulnerable young people during their transition from formal education.

Work is also continuing in the development of offering young people who require more individual support after formal education an Activity Agreement to assist them in moving onto further education, employment or training. Activity Agreements are currently available to any young people 16-19 who would not be ready to enter other currently available provision and will link young people with local partners who have experience in working with young people who require more choices more chances. Young people who are suitable for an Activity Agreement will be identified through 16+ meetings in schools to ensure that a suitable learning agreement can be put in place before a young person reaches their statutory leaving date which will assist in raising achievement and support young people into a positive destination.

5.9 Learning Partnerships

The April 2010 Education, Culture and Sport Committee agreed the proposal to establish a network of Learning Partnerships across the City to support the implementation of the Aberdeen Learning Strategy, Aberdeen City of Learning. The committee also agreed that Learning Partnerships were to support improvements in learning outcomes, support the council's implementation of a Curriculum of Excellence and support people of all ages, abilities and backgrounds to become more involved in their own learning

and their communities development to help develop lifelong learning in Aberdeen.

The Council's policy is that lifelong learning should be directed in each community by a Learning Partnership. It is a broad partnership with head teachers, communities staff, formal learning providers, other public bodies, community volunteers and a range of learning providers: essentially, partners involved in particular projects around children, families and lifelong learning. Their outputs are reported to the City Council's Community Planning Smarter Forum. (formerly Life Long Learning forum)

The work of the Learning partnership is also central to those services which Education Scotland (HMie) inspect. The inspection regime for mainstream Secondary Schools and Community learning and Development (CLD) is now based on Learning Communities, defined by the geography of secondary schools. Recent inspection reports advocated closer working between schools, CLD and other learning providers such as libraries and voluntary sector organisations. They also recommend greater emphasis on planning and evaluation with partner agencies to make best use of existing resources for the learner and the local community; to attract new resources and to provide the best possible learning experience for all.

Learning Partnerships will contribute towards supporting and enabling the effective delivery of the Curriculum of excellence within Aberdeen as well as driving forwards progress in corporate priorities including raising educational attainment and achievement and 'Closing the Gap. The Learning Partnership involves stakeholders of learning to work together in a structured way to deliver the best learning outcomes for a Learning Community.

Since the Communities Team's establishment in autumn 2011, dedicated facilitators (Capacity Building Officers) have been assigned to develop and build the learning Partnerships. Communities Team Managers attend the Learning Partnerships to ensure a citywide cohesive approach to National and local strategic priorities

5.10 **Early Years**

Aberdeen Early Years and Childcare Partnership (Getting the best Start in Life Group) deliver the Early Years Framework for Aberdeen City. The actions outlined in the framework action plan are designed to provide a coherent approach ensuring outcomes for children and families contribute to breaking cycles of poverty and inequality. The focus is increasingly on early intervention and prevention. The emphasis has been on:

- Ensuring vulnerable children under 5 have an integrated package of health care and education support which meets their needs;
- providing a free part time pre-school education place for all 3 and 4 year olds whose parents want one;
- ensuring that every family who wants it should be able to access affordable high quality childcare;
- ensuring every family with a new born baby should have an assessment of their family's needs for healthcare, advice and continuing support by a trained health professional within the first weeks of life; and provide targeted support for families with children aged 0-3, particularly the most vulnerable and deprived.

Currently the high level priorities are to:

- Revisit Pre-birth to 3 guidance, promote infant mental health and improve informal community based childcare and childcare for working parents;
- Identify health and additional support needs early;
- Promote children's rights to play and the importance of learning through outdoor and free play;
- Improve the quality of children and parent engagement in learning, service planning, community engagement and life long learning;
- Implement early levels of curriculum for excellence and improve assessment across all sectors;
- Improve standards of service using How Good Is Our model, validated self assessment approaches and pre-school quality improvement and support approach.

The top priority is to support and empower parents, in what is a very demanding role, to ensure the quality of the relationships they have with their children gives them the best possible start in life. We recognise the important role professionals who work with children have in delivering high quality services to children but also in supporting families to meet children's needs and will continue to deliver integrated support training and CPD opportunities to all levels of staff. We will continue to redesign and integrate services to meet family needs. We are confident that by supporting parents and workers effectively and providing the best possible integrated health, care, learning and play services and experiences we will give children the best start in life.

5.11 Leadership Development

Aberdeen City Education, Culture and Sport service has developed a new Leadership Framework for staff. The framework was launched at the November 2011 improvement conference. The framework is at appendix 1.

The aims and objectives of our leadership development strategy will articulate with those in our Strategy for Learning and Service Plan. The intention is to equip more individuals at all levels to meet the challenges through a leadership development programme that offers flexible and coherent pathways to leadership and that structures leadership development most relevant to the leadership of learning. Ultimately, more effective leaders will have a positive impact on learning and teaching and on young people's achievement.

Central to this is the need for us to create, grow and sustain a number of essential '*Leaders of Learning*' communities. Through the leadership programme we will:

- **create the culture** through consistent systems, processes and conditions
- **grow the culture** through the facilitation of skills-based learning, transfer of knowledge and experience, building capacity through trust and mutual support.
- **sustain the culture** through induction and involvement of new personnel, embedding collaborative practice in our improvement processes and through ongoing evaluation of our effectiveness

This will be underpinned by ongoing quality professional development to keep and further develop skills and expertise of our staff.

We will focus on:

1. Prioritising our most important *Leaders of Learning* communities:

We will provide appropriate development opportunities for aspiring leaders, new leaders and existing leaders at all levels in our service. This includes more rigorous recruitment and selection processes, formal induction and support, and coaching and mentoring programmes.

2. Prioritising our most important *Leadership Partners*:

We will continue to develop mutually beneficial partnerships with a range of local and national organisations.

3. The development of generic core professional competencies and skills

Key to effective leadership is the acquisition of a skills set and professional competencies. These will apply to all members of staff, in an incremental way to provide a progressive programme ranging from introductory to advanced levels.

4. The development of a standards and outcomes based Leadership Development Framework.

We will provide a coherent structure which includes all leadership development opportunities, centred around three progressive levels of leadership: Early Leadership, Middle Leadership and Senior Leadership. This will be available electronically, and will articulate with Professional Review & Development / appraisal processes.

The Leadership Framework will be applicable to all members of staff, regardless of the point they are at on their leadership development journey, and will consist of a range of types of professional development opportunity. (*Leadership Framework Appendix 1*).

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 at this stage. Following the review of Inclusion it is expected there will be a need to redesign the service and realign resources.

Other

There are no property, equipment or Health and Safety implications arising directly from this report. This report is likely to be of interest to the public. It will affect those with children and those working in schools. It will also be of interest to those involved in lifelong learning and to other public provider partners.


7. BACKGROUND PAPERS

Report to Education, Culture and Sport Committee 2 June 2011.

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	23 February 2012
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Bookings and Lettings Review: Progress Report
REPORT NUMBER:	ECS/12/008

1. PURPOSE OF REPORT

The report provides an update on progress with the implementation of the bookings lettings review, and presents proposals for revised lettings charges for implementation from August 2012.

2. RECOMMENDATIONS

That the committee:

- a) Notes the progress being made in implementing the bookings and lettings review.
- b) Approves the revisions to the letting process and requirements for users of City Council buildings in relation to Protection Vulnerable Groups legislation and protocols.
- c) Approves the proposed increases in charges for lets for educational establishments to reflect increasing costs.

3. FINANCIAL IMPLICATIONS

The review sought to improve the quality of the service provided from a customer perspective, while ensuring improvements in delivery, therefore achieving revenue budgetary efficiencies.

The total Janitorial budget in relation to Education, Culture and Sport properties for 2011/12 is £2.054 million. Whereas in the past, this budget was held by the Service, this was transferred to Enterprise, Planning and Infrastructure this year, as they provide the janitorial service. This was in the interest of reducing the need for budgetary transfers between services, though

the provision of the service will be governed by a Service Level Agreement. This will set out Education, Culture and Sport's requirements in relation to janitorial services, including the need to support lettings during evenings and weekends.

The total budget for income from lettings within educational establishments for 2011/12 is £311K, which includes approximately £85K, which is funded from the corporate lettings budget, managed by Corporate Governance.

It is estimated that the proposed use of Facility Support Assistants for evening and weekend lets, would generate a full year saving of approximately £100K. This could significantly reduce the current shortfall within the janitorial budget, and reduce the reliance on staff being paid at enhanced overtime rates.

Based on increasing charges for non-corporate lets by an average of 4.2%, it is estimated that this should generate approximately £9K additional income, which would contribute towards meeting increasing costs, and reducing the current shortfall within the janitorial budget.

4. OTHER IMPLICATIONS

None.

5. BACKGROUND/MAIN ISSUES

Background

At their February 2010 meeting, the Education, Culture and Sport Committee agreed to the implementation of a new Policy and Procedures for Bookings and Lettings across City Council Sports and Educational establishments.

The Committee requested Officers to provide updates to subsequent Committee meetings on the progress with the implementation of the bookings and lettings policy.

Update on Implementation

- Learning from some of the problems experienced during 2010, earlier application deadlines were set for 2011, in order to ensure that all lets were processed in time for the new lettings period. This change was fairly successful, and in the majority of cases meant that lets were processed in time for the new lettings period, starting in August 2011.
- Applications for internal City Council lets, (including those from schools), were invited during February and March 2011, with the intention that these would be allocated in advance of applications for community lets being processed.

- Applications for community lets were then invited during April and May 2011.
- Electronic application forms, rather than paper ones were introduced in late 2010, and these have significantly improved the efficiency and secure delivery of letting applications. This method is now used by the vast majority of applicants for lets, though the option is still available for paper applications.
- Given the positive experience of this process during 2011, it is proposed that a very similar timetable is followed in 2012, with applications for community lets being invited during April and May 2012.

Review of management of lets on site

- As part of a wider staffing review, Facilities Management have been developing a number of options for providing cover for evening and weekend lets.
- Whilst Enterprise, Planning and Infrastructure have not yet concluded this process, one of the preferred staffing arrangements options for evening and weekend lets would be the use of Facility Support Assistants, who would be paid on a basic hourly rate, rather than Janitors, who are paid on overtime.
- Enterprise, Planning and Infrastructure are currently in discussion with staff and trade unions, with the intention of new structures being in place later in 2012.
- Officers from Education, Culture and Sport are engaging in these discussions, to ensure that the eventual staffing arrangements meet the requirements and available budgets for lets within Education, Culture and Sport establishments.

Supervision of Lets

- Internal discussions are ongoing about the level of supervision and inductions for groups which use Education, Culture and Sport buildings via the lettings system.
- As a result, work is underway to ensure that there is greater consistency across all areas and Council buildings.
- Now that both the staffing and budgets, to cover the Janitorial service sit within Enterprise, Planning and Infrastructure, there is a need to ensure that all the requirements in relation to the supervision of lets are clearly set out with detailed Service Level Agreements. Work is ongoing on the development of a Facilities Management Service Level Agreement to cover these issues.

Buildings available for let

- A key element of the original review of lets in 2009/ 2010 was to rationalise the number of Council buildings that are used for regular lets. The aim was to move from a position where over 90 different buildings were being used during any given week, to one where lets were directed to our larger and more flexible buildings.

- In particular, priority was to be given to maximising the use of the new 3Rs facilities and the remaining ten academies. The aim was reduce the inefficient use of primary schools wherever possible. The intention was that primaries would only be used where local academies and 3Rs facilities could not cope with the demand for community use, and any such demand would be directed to one of the larger and better equipped Primaries in each Associated School Group.
- Over the last two years this process has been relatively successful, though recently it has been noted that there has been some reverting back to groups using smaller schools, which needs to be tackled.
- With the ongoing pressures on budgets, and janitorial staff, particularly now that the Janitorial service sits within Enterprise, Planning and Infrastructure, there is a renewed need to reinforce the above policy, to ensure consistency and clarity for all users of Education, Culture and Sport buildings.
- For this reason, it is proposed that in advance of inviting applications for lets for the 2012/ 2013 session, a complete list of available buildings and a lets timetable is provided to all applicants. This would mean that groups will only be able apply for lets for a range of Council buildings, in the knowledge that these can be staffed, and will be available, other than in exceptional circumstances. This would help avoid the delays which have been experienced in the past, where lets cannot be approved until confirmation of janitorial cover is obtained.

Impact of Community Centres transferring to Leased Status

There are a number of booking and letting issues arising from the transfer of Community Learning Centres to leased status, which require to be resolved as part of the ongoing discussion in advance of the proposed transfer in April 2012. These include:

- The withdrawal of janitorial cover from Community Learning Centres, and the implications for staff within Enterprise, Planning and Infrastructure;
- The potential pressure on school buildings, where newly constituted leased centres are no longer willing to accommodate community lets;
- The possible need for protocols for redirecting requests for lets to leased centres;
- The potential competition, and loss of income by the City Council, where commercial lets move to leased centres.

Protection of Children and Vulnerable Groups

The introduction of the new Protection of Vulnerable Groups (PVG) registration raises the issue of how the City Council ensures that groups who use our buildings via the lettings process are complying with child protection/ PVG guidance. Discussions have taken place between officers from Education, Culture and Sport and Human Resources, and it is proposed that the Council adopts the following approach to this issue:

- That any user of an Education, Culture and Sport building, which the City Council owns or has an interest in, is required to comply with current Protection of Vulnerable Groups legislation and protocols, (or equivalent). This would include undertaking an assessment as to whether regulated work is involved, and if so, that all of the relevant staff or volunteers are registered under the Protection of Vulnerable Groups scheme.
- That this requirement for applicants for lets would be administered by Sport Aberdeen, as part of normal process for let applications.
- Where appropriate, the City Council or Sport Aberdeen may require to undertake spot-checks to ensure that groups are complying the above legislation and protocols, in relation to the Protection of Vulnerable Groups.

Annual review of charges for lets

- In line with normal good practice, it has previously been agreed that charges should be increased by an amount each year, in line with inflation, rather than increasing them less frequently by larger margins.
- This also means that income should increase incrementally, in order to help cover increased costs of providing lets, including energy, cleaning and janitorial costs.
- The prevailing Consumer Price Index, based on December 2011 is 4.2%, whereas the Retail Price Index is approximately 4.8%. Given the recognition of the impact of increased charges on our customers, is therefore proposed that charges be increased by an average of the lower figure of 4.2% from August 2012, to reflect a point between these two indices.
- New proposed charges are set out in the enclosed Appendix 1.
- Core Charges would continue to be discounted, as appropriate to reflect particular user groups, (e.g. 50% reduction for junior groups).

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” and in relation to ensuring that our community has ‘access to services of a high quality that meet their needs.’ under the ‘We value our people’ strand and Single Outcome Agreement Outcomes 6, ‘We live longer, healthier lives’ and 13, ‘We take pride in a strong, fair and inclusive national identity.’

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
- Ensure high quality, well managed sports facilities in Aberdeen

- 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

The report relates to *Fit for the Future: a Sport and Physical Activity Strategy for Aberdeen City 2009-2015*, which has 5 key objectives:

- 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 City Council
- Maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen city
- Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential
- Raise the profile of sport in Aberdeen

The report also links to the *Vibrant Aberdeen: the Cultural Strategy for Aberdeen*, the draft *Learning Strategy* and the *Aberdeen City Council Out of School Care Policy 2008*.

7. BACKGROUND PAPERS

- Sports Transformation Programme – approved at Council 13 Feb 2008
- Digest of Charges for Sports Facilities; Scotland 2008/2009- A research study by SportScotland
- 'The Challenge of Charging' – Accounts Commission 1999
- 'Fit for the Future': A Sport and Physical Activity Strategy for Aberdeen City
- 'Vibrant Aberdeen': A Cultural Strategy for Aberdeen
- Aberdeen City Council Learning Strategy
- Out of School Care Policy 2008 Aberdeen Early Years and Childcare Partnership
- '2006 Accord for the Protection of Children in Scottish Sport' – Children 1st & SportScotland
- Henderson Loggie External Audit Report on School Lets (2006/07)
- Report & minutes of Education, Culture & Sport Committee of 18 February 2010 (ECS/10/15 – Bookings and Lettings Review).

8. REPORT AUTHOR DETAILS

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Proposed Revised Core Lettings Charges – 2012/13

Category	Current Core Charges (per hour) 2011/12 (Net of VAT)	Proposed Core Charges (per hour) 2012/13 (Net of VAT)	Notes
Group 1 (Classrooms/ GP rooms)	£9.20	£9.58	
Group 2 (1 Badminton Court sized facility)	£11.10	£11.56	
Group 3 (2 Badminton Court sized facility)	£22.20	£23.12	
Group 4 (3 Badminton Court sized facility) (Multi Use Games Area)	£33.30 £33.30	£34.68 £34.68	Inc Floodlights
Group 5 (4 Badminton Court sized facility)	£44.40	£46.24	
Group 6 (Full Size All Weather Pitch)	£66.60	£69.36	Per Game (ie. 1.5 hours), Inc Floodlights
Group 7 (Swimming Pools – based on 4 lanes)	£44.40	£46.24	£10 per hour reduction for unsupervised Pools

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Transformation Options/City Campus
REPORT NUMBER:	ECS/12/009

1. PURPOSE OF REPORT

This report provides an interim review on City Campus Project and in particular the initial phase, the implementation of travel afternoons in session 2011/12

2. RECOMMENDATION(S)

It is recommended that Committee

- notes the content of this report;
- instructs officers to bring a progress report on the City Campus Project on an annual basis
- instructs officers to complete the final evaluation of the travel afternoon provision, at the end of the initial phase, and include this in the City Campus report

3. FINANCIAL IMPLICATIONS

There are none at this stage, other than the costs of completing a further review which can be met from existing budgets.

4. BACKGROUND/MAIN ISSUES

The City Campus project is a transformational project agreed by the Council to enhance learning opportunities for pupils, initially in the senior phase of secondary school education.

The aim is to give pupils access to a far broader range of appropriate courses and learning pathways than would be available in a single school.

The City Campus approach encourages our schools to work in partnerships with

- neighbouring schools in local consortia;
- a wider range of local schools in a broader consortium;
- schools across the city, such as in the travel afternoon initiative;
- local providers from business and industry as well as the voluntary sector;

- other educational providers – Aberdeen College, Aberdeen University and Robert Gordon University;
- other community partners including cultural and sports services;
- other Local Authorities – e.g. a partnership with Shetland Islands Council has already been established;

In addition, we are aiming to develop key learning skills that will better prepare our young people to contribute in the modern world. These higher order skills, such as independent learning and enhanced use of ICT, will better prepare young people for the next stage in their lifelong learning journey.

The range of options and learning pathways will eventually include applied and vocational learning opportunities as well as academic subjects. Our vision is for pupils to construct an appropriate, balanced curriculum which meets their needs and aspirations, which they are able to access anytime, anywhere.

It was agreed that the initial phase of the project would be the organisation of centrally delivered courses to enhance the range of opportunities for senior students. This became known as the travel afternoons, as all schools were encouraged to timetable four afternoons where pupils could travel to the city-wide provision. The method of delivery was developed following several 'ad hoc' arrangements between schools for the delivery of Advanced Higher courses. For example there was a successful link between Aberdeen Grammar School and Kincorth Academy for the delivery of Advance Higher Physics during 2010/11. The pupils who attended this course from out with their home school all achieved A passes, gained from being part of a larger teaching group and mixing with pupils from another school.

In session 2011-12, fourteen Advanced Higher courses as well as courses at Higher, Intermediate 1&2 and Access level in English for Speakers of Other Languages (ESOL) were offered to pupils attending all city secondary schools. These were delivered at Aberdeen Grammar School and Harlaw Academy, as these were the most accessible schools on existing transport routes.

This new provision was intended to enhance curricular choice for senior pupils so these courses were in addition to those offered in each 'home' school, and were selected following an audit of likely demand across all the secondary schools.

An interim review of the provision of these centrally delivered courses was carried out in December 2011 and early January 2012. As courses had been running for only half the school year, this review was limited in its scope but it was necessary to complete this in time to allow schools and the education authority to plan provision for the forthcoming session (2012-13).

A range of positive and negative issues were raised and these are highlighted in the accompanying report (Appendix 1). The provision for session 2012/13 will build on the lessons learnt from this review.

The review will be concluded on completion of the initial phase and will include parental views. This will include an analysis of the examination results of pupils undertaking these courses and will provide a fuller indication of the benefits of the programme.

In summary, the interim review of the travel afternoons concludes that the aim of delivering enhanced access to Advanced Higher courses was supported and

welcomed by staff and students across all schools and the introduction of the travel afternoon initiative did widen subject choice significantly for young people. Students attending courses were generally positive about the experience. There were however a number of recommendations and four particular areas for improvement.

- Communication

Communication with pupils and parents at the time of making curricular choice will be improved through the production of clear information in both an electronic and leaflet form.

- Support

Support for staff and pupils will be improved through the appointment of a central co-ordinator for the programme and clearer guidelines on the respective responsibilities for host and sending schools. This will include advice on induction programmes for pupils and better use of ICT.

- Staffing

It is acknowledged that professional opportunities to deliver Advanced Higher courses should be provided for staff across the city. Subject network groups will be encouraged to manage this with support from the central co-ordinator. Alternative models for delivery will be examined.

- Transport Costs

No pupil should be prevented from accessing centrally delivered courses due to excessive transport costs. We will examine alternative means of funding transport costs including discussions with local transport providers.

5. IMPACT

This report is likely to be of interest to the public. It will affect those with children and those working in schools. It will also be of interest to those involved in lifelong learning and to other public provider partners.

6. BACKGROUND PAPERS

The interim review of travel afternoons (Appendix 1) describes the Scope of the Evaluation, the Views of Interviewees (Students, Staff in Schools – both Facilitating and Teaching Staff in Sending and Host Schools), Conclusions and Recommendations.

7. REPORT AUTHOR DETAILS

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Draft – Interim Travel Afternoon Evaluation

Background

In the current school session 2011-12, Aberdeen City Council offered a range of Advanced Higher (AH) classes to students in all twelve secondary schools, to be delivered in the two city centre schools – Aberdeen Grammar School and Harlaw Academy.

The purpose was to broaden curricular options for students in S6 by providing courses in addition to those which were available in their “home” school.

It is intended to make similar provision in session 2012/13. While a full evaluation of the Travel Afternoon (TA) programme is not yet possible it was agreed to undertake an interim evaluation to help inform planning for session 2012-13.

Scope of Evaluation

During December and early January a small team visited all secondary schools in the city. Interviews were held with:

- Young people who were participating in the travel afternoons, those who had attended initially but have dropped out and those who had decided not to take part;
- Senior staff with responsibility for facilitating travel afternoons; and
- Teaching staff in both sending and host schools.

In total, 64 staff and 77 young people were involved in discussions. The number interviewed varied between schools and was based on the availability of staff and pupils. In the current session, 200 students are participating in the TA initiative, of these around 75% were based in the host schools. The team did not receive data from all schools in relation to current and previous uptake of AH.

The views of parents were not sought as part of this exercise.

Views of Interviewees

Students

Young people in all schools would prefer that their subject choices were available in their home school. However, they were well aware of the budget constraints that the service was experiencing and most had a clear understanding of the rationale for the travel afternoon scheme. Almost all felt that travel afternoons offered a very wide range of subject choices. A few suggested extending subject choice to include modern languages, applied mathematics and mechanics, if there was sufficient demand. The extent that travel afternoons were promoted varied considerably across schools. In schools where the scheme was promoted, methods used to inform young people about travel afternoons included:

- promotion in assemblies
- discussion at parents’ evenings
- discussion in social education
- individual discussions with staff

- inclusion in course choice sheet, annotated TA
- inclusion on course choice sheet, but no indication of TA/location.

A few young people who were unaware of the location indicated that they might not have chosen the subject if they had realised they would be travelling, but having done so they were enjoying the course.

The most frequent reasons given for non-participation in travel afternoons were:

- sufficient choice in home school
- effective local consortia arrangements
- cost of travel
- difficulty of travel
- strong relationships with staff in home school which young person felt could not be replicated elsewhere.

The main reasons young people gave for dropping out of travel afternoons related to travel issues including:

- cost of travel
- not having time for lunch or having to eat on public transport
- arriving late and feeling awkward
- arriving late and missing initial instruction.

In all schools, both participating and non-participating students raised concerns regarding the possibility of young people being prevented from attending due to the cost of travel.

Most young people who were participating in the TA programme were enjoying the course. They were particularly enthused when they perceived teaching to be of a high quality. The four hours allocated for teaching compared well with that provided in AH classes across the city. However, almost all students from sending schools felt that, compared with students in the host school, they were disadvantaged by not having ready access to a familiar member of staff and informal opportunities to discuss any difficulties. Students in host schools also identified the lack of tutorial support as a downside of the programme. In several schools, students commented on the lack of access to GLOW and the inadequate use of ICT to support communication and independent study.

A significant concern for participating students related to the lack of effective two-way communication between home/host schools. A few young people also indicated that participation in the TA programme had a negative impact on their ability to undertake leadership roles and maintain their involvement in extra-curricular activities such as the school orchestra. Young people from both sending/host schools reported that despite some initial awkwardness they felt positive about learning alongside pupils from other schools and had made new friends. Schools had taken few steps to encourage them to mix. Despite these issues, participating students supported the continuation of travel afternoons as they delivered greater choice and helped make classes viable.

Around a quarter of schools continued to provide AH courses for individuals and pairs. The subjects studied were generally available as part of the TA programme, the exceptions being music and

physical education. Overall, this group of young people tended to receive less direct teaching time than those taking part in the TA programme.

Staff in Schools

In the current session, participation rates are very low in the majority of sending schools for the reasons outlined above by young people. There was a strong correlation between the level of involvement in the TA programme and attitudes towards the worth of the scheme.

Facilitating and Teaching Staff in Host Schools

Facilitating staff felt that overall the programme had been worthwhile and supported its continuation. They identified a range of benefits for young people as a result of the TA programme. These included:

- increased likelihood that young people would be able to follow AH subject choice
- the opportunity to mix with young people from other schools
- increased independence for young people.

Facilitating staff in host schools also highlighted a number of challenges in introducing the TA programme. Blocking timetables to support TA impacted on arrangements for all year groups. There were significant time demands on senior staff particularly during August coping with rapidly changing numbers as classes increased or dwindled. There was a high drop-out rate when young people did not achieve sufficiently strong grades at H level and a few schools offered AH with very small numbers of participants.

While arrangements had been made for science staff from schools to meet to tackle issues related to investigations, facilitating staff identified a range of areas where clearer procedures were required.

Senior staff also indicated workload issues when class sizes were large and teachers were involved in reading/on-going oversight of dissertations.

Teaching staff in the host schools felt that there was some benefit for their pupils who were meeting young people from other schools. They welcomed the widening of subject choice and felt that the TA programme provided a worthwhile bridge between school and university. They enjoyed working with students from various schools and seeing them grow into a team.

Staff in host schools identified a number of areas where there was room for improvement.

- The annual date for changing timetables varies across schools. As a result, students joined the TA classes over a period of weeks. This resulted in some young people missing introductions and initial lessons.
- Lack of clear lines of communication was an on-going concern.
- Delivering staff recognised that there was variation in the level of support received by young people with investigations and dissertations in their home school.
- Schools use different software and this created difficulties for some students when specific packages were not available in both schools.

- Staff acknowledged that insufficient travel time and cost had been an issue for some young people.
- Staff who were no longer delivering AH were concerned about the longer term impact on their professional development.

Facilitating and Teaching Staff in Sending Schools

Almost all facilitating staff in sending schools indicated that it was hard to justify blocking the timetable given the impact on all pupils when there was no or minimal uptake of the TA programme. A few schools had not taken account of TA when preparing timetables.

A minority of staff in sending schools thought that the programme had been worthwhile and most had reservations about the financial implication for their school. In those schools where there was a good level of uptake, staff recognised the potential benefit for the young people concerned. Most teaching staff would prefer to see the scheme refined with greater emphasis on local consortia arrangements.

Teaching staff concurred with the concerns of young people regarding travel issues and the reduced capacity of young people to participate in wider aspects of school life. They raised two significant professional concerns.

- Due to a lack of clear communication procedures, they were not well informed regarding pupil progress. They were disengaged from the assessment and quality assurance process which informed students' estimates, despite remaining as the presenting establishment.
- Staff in sending schools were unaware of the criteria used to select teachers to deliver the AH courses. They felt that by primarily using teachers in the host schools there was an unintentional message that these schools were "better" than others. In the longer term, staff felt that the pool of staff with experience of delivering and assessing at AH level would be reduced.

Conclusions

The aim of ensuring equity of access to AH courses was supported and welcomed by staff and students across all schools. In the current session, the introduction of the Travel Afternoon initiative widened subject choice significantly for young people and those attending were generally positive about the experience. However, participation rates from sending schools were low overall. Logistical factors, such as travel time and cost, concerned almost all students. While there was a financial cost to all schools, in the current session, there was no discernible benefit to around half of the schools.

Almost all the differences between schools relating to the range of AH subjects on offer, class size and teacher contact were unchanged. For example, a number of schools continued to run AH classes with extremely small numbers reducing the opportunity for students to benefit from working in a larger group. This may alter in session 2012/13 and beyond when there are further reductions in staffing.

Travel Afternoons have not been endorsed by all schools and many favoured an expansion of consortia arrangements. However, while some obvious partnerships exist that was not the case for

all schools. In its first year of operation, the Travel Afternoon initiative has demonstrated that as the number of schools involved in a project increases so the number of potential difficulties increases exponentially. Looking ahead, with further development, Travel Afternoons may be one of a range of strategies to broaden the curriculum and provide a more tailored experience for young people in the senior stages.

Recommendations

The Education Service should produce and distribute to all schools a clear overview of the TA programme so that there is consistency of information. This will ensure that young people and their families understand what is involved before they make course choice decisions.

The Education Service should take steps to ensure that no young person is prevented from participating in the scheme due to cost factors.

The Education Service should consider enhancing staff professional development by inviting expressions of interest from teachers who are keen to deliver AH courses as part of the TA programme.

In order that young people feel welcome in the host schools, an induction experience should be offered before the course begins.

Poor communication was a recurring theme of all interviewees. This needs to be improved as a priority. The action points below provide a starting point for the coming session.

- Identify a coordinator for the TA scheme and key contacts in each school.
- Establish clear criteria for gaining a place in a TA class in the event that it is over-subscribed.
- Improve the sharing of information regarding any additional support needs of young people attending TA classes.
- Establish clear procedures to provide home schools with prompt information on attendance, concerns, progress and predicted grades.
- Agree responsibilities for contributing to pupil reports and UCAS applications.
- Clarify expectations of support to be provided for students with investigations and dissertations.
- Make better use of ICT to support learning and communication.
- Agree arrangements to enable young people to take part in any required field work.
- Identify roles and responsibilities in the event of any student disciplinary issues.
- Ensure that young people do not travel unnecessarily in the event of teacher absence.
- Introduce inclement weather procedures.
- Improve the flow of information to parents, particularly in relation to progress reports and parents' evenings.

At the end of the current course delivery, the Education Service should seek the views of all staff, senior students and their parents on current and future provision in the senior years of secondary education.

The Education Service should undertake a full cost/benefit analysis of the TA scheme and alternative consortia arrangements when AH results for 2012 are available.

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Roll Capping in Aberdeen City Schools (2012/13)
REPORT NUMBER:	ECS/12/001

1. PURPOSE OF REPORT

This report seeks approval from the Education, Culture & Sport Committee to:

- agree limits to the S1 intakes of the named secondary schools in Aberdeen City for the 2012/2013 school session;
- agree that where necessary capping limits are placed on identified primary schools to ensure those schools can accommodate the lower class size regulations and agreed limits
- note the need to recommend the reservation of places in named secondary schools and identified primary schools for children likely to become resident in the zone of those schools during the school year.

2. RECOMMENDATION(S)

It is recommended that the Committee:

a) Agree the following limits, for school session 2012-13, upon the S1 intakes of the following secondary schools and agree the reservation of spaces for children likely to become resident in the zone of those schools during the school year:

Aberdeen Grammar School 180 (with 6 reserved spaces);

Bucksburn Academy 120 (with 4 reserved spaces);

Cults Academy 180 (with 10 reserved spaces);

Harlaw Academy 180 (with 4 reserved spaces).

b) Agree that it may be necessary to cap a number of primary schools to accommodate any class size reductions in Primary 1- 3 to conform to class size regulations and local policy noting that the schools in question can only be identified once class configurations have been established.

c) Agree the reservation of spaces in identified primary schools as appropriate, for children likely to become resident in the zone of those schools during the school year.

d) Require the Schools Service Managers to monitor closely the number of pupils transferring to the identified capped schools in August 2012 relative to the roll limits being recommended.

3. FINANCIAL IMPLICATIONS

There are no significant direct financial implications. As schools are funded through staffing formulae, they will be staffed accordingly.

4. OTHER IMPLICATIONS

This report supports the Council's commitment to the principles of equality in relation to pupil access to schools, best value when considering the distribution of resources and the provision of the highest quality of service delivery .Aberdeen City Council is committed to providing the best possible education for all our children, which is essential if we are to ensure that Aberdeen and its citizens have a prosperous future.

We must therefore:

- Ensure expenditure on education delivers maximum benefit to pupils
- Continue to involve parents and pupils in their schools
- Continue to improve attainment across city schools
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
- Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils.
- Allocate resources to support for learning, targeted to areas of greatest need.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

5. BACKGROUND/MAIN ISSUES

5.1 Roll Capping - Secondary Schools

The current position is that certain secondary schools are roll capped, i.e. a decision is taken annually to limit pupil numbers which, experience has shown, could otherwise exceed capacity. This decision is informed by the working capacity of a school which takes into account the availability of both non-practical and specialist practical teaching areas within the building.

A limit is fixed for the number of pupils entering S1 and this is guided by the number of P7 children known to be ordinarily resident in the area

zoned by address to a secondary school, regardless of which primary school they attended. These children will, under normal circumstances, transfer to their zoned secondary schools, although their parents/guardians may choose another school under the Parents' Charter Legislation.

Under Curriculum for Excellence, pupils in S1 to S3 undertake a broad general education and schools have the flexibility to introduce a degree of curricular choice to meet the needs of their pupils for any year group between S1 and S3. In the Senior Phase (S4 to S6), there is more specialisation and pupils will choose to study a more limited range of courses.

At the stage where curricular choice is introduced, it is possible that not all classes will be full. A placing request could be accepted where it can be demonstrated that a viable curriculum can be offered. This would, of course, only be the case where there is no requirement for additional accommodation, creation of additional classes or for additional staff or where any other statutory grounds of refusal exist.

The roll cap at S1 will therefore only be continued when the year group moves into the next school session where all pupils follow a common course structure. Where schools introduce curricular choice, in S2 for example, the roll cap will only apply where no viable curriculum can be offered.

The secondary schools that are currently roll-capped are Aberdeen Grammar School, Cults Academy, Harlaw Academy and Oldmachar Academy.

It is proposed that the following limit S1 for session 2012/2013:

Aberdeen Grammar School - 180

Bucksburn Academy - 120

Cults Academy - 180

Harlaw Academy - 180

5.2 Reserved Places in Roll Capped Schools for Incoming Families

The report on Policy and Procedures for Dealing with Admissions to Schools and Parental Placing Requests approved by the Education and Leisure Committee on 29th August 2000 was predicated on the fundamental principle that local schooling will be provided for local children.

The Education (Scotland) Act 1980 empowers Local Authorities to reserve places, not exceeding such number or percentage of places at the school or relating to a particular stage of education, as are in the opinion of the Education Authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school

during the academic year. Placing requests in respect of children who live outwith the school zone are refused in order to allow this to happen.

In secondary schools in session 2012-13, the following reserved spaces are proposed:

Aberdeen Grammar School - 6 reserved spaces;

Bucksburn Academy - 4 reserved spaces;

Cults Academy - 10 reserved spaces;

Harlaw Academy - 4 reserved spaces.

Roll Capping for Secondary Schools 2012-13

School Name	Roll Cap Aug 2010	Reserved Places Aug 2010	Nov 2010 – P7 to S1 for Aug 2011	Roll Cap Aug 2011	Reserved Places Aug 2011	Moved in zone 1/11-31/12/11	Nov 2011 – P7 to S1 for Aug 2012	Proposed Roll Cap Aug 2012	Proposed Reserved Places Aug 2012
		Term 2010-2011		Term 2011-2012			Term 2012-2013		
Aberdeen Grammar	210	6	144	210	6	15	160	180	6
Bridge of Don Academy			109			0	84		
Bucksburn Academy			115			5	105	120	4
Cults Academy	180	6	177	210	8	16	156	180	10
Dyce Academy			122			3	91		
Harlaw Academy	180	6	115	180	4	7	102	180	4
Hazlehead Academy			128			3	124		
Kincorth Academy			107			1	144		
Northfield Academy			206			3	220		
Oldmachar Academy	180	4	111	180	4	0	152		
St Machar Academy			254			4	271		
Torry Academy			91			0	92		

These numbers will be reviewed on an annual basis.

This mechanism will allow the Education Authority to fulfil, as far as is practically possible, its commitment to providing local schooling for local children.

5.3 Roll Capping - Primary Schools

Historically only a small number of primary schools have ever had to be capped. This decision being taken as it was not possible to create additional classes within the school building. It therefore has not been normal practice to request reserved places for any of our primary schools.

However due to the increasing demand for places in certain schools, the Council's decision to reduce class size to a maximum of 18 pupils in all P1 classes in schools within areas of deprivation will be determined by each school's ability to accommodate the increase in classes. Regulations provide that the maximum class size in P1 is 25. This may require some schools to reserve places for pupils who may move in-zone during the school year. This would allow Aberdeen City to maintain its policy of local schools for local children.

The 10 Primary Schools potentially affected are:

Manor Park School
Bramble Brae School
Riverbank School
Tullos School
Kittybrewster School
Seaton School
Walker Road School
Woodside School
Heathryburn School
St Peter's RC School

Parents will be informed of the result of their request no later than 30th April 2011, as per our legal requirements.

The decision to cap a primary school will be based on the number of Primary classes the school can accommodate rather than the number of pupils. This is related to the optimum class configuration schools have to adopt.

To ensure that the numbers of excess staff are kept to a minimum, some staff may be employed on a fixed term basis until pupil figures can be confirmed at the start of the new session.

6. **IMPACT**

Corporate:

This report fits within the second of the six key priorities of the five year business plan:

- Help to ensure that all school children reach their potential.

People:

Since a school's basic staffing complement is allocated according to a very sensitive roll related formula, the decision to raise or lower a roll cap will have a consequential impact upon the staffing level of a particular school.

Systems and Technology:

There are no systems and technology implications

Property:

There are no property implications if the recommendations of this report are agreed and implemented. If a schools intake were not capped there is the possibility that additional accommodation would be required.

Risk Management:

It is important to reach agreement on the appropriate number of pupils to be admitted to a school for the forthcoming session to ensure that the school is capable of making all necessary arrangements within an appropriate timescale.

Failure to do so might incur the risk of the school not being able to make decisions regarding the admission of pupils within the statutory requirement and in compliance with the Council's Policy of Local Schooling for Local Children.

Equal Opportunities:

Equal opportunities issues are addressed within the arrangements in place for admitting pupils to schools including those arrangements with pertain to pupils who cannot be immediately admitted due to the school being at capacity at a given time.

7. BACKGROUND PAPERS

Policy and procedures for dealing with admissions etc approved by the Education and Leisure Committee on 29 August 2000.

8. REPORT AUTHOR DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Review of Inclusion: Pupil Support Assistant (PSA) Impact Survey
REPORT NUMBER:	ECS/12//012

1. PURPOSE OF REPORT

This report advises the Committee of an impact survey undertaken with respect to the Priority Based Budget (PBB) decision to reduce PSA hours in primary and secondary schools for the session August 2011/12. The management information gathered has been analysed and this analysis represents an initial evaluation of the impact of the PBB decision given that we are only part way through the school session. The information will also be used as part of the review of inclusion programme (a Bulletin item on this programme was available to Members at the last meeting in November) which will include work to reconsider the nature of the PSA role.

A copy of the survey is attached as Annex 1

2. RECOMMENDATION(S)

It is recommended that the Committee:

- a) note the outcome of the impact survey
- b) note that further information on the longitudinal impact of staffing allocations will be produced as part of the on-going review of inclusion

3. FINANCIAL IMPLICATIONS

There are no significant direct financial implications.

4. OTHER IMPLICATIONS

This report supports the Council's commitment to the principles of inclusion and equality in relation to pupil access to schools, best value when considering the distribution of resources and the provision of the

highest quality of service delivery. Aberdeen City Council is committed to providing the best possible education for all our children, which is essential if we are to ensure that Aberdeen and its citizens have a prosperous future.

We must therefore:

- Ensure expenditure on education delivers maximum benefit to pupils
- Continue to involve parents and pupils in their schools
- Continue to improve attainment across city schools
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
- Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils.
- Allocate resources to support for learning, targeted to areas of greatest need.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

5. BACKGROUND/MAIN ISSUES

5.1 In February 2011 the Council agreed a number of options to reduce revenue expenditure as part of the on-going PBB programme. Options E22 and E24 concerned a proposal to reduce PSA expenditure in primary and secondary schools respectively from August 2011. Committee will know that there had been a previous reduction in the PSA staff group for the school session 2008/9.

5.2 For the most recent change the Council agreed to reduce expenditure on PSAs by 33% which realises a full year saving of £2.5 millions. The reduction in staff was managed without compulsory redundancy through a combination of retirement, staff securing other jobs and voluntary reduction in hours by staff in schools.

5.3 A short-life working group was set up, including head teacher and trade union representation to consider implementation of the Council decision. This involved some technical adjustments to the formula used to distribute PSA hours to each school and schools were advised by the Easter break of their allocations for August 2011. The spreadsheet at Annex 2 sets out those allocations and also for the previous three school sessions. In a response to this report, Unison commented that they felt that Annex 2 was 'misleading' because it shows the reductions as FTEs (full time equivalents) over recent years. However, we also included the equivalent hours in the Annex and therefore full information has been presented.

5.4 Decisions about PSA budget realignments in recent years have been partly informed by comparisons with other councils' expenditure on similar

support staff. For example, Annex 3 compares expenditure on similar support staffs between Aberdeen City and a comparator urban council.

5.5 Head Teachers have delegated responsibility to manage their PSA allocations according to their own circumstances and needs of their school populations. However, within that delegated responsibility all schools are expected to prioritise support to the most vulnerable with additional support needs (ASN). As part of the impact survey (see Annex 1) we have gathered information about how schools' senior management teams made decisions and how the resources were prioritised.

5.6 By the deadline for responses from schools we had received 55% of impact survey forms from schools: 48% from primary schools and 83% secondary schools.

5.7 Head Teachers were asked to break down their allocation decisions into the main tasks and functions commonly performed by PSA staff (and as set out in their job descriptions) which are:

- Support to individual pupils (including any specific care duties)
- Support to groups of pupils
- Supervision of pupils during breaks/lunchtime
- Support to teaching staff eg. preparation of resources, etc

The table below provides an overview of responses against each task/function:

Tasks/functions	Hours allocated		Hours allocated as a % of total PSA hours	
	Primary	Secondary	Primary	Secondary
Support to individual pupils (including any specific care duties)	949.70	597.00	29.94	36.09
Support to groups of pupils	1174.00	614.60	37.01	37.15
Supervision of pupils during breaks/lunchtime	766.03	51.20	24.50	3.10
Support to teaching staff eg. preparation of resources, etc	240.65	62.10	7.59	3.75
Other: please specify	42.15	323	1.33	19

5.8 Whilst inevitably there is some variation, schools are deploying most of their PSA hours to support the learning of children with additional support needs, whether individually or in groups. This is to be expected given the prime purpose of the role and our philosophy of inclusive practice.

5.9 Within the deployment mentioned in the above paragraph, PSA hours to support children in bases are prioritised. This is to be expected as the formula

used to distribute the PSA hours, in effect, ring-fences the resources for the bases. Notwithstanding this, there is evidence that in some secondary schools' management decisions have resulted in focussing on support in mainstream classes rather than in the base.

5.10 Overall the information from the impact survey indicates that schools feel that there is less support for other children outwith the base. Some have indicated that this means that there is less adult support for early intervention and, in some secondary schools, for supporting individual children across their timetables.

5.11 There appears to be a much more focussed set of tasks undertaken than may have been the case previously where PSAs may have been involved more in additional tasks such as helping out with school trips, resource management (eg. cataloguing; stock-taking; distributing resources; etc), general administrative tasks and so forth. However, there are examples provided of other tasks still undertaken by PSAs eg. a Healthy Tuck Shop Initiative at one school is run by PSAs.

Acting as a first aider is cited in most schools as a role undertaken by PSAs and is seen as a high priority and one secondary states the impact as:

"The fact that First Aid duties have to be carried out by PSAs has been the biggest strain on our PSAs as a resource, as a team and as individuals"

and the a made by several schools is that, given the overall reduction in PSA hours, this can then disrupt support for other children when a first aid need arises because of reduced flexibility. Committee will be aware that the first aider role is not exclusively a role that we expect PSAs to perform. All staff (whether teaching or support staff) may perform/volunteer to fulfil this role.

In terms of the returns, allocations to the first aid role along with time spend managing and giving medication represented the largest proportion of time listed in the "Other" tasks category.

5.12 Whilst the above paragraphs highlight some common themes emerging from the survey for both primary and secondary schools, an interesting difference between the two sectors relates to supervision of pupils during breaks/lunchtime. Generally primary schools deploy around a quarter of the available hours to this function whereas in secondary schools PSAs do not generally appear to be used for this purpose. This reflects the differing responsibilities for supervision (and health and safety) of pupils at break/lunchtimes between the two sectors. The formula we use to allocate PSA hours includes a specific element for supervision.

5.13 The above summary so far arises from survey questions asking about the school management decisions made to allocate the PSA hours. Whilst across schools and sectors there are some common features, there are some notable differences in terms of decision making. The decision to delegate management decisions to school level has meant that there will be local

variations. For example, below is information about how four schools (two from each sector) made management decisions about prioritising their PSA hours:

Primary A	Primary B
<ul style="list-style-type: none"> ▪ Step 1 was to allocate 2.0 fte Pupil Support time to work alongside a reduced teaching staff within our additional support needs Base. ▪ Step 2 was, where possible, to group together children with needs to specific classes and target PSA support to these classes. ▪ Step 3 involved dividing up time left and allocating, where possible a little time to classes which had received no support. 	<ul style="list-style-type: none"> ▪ The supervision over break times & lunchtimes were allocated first ▪ Our highest priority pupils: those with significant social and emotional problems; physically disabled; other needs support to ensure her health & safety. ▪ The remaining time was allocated to support for learning to work with targeted groups.

Secondary A	Secondary B
<ul style="list-style-type: none"> ▪ First Aid and Health and Safety related to the needs of individuals ▪ Additional Assessment Arrangements ▪ Particular needs of Base pupils ▪ Needs of particular groups or classes ▪ Supporting literacy and numeracy ▪ Assisting with the support of pupils in practical subjects ▪ Supplementing the support for English as a second language pupils ▪ Supporting the senior management team, Principal Teachers (PT) Guidance and the PT Support for Learning with filing and typing minutes ▪ Stock-taking and ordering First Aid supplies 	<p>Priority 1. Physically disabled pupils who need 1-1 support to get around the physical environment of the school and who need support to access the classroom and specialised equipment. They also may need toileting support</p> <p>Priority 2. Additional support needs/Mainstreaming integration of children on the autistic spectrum pupils who are accessing mainstream classes. This can either be in groups or individually</p> <p>Priority 3. Pupils with specific learning difficulties who may need additional support in some areas of the curriculum</p> <p>Priority 4. Classes where there are behaviour issues and where through Early Intervention Group a PSA has been requested</p> <p>Priority 5. Support for additional support needs/Mainstreaming integration of children on the autistic spectrum pupils/Behaviour</p>

- | | |
|-----------------------------|--------------------|
| ▪ Assisting on school trips | staff/school staff |
|-----------------------------|--------------------|

This difference in approach to managing the impact of the change in schools is to be expected as schools' populations are not homogeneous.

5.14 Support to teaching staff eg. preparation of resources, etc seems to be an area where generally schools have decided to allocate fewer PSA hours than previously.

5.15 Schools were asked to provide information about any impact of the budget decision on other areas:

- Quality of teaching and learning
- Level of exclusions
- Different and/or innovative change to classroom practice
- Changes to school/class organisation
- Management of pupil behaviour

5.16 A key area where officers were seeking evidence of impact was to do with teaching and learning. Schools have emphasised in their returns that the quality of teaching and learning remains the highest priority and has been maintained. However, they also point out (primary schools especially) that the impact of doing so has meant that more management time has had to be devoted to manage behavioural issues.

Some primary schools have reported that they feel that they now have less flexibility to support some children with less pronounced additional support needs through, for example, additional/consolidation work on literacy and numeracy. Others have highlighted impacts on aspects of classroom practice:

"It is more difficult to support differentiated tasks within class without PSA support which could impact upon pace and challenge"

Some schools have reported the impact as not being able to continue with initiatives to support learning eg.

"We ran a behaviour support group in previous years – unable to continue"

"We ran a parent support group and unable to continue"

Other schools have reported different types of impact for example

"In terms of time to liaise with teachers, colleagues and access suitable training this is severely limited. We also lack the capacity to hold team PSA meetings this year (where ongoing needs can be addressed and communicated) because the way in which the PSA timetables are allocated (to ensure essential full day coverage across the school in order to provide the required cover to support specific pupil needs)"

“We have had to reduce the opportunities that had been made available for children to undertake active learning experiences and outdoor learning”
Some secondary schools highlight similar impacts:

“We have withdrawn all PSA support to teaching staff in the preparation of resources. In the past we were able to use specialist expertise of our PSAs to create or support the learning and teaching and this was of considerable help to both pupils and staff”

However, some schools set out the ways that they are trying to ameliorate impacts:

“Quality of learning and teaching continues to be good because we are flexible in the use of PSAs in the classroom. Our PSAs are also highly trained and effective in the classroom. PSAs who are supporting individual pupils will also be helping to support others who may be finding parts of the lesson difficult. Regular meetings take place with support staff. They alert us to pupils who they feel are either not working well in class or are struggling with the work given. Due to the decline in numbers of Support for Learning teachers in school, PSAs have had to take a more active approach in the classroom. If there were to be further cutbacks in the number of PSAs in schools there would be a significant impact on the learning and teaching of pupils with additional support needs as we are only just managing at present”

As mentioned above, a response to this report was received from Unison. That response highlighted a number of issues and one issue was about learning. Unison expressed the view that some pupils may see an impact upon their achievement and that the *‘cuts have been too far and too quick’*. We will continue to monitor the impact of changes to PSA hours through a number of means including, for example, visits to schools by QIOs (Quality Improvement Officers) and report back through the Inclusion Review.

5.17 In undertaking the survey, we were also interested in identifying any impact upon the level of exclusions. Many of the returns did not make a specific reference to exclusions despite being asked to do so. Overall head teachers seem to be reporting limited change in exclusions. However, this needs to be seen in the context of the ethos of our schools which try very hard to avoid exclusions. Furthermore, the evidence from the survey indicates that despite the limited change to date on level of exclusions, behaviour management is highlighted as a theme and posing challenges for staff as a result of the reduction.

5.18 In addition senior management staff in schools are spending a greater proportion of their time on behavioural issues and with the need to undertake more risk assessments.

6. OTHER KEY ISSUES

6.1 The impact survey also attempted to capture issues related to PSA skills, knowledge and experience. It is important to assess any impact of the change

given that a number of experienced PSA staff retired or took up opportunities elsewhere.

6.2 Some schools reported having to employ new staff as a result of the change who they felt were less skilled and experienced than staff who had retired or otherwise left. This created additional challenges in implementing the change.

6.3 Schools use a variety of mechanisms to identify the training needs of PSA staff such as appraisal and practise observation by teachers followed by feedback.

6.4 Schools were asked to identify developmental issues and some of the key issues mentioned were:

- Strategies for dealing with challenging behaviour at all levels, physically handling children who display challenging behaviour (CALM physical intervention)
- Developing counselling skills training; conflict resolution, positive behaviour strategies
- Information to aid understanding of conditions children in ASN bases may have such as dyslexia, dyspraxia, Aspergers, hearing loss, sign language, etc.
- Supporting EAL (English as an additional language) pupils successfully; supporting bereaved pupils; understanding attachment disorders
- ICT training to support pupils in the classroom ie. using the interactive whiteboard and word processing skills.
- E1 training; child protection; critical skills thinking
- First aid and manual handling refresher training; Evac chair/hoist and sling training; drugs awareness training; food hygiene awareness training
- Effective questioning, profiling, Solution Orientated Practices, observation skills, communication skills, standards and conduct, knowledge of the curriculum, CfE assessment, emotional literacy, bringing learning outdoors, positive playtimes, active learning strategies, supporting (entertaining) pupils in the playground/playground games; motor skills development
- Some schools reported the need to enhance literacy and numeracy skills amongst some PSA staff.

- There were suggestions for the need for a tiered training system for PSAs.

There are no areas highlighted that are new and many of these needs have formed part of training both at the level of school and at the Authority level. For example, last year we held a very successful event at the AECC. As part of the review of inclusion training needs and capacity building is seen as an important dimension and the development needs of PSAs is part of that work.

7. NEXT STEPS

7.1 The initial analysis summarised in this report provides management information that will be used to inform on-going discussion about improving learning and meeting needs of our most vulnerable children with additional support needs. As mentioned, the impact survey will be used as part of the review of inclusion and in particular it provides important information for the work to consider the future role of PSA and the skills set required.

The current impact survey was aimed at schools and we recognise the need to capture the views of parents as well. This will form part of the next steps and officers will discuss this directly with a group of parents of children with additional support needs who have been working with the Service on enhancing communications.

In their response to this report, Unison suggested that their members were unaware of this impact survey. Whilst we have not had similar feedback from others, Committee should be aware that the survey was raised at a Head Teachers' meeting and the importance of consulting with appropriate staff highlighted. As part of future work on evaluation of impact, we will consider how best to engage staff.

Further updates will be provided to Committee as part of the review of inclusion programme.

8. IMPACT

Corporate:

This report fits within the first and second of the six key priorities of the five year business plan:

- Provide for the needs of the most vulnerable people;
- Help to ensure that all schoolchildren reach their potential

People:

Systems and Technology:

There are no systems and technology implications

Property:

There are no property implications if the recommendations of this report are agreed and implemented.

9. BACKGROUND PAPERS

None

10. REPORT AUTHOR DETAILS

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ANNEX 1: PUPIL SUPPORT ASSISTANT (PSA) SURVEY

NAME OF SCHOOL:

Issue 1: tasks/functions performed

Please indicate which tasks/functions are carried out currently in your school by those staff contracted as PSAs for the current session:

Tasks/functions	Hours allocated	Hours allocated as a % of total PSA hours
Support to individual pupils (including any specific care duties)		
Support to groups of pupils		
Supervision of pupils during breaks/lunchtime		
Support to teaching staff eg. preparation of resources, etc		
Other: please specify		

Issue 2: management decisions

- i. Given the above information, please clarify how you decided upon the particular deployment of PSAs to tasks/functions ie. your priorities:

- ii. Please clarify any tasks/functions you chose not to prioritise:

- iii. In making the management decisions you have, what have been the consequences so far this session? Please address the following issues and any others you deem relevant:
 - Quality of teaching and learning
 - Level of exclusions
 - Different and/or innovative change to classroom practice
 - Changes to school/class organisation
 - Management of pupil behaviour
 - PSA deployment to Bases

- Other areas: please specify and comment

Issue 3: development of PSA skills/knowledge

i. Please explain how the school has identified the skills/knowledge of PSA staff

ii. Please outline the in-school strategies to address identified training issues:

ii. From any analysis of skills/knowledge, please identify the key areas for training:

Issue 4: other comments

Head Teacher:

Date:

ANNEX 2: PRIMARY AND SECONDARY SCHOOL PSA ALLOCATIONS FOR THE LAST 3 YEARS

School	Entitlement August 2011 hrs/week	Full time equivalences 2011	Entitlement August 2009 and August 2010 hrs/week	Full time equivalences 2009 and 2010	Allocation 2008/2009 hrs/wk	Full time equivalences 2008
Abbotswell	64.99	1.52	172.70	4.04	318.75	7.46
Airyhall	93.22	2.18	119.98	2.81	208.50	4.88
Ashley Road	123.03	2.88	159.37	3.73	294.56	6.89
Braehead	54.56	1.28	82.99	1.94	200.00	4.68
Bramble Brae	170.51	3.99	301.58	7.05	139.58	3.26
Broomhill	101.33	2.37	144.58	3.38	137.50	3.22
Bucksburn	101.79	2.38	106.61	2.49	194.50	4.55
Charleston	74.68	1.75	104.22	2.44	226.25	5.29
Cornhill	127.45	2.98	252.65	5.91	367.00	8.58
Culter	92.10	2.15	189.88	4.44	325.17	7.61
Cults	186.30	4.36	405.03	9.47	662.50	15.50
Danestone	64.53	1.51	118.61	2.77	249.50	5.84
Dyce	153.65	3.59	171.49	4.01	201.25	4.71
Fernielea	141.65	3.31	159.63	3.73	300.00	7.02
Ferryhill	114.54	2.68	161.52	3.78	132.50	3.10
Forehill	66.45	1.55	98.77	2.31	126.42	2.96
Gilcomstoun	156.64	3.66	199.79	4.67	275.51	6.44
Glashieburn	131.59	3.08	156.14	3.65	299.50	7.00
Greenbrae	54.33	1.27	83.36	1.95	130.50	3.05
Hanover Street	89.74	2.10	128.47	3.00	135.00	3.16
Hazlehead	101.99	2.39	119.01	2.78	169.50	3.96
Heatheryburn	173.33	4.05	264.06	6.18	514.25	12.03
Holy Family RC	97.49	2.28	104.74	2.45	224.08	5.24
Kaimhill	188.40	4.41	245.99	5.75	254.50	5.95
Kingsford	122.76	2.87	201.84	4.72	335.25	7.84
Kingswells	119.76	2.80	216.05	5.05	338.00	7.91

Kirkhill	130.03	3.04	238.30	5.57	431.25	10.09
Kittybrewster	133.33	3.12	187.80	4.39	144.00	3.37
Loirston	152.03	3.56	273.01	6.39	391.45	9.16
Manor Park	306.21	7.16	365.13	8.54	445.00	10.41
Middleton Park	57.17	1.34	73.64	1.72	112.00	2.62
Mile End	122.75	2.87	155.10	3.63	207.63	4.86
Milltimber	73.99	1.73	100.65	2.35	127.50	2.98
Muirfield	192.54	4.50	279.22	6.53	379.50	8.88
Newhills	63.09	1.48	156.16	3.65	309.00	7.23
Quarryhill	155.95	3.65	214.24	5.01	346.97	8.12
Riverbank	312.54	7.31	462.23	10.81	399.00	9.33
Scotstown	120.90	2.83	134.01	3.13	214.50	5.02
Seaton	181.56	4.25	253.29	5.92	225.00	5.26
Skene Square	144.45	3.38	173.66	4.06	214.50	5.02
St Josephs	118.20	2.76	141.63	3.31	149.50	3.50
St Peters Rc	139.14	3.25	185.21	4.33	79.00	1.85
Stoneywood	48.47	1.13	67.37	1.58	157.25	3.68
Sunnybank	213.05	4.98	296.00	6.92	270.75	6.33
Tullos	325.00	7.60	477.27	11.16	291.25	6.81
Walker Road	340.33	7.96	566.60	13.25	507.50	11.87
Westpark	144.81	3.39	227.51	5.32	307.00	7.18
Woodside	282.24	6.60	392.56	9.18	305.75	7.15
TOTALS	6,724.58	157.28	9,889.65	231.31	12,775.37	298.80
School	Entitlement August 2011 hrs/wk	Full time equivalences August 2011 hrs/wk	Entitlement August 2009 and August 2010 hrs/wk	Full time equivalences	Allocation 2008/2009 hrs /wk	Full time equivalences August 2008
Ab. Grammar	83.39	1.95	160.00	3.74	190	4.44
Bucksburn	170.97	4.00	182.53	4.27	313	7.32
B of Don	232.20	5.43	262.52	6.14	431	10.08
Cults	68.85	1.61	160.81	3.76	273	6.39

Dyce	168.84	3.95	219.58	5.14	253.5	5.93
Harlaw	168.87	3.95	270.01	6.32	384.8	9.00
Hazlehead	248.27	5.81	313.96	7.34	378.8	8.86
Kincorth	116.26	2.72	245.57	5.74	408.5	9.55
Northfield	197.75	4.63	339.72	7.95	407.3	9.53
Oldmachar	126.22	2.95	181.02	4.23	319.5	7.47
St. Machar	238.48	5.58	430.00	10.06	298.3	6.98
Torry	188.96	4.42	291.53	6.82	280.5	6.56
Total	2,009.06	46.99	3,057.25	71.51	3938.2	92.11

ANNEX 3: PSA EXPENDITURE COMPARISON

Pupil Support Assistant (PSA) expenditure comparison between Aberdeen and comparator authority 2010/2011 and 2011/2012					
The tables below represent relative overall expenditure on Pupil Support Assistant provision					
In the comparator authority the generic post of PSA either does not exist or is not the only type of post. The expenditure figures are therefore inclusive of the constituent parts that comprise the generic post of PSA in Aberdeen. (classroom assistants, lunchtime/playground assistants and ASN auxiliaries) Any centrally held budgets are also included.					
	Aberdeen	Council 1	Aberdeen	Council 1	
2010/ 2011	Budget (£)	Budget (£)	Pupils Sept 2010	Pupils Sept 2010	
Primary*	5,647,463	7,379,938	11,900	24,618	
Secondary	2,054,304	3,338,008	9,354	18,961	
Special	797,047	1,571,356	152	703	
Total	8,498,814	12,289,302	21,406	44,282	
Spend per pupil	397	278			
Potential Aberdeen budget if based on Council 1 PSA cost per pupil					
	5,940,671				
2011/ 2012					
	Budget (£)	Budget (£)	Pupils Sept 2010	Pupils Sept 2010	
Primary*	4,503,231	7,379,938	11,900	24,618	
Secondary	1,605,361	3,338,008	9,354	18,961	
Special	792,347	1,571,356	152	703	
Total	6,900,939	12,289,302	21,406	44,282	
Spend per pupil	322	278			
Potential Aberdeen budget if based on comparator authority PSA cost per pupil					
	5,940,671				
*Includes pre school spend on PSA provision where applicable					

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EDUCATION CULTURE AND SPORT COMMITTEE - COMMITTEE BUSINESS
23 FEBRUARY 2012

<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>Education, Culture and Sport 27 May 2010 Article 11</p> <p>Special Education, Culture and Sport 28 October 2010 Article 2</p>	<p><u>Learning Estate Strategy (Schools) – Rezoning Exercise (Secondary)</u></p> <p><u>At its meeting of 28 October 2010, the Committee resolved, amongst other things:-</u></p> <p>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 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.</p> <p>An update was provided in the bulletin on 15 September 2011. This specifically addressed primary school provision in the north west of the city, in light of proposed new housing developments at Muggiemoss Road and Stoneywood Estate.</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)
2.	Policy & Strategy (Education) 9 June 2009 Article 11 Education, Culture and Sport 8 October 2009	<u>Strategic Music Partnership – Big Noise: Sistema Scotland</u> 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. An update was provided in the bulletin on 15 September 2011.		Head of Communities, Culture and Sport	24.11.11	
3.	Education, Culture and Sport 24 March 2011 Article 19	<u>Reduced Communities Team / Leased Community Centres -</u> 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:- (i) 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; and	An update report is included on the agenda. 24/3/11 decisions: (i) Detailed analysis of all funded activity – this work is ongoing and it is planned that a report will be brought to committee on the interim outcomes of this piece of work in May/ June 2012. (ii) A review of the number of community facilities will be carried out as part of the analysis of funded activity, and an	Head of Communities, Culture and Sport	Various – see below	

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)
	Council Budget 10 February 2011	<p>(i) 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>On 15 September 2011, the Committee agreed, amongst other things, to receive reports as follows:-</p> <p>(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 and any other interested organisations, about potentially being based in this building along with the Community Centre and potentially other public bodies;</p> <p>(ii) Hillylands - To take no action at present, and officers instructed to report back to the Committee on Mastrick Young People's Project.</p> <p>(iii) to suspend Standing Orders to revoke the Committee's decision of 2 June delegating authority to officers to finalise the Management Agreement, Constitution and Lease, and to instruct officers to continue negotiations on these documents, in consultation with the Conveners and Vice Conveners of the Education, Culture and Sport, Finance and Resources, and Corporate Policy and Performance Committees, and to report back to the November meeting of the Committee on the outcome.</p>	<p>interim report will be brought to committee in May/ June 2012.</p> <p>On 24 November, 2011, the Committee agreed:-</p> <p>(i) To note the ongoing work in relation to Rosemount Community Centre;</p> <p>(ii) To refer the Hillylands Centre and Mastrick Young People's Project to the budget process for consideration in the 2012/13 budget;</p> <p>(iii) to instruct officers to complete the negotiations with community centre representatives to finalise the management agreement, lease and model constitution, and to report back to the next meeting on 23 February 2012. These discussions would include the matter of indemnity insurance, the introduction of a resident's pass to the Accord Card with local discounted</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)
		(iv) to instruct officers to carry out further investigations regarding the provision of more comprehensive indemnity insurance cover for members of the community centre management committees including volunteers, including financial implications, and to report back to the November meeting of the Committee on the outcome.	(iv) access for community centres, and activities in community school and 3Rs facilities outwith core hours; and to instruct officers to report back to the Committee on the matters covered within the report at item 6.2 on the agenda (Community Development Fund – Childcare and Out-of-School Provision) following the negotiations with the community centre representatives referred to at resolution (vi) above.			
4.	Education, Culture and Sport 18 February 2010, Article 21	Bookings and Lettings Review 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.	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. There is a report on the current agenda and this item is thereafter recommended for removal.	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 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>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>				
5.	Education, Culture and Sport Committee 24 March 2011 Article 10	<p><u>Provision for Children With Additional Support Needs – Raeden</u> 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</p>	<p>At its meeting on 2 June 2011, the Committee considered a report 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</p>	Head of Educational Development Policy and Performance	02.06.11	June 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>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 discussions with Hub Co, and resolved that:-</p> <p>(i) the Heads of Finance and Asset Management & 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>	<p>2011.</p> <p>A verbal update was given to the Committee on 15 September 2011. Since then, funding discussions have progressed but have not yet concluded. It is anticipated that a full report will be brought to Committee in three cycles' time.</p>			
6.	Education,	<u>Cordyce Project</u>		Head of	18.11.10	

<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)
	Culture and Sport 15 April 2010 Article 20	<p>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>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>	<p>An update was included in the Committee Business Statement on 15 September 2011.</p>	Educational Development Policy and Performance		
7.	Finance and Resources 17 June 2010 Article 34	<p>Tullos Swimming Pool – Internal Works</p> <p>The Committee had under consideration a request from Education, Culture and Sport Committee to consider urgent funding from</p>	<p>At its meeting on 18 November 2010, the Committee resolved:- (15) to note that the review</p>	Director of Education, Culture and Sport	07.06.12	

<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 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 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>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 Ward Members to discuss the detail of the review.</p> <p>The Committee on 24 November 2011 agreed, amongst other things:-</p> <p>(i) to instruct officers to develop proposals for a sustainable strategy for the provision of swimming pools in the city as part of the sport and leisure asset plan with Sport Aberdeen. This work would be completed in partnership with the Water Management Plan Working Group, including Sport Aberdeen, Scottish Swimming, sportscotland, Aberdeen Sports Village, local swimming</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>clubs and other key stakeholders. The proposals would be linked to the Council-wide Asset Management Strategy; and</p> <p>(ii) to note with concern the current lack of access to a swimming pool in Torry, and to instruct officers to submit a further report on Tullos Swimming Pool, including detailed and validated capital costings and possible sources of funding and the possibility of running buses between swimming pools in order to address need, to the budget process.</p>			
8.	Education, Culture and Sport 27 May 2010 Article 14	<p><u>Progress report on proposals to redevelop Aberdeen Art Gallery and report on improving access to the Museums and Galleries collections</u> <u>The Committee resolved:-</u> 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</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 on 15 September, 2011 noted the slower than expected progress and that a report will be brought to a subsequent</p>	Head of Communities, Culture and Sport	15.09.11	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)
		<p>option to redevelop the Art Gallery, and on the commitment the Council is being requested to make at that stage.</p> <p>At its meeting on 18 November 2010, the Committee agreed that a fundraising campaign be progressed at no net cost to the Council.</p>	<p>meeting, as soon as possible.</p> <p>A report was contained in the Information Bulletin on 24 November.</p>			
9.	<p>Education, Culture and Sport Committee 20 January 2011 Article 7</p>	<p>Closing the Gap 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.</p> <p>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.</p>	<p>A report is on the agenda.</p>	<p>Head of Educational Development, Policy and Performance</p>	<p>24.11.11</p>	<p>23.02.12</p>
10	<p>Council Budget 10 February 2011</p>	<p>Transformation Options / Virtual Campus 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</p>	<p>A report is on the agenda.</p>	<p>Director of Education, Culture and Sport</p>	<p>24.11.11</p>	<p>23.02.12</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>Committee on 24 November 2011.</p> <p>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.</p>				
11	<p>Council Budget 10 February 2011</p> <p>Education, Culture and Sport Committee 15 September 2011</p>	<p>Pupil Support Assistants As part of the General Fund budget proposals, to instruct the Director of Education, Culture and Sport to report to the relevant Committee with further information on the role and support of Pupil Support Assistants.</p> <p>The Committee was provided with an update with in the information bulletin, and agreed to receive a report to a future meeting assessing the impact of the reduced number of Pupil Support Assistants.</p>	A report is on the agenda.	Director of Education, Culture and Sport	23.02.12	
12	<p>Education, Culture and Sport Committee 24 March 2011 Article 15</p>	<p>Move to a Cultural Trust 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>	A report is included in the information bulletin.	Head of Communities, Culture and Sport	24.11.11	23.02.12

<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 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>				
13	<p>Education, Culture and Sport 15 September 2011 Article 15</p>	<p><u>Newhills Primary School</u> The Committee agreed to ask the Finance and Resources Committee to earmark the land at Newhills School for future educational use, subject to the Scottish Government agreeing to transfer the site from the HRA to the General Services Account, and to receive a report on the long-term use, date of transfer and transfer value of the site, once a business case and funding was approved for a new school at Newhills.</p>	<p>A verbal report is on the agenda.</p>		23.02.11	
14	<p>Council 6 October 2011 Article x</p>	<p><u>Pupil Representation</u> Council instructed officers to prepare a full report into the membership of the</p>	<p>To be reported in June.</p>		23.02.11	05.06.11

<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)
		Committee including how best to achieve pupil involvement.				
15	Education, Culture and Sport 24 November 2011 Article 14	<u>SQA Attainment Figures</u> The Committee agreed to refer to the next meeting approval of the briefing note on SQA attainment 2010/11, so as to ensure that the most up-to-date figures were provided to the Committee.	Post appeal data was not available in time for inclusion in the Performance Report on the agenda, but it will be emailed to the Committee.	Head of Educational Policy and Performance	23.02.12	
16	Education, Culture and Sport 24 November 2011 Article 15	<u>In-zone Placing Requests</u> The Committee instructed officers to report back with options to reduce the number of placing requests refused to in-zone pupils who have moved into zone in school year.			07.06.12	

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EDUCATION, CULTURE AND SPORT COMMITTEE

MOTIONS LIST

23 FEBRUARY 2012

<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 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 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>	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. 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</p>	<p>The instructions of the Committee in respect of this motion have been actioned.</p>	Head of Communities, Culture and Sport	24/3/11	No

<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>
			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.				
2.	<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.	The motion was defeated at the Committee on 24 November, 2011.	Head of Schools and Educational Establishments	15.9.11	Yes

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23rd February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/12/006

1. PURPOSE OF REPORT

The purpose of this report is to:

- provide Elected Members with a summary of performance data up to 30th December 2011 from the Education, Culture and Sport Directorate (ECS)

2. RECOMMENDATION(S)

The Committee are asked to:

- Approve the ECS Service Performance report for the period up to 30th December 2011 and note the progress toward our service plan actions
- Approve the briefing notes on:
 - Violent Incidents against Aberdeen City School staff 2010-11
 - Absence and Attendance in Aberdeen City Schools 2010-11
 - Exclusions from Aberdeen City Schools 2010-11
 - Community Centres: Transition to Lease Centre Status: February 2012
 - Harlaw Learning Community Follow-through Report November 2011
 - Aberdeen City Public Library Quality Improvement Matrix report November 2011
 -
 - ECS Policy Review update 2011

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 Members will recall that the Education, Culture and Sport Service Plan 2011-16, approved at Committee on 15 September 2011, contained a number of performance indicators classified by the ten Service Plan priorities.

This report provides indicators and actions presented at **Appendix A** as follows:

- Monthly performance indicators, the majority of which are for the period to the end of December 2011
- Progress against actions contained within the Service Improvement Plan 2011-2016

5.2 Key Analysis

Members should note the following performance this period:

5.2.1 Schools and Educational Establishments

- **Appendix B** outlines the Violent Incidents data for 2010-11 where incidents against school staff decreased by 171 since 2009-10 and were well below the target. In over 98% of incidents perpetrators were current pupils, with the majority being involved in only one incident. A small minority of pupils were involved in 5 or more incidents and again higher numbers of reported incidents continue to be dominated by a small number of schools
- **Appendix C** outlines the Absence and Attendance data 2010-11 where attendance in our schools was marginally lower than 2009-10. Total absence in schools was marginally higher than 2009-10. Absence due to temporary exclusions has remained the same for four years
- **Appendix D** outlines the Exclusions data 2010-11 where exclusions have decreased by 8 percent from 2009-10 and where 99% of all exclusions were temporary

5.2.2 Communities, Culture and Sport

- Community Centres: **Appendix E** provides an update of the status of community centres in their transition to lease centre as at February 2012. **Appendix F** outlines the Harlaw Learning Community Follow-through report published by Education Scotland in November 2011 where

Inspectors reported a number of positive improvements since the last inspection and an improving sense of a learning community

- Libraries – Consistent usage of PC terminals across October and November, with some decreases attributed to a reduction in down time from PC and network faults and significant issues with Goggle analytics that have impacted on virtual figures. Consistent numbers of visitors to the libraries network this year both in terms of physical and virtual visits. **Appendix G** shows the Aberdeen City Public Library Quality Improvement Matrix Report published in November 2011 for the Personal and Community Participation Quality Indicator. The report highlights major strengths in our library services and how our services provide opportunities for groups and individuals to participate in library-related community activities
- Museums and Galleries - Visitors to Aberdeen Museums and Galleries have been consistent throughout September and October. In addition to raising our profile through use of social networks such as Facebook and Twitter, which are attached to each page of our website, we also hope to further enhance this website using additional grant funds from Museums Galleries Scotland. A Digital Media strategy is currently being developed to progress further.

5.2.3 Sports

Pools - Monthly attendances across City Wide facilities in October reflected a healthier 3.8% increase on 2010 with a rise in the cumulative figures to date of 6,946 additional admissions (+1.6%), which broadly matches the targets set out in the City's 'Fit For The Future' strategy. The more detailed picture, concentrating directly on like-for-like comparators for continually managed facilities, including those transferred to Sport Aberdeen post July 2010, is recording 2,417 additional admissions with a cumulative increase of 25,259 attendance (+ 6.2%) Looking at individual facilities, The Beach Leisure Centre, Bucksburn, Bridge of Don and Kincorth Swimming Pools continue to reflect sustained cumulative growth patterns with 3.2%, 28.8%, 9.0% and 45.3% increases in cumulative attendances respectively albeit against a slowed monthly pattern of increase in some cases. Hazlehead Swimming Pool has experienced a significant increase in month on month admissions which has now taken it from a negative cumulative position to, for the first time in this fiscal period, a small level of growth over the first seven months. Northfield Swimming Pool's admission levels show a continued pattern of attendance reduction although there is some statistical evidence that the extent of reduction is slowing. However, it would be unlikely that the year-end outcome will reflect anything other than an absolute decline in attendances over the twelve months.

Dry Facilities - Sport Aberdeen: Admissions for October 2011 across Sport Aberdeen managed premises display a 6.9% increase on 2010 with 2,869 additional attendances. This represents a slowing of growth patterns recorded up to this point which in part, and as noted in the September report, reflects

the alignment of facility operations, providing a true comparative position. On a cumulative annual basis, recorded attendances of 278,574 for April - October represent a positive movement of some 19.4% suggesting that, notwithstanding unforeseen factors, Sport Aberdeen is likely to be well placed, at the conclusion of the fiscal year, to deliver admissions levels for indoor sports facilities which, at minimum, align with the organisation's wider Corporate Plan targets for footfall. As with September, a varied pattern of increase and decrease has been recorded across the range of facilities with the Linx Ice Arena, the Beacon, Torry Youth and Leisure Centre and Sheddocksley experiencing increased attendances in comparison with September 2010 of 27.7%, 31.3%, 7.0% and 4.8% respectively. Of the remaining facilities, admissions levels for October are roughly comparative with 2010 with only the Lord Provost Alex Collie Sports Centre experiencing a significant reduction of around 8%. On a wider cumulative basis, a similar pattern of fluctuation is apparent with the The Jesmond Centre (+3.0%), Lord Provost Alex Collie (+18.4%), Torry (+10%) and Kincorth (+6%) centres along with the Linx Ice Arena (+43%) sustaining levels of increased use. Of the remaining three* facilities, Peterculter and Sheddocksley centres, whilst still recording attendances below 2010/11 levels, appear to be moving in a positive direction. Westburn Tennis Centre admissions, however, appear to be continuing to be experiencing a relative decline which, at this point, has not been practically arrested. (* Analysis of the Beacon Centre performance on a cumulative basis is invalid at this point as no comparative data is available prior to opening in September 2010)

Aberdeen Sports Village: The Aberdeen Sports Village recorded 62,575 attendances during October 2011 reflecting a 4.9% increase in the year-on-year monthly figure. Drilling down into the detail, Management Bookings, Class Attendances and Ticketed Activities generated the majority of growth with 4,257 additional attendances whilst Booked Activities, (i.e. those not forming longer term commitments to use) reduced by 18%. On a cumulative fiscal year (April- March) comparison, the Village has generated 334,499 attendances which represents growth of 8.5% when compared with 2010/11. Considering the Sports Village's operating year (August - July), this cumulative increase is slightly lower at 7.7%, reflecting some 149,321 admissions in the first operating quarter

5.2.4 Service Wide

- **Appendix H** provides an update on our Policy review schedule for 2011 and highlights considerable policy development across the Service with the majority of areas on track
- The average number of days lost across the service per employee increased to 1.5 in September but has returned to 0.8 days per employee in October. Despite these fluctuations, there has been a reduction of 0.2 average days lost per employee in absence across the service comparing 2010/11 and 2011/12.
- The annual figure of the number of days lost per employee over a rolling 12 month period up to October 2011 is 7.8. Since the implementation of the revised Maximising Attendance Policy this is the lowest number of days lost

since we started reporting against this data. This shows a commitment from managers to implement the policy and support employees. This figure is also the second lowest across all Council services for this period.

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 A:** Service Plan progress and monthly performance indicators up to 31st October 2011
- **Appendix B:** Violent Incidents against School staff for the academic session 2010-11
- **Appendix C:** Absence and Attendance for the academic session 2010-11
- **Appendix D:** Exclusions from Aberdeen City Schools 2010-11
- **Appendix E:** Community Centres: Transition to lease centre status: February 2012
- **Appendix F:** Harlaw Learning Community Follow-through Report November 2011
- **Appendix G:** Aberdeen City Public Library Quality Improvement Matrix Report published in November 2011
- **Appendix H:** Policy Review update for the last quarter of 2011

8. REPORT AUTHOR DETAILS

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ECS Service Plan - Summary Scorecard

Summary scorecard of service plan indicators against service plan themes

Report Author: Sarah Gear

Generated on: 09 February 2012



Performance Data		Traffic Light
Red		2
Green		2
Data Only		8
Unknown		1

Priority 04 - Technology

Performance Measure	November 2011	December 2011	January 2012	February 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Number of times that PC terminals in Library Learning Centres and Learning Access Points are used	17,881	13,894					
Number of visits to libraries - virtual	40,867	32,083					
Number of visits to/uses of council funded or part funded museums - virtual	54,326	48,371					

Priority 05 - Health and Wellbeing

Performance Measure	November 2011	December 2011	January 2012	February 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Health and Safety Reportable Accidents including Incidents	36	24	18		0		
Compliance with Health and Safety Matrix	96%						
Number of attendances at other	116,534	81,473					

Performance Measure	November 2011	December 2011	January 2012	February 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
indoor sports and leisure facilities excluding pools in a combined complex							
Number of attendances at pools (excluding community pools)	61,849	41,643					





Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Performance Measure	November 2011	December 2011	January 2012	February 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Number of visits to libraries - person	92,083	72,811					
Number of visits to/uses of council funded or part funded museums - person	27,840	23,895					
Number of visits to/uses of council funded or part funded museums - outreach							

Priority 08 - Better Performing/Value for Money

Performance Measure	November 2011	December 2011	January 2012	February 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Education, Culture and Sport - Current Available Monthly Absence Data	1.5	1.2			0.8		
ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service	7.7	7.7			10.0		
% Enquiries and complaints responded to within 15 working days	100%				95%		

PI Status	Long Term Trends	Short Term Trends
	Improving	Improving
Alert		

	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

Performance of monthly reportable indicators

Trend Charts demonstrating performance of monthly reportable indicators against service plan themes

Report Author: Sarah Gear

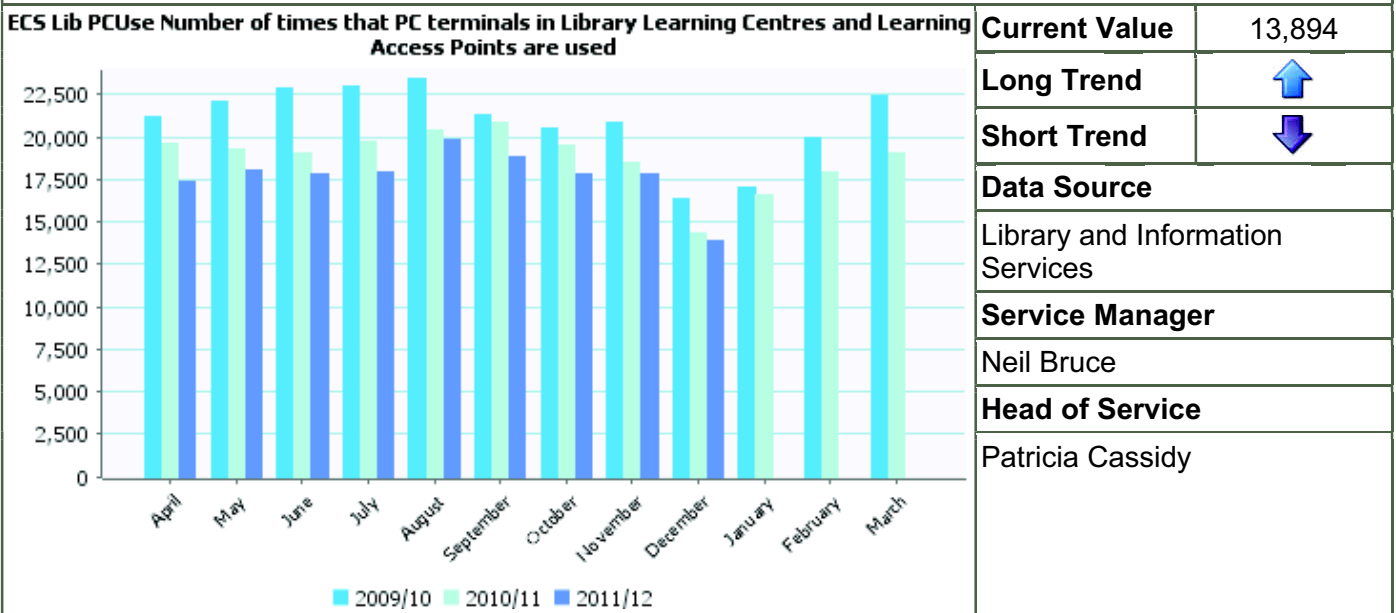
Generated on: 09 February 2012



Priority 04 - Technology

Number of times that PC terminals in Library Learning Centres and Learning Access Points are used

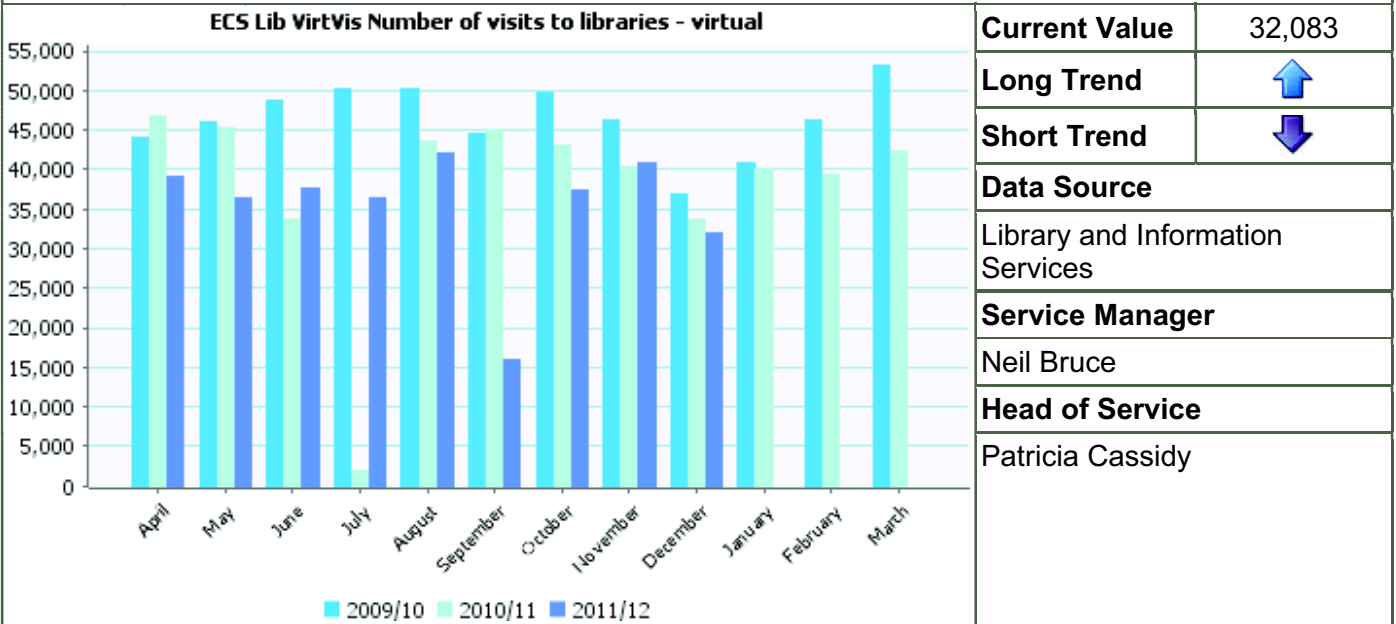
This indicator monitors the number of times that PC terminals within Learning Centres and Learning Access Points of libraries are used. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	17,881					Figures are up on the previous month despite local network problems at Dyce and Northfield affecting service on 8th and 9th .
Dec 2011	13,894					
Jan 2012						
Feb 2012						

Number of visits to libraries - virtual

This indicator monitors the number of virtual visits to libraries. Trend calculation method is year on year- Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

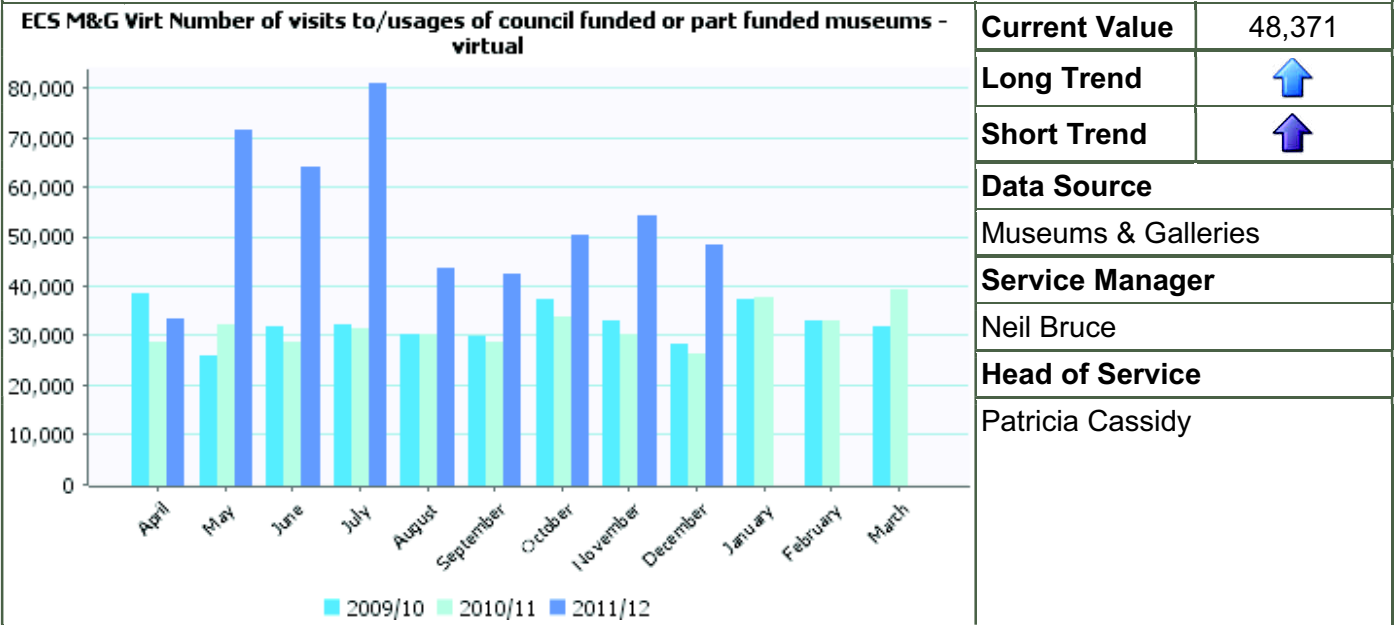


Current Value	32,083
Long Trend	↑
Short Trend	↓
Data Source	
Library and Information Services	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	40,867					Figures are up slightly on the same period last year. Again the Industrial Action on 30th November may be a factor here.
Dec 2011	32,083					
Jan 2012						
Feb 2012						

Number of visits to/usages of council funded or part funded museums - virtual

This indicator monitors the number of virtual visits to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



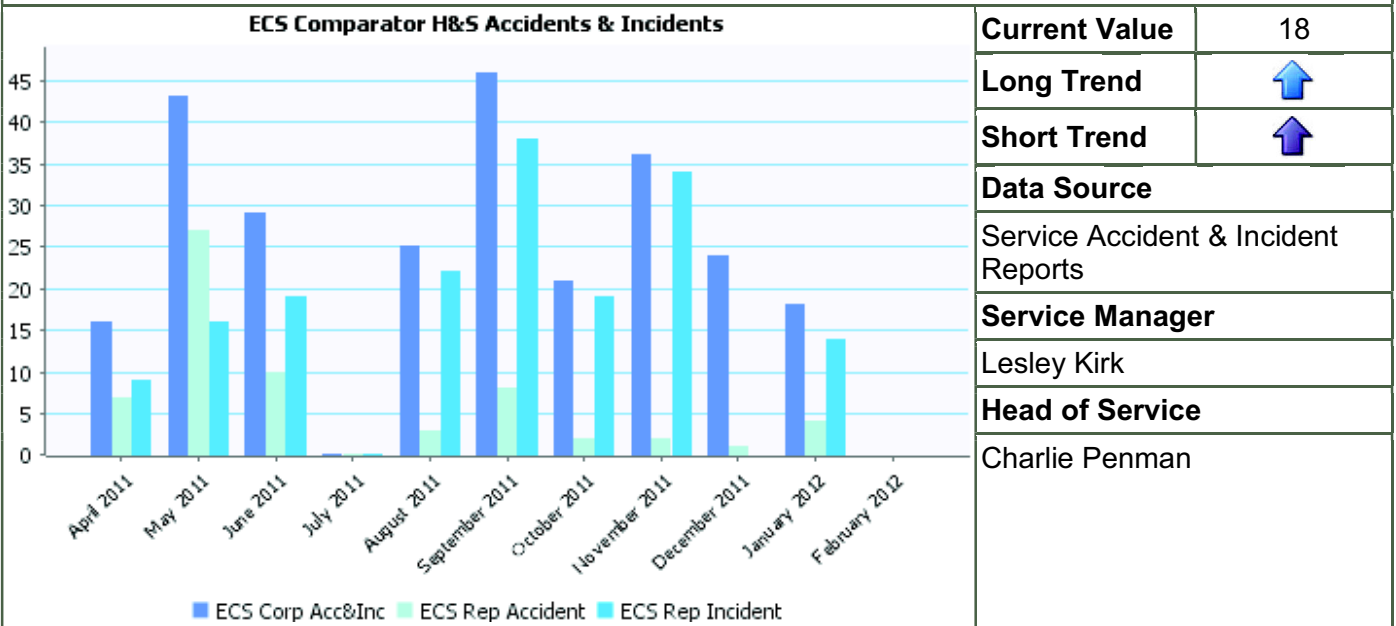
Current Value	48,371
Long Trend	↑
Short Trend	↑
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	54,326					
Dec 2011	48,371					
Jan 2012						
Feb 2012						

Priority 05 - Health and Wellbeing

Health and Safety Reportable Accidents including Incidents

This indicator monitors the number of 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). Trend calculation method is ongoing - Short trend calculates current period v previous period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

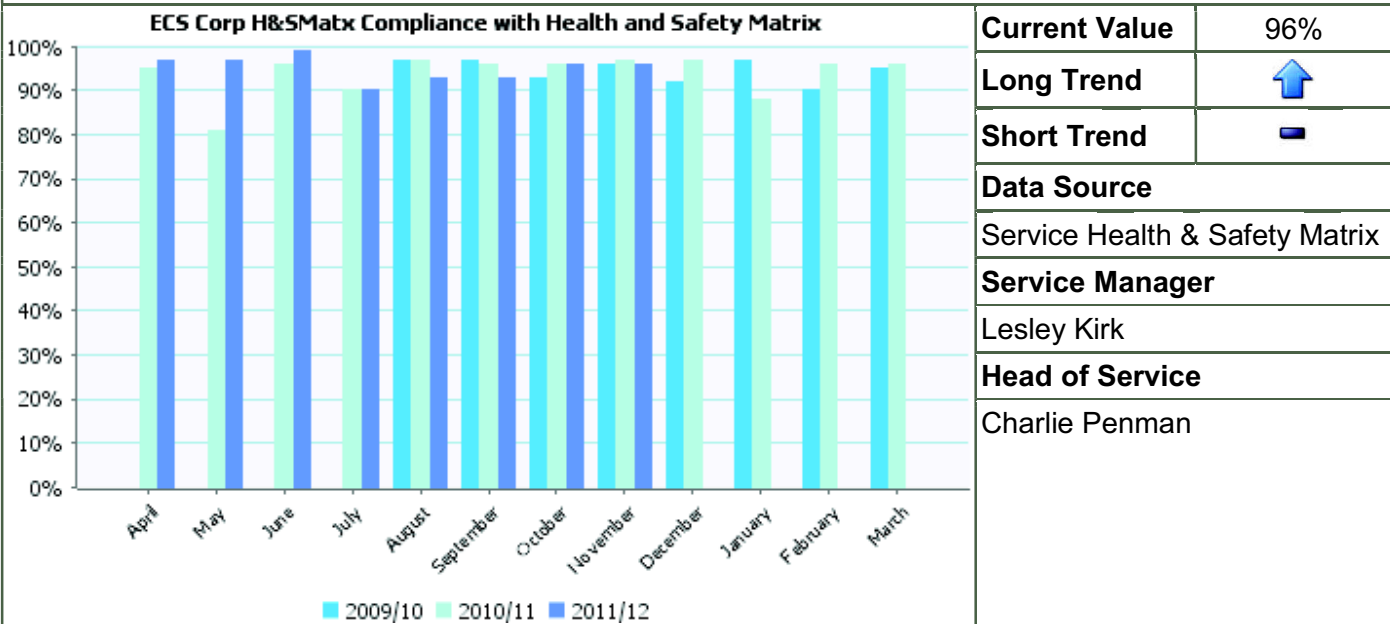


Current Value	18
Long Trend	↑
Short Trend	↑
Data Source	Service Accident & Incident Reports
Service Manager	Lesley Kirk
Head of Service	Charlie Penman

	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	36			0	●	
Dec 2011	24			0	●	
Jan 2012	18			0	●	
Feb 2012				0		

Compliance with Health and Safety Matrix

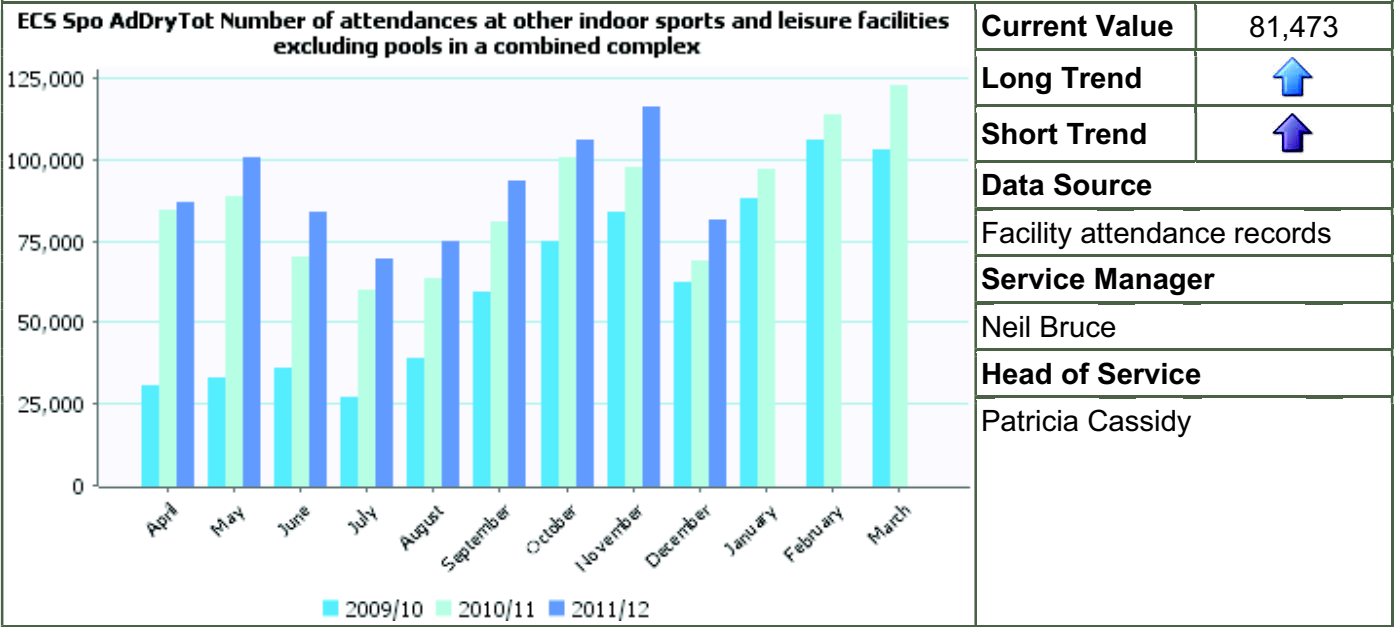
This data reports on the compliance of the Education Culture and Sport Service with the health and safety matrix. The matrix is made up of the following factors that establishments must carry out as part of a 5 year rolling programme or maintain as part of their service provision; Workplace Inspections, Accident Recording, First Aid Provision and the completion of Fire Regulation Assessments. The chart shows ongoing monthly figures and compares data from the previous 2 financial years.




	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	96%				?	The figure of 96% is an accumulative figure for data collated for July, August, September, October and November. There are still outstanding workplace inspections for November once those are returned the figures will be updated on this report.
Dec 2011						
Jan 2012						
Feb 2012						

Number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex

This indicator monitors the collective monthly attendance at indoor sports and leisure facilities excluding those with pools in a combined complex and including Aberdeen Sports Village. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



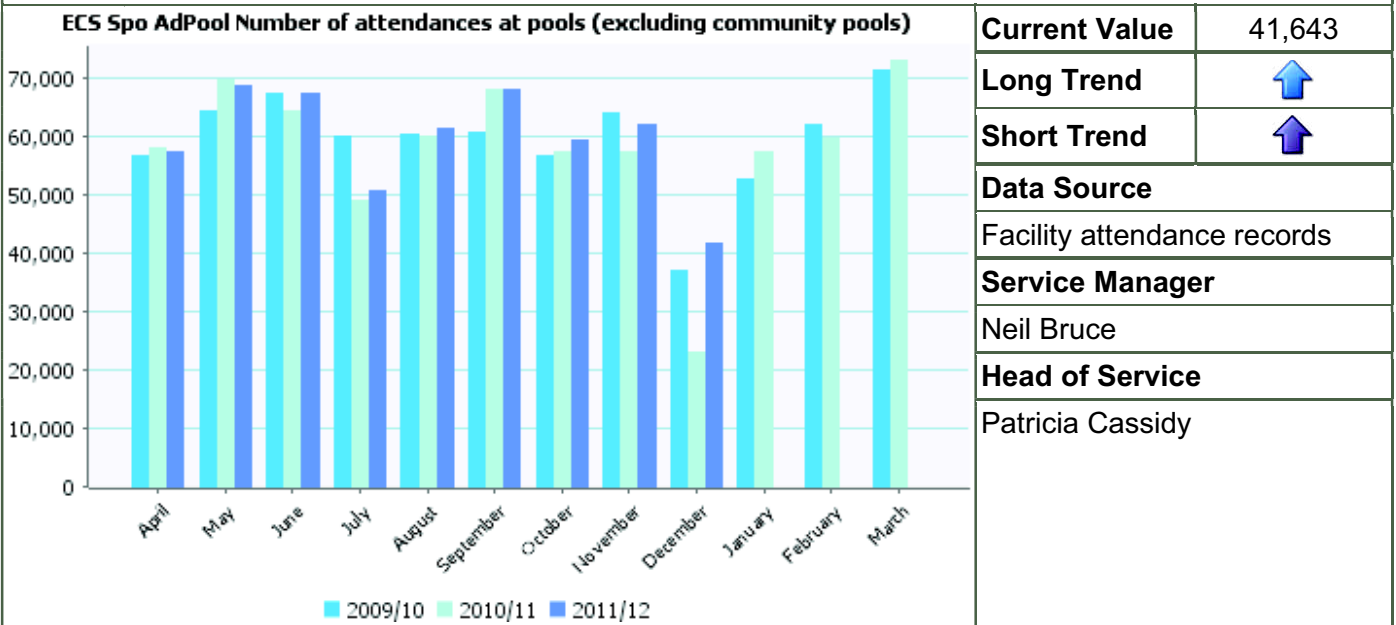
	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	116,534					<p>Sport Aberdeen</p> <p>Sport Aberdeen admissions for November 2011 demonstrated an 25.1% increase on 2010 with 10,647 additional attendances and a total of 52,992 attendances for the month.</p> <p>Recorded attendances of 331,556 for April - November represent a positive movement of some 20.2% which is encouraging as this, if continued to year's end, this level of increase would be considerably in advance of the organisations Corporate Plan targets for footfall. Within this wider figure the patterns of attendance across the facilities for the year to date are varied with The Jesmond Centre (+3.6%), Lord Provost Alex Collie (+21.1%), Torry (+8.9%) and Kincorth (+11%) centres along with the Linx Ice Arena (+40.8%) sustaining levels of increased use. Comparisons of the available data covering September - November in 2010 and 2011 for the Beacon Centre shows a quarterly increase of 76.5% with 2011 admissions totalling 28,831.</p> <p>Conversely, Peterculter, Sheddocksley and Westburn Tennis centres, as has</p>

					<p>been the case since the start of the year, are recording attendances below 2010/11 levels although there has been some positive movement in each over the course of the past three months which suggests that, to an extent, this is being addressed.</p> <p>Aberdeen Sports Village</p> <p>63,542 attendances were recorded at the Aberdeen Sports Village during November 2011, a 14.4 % increase in the year-on-year monthly figure with 8,028 additional admissions. Of this increase Management Bookings, Class Attendances and Ticketed Activities generated the majority of growth whilst Booked Activities, (i.e. those not forming longer term commitments to use) and Course Attendances both showed a marginal reduction on November 2010.</p> <p>On a cumulative fiscal year (April- March) comparison, the Village has generated 398,041 attendances which represents growth of 9.4% when compared with 2010/11. Considering the Sports Village's operating year (August - July), this cumulative increase is slightly higher at 9.6% reflecting some 212,863 admissions in the first four months of the contractual period.</p>
Dec 2011	81,473				<p><u>Sport Aberdeen</u></p> <p>Sport Aberdeen admissions for December 2011 recorded an 31.8%% increase on 2010 with 9,939 additional attendances and a total of 41,175 attendances for the month. Some part of this increase will be a result of poor attendance levels during December 2010 but also reflects a general pattern of increase across the range of facilities. The accumulated data, covering April to December 2011 shows sustained positive movement with an increase of 21.4% (65,800 additional admissions) and a total attendances figure for the year to date of 372,741 which represents advance on the proportionate targets contained the Council's strategies and the Sport Aberdeen Corporate Plan. Within this wider figure the patterns of attendance across the facilities for the year to date are varied, but, in the majority encouraging with The Jesmond Centre (+6.7%), Lord Provost Alex Collie (+20.7%), Torry (+9.7%) and Kincorth (+14.2%) centres along with the Linx Ice Arena (+37.3%) sustaining levels of increased use. Comparisons of the part-year comparative data for the Beacon Centre, covering September - December in 2010 and 2011 respectively, shows an</p>


Jan 2012						
Feb 2012						

Number of attendances at pools (excluding community pools)

This indicator monitors the number of pool attendances excluding community pools. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



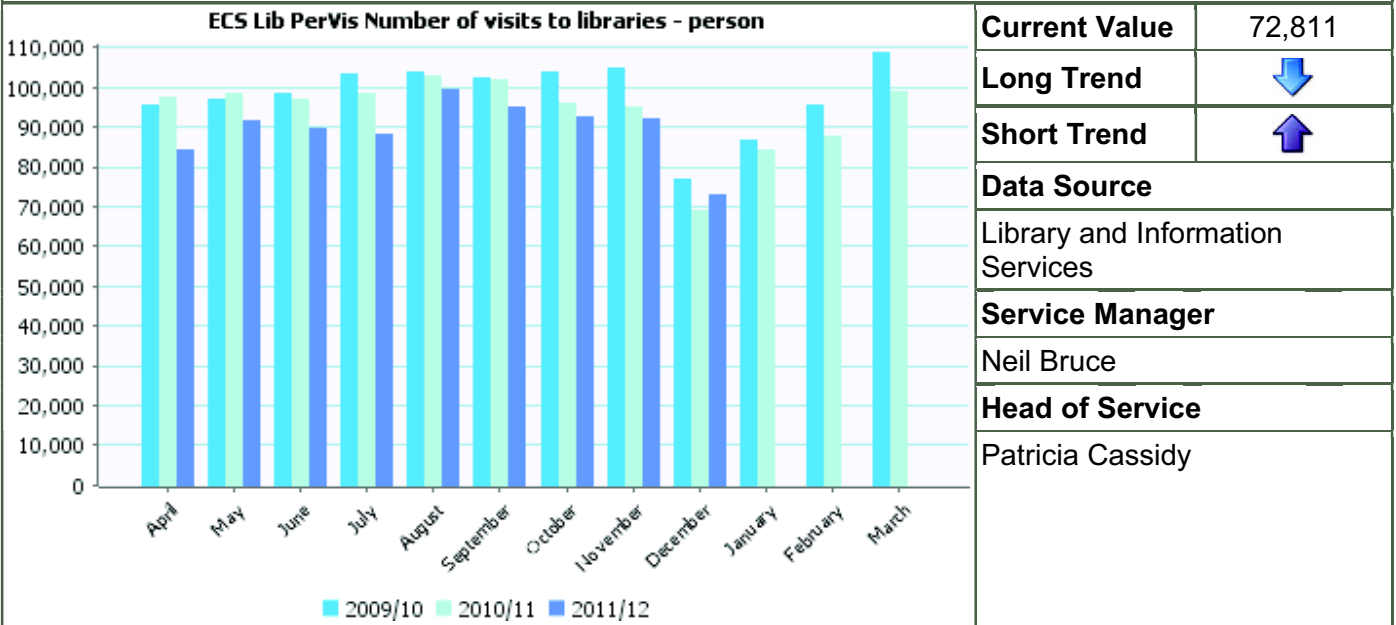
	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	61,849					<p>Monthly attendances across City Wide facilities in November recorded a 7.7% increase on 2010 with 4,396 additional admissions. Cumulatively, this reflects a six month pattern of growth resulting in a year to date rise in admissions of 11,342 or 2.3% which exceeds the generic targets set out in the City's 'Fit For The Future' strategy.</p> <p>Like for like comparison of continually managed Sport Aberdeen provides an enhanced picture of the performance of these particular facilities with growth being recorded against each month since the commencement of the fiscal period and a year to date increase of some 29,694 admissions which represents a 6.3% rise with total admissions to date of 494,459.</p> <p>Looking at individual facilities, The Beach Leisure Centre, Bucksburn, Bridge of Don Swimming Pools demonstrated positive movement against November 2010 and continue to reflect sustained cumulative growth patterns which would likely be sustained through to years end. Hazlehead and Kincorth Swimming Pools both experienced a reduction in month on month admissions in November and although still able to record positive movement against cumulative figures for</p>

Dec 2011	41,643					<p>Attendances in December 2011 rose by 80.4% on 2010 with 18,562 additional admissions. This is largely a reflection of the significant reduction in admissions which was experienced in December 2010 as a result of sustained adverse weather conditions but the underlying trend of admissions growth is still apparent. Cumulatively, this amounts to an increase of 5.9% over the nine month period, April to December, and continues the pattern of growth commenced in June providing a year to date total of 536,102 attendances. Comparison of continually managed Sport Aberdeen facilities indicates performance at a higher level of percentage increase of 9.9%, representing just over 48,000 additional attendances across the six facilities within the Sport Aberdeen remit since the start of the fiscal year. Looking at individual facilities all, apart from Kincorth Swimming Pool performed at levels beyond that recorded in December 2010 with The Beach Leisure Centre, Hazlehead, and Bridge of Don Swimming Pools demonstrating substantive increases. Cumulatively, the range of improvement in admissions ranges from 7.3% (BLC) to just over a 40% (BODSP) with remainder recording 33.9% (Bucksburn SP), 12.5% (KSP) and 10.1% (Hazlehead SP). Of the range of premises operated by Sport Aberdeen, it appears that Northfield Swimming Pool is the exception to the cumulative rule, in that, as it is currently recording a relative decrease of 30% on the previous year's nine month pattern, the likelihood that the year end figures will be positive are significantly reduced</p>
Jan 2012						
Feb 2012						

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Number of visits to libraries - person

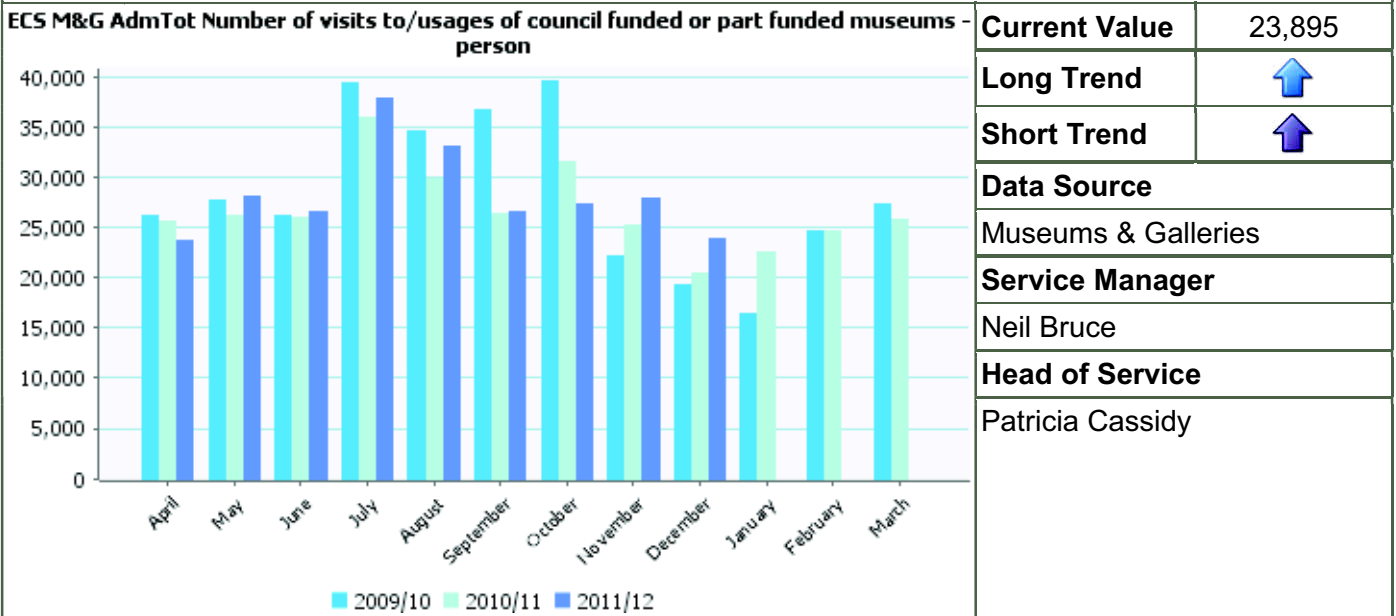
This indicator monitors the number of visits to libraries in person. Trend calculation method is year on year- Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	92,083					Industrial Action on 30th November has had an affect on visitor figures for this month.
Dec 2011	72,811					
Jan 2012						
Feb 2012						

Number of visits to/usages of council funded or part funded museums - person

This indicator monitors the number of admissions to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	27,840					
Dec 2011	23,895					
Jan 2012						
Feb 2012						

Number of visits to/usages of council funded or part funded museums - outreach

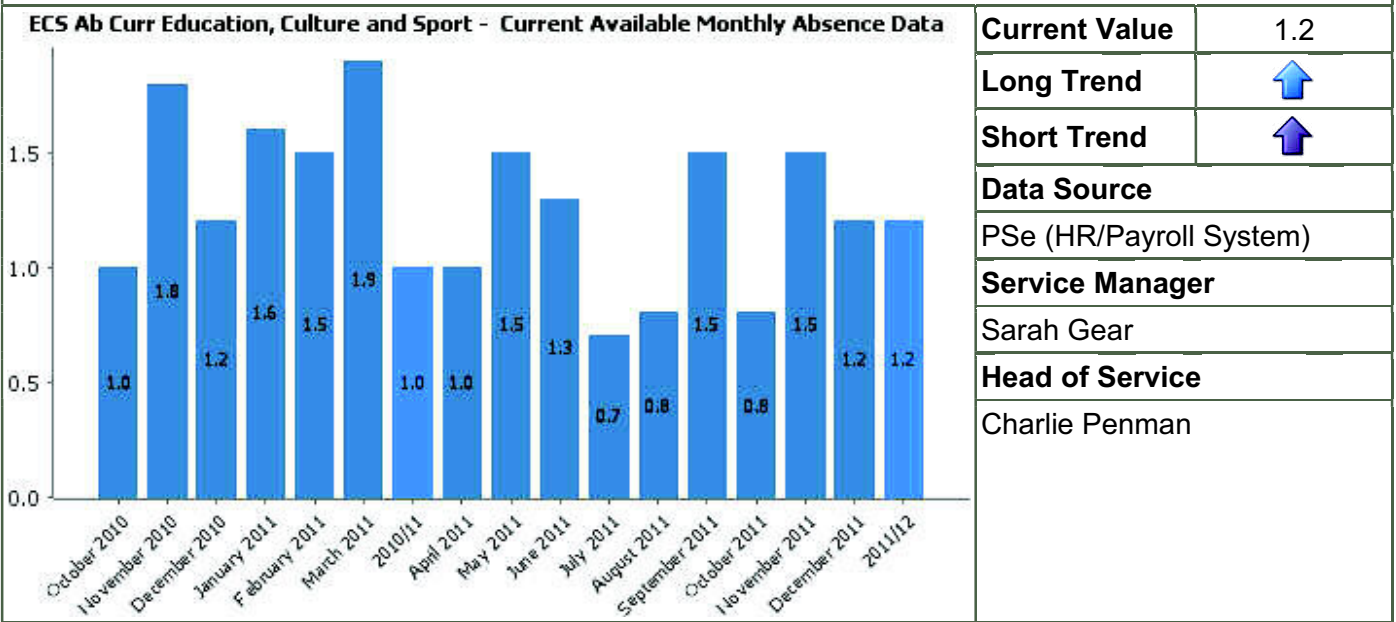
This indicator monitors the number of outreach visits to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS M&G Out Number of visits to/usages of council funded or part funded museums - outreach							
				Current Value	59		
				Long Trend	↓		
				Short Trend	↓		
				Data Source	Museums & Galleries		
				Service Manager	Neil Bruce		
				Head of Service	Patricia Cassidy		
	Value	Numerator	Denominator	Target	Status	Note	
Nov 2011							
Dec 2011							
Jan 2012							
Feb 2012							

Priority 08 - Better Performing/Value for Money

Education, Culture and Sport - Current Available Monthly Absence Data

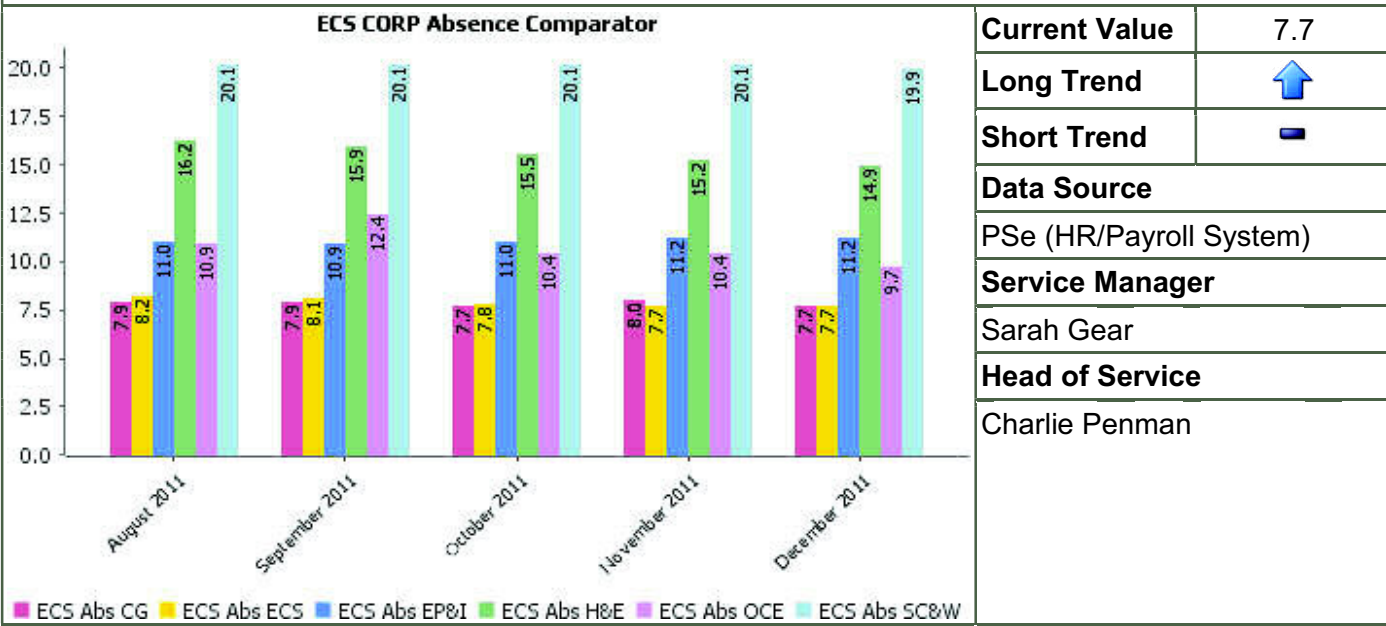
This indicator shows absence data for the latest monthly figure in relation to the average number of days lost per employee per month across the Education, Culture and Sport service.
 The chart also reflects the annual average number of days lost per employee per month. There has been an increase of 0.7 average days lost per employee in absence across the service comparing 2010/11 and 2011/12 to date.



	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	1.5			0.8	●	There was a increase of 0.7 in the average number of days lost per employee for November
Dec 2011	1.2			0.8	●	There was a decrease of 0.3 in the average number of days lost per employee for December
Jan 2012						
Feb 2012						

ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service

ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service for a 12 Month Rolling Period



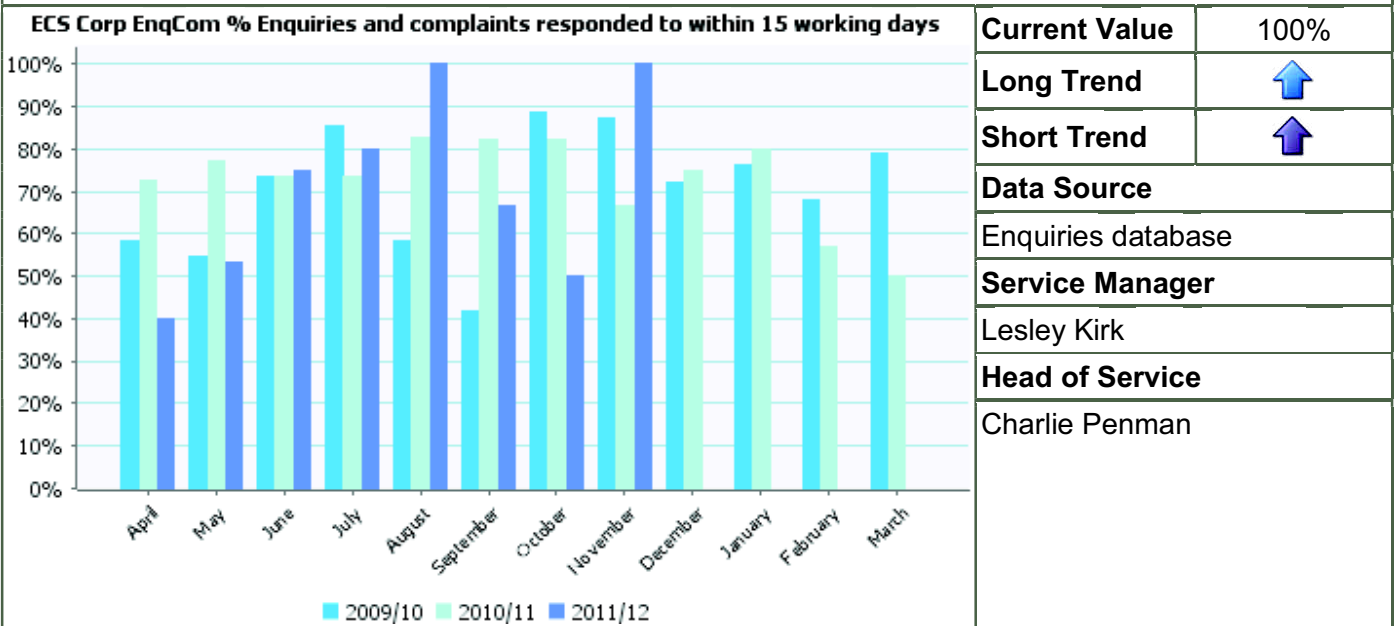
Current Value	7.7
Long Trend	
Short Trend	
Data Source	
PSe (HR/Payroll System)	
Service Manager	
Sarah Gear	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Nov 2011	7.7			10.0		Education, Culture and Sport Absence showed a further decrease of 0.1 for the last 12 months to the end of November. There were an average of 7.7 days lost per employee over the 12 month period to date. This is the lowest number of days lost since we started reporting this data after the implementation of the revised Maximising Attendance Policy. This shows a commitment from managers to implement the policy and support employees.
Dec 2011	7.7			10.0		
Jan 2012						
Feb 2012						












% Enquiries and complaints responded to within 15 working days

This Education, Culture and Sport performance indicator monitors the percentage of formal enquiries and complaints received from the MP's, MSP's, government agencies, members of the public, elected members and the press which require a response within the corporate standard of 15 working days. On a day a to day basis the service also responds to a significant number of informal enquiries from these agencies.

The chart shows monthly data and also annual comparative data for the last 2 financial years. Trend calculation method is ongoing - Short trend calculates current period v previous period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.



	Value	Response in 15 working days	Total Received	Target	Status	Note
Nov 2011	100%	2	2	95%	✔	2 formal enquiries/complaints were received during the month of November. These were both responded to in full within the corporate standard of 15 working days. The year to date figure for 2011/12 is 67% which equates to receipt of 69 enquiries/complaints, 46 of which received a full response within the prescribed timescale.
Dec 2011						
Jan 2012						
Feb 2012						

PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

ECS Service Plan - Progress of Actions

Performance scorecard of service plan actions

Report Author: Sarah Gear

Generated on: 09 February 2012




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

01.01a - Implementation of Early Years Framework

ECS Edu 001 Development and delivery of Early Years Framework Plan 2011-12


Description	Managed by	Lead Officer	Progress	Start Date	Due Date	Completion Date
	Liz Gillies	Stuart Patterson		01-Apr-2010	31-Mar-2012	31-Jan-2012
Progress update						

100%

2011-12 Plan developed and approved by AEYCP in June 2011. Implementation of action plan ongoing through the year, progressed reviewed January 2012 by AEYCP at annual planning day. Multi-agency input agreed and successful implementation of actions achieved. Planning process related to 2012-13 developed from input at the planning day in January 2012.

01.01b - Implementation of A Curriculum for Excellence

ECS Edu 002 Implement A Curriculum for Excellence

Description	Managed by	Lead Officer	Progress	Start Date	Due Date	Completion Date
Curriculum for Excellence is the new national framework for Scottish education to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens.	Derek Samson	Derek Samson		01-Aug-2010	31-Jul-2013	
Progress update						

29%


Progress update

All nurseries and primary schools have fully implemented a curriculum which meets the entitlements expected under Curriculum for Excellence. In secondary schools, all schools have implemented a curriculum for pupils up to and including S2. Plans are well advanced for implementation of the curriculum for these pupils as they move into S3 in 2012.


Further planning will be required for subsequent years. Various aspects require further development including: review of curricular delivery, assessment and reporting etc. A communications plan for parents is under development. Liaison with other partners is well advanced and will continue to be developed.

ECS_E11 Redesign of senior secondary school towards a City campus

Description
 A virtual campus where pupils would learn in a variety of environments is a phased process. In year one (2011/12) introduce 4 travel afternoons each week for S5 and S6 pupils, when pupils would attend another establishment to study a course. This will provide a greater equity of curriculum choices for S5/S6 Higher and Adv Higher pupils in all schools. Aberdeen College to provide a range of courses, many vocational, within the travel afternoon arrangements, extending the range of courses. In year 2 (2012/13) consortia arrangements will be formalised for all secondary schools. A consortium will comprise 2 or 3 secondary schools in a given geographic area. The schools in the consortia will jointly plan the snr curriculum to ensure a breadth of choice and pupils will travel between schools to access provision. From year 1 onwards planning will begin for the introduction of a "blended learning" approach for the new Curriculum for Excellence S5 and S6 courses. This approach includes the development of e-learning options for approx 20% of each new course. Education for the snr phase is planned to be delivered on a city-wide basis by schools, further and higher education.

Managed by	David Leng	Lead Officer	Derek Samson	Progress	 21%
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date	

Progress update**01.01d - Develop parental involvement strategy and use parent/carer views to inform and improve service delivery****ECS FVL 001 Development of Parental Involvement Strategy**

Description					
Managed by	Sheila Sansbury	Lead Officer	Jackie Thain	Progress	 0%
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date	

Progress update

Existing parental involvement strategy due for renewal in the autumn 2012.

01.01e - Enhance our youth voice and youth participation through schools and Aberdeen Youth Council

ECS CLD 001				
Work in partnership with Aberdeen Youth Council to engage with children, young people and their families to ensure they have the opportunity to influence and challenge our thinking				
Description				
Managed by	Gail Woodcock	Lead Officer	Alona Murray; Craig Singer	Progress
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date
Progress update				
LGBT group supported by a Development Officer from the Communities Team have recently appeared on BBC3 documentary Coming Out Diaries Activities to engage young people aged 16 and 17 in the Union Terrace Gardens Project is planned for February				


01.02 - Improve the outcomes for all our children and young people

01.02a - Implement action plans to support young people under More Choice More Chances Strategy and 16+ Learning Choices

ECS FVL 002				
Implementation of the More Choices, More Chances Action Plan				
Action plan to reduce the proportion of young people not in education, employment or training and supporting young people under More Choices, More Chances Strategy and 16+ Learning Choices Framework				
Managed by	Sheila Sansbury	Lead Officer	John Cairns	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2016	Completion Date
Progress update				
MCMC Action Plan reviewed February 2011. All actions up to date.				


01.02b - Work with young people, particularly those in the More Chances More Chances Group, to support their transition into employment particularly via work experience opportunities

ECS CLD 002				
Engage the business community, including the public sector, in the development of supported route ways into employment via work placements and the provision of work relation training/learning				
Description				

Managed by	Gail Woodcock	Lead Officer	Linda Murray	Progress		Completion Date			33%
Start Date	01-Apr-2010	Due Date	31-Mar-2013						
Progress update									
A number of new contacts with businesses have been established since August 2011. This has included meetings with SubSea UK, Ernst & Young and WoodGroup PSN									


01.02c - Implement Outdoor Learning and Educational Excursions policy and guidance

ECS CLD 003 Implementation of Outdoor Learning and Educational Excursions policy and guidance

Description									
Managed by	Gail Woodcock	Lead Officer	Jonathan Kitching	Progress		Completion Date			5%
Start Date	01-Apr-2011	Due Date	31-Mar-2013						
Progress update									
Postholder now in place.									

01.02d - Redesign of childcare service in communities

ECS CLD 004 Improve quality and impact of childcare services in communities

Description									
Provide high quality childcare services in communities; review requirements for childcare services and childcare development opportunities within communities									
Managed by	Gail Woodcock	Lead Officer	Caroline Brain	Progress		Completion Date			71%
Start Date	01-Apr-2011	Due Date	31-Mar-2013						13-Dec-2011
Progress update									


Restructuring and redesign of service now complete, process of implementing new policies and procedures aligned to Care Inspectorate under development and will be in place end March 2012.

Priority 02 - Fit for Purpose Schools, Learning Centres, Cultural and Sporting Facilities

02.01 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

02.01a - Move Community Centres to 'Leased Model'

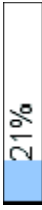
ECS CLD 005 Move the management of all city community centres to a 'leased model'

Description			
Managed by	Gail Woodcock	Lead Officer	Linda Clark
Start Date	01-Feb-2012	Due Date	31-Mar-2013
Progress update			
		Progress	
		Completion Date	

Work progressing re management agreements, leases, constitutions and business plans. Community Centre Liaison Officer and Capacity Building Officers in place since August 2011.


02.01b - Development of Culture and Sport Facilities

ECS BBRM 001 Refurbishment of Beach Ballroom

Description			
Refurbishment of Beach Ballroom will open opportunities to new markets, relaunching to business and conference market. Refurbishment programme will generate savings on heating and lighting			
Managed by	Neil Bruce	Lead Officer	Ray Douglas
Start Date	01-Apr-2010	Due Date	31-Mar-2013
Progress update			
		Progress	
		Completion Date	

Many of these items are wishlist items which we are pursuing through clerk of works and building services

ECS M&G 001 Redevelopment of Aberdeen Art Gallery

Description			
Redevelop the Art Gallery with a new vision, improved exhibition spaces and educational facilities. The redevelopment project will reduce the current ongoing and remedial expenditure on the fabric of the Art Gallery			
Managed by	Neil Bruce	Lead Officer	Christine Rew
Start Date	01-Nov-2009	Due Date	31-Dec-2013
Progress update			
		Progress	
		Completion Date	


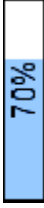
Preparatory work ongoing alongside work on the Service Asset Management Plan


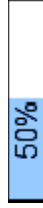
ECS M&G 002 Develop and implement proposals for Museums Collection Centre			
Description	Development of a Museums Collection Centre designed to improve public access to museum, heritage and cultural collections		
Managed by	Neil Bruce	Lead Officer	Christine Rew
Start Date	01-Apr-2010	Due Date	31-Dec-2013
Progress update			
Must vacate Frederick street by 5 March. Crombie Road will not be completed until 6 April. Therefore decision made to move to temporary accommodation in industrial units at Dyce. Work underway to identify units, install security systems and prepare of the move. A second move of the objects is anticipated in the period 9 April to 31 May.			


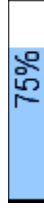
ECS Spo 001 Deliver regional aquatic centre (50m pool and diving pool) in partnership with Enterprise Planning and Infrastructure Directorate, Aberdeen University and Aberdeen Sports Village			
Description			
Managed by	Neil Bruce	Lead Officer	Trevor Smith
Start Date	14-Apr-2009	Due Date	31-Jan-2014
Progress update			
Project management has been transferred to Aberdeen Sports Village with representation from Trevor Smith Environment Planning and Infrastructure. Works on the site have commenced, demolition is complete and ground works underway within schedule.			

02.01c - Develop a strategic approach to the management of Education, Culture and Sport buildings and land



ECS A&F 001 Develop Asset Management Plans for all Directorate service areas within Education, Culture and Sport			
Description	Develop long term vision and priorities for service built assets		
Managed by	David Wright	Lead Officer	David Wright
Start Date	01-Apr-2011	Due Date	31-Mar-2014
Progress update			
Initial Service Asset Management Plan reported and approved by Education, Culture and Sport Committee in September 2011. Plan to be reviewed and updated on an annual basis. Detailed work underway on Sports & Leisure Asset Plan, as key component of the Service Asset Management Plan			

ECS A&F 002 Agree projects for inclusion in to condition and suitability budget programme for forthcoming year				
Description	Managed by	Lead Officer	Progress	Completion Date
	David Wright	David Wright		
	01-Apr-2011	31-Mar-2012		
Progress update				
Consulted across the service on priorities for condition and suitability programme for 2012/13. Priorities are being finalised for Finance & Resources Committee in March 2012.				



ECS A&F 003 Review school security and develop action plan				
Description	Managed by	Lead Officer	Progress	Completion Date
	David Wright	David Wright		
	01-Apr-2011	31-Mar-2012		
Progress update				
Designs and costings developed for new secure entrances for priority granite primary schools, and work taking place by Easter 2012. School Security survey undertaken across all city schools - Oct - Dec 2011. Survey to be analysed and action plan developed - Feb - March 2012.				

ECS A&F 004 Ensure building health and safety assessments are undertaken in accordance with scheduled cycle				
Description	Managed by	Lead Officer	Progress	Completion Date
	David Wright	David Wright		
	01-Apr-2011	31-Mar-2012		
Progress update				
These are ongoing, and actions incorporated into Repair and Maintenance, or Condition and Suitability work programmes.				

ECS A&F 020 Reduce energy usage and apply energy saving measures across Education, Culture and Sport properties	
Description	

Managed by	David Wright	Lead Officer	Sandy McPhee	Progress		
Start Date	08-Feb-2012	Due Date	31-Mar-2013	Completion Date		
Progress update						
Energy budgets now being managed centrally to ensure greater consistency and more robust monitoring of trends. A no of properties have had insulation works to improve energy efficiency. Investigating installation of Photo Voltaic Solar technology on a range of Education, Culture and Sport properties.						

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

ECS A&F 005 Development of an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need						
Description						
Managed by	David Wright	Lead Officer	David Wright	Progress		
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						

Comprehensive engagement exercise undertaken and report presented in October 2010 to Education, Culture and Sport Committee on Secondary School Estate setting out short, medium and longer term options.


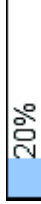
Following statutory consultation exercise, Education, Culture and Sport Committee approved closure of Raeden Nursery, Hazlewood and Woodland Special Schools in March 2011.



Raeden Nursery closed in June 2011, and service relocated to 3 new Developmental Nurseries at Ashgrove Children's Centre, and Kaimhill and Seaton primary schools. Undertaken comprehensive review of the key issues and challenges for the Primary School Estate, in time for Education, Culture and Sport Committee in February 2012. Developed detailed Business Cases for the proposed new School for Children with Severe and Complex Needs, (on the site of Raeden); the new primary school to replace Bucksburn and Newhills Schools; and an extension for Riverbank School, for consideration as part of the Non Housing Capital Programme.


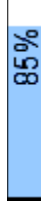
Vacated and declared un-needed properties surplus to requirements, wherever possible, in order make best use of resources. Negotiating with housing developers and planners to secure developer contributions towards education provision, wherever appropriate.

02.01e - Develop and implement an improved approach to managing Directorate facilities

ECS A&F 006 Review and provide training on tenant landlord agreements						
Description						

Managed by	David Wright	Lead Officer	David Wright	Progress		
Start Date	01-Apr-2011	Due Date	31-Mar-2012	Completion Date		
Progress update						
Started work on review of tenant/ landlord agreements, though this will progress further over Spring and Summer 2012, with training taking place in Autumn.						

ECS A&F 007 Develop and implement Service Level Agreements with Enterprise, Planning and Infrastructure in relation to their building related responsibilities						
Description						
Managed by	David Wright	Lead Officer	David Wright	Progress		
Start Date	01-Apr-2011	Due Date	31-Mar-2012	Completion Date		
Progress update						
Detailed discussions have taken place with Enterprise, Planning and Infrastructure about the content and format of SLAs. On track to complete SLAs by end of March 2012.						

ECS A&F 008 Develop robust procedures for the management and monitoring of 3Rs facilities						
Description						
Managed by	David Wright	Lead Officer	David Wright	Progress		
Start Date	01-Apr-2011	Due Date	31-Mar-2012	Completion Date		
Progress update						
Established fortnightly 3Rs liaison meetings. Identified requirement for regular reports on service failures, (from Feb 2012). Established quarterly 3Rs Headteachers Forum, to discuss problems and share experiences between schools. Set up meetings between Robertsons Facilities Management and Sport Aberdeen's Lettings Team.						

Priority 03 - Learning in the Wider Community

03.01 - Support learners to access employment opportunities

03.01a - Develop and sustain first step programmes which provide skills for life, learning and work

ECS CLD 006 Develop and sustain first step programmes which provide skills for life, learning and work				
Description				
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress <input type="text" value="5%"/>
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date
Progress update				
Lifelong learning development officers now in post. Milestones being developed early 2012.				

03.01b - Work in partnership with key stakeholders to develop and sustain employment programmes

ECS CLD 007 Work in partnership with key stakeholders to develop and sustain employment programmes				
Description	Work in partnership with key stakeholders to develop and sustain employment programmes - Schools, Aberdeen College, Aberdeen University, Robert Gordons University, Skills Development Scotland, Job Centre Plus			
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress <input type="text" value="5%"/>
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date
Progress update				
Development Officers now in post. Milestones being developed early 2012				

03.01c - Provide support to overcome barriers to access to learning, training and employment

ECS CLD 008 Provide support to overcome barriers to access to learning, training and employment				
Description				
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress <input type="text" value="5%"/>
Start Date	08-Feb-2012	Due Date	31-Mar-2012	Completion Date
Progress update				
Communities team development managers and officers now in post. Milestones will be developed early 2012				

03.02 - Encourage people of all ages to play an active role in their learning in order to maximise their potential

03.02a - Creation of Integrated Communities Team

ECS_C01				
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				
Description	New structure to be developed and implemented within revised budget			
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress
Start Date	31-Mar-2011	Due Date	31-Mar-2016	Completion Date
Progress update				
				100%

03.03 - Improve engagement and sustained involvement in the learning process

03.03a - Provide support, training and advice for voluntary management committees to develop capacity to run community centres and support adult learning programmes

ECS CLD 009				
Provide support, training and advice for voluntary management committees to develop capacity to support community based learning				
Description				
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date
Progress update				
Community leader training developed and delivered x 3 courses 2011, PVG sessions also delivered. New programme under development for 2012.				

03.03b - Develop partnerships to ensure effective delivery of services in communities

ECS CLD 010				
Develop partnerships to ensure effective delivery of services in communities				
Description				
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress
				80%

Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date	
Progress update					
Learning partnerships developed across Aberdeen and starting to oversee learning service delivery in each learning community. Supported by staff from ACC Communities Team.					


03.03c - Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs

ECS CLD 011 Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs					
Description					
Managed by	Gail Woodcock	Lead Officer	Elaine Sinclair	Progress	<input type="text" value="50%"/>
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date	
Progress update					
Reduced to 11 Learning Partnerships as the two in the Bridge of Don area have chosen to amalgamate. 15 meetings held across the City April- September 2011.					


03.03d - Investigate and develop opportunities within the wider community and via other learning providers to enhance learning within schools and communities

ECS CLD 012 Investigate and development opportunities within the wider community and via other learning providers to enhance learning within schools and communities					
Description					
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress	<input type="text" value="5%"/>
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date	
Progress update					
Review of work commissioned to independent community projects underway as part of wider review of external investment in Communities, Culture and Sport to complete Dec 2012.					


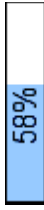


03.03e - Work in partnership with representative community fora to support effective engagement and representation

ECS CLD 013 Work in partnership with representative community fora to support effective engagement and representation			
Description	Managed by	Lead Officer	Progress
	Gail Woodcock	Gail Woodcock	 5%
Start Date	Due Date	Completion Date	
01-Apr-2011	31-Mar-2013		
Progress update			
6 Capacity Building Officers and 1 Project Officer in post in the Communities Team since early Autumn 2011 and are supporting a wide range of community fora across the city.			

03.03f - Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City

ECS ArtDev 001 Delivery of Older Peoples Programme and (50+ Festival)			
Description	Managed by	Lead Officer	Progress
The older peoples programme has been organised from April – June, September until December and Jan – March. 300 older people attend this programme every week. Programme activities are designed to encourage active participation in the arts.	Neil Bruce	Lesley Thomson; Elspeth Winram	 50%
Start Date	Due Date	Completion Date	
01-Apr-2010	31-Dec-2012	31-Dec-2010	
Progress update			
50+ Festival 2012 The programme is provided for people aged 50 years and older who live within the City and is funded through the Common Good Fund. A range of participatory arts activities were organised for inclusion into the festival programme. These included digital photography led by National Galleries Outreach officers and the new Artist in Residence in Care Homes pilot project. There was an exhibition in John Lewis of local residents art work. 300 residents take part in the weekly 50+ programme organised through Arts Development.			


ECS ArtDev 002 Delivery of Outreach Programme	
Description	


Managed by	Neil Bruce	Lead Officer	Lesley Thomson; Elspeth Winram	Progress		
Start Date	01-Apr-2010	Due Date	31-Dec-2016	Completion Date		
Progress update						
<p>A successful application has been awarded to the City led by Aberdeen International Youth Festival to Creative Scotland in partnership with Arts Development. 'First in a Lifetime' fund will bring considerable investment and an outreach project to eight areas of Aberdeen City in 2012.</p> <p>Outreach work is ongoing engaging residents of Aberdeen in participatory arts. The Arts Development programme offers a ongoing opportunities to 150 learners in the city in weekly classes led by local artists.</p> <p>Engage and Enable is a project funded by Fairer Scotland and offers opportunities to regeneration areas of Aberdeen.500 participants took part in an outreach programme linked to AAG exhibition Wildlife Photographer of the Year.In October 2011 a group in Torry had a singing event and are looking to set up a community choir.</p> <p>Next Step is a cashback funded project in partnership with the Youth Justice team and partners to offer diversionary activities for young people involved in violent crime. This project has been ongoing from May 2011 - May 2012. Artist are working with Barnardos and the RGU Street Sport project. Musicians are working with the Foyer and Adventure Aberdeen are offering opportunities to the Youth Justice team.</p>						
Priority 04 - Technology						
04.01 - Encourage active and appropriate use of technology to widen learning opportunities						
04.01a - Develop a Technology Strategy for Education, Culture and Sport						
ECS A&F 009 Develop a Technology Strategy for Education, Culture and Sport to encourage innovative use of new technologies						
Description	Agree a set of priorities for use of new technologies to support Directorate objectives					
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress		
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
<p>Wireless Access in Schools - Every effort is being made to complete this project in the current financial year. With recent events this is looking less likely but the pressure to complete is still being maintained. Approval has been given to allow working over weekends to try to meet deadlines. This has implications for the budget. The health and safety issues have been completed but they will push the budget into an overspend. The work to be done by local technical teams has highlighted the need to change the telephone systems which will give overall benefit to the council by reducing telephone revenue costs but will also increase the demand on the budget. Schools have changed the order of work pushing the timeframe beyond the end of the financial year.</p>						

Glow - The ICT Education Team continues its support of schools in the new aspects of Glow: Glow Light, blogs, wikis and the new resources - many schools are using blogs for interesting projects, central staff are being supported in their usage. Support in ensuring pupils have their logins to Glow continues. Glow user names have been issued to all schools and all pupils should be able to access Glow before the planned timescale. The Glow National Team, with the support of the ICT Education team, continues to support four secondary schools with two projects. There is a review meeting planned for 7 March.


Interactive whiteboard training continues and there were additional days provided for schools for train the trainer and content creation.


04.01b - Maximise the use of new technology to increase efficiency and effectiveness


ECS A&F 010 Implementation of management information system for schools and learning establishments			
Description	To provide an upgrade to an MIS for educational establishments which will result in consistent implementation across schools to provide accurate data on which schools and the authority can operate.		
Managed by	David Wright	Lead Officer	Rosaleen Rentoul
Start Date	01-Apr-2010	Due Date	31-Mar-2013
Progress update		Progress	 60%
Roll-out and training has taken place for all Primary Schools and 2 Secondary Schools. Roll-out and training due to take place for ASN schools before end of March 2012. Training ongoing until summer 2012. New MIS Co-ordinator appointed and due to start late Feb/ early March 2012.			


ECS A&F 011 Identify priorities and potential funding to implement a rolling replacement programme for ICT hardware and software in schools			
Description	This programme covers internal connectivity in schools, refresh programme and general upgrades to ICT in schools and is carried out in line with the ICT education strategy. One of the main strands of the strategy is to ensure that staff and pupils have equitable access to ICT across the authority's schools.		
Managed by	David Wright	Lead Officer	Rosaleen Rentoul
Start Date	01-Apr-2010	Due Date	31-Mar-2016
Progress update		Progress	 25%
Limited refresh programme for ICT hardware in school during 2011/12. Working with Corporate ICT to identify similar funding for 2012/13.			

ECS A&F 012 Develop and implement service level agreement with Corporate ICT in relation to support provided to the Directorate	
Description	

Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress		<input type="text" value="40%"/>
Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date		
Progress update						
Regular liaison meetings taking place with Corporate ICT. Detailed discussions about SLA taking place during Feb 2012. On track to complete SLA by end of March 2012.						



ECS A&F 013 Work with Sport Aberdeen to agree a fit for purpose management information system						
Description						
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress		<input type="text" value="35%"/>
Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date		
Progress update						
Discussions have taken place with Sport Aberdeen about the requirements for a suitable Leisure Management System, particularly in relation to processing and managing the bookings and lettings system. Sport Aberdeen are currently seeking competitive tenders for a suitable Leisure Management System.						

ECS A&F 014 Secure funding for citywide roll out of wireless networks across Education, Culture and Sport facilities						
Description						
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress		<input type="text" value="10%"/>
Start Date	08-Feb-2012	Due Date	31-Mar-2012	Completion Date		
Progress update						
Submitted detailed business case for citywide wireless networking, for consideration as part of the Capital Programme.						

ECS A&F 015 Establish a consistent approach to the use of mobile technology						
Description						
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress		<input type="text" value="66%"/>
Start Date	08-Feb-2012	Due Date	31-Mar-2012	Completion Date		
Progress update						
Draft Mobile Technology Strategy and Guidance produced. Draft Mobile Technology Strategy and Guidance to be considered by SMT in Feb 2012. Roll-out guidance to						

schools in March 2012.

ECS DSUp 001 Promote the use of online resources to enable single source access to Council information

Description			
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	01-Apr-2010	Due Date	29-Mar-2013
Progress update	 		
Completion Date			



Instead of focussing on internal directorate information, Education, Culture & Sport is represented on the Council's website through simple site navigation and the A-Z list. The navigation is being re-developed to be more in line with best practice, which will ensure information is found even more easily. As part of Service Design and Development's (SDD) commitment to ongoing improvements to the website, they are currently working with EC&S representatives to 'clear out' unnecessary content and focus on action oriented content.

Previous work done with colleagues in SDD has resulted in a number of forms being made available online for downloading, for example the School Clothing Grant and Educational Maintenance Allowance application forms, and School Placing Request forms. It is not possible however for these forms to be completed and submitted online as they require to be accompanied by documentary evidence to support the application which is often done in person. The e-government team have recently implemented the new E-Forms package on the website which allows customers to fill out and submit applications online. There are some issues around the information received on e-forms not integrating with the systems in use within services, however it is hoped that with some further development work that e-forms can be made more widely available across EC&S service areas.

Work is currently ongoing on making school catchment area available online. A resource from within the service needs to be identified to carry out a data input exercise, updating street information.

04.01c - Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities

ECS A&F 016 Promote the use of GLOW to support active learning approaches

Description			
Managed by	David Wright	Lead Officer	Rosaleen Rentoul
Start Date		Due Date	31-Mar-2016
Progress update	 		
Completion Date			

The ICT Education team continues its support of schools in the new aspects of Glow: Glow Light, blogs, wikis and the new resources - many schools are using blogs for interesting projects, central staff are being supported in their usage. Support in ensuring pupils have their logins to Glow continues. Glow user names have been issued to all



schools and all pupils should be able to access Glow before the planned timescale. The Glow National Team, with the support of the ICT Education team, continues to support four secondary schools with two projects. There is a review meeting planned for 7 March.


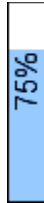
ECS A&F 017 Introduce interactive technology to all classrooms			
Description	Interactive technology in classrooms - whiteboards		
Managed by	David Wright	Lead Officer	Rosaleen Rentoul
Start Date		Due Date	31-Mar-2012
Progress update		Progress	12%
		Completion Date	
Interactive whiteboard training continues and there were additional days provided for schools for train the trainer and content creation.			



ECS CLD 014 Determine, develop and deliver appropriate levels of online learning skills within communities			
Description			
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock
Start Date	01-Apr-2011	Due Date	31-Mar-2013
Progress update		Progress	5%
The Lifelong learning sub team of the Communities Team are currently working through a job matching and restructuring process which will enable this sub team to develop this action.			

ECS Edu 005 Implement Science and Technology Strategy in schools			
Description			
Managed by	Charlie Penman	Lead Officer	Derek Samson
Start Date	26-Aug-2011	Due Date	31-Aug-2016
Progress update		Progress	33%
		Completion Date	

ECS LIBIS 11 Develop and maintain a library profile on social networking sites	
Description	Raise awareness of service, enhance existing communication channels, increase number of visitors and usage of library services

Managed by	Neil Bruce	Lead Officer	Fiona Clark	Progress		
Start Date	01-Apr-2010	Due Date	30-Mar-2012	Completion Date	08-Feb-2012	
Progress update						
Awaiting notification from Systems staff to proceed with Twitter and Facebook in conjunction with other colleagues.						

ECS LIBIS 13 Introduce e-book lending						
Description	Increase online service for remote access for all. Joint venture with Aberdeenshire - sharing stock will double the titles available for downloading					
Managed by	Neil Bruce	Lead Officer	Fiona Clark	Progress		
Start Date	01-Apr-2010	Due Date	30-Nov-2011	Completion Date		
Progress update						
Still problems with Atos managed data centre security allowing access to Talis servers for validation to borrowers. With Atos to resolve since September 2011						


ECS M&G 004 Develop Museums and Galleries presence on social networking sites						
Description						
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress		
Start Date	08-Feb-2012	Due Date	28-Mar-2012	Completion Date		
Progress update						


Next stages of web site development to be firmed up by the end of the financial year. We hope to include an update of the site to provide a mobile specific style sheet; creation of personal galleries for the public to gather, collect and curate their own favourites, using tagging and QR code scanning, employment of more advanced blogging and interactive discussion/community functions.
The website is growing as a marketing tool with several e-marketing initiatives which will allow greater access to the Learning programmes and also the public programme in general.


Priority 05 - Health and Wellbeing

05.01 - Ensure the health, wellbeing and safety of Directorate staff in the course of their work

05.01a - Co-ordinate health and safety activities across the Directorate

ECS DSUp 002 Co-ordinate health and safety activities across the Directorate			
Description	The Corporate Director has responsibility for the implementation and monitoring of the Corporate Health and Safety Policy within their own Directorate areas. The Directorate Support Manager has a co-ordinating role to ensure health and safety across the Directorate		
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	01-Apr-2011	Due Date	31-Mar-2016
Progress		Progress	<input type="text" value="37%"/>
Completion Date		Completion Date	
Progress update			


ECS DSUp 004 Ensure all service areas have current Business Continuity Plans in place			
Description	In line with our responsibilities under the terms of the Civil Contingencies Act 2004 we are required to put in place Business Continuity Management arrangements		
Managed by	Lesley Kirk	Lead Officer	Caroline Hastings
Start Date	14-Dec-2011	Due Date	31-Mar-2012
Progress		Progress	<input type="text" value="30%"/>
Completion Date		Completion Date	
Progress update			
After the follow up request for school BCPs in September we now have 64% of BCPs returned and updated, they have been checked for accuracy against corporate data. A further follow up request for schools who have still not submitted their BCPs will be sent on 02 Feb 2012. A request to other service areas will also be sent out on the 02 Feb 2012 to review and submit their BCPs by 02 March 2012.			


ECS DSUp 005 Effective monitoring and reporting of risks via regularly maintained risk register			
Description	-- enter action details here --		
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk
Start Date	14-Dec-2011	Due Date	31-Mar-2012
Progress		Progress	<input type="text" value="8%"/>
Completion Date		Completion Date	
Progress update			
Following approval of the EC&S Service Improvement Plan 2011-16 at Committee, a review of the EC&S Risk Management Register has commenced. A Directorate group has met to identify a draft set of high level risks for the Directorate which could be entered into and managed through Covalent. These risks have taken account of the Accounts Commission categorisation of risks around specific aspects of organisational operations: business, professional/management, financial, legal, people, partnership, physical, political, contractual, technological, environmental and customer.			


The risks around the PBB savings options are also being reviewed as part of the preparation for PBB Year 2 and uploaded into Covalent in the same way as the Directorate risks.
 Once the high level risks are agreed, risks per service area can then be worked up by Service and Team Managers and entered in Covalent. Service risks will be linked to Directorate risks which in turn can be linked to Corporate risks ensuring a golden thread in relation to risk management.

05.02 - Encourage people to making positive choices about their diets and lifestyles

05.02a - Improve the health and wellbeing of children and young people via Health Promoting Schools

ECS CLD 015 Implement Outdoor Learning Strategy in Schools			
Description	Managed by	Lead Officer	Progress
	Gail Woodcock	Jonathan Kitching	 12%
	Start Date	Due Date	Completion Date
Progress update			
In academic year 10/11 Adventure Aberdeen held 469 events and worked with 5,236 participants including children and young people from City primary and secondary schools and pupil support service.			


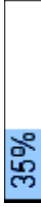
ECS Edu 006 Implement the new Aberdeen City Health Promoting School Excellence Award			
Description	Managed by	Lead Officer	Progress
	Derek Samson	Neil Hendry	 100%
	Start Date	Due Date	Completion Date
Progress update			
New award out to schools and schools in the city are currently working towards the new award.			

ECS Edu 007 Implement the new Health and Wellbeing Early Years Award			
Description	Managed by	Lead Officer	Progress
	Derek Samson	Neil Hendry	 100%
	Start Date	Due Date	Completion Date
		31-Mar-2012	01-Nov-2011

Progress update

This ward was launched on Tuesday 1 November 2011 in partnership with NHS Grampian.



ECS Edu 008 In partnership with NHS Grampian and Active Schools work to be completed in schools to achieve Heat 3 target

Description			
NHS Scotland Heat 3 target - Achieve agreed completion rates for child healthy weight intervention programme			
Managed by	Derek Samson	Lead Officer	Neil Hendry
Start Date	01-Nov-2011	Due Date	31-Jul-2012
Progress		Completion Date	
			

Progress update

As well as aiming to encourage implementation of immediate positive changes, the programme is geared towards encouraging children to adopt positive behaviour changes for the long term. This ties in with establishing a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children. 'Grow Well Choices' also supports implementation of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 by supporting schools to promote health. The 'Grow Well Choices' programme will be delivered in all Aberdeen City schools on a rolling three year programme from November 2011. A pilot is currently taking place in Skene Square School. It is proposed that the programme will be delivered by ASG and all schools in the City will have been covered by October 2012.


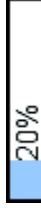
ECS Edu 009 Produce and publish health related resource packs on Glow

Description			
Managed by	Derek Samson	Lead Officer	Neil Hendry
Start Date		Due Date	31-Jul-2012
Progress		Completion Date	
			

Progress update

ACC had responsibility for leading the work on the Grampian substance misuse resource pack which was completed on schedule in July 2011. Aberdeenshire are leading on sexual health and relationship pack which should be completed by January 2012 and moray are leading on mental health pack which should be completed by July 2012. Both these additional resources will be available as a planning resource in city schools.

ECS Edu 011 Sexual Health and Relationship Education (SHARE) training to be offered to primary teachers

Description			
Managed by	Derek Samson	Lead Officer	Neil Hendry
Start Date	29-Nov-2011	Due Date	31-Jul-2012
Progress		Completion Date	
			

Progress update

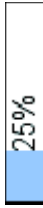
Relationships, Sexual Health and Parenthood Education Training for Primary School Teachers

In February 2012, primary schools with the three ASG's with the highest rates of teenage pregnancy within Aberdeen City (St Machar, Northfield and Torry) are to be offered relationships, sexual health and parenthood education training. To enable schools to adopt a whole-school, progressive approach to relationships, sexual health and parenthood education, schools will be asked for two representatives (from early/middle and middle/upper stages) to attend the training. The expectation is that the teachers who attend the training will cascade the information to all staff within their own school. Funding has been secured to provide cover (50% from Education, Culture and Sport and 50% from the Health Improvement Fund).

Other members of the school community will also be invited to attend the training to offer additional support to the school, e.g. school nursing, youth workers and a 'SHARE' trained member of guidance.


This training will be complemented by relationships, sexual health and parenthood education guidelines (currently out for consultation until the 9th Dec).

ECS Edu 022 In partnership with Education Scotland, develop a common understanding of the Responsibility of All - Health and Wellbeing Outcome and Experiences


Description				
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress
Start Date	03-Feb-2012	Due Date	30-May-2012	Completion Date
Progress update				


The authority has been given a grant from Education Scotland to undertake work on responsibility of all experiences and outcomes of all for health and wellbeing. Four staff, two primary and two secondary teacher have been given time out of school to develop I can statements for all levels within curriculum for excellence. A short term steering group including representatives from Early years, EP services, NHS, Education Scotland primary and secondary has been set up to lead the work. The aim is to produce a common understanding of what staff working with young people in schools and wider community should be aiming for to cover these experiences and outcomes. The work of the group will be developed into a visual guide which will be place around establishment to increase awareness of all.

ECS Edu 023 Continue to work in partnership with NHS Grampian developing peer education approach to oral health in five targeted primary schools

Description	Five targeted primary schools are: Stoneywood, Bramble Brae, Riverbank, Woodside and Broomhill			
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress
Start Date	03-Feb-2012	Due Date	31-Jul-2012	Completion Date
Progress update				

ECS Edu 024 Develop PE agenda in schools				
Description				
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress
Start Date	03-Feb-2012	Due Date	31-Jul-2012	Completion Date
Progress update				
<p>October 2011 Neil Hendry met with primary PE specialist to discuss CPD opportunities and update them on local developments. November 2011 Audit carried out with all schools to establish numbers of school who are achieving 2 periods (secondary) or 2 hours (primary) in schools. Results can be found in documents. January 2012 Meeting of HWB faculty heads was chaired by Neil Hendry and was also attended by Graeme Dale and Jo Conlon</p>				
ECS Edu 025 CPD training for teachers and other professionals on substance misuse				
Description	CPD training for 90 teachers and 30 other professionals on substance misuse			
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress
Start Date	03-Feb-2012	Due Date	30-Apr-2012	Completion Date
Progress update				
<p>Substance Misuse Training will support staff working with young people around Substance Misuse. It will be an excellent way to gain knowledge and up to date information on Legislation, Alcohol, Drugs and Tobacco from health professionals, teaching staff and police input. This training is done in partnership with Alcohol and Drugs Partnership, Aberdeen City Council, NHS Grampian and Grampian Police. The dates are as follows: Friday 10th February 2012, Friday 24th February 2012, Friday 2nd March 2012, Thursday 22nd March 2012 at Fredrick Street Training Facilities with lunch provided. Training spaces have been allocated one per primary and two per secondary for teaching staff, we also have provision for youth workers, school nurses, 3rd sector and police.</p>				
05.02b - Improve the health and wellbeing of the City				
ECS CLD 016 Develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport				
Description				

Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress		<input data-bbox="199 268 247 470" type="text" value="50%"/>
Start Date	08-Feb-2012	Due Date	31-Jul-2012	Completion Date		
Progress update						
First draft completed.						


ECS Edu 010 Establish Health and Wellbeing Network						
Description						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress		<input data-bbox="534 268 582 470" type="text" value="100%"/>
Start Date	11-Jan-2012	Due Date	31-Jul-2012	Completion Date		27-Jan-2012
Progress update						

Network Dates 2011-12
 Network - 7th September 2011 (Substance Misuse - Agenda: Local/national update; launch of HPS Substance Misuse Pack; Changes to the SLO service; Young Scots Alcohol Survey; Young Carers)
 Drop -In - 23rd November 2011 (Sharing practice across Mental, Emotional, Social and Physical Wellbeing)
 Network - 28th February 2012
 Drop-In - term 4 (Date TBC)

The ACC HWB schools steering group has also met in September 2011 and November 2011 minutes of which are attached.

05.03 - Environmental sustainability

05.03a - Encourage and increase active travel to school

ECS Edu 012 Encourage and increase active travel to school						
Description						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress		<input data-bbox="1204 268 1252 470" type="text" value="5%"/>
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
Hands up survey has been undertaken across all schools to gauge level of active travel in schools. Results will be added to when available						

05.03b - Increase the number of Eco-Schools within the City

ECS Edu 013	Engage children and young people in green issues including the environment, sustainability, global citizenship and the value of a low carbon future via the Eco-Schools Programme		
Description	The Eco-Schools Scotland programme is made up of 7 elements incorporating 9 environmental topics. Once a school has registered on the programme and implemented these seven elements, it can apply for an Eco-Schools award. There are three levels of award. The first two levels of award are Bronze and Silver. The top level of award is the Green Flag award which must be renewed every two years.		
Managed by	Derek Samson	Lead Officer	Neil Hendry
Start Date	01-Apr-2010	Due Date	31-Mar-2013
Progress update			
As of July 2011, 61 out of 64 schools are registered eco-schools (47 Primary; 11 Secondary; 3 Special). A total of 13 schools have achieved green flags status. During session 2010/11, Scotstown Primary achieved its 2nd green flag and Airyhall Primary its 4th green flag. Cornhill and Loirston primaries achieved bronze award status. Kaimhill, Loirston, Westpark and Woodside primaries achieved silver award status.			

05.04 - Ensure access to opportunities to participate in cultural and sporting activities

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

ECS Spo 002	Increase the number of activities for all children to get engaged in physical activities and sport through Active Schools		
Description			
Managed by	Neil Bruce	Lead Officer	Jo Conlon
Start Date	01-Apr-2010	Due Date	31-Mar-2012
Progress update			

Torry ASG
 Go Mountain Bike - Thanks to the financial support of 'The Rotary Club of Aberdeen St Fittick' and local oil company 'Enquest', Active Schools in partnership with Adventure Aberdeen were able to offer Primary 5 -7 children the opportunity to take part in Cycling Scotland's mountain bike proficiency award. The sessions ran over 6 weeks coaching the children skills that will enable them to be more competent riders on a variety of terrains. On top of this, funding received has enabled us to train school volunteers which can help sustain the project for years to come.

St Machar ASG

This school year the P6 Sports Star Challenge Transition Programme was launched in the St Machar ASG. This Programme is delivered in partnership with St Machar Academy PE Dept and the Academy pupils undertaking their CSLA. A booklet of lesson plans for 3 different activities, Basketball, Badminton and Athletics, was produced for all schools which class teachers deliver over a number of weeks to their P6 classes. The CSLA students from St Machar visit each primary school during this time and run a session in the focus activity for that term. After each primary school has received a visit a festival is held at St Machar Academy for all P6 pupils, which is planned, organised and delivered by the CSLA students. Teams at the festival are mixed so as well as giving pupils the chance to visit the Academy and meet some of the staff it also gives them the chance to meet and interact with pupils from other schools who will also be attending the Academy for S1. It also gives the CSLA the chance to put into practice the skills they have learnt from the CSLA course.

Bucksburn ASG

The Bucksburn ASG has had various activities happening over various venues this year. The Beacon Centre has played host to ASG groups for Hip Hop Dancing and Trampoline classes. The Hip Hop classes were aimed at P1-3, while trampoline session ran very successfully with 2 classes for P1-5 and P6-S3. At Kingswells Primary School, 2 tennis sessions run each week on a Tuesday and Wednesday before school with P1 through to P7 catered for. Kingswells have also had mountain biking with Adventure Aberdeen on the lighter summer and autumn nights. Newhills Primary School had a successful Athletics Class running for P3-7. Finally, Bucksburn PS have a very successful and fun Multi Activity class running for P1-3.

Northfield ASG

Active Schools and Heathryburn school combined to receive funding from the 2014 Communities Fund in order to offer free Trampoline sessions to pupils in the Northfield primaries. Over 100 pupils took part in the sessions held at Sheddocksley Sports Centre by coaches from the Springbox Trampoline Club. Each of the 6 Northfield primary schools received 5 weeks of coaching, with participants then having the opportunity to attend community sessions run by the centre and the Springbox club.

Aberdeen Grammar School ASG

This year primary schools within the ASG have been offered taster sessions in Rugby, Football and Judo. These tasters have linked to after school programmes organised by Active Schools and local community groups. Secondary pupils have been trained to deliver the First Club Golf programme and will shortly be visiting a local school to deliver to the primary 5 pupils. Some of the primary schools have delivered Young Sports Leader training for their older pupils to enable them to lead playground activities at lunchtimes.

Oldmachar ASG

All P5s from the Oldmachar primary schools recently took part in an Athletics festival as part of the Baker Hughes 10K launch in January. Approx 200 pupils took part in the event and got to meet Olympic Athlete Lee McConnell. The Bridge Of Don Games has been happening in the area, with primary schools in the ASG entering teams into P4-5 and P6-7 Basketball practise sessions and Festivals. More sports festivals will follow. With the new term just starting, pupils from across the ASG have had the chance to sign up for Hip Hop Dance, Basketball, Rowing and Multi-sport clubs over the last few weeks. More activities are due to follow, with a number of senior pupils from Oldmachar Academy now also supporting Active Schools in activity delivery.

Bridge Of Don ASG

The primary schools in the Bridge of Don ASG have been busy training for and participating in the Bridge of Don Games. The Games give pupils the opportunity to demonstrate their skills and take part in some friendly competition. Pupils from both Scotstown School and Braehead School have been actively involved in their netball

clubs on a weekly basis, with Braehead entering a team for the Bridge of Don Games Netball Tournament to be held on 1st February. Many pupils from both primaries and Bridge of Don Academy have been enjoying going along to the Bridge of Don Bring It! Hip Hop Dance Hub held at the Alex Collie Sports and Community Centre. The Hub encourages pupils from both the BOD and Oldmarch ASGs to come together to take part in energetic dance lessons.

Harlaw ASG

The Harlaw ASG has a variety of new clubs which have started up by Active Schools. Ferryhill has P1 -3 Multi Activity, P5/6 Fitness, P 3/4 mini tennis & a P 4 - 6 Basketball Club as a good transition to the P7 Basketball Team. Broomhill has a P 1 - 3 & P4 - 7 Multi Activity Clubs & P 3/4 Mini Tennis & Kaimhill has P 1 -3 Multi Activity, P 4 - 7 Basketball, P1 & 2 Football, P 5 & 6 Football, and a P 3 & 4 football club pending. All primary schools will receive 5 weeks of curriculum time rugby with an Olympic Theme, which will end with a festival at Harlaw Academy linking in with the S1 & 2 training. Harlaw Academy has numerous teachers volunteering to take clubs, including Basketball, Badminton, Shinty, and Hockey. The area will be forging a strong link with RGU: SPORT to promote activities in the local area, and also work in partnership for Legacy events.

Cults ASG

Cults Academy is now home to one of the Active Schools / City Moves Dance Hubs. This is new to the area and has three classes that cater for Nursery to S2 age. The classes have proved very popular and also have some senior pupils from Cults Academy volunteering to help the coach. Yoga has been running at Culter Primary, with pupils right throughout the school attending these sessions.

Hazlehead ASG

Pupils at both Airyhall and Hazlehead have been attending level 1 Bikeability sessions. Athletics has been running at Fernlea this term and Badminton has been proved popular and been running at Hazlehead and Airyhall. Hazlehead Academy have Badminton teams entered into this year's Crombie Cup. Senior pupils from the academy have been volunteering at clubs in the local primary schools.

Kincorth ASG

Some Kincorth Academy senior pupils have gone onto the Active Schools volunteering programme and have received qualifications in activities they have identified would benefit them. This in turn has allowed a dance club at the academy to start. Other sessions such as Rugby and Badminton are being assisted by the senior pupils so they can gain more experience.

Dyce ASG

Dyce Primary entered 6 teams into the Aberdeen Heat of the Scottish Schools Gymnastics Competition. These teams were taken from the extra curricular Gymnastics club that runs at the school. Dyce Academy also entered 2 teams, so the area was very well represented. Teams at various levels in the competition did very well with the Dyce area winning most of the medals on offer. P7's at Dyce Primary have been heading over to the academy for extra curricular trampolining sessions.


City Wide

Active Schools has offered opportunities to pupils in all parts of the city to participate in activities through the City Wide and Holiday Programmes. The activities that the City Wide Programme has run blocks in have included Athletics, Horse Riding, Ice Skating, Skiing, Snowboarding and Squash. The Holiday Programme has included PasSport Ultimate Camps – a multi sport camp, Asda Sporting Chance Free Activities and Ice Skating.

Active Schools have been running a successful Student Volunteering Programme. This programme offers students free qualifications in return for volunteering at Active

Schools activities, meaning an increase of capacity for Active Schools. Students so far have attended courses in Child Protection, First Aid, Disability Inclusion Training, Football Early Touches, Rugby Ready, Badminton Basics and elevating Athletics.

Linked to this there is also the Active Schools Coach Education Programme. Again this allows Active Schools to increase capacity by training new volunteers and developing existing ones. So far volunteers and school staff has been through training courses in Child protection, Playground Games, Elevating Athletics and Early Touches Football.

ECS Spo 003 Develop effective pathways between schools and sports clubs to support the transition from school to community sport			
Description			
Managed by	Neil Bruce	Lead Officer	Jo Conlon
Start Date	01-Apr-2010	Due Date	31-Mar-2012
Progress			
Completion Date		70%	

Progress update

Active Schools have formed links with many clubs throughout the city. Thus enabling pathways for participants from school to club to be created. During the last term club links were sustained and developed in many schools and ASG's by Active Schools. These club links can be with single or multiple schools, which is dependant on many factors such as location, sport / activity of the club. Also the form that clubs links take varies from club to club but usually consist of a combination of the following:-

- Formal link (a formal written agreement)
- Promotional materials distributed by Active Schools (flyers/posters/etc)
- Regular curricular delivery
- Regular extra-curricular delivery
- Curricular / extra-curricular taster sessions / festivals
- Volunteering, pathways to volunteering / leadership
- Involvement in Active Schools Holiday Programme



This last term has seen Active Schools have links with 25 sports clubs in the city. This has allowed children to start to move from school clubs through to the community club setting. Work has been done on the monitoring of participants moving through to clubs, recording both numbers and experiences. The level of monitoring varies from club to club so additional work will be needed to improve on this aspect of school to club links.

The next term will see Active Schools continue to work with existing linked clubs to continue to provide pathways for pupils moving into the community sport session. Further to this new clubs will be identified and approached about forming links throughout the city. There will also be a lot of work and development happening around the 3 initial Community Sports Hubs at Albury, Grammar FP's and the Disability Hub at ASV.

05.04c - Support the development of quality public spaces which provide residents of the City with a high quality of life

ECS ArtDev	Public Art Project
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003	With support from Aberdeen City Council's Cultural Grant scheme a new public art project, Art Engagement, has been developed. This project will use various innovative methods to actively consult and involve communities in the development of commissioned public art pieces. This process of community engagement will form the basis for the development of a public art tool-kit and policy which is reflective of the wants and needs of the city and its residents. http://www.aberdeencity.gov.uk/Arts/whitespace/art_engagement.asp			
Description				
Managed by	Neil Bruce	Lead Officer	Elspeth Winram	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2012	Completion Date
Progress update	<p>The artists for the Aberdeen Olympic Public Art Commission were confirmed in Jan 2012.</p> <p>This will build on previous projects such as the public art project 'Art Engagement' by Amy Marletta in the Green' in April 2011. Also a community engagement project called 'Big Fit' a collaborative community project with Seaton Art and History group completed in May 201.</p> <p>Timeline</p> <p>The Public Art toolkit was launched in September 2012 and is available to the public.</p> <p>The first Public Art Education programme of artist talks were been developed and delivered to residents in Aberdeen in October 2011.</p> <p>Also the first round of Public Art commissions have been launched and closing date is December 2011.</p> <p>Strategy team and External funding officers have gained £250,000 in funding from the EU lively Cities Programme. Arts Development are working with the Strategy team support delivery of programme</p> <p>Background</p> <p>The research and consultation work undertaken as part of Aberdeen's 'City of Culture' Feasibility Study in 2009 and the development of the 'Vibrant Aberdeen' Cultural Strategy clearly highlighted the requirement to establish a structure which supports the development of contemporary public art in the city. With support from Aberdeen City Council's Cultural Grant scheme a new public art project, 'Art Engagement', has been developed. This project will use various innovative methods to actively consult and involve communities in the development of commissioned public art pieces. This process of community engagement has formed the basis for the development of a public art toolkit and policy which is reflective of the wants and needs of the City and its residents.</p>			
ECS ArtsEd 006	Leafing the Green			
Description	A two year writer in residence programme as the main education initiative for The Green Townscape Heritage Initiative. Due to start in September 2010. Funding: £50,000 Scottish Arts Council Lottery; £20,000 The Green Townscape Heritage Initiative (THI)			
Managed by	Neil Bruce	Lead Officer	Jacky Hardacre	Progress

Start Date	01-Mar-2010	Due Date	28-Feb-2013	Completion Date	
Progress update					
A two year writer in residence programme as the main education initiative for The Green Townscape Heritage Initiative commenced in October 2010. Funding of £50,000 from Scottish Arts Council Lottery and £20,000 The Green Townscape Heritage Initiative (THI)					
Good early progress with the schools in the Torry ASG. Community activities still to progress.					
February 2012 -Working towards public artinstallation for the THI area and end of project publication and event to celebrate participants' achievements.					
Priority 06 - Engagement in Arts, Heritage, Culture and Sport					
06.01 - Raise the profile of culture and sport nationally and internationally					
06.01b - Attract major cultural and sporting events to the City					
ECS CulSp 003 Maximise the benefits to be gained from attracting and generating major sports and cultural projects to the City					
Description	The strategy team seeks to maximise the opportunity to engage the Citizens of Aberdeen in projects which improve the City's profile locally, nationally and internationally, supporting major projects and policy developments which deliver on 'Fit for the Future' and 'vibrant Aberdeen'				
Managed by	Neil Bruce	Lead Officer	Jo Conlon; Lesley Thomson	Progress	 42%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date	
Progress update					
The Culture and Sport commissioning team have supported Aberdeen Sports Village and RGU to bring the Cameroon Olympic team to Aberdeen and will be working with the two Universities to programme community and schools programmes to maximise investment and engagement with local community groups. The EU funded lively Cities programme will commission in the next two months two public art projects in the Green area. The City's Public art aspirations have been further enhanced with the first Cultural Olympiad Public Art initiative. The games legacy update for the City will be presented to councillors at Committee in March 2012.					
ECS M&G 003 Attract major exhibitions to the City's Museums and Galleries					
Description					
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress	 66%
Start Date	01-Apr-2010	Due Date	31-Dec-2013	Completion Date	

Progress update

The world's most prestigious portrait competition, the BP Portrait Award 2011 finishes it showing at Aberdeen Art Gallery on 21 January 2012. A new exhibition From Van Gogh to Vetricano Hidden Gems from Private Collections - an outstanding selection of paintings and sculpture opens on 4 February 2012. This exhibition focuses on the connections between the public holdings of the city and the tastes of its private collectors.

06.01c - Develop partnership networks and links with both cultural and non cultural bodies**ECS ArtDev 004 Delivery of Twinning Projects**

Description Arts Development has developed projects for ten years with Clermont Ferrand, Stavanger and Regensburg. The partnerships that have developed have led to successful cultural exchanges.

Managed by	Neil Bruce	Lead Officer	Elspeth Winram	Progress		Completion Date	
Start Date	01-Apr-2010	Due Date	01-Dec-2016				

Progress update

RSNO project with Aberdeen residents is now complete. 2 groups from Aberdeen took part in the project alongside groups from Aberdeenshire. This culminated in the residents being part of the chorus with the RSNO orchestra in October 2011. Evaluation of the project is now underway. In June 2011 Arts Development, Visible Fictions and APA travelled to Regensburg with a group of 10 young people to perform at Burgerfest, the twin city's festival. In July the Arts Development team also worked in partnership with APA to create an inviting environment for "Spend a Minute with Us" during the Culture Crush, Aberdeen's weekend of creativity part of London 2012 Open Weekend.

ECS ArtDev 005 National Galleries Scotland Project - Silver City Soul

Description This project will employ a locally based contemporary artist to engage and facilitate two community groups in the Aberdeen area. National Galleries Scotland outreach officers will support the artists throughout the projects. The groups will interpret and discuss arts from the National Galleries Scotland and Aberdeen Art Gallery collections and then create their one contemporary response to those works based on their views of local issues


Managed by	Neil Bruce	Lead Officer	Elspeth Winram	Progress		Completion Date	
Start Date	01-Apr-2010	Due Date	31-Mar-2012				

Progress update

This collaborative visual arts project will be a partnership between the National Galleries of Scotland (NSG) and Aberdeen City Council. Partnership is at the heart of the NGS strategy which strives to make the national art collection more widely accessible as part of its 'Gallery without Walls' policy. This project aims to produce a community-generated portrait of Aberdeen's city and people inspired by works of art in the collections of NGS and Aberdeen Art Gallery.

The Exhibition in the IT Gallery in Edinburgh in April 2011 was a great success. There is ongoing work with groups from Aberdeen who are filming and taking photographs of Aberdeen with local artist Adam Proctor supported by the Arts Development team.

An exhibition devised in collaboration with representatives of Aberdeen's communities will take place in Aberdeen Art Gallery from 11.2.12 - 24.3.12.


ECS ArtsEd 001 Arts Extreme			
Description	Major arts participation project with National Theatre of Scotland and Transition Extreme Sports Ltd using the experience of extreme sports as the inspiration to create new artistic work. Focussed on three schools and their communities, the project will culminate in a festival of events during March 2011. Funding: £275,000 - Scottish Arts Council; £35,000 - National Theatre of Scotland; £15,000 - Shell; in kind support from Transition Extreme		
Managed by	Neil Bruce	Lead Officer Jacky Hardacre	Progress  71%
Start Date	01-Apr-2010	Due Date 31-Mar-2012	Completion Date
Progress update			

Major arts participation project with National Theatre of Scotland and Transition Extreme Sports Ltd using the experience of extreme sports as the inspiration to create new artistic work. Focussing on three schools and their communities, the project will culminate in a festival of events during March 2011.


9 October 2010 - flash mob performances in the Bon Accord Centre and St Nicholas Centre were part of EXTREME, an interdisciplinary partnership project led by the Arts Education Team and the National Theatre of Scotland. Over 100 school pupils and community members surprised crowds of shoppers by breaking into a dance routine. After the four minute performance, participants immediately split up and went about their day.

16 December - Extreme Ceilidh at Beach Ballroom. Public performance cancelled due to heavy snow, however cast performed the event which was filmed.

11-23 March 'Nothing to See Here' performed at Linksfield Community Centre to sell out audiences.

ECS ArtsEd 009 Strategic Music Partnership (Aberdeen City and Aberdeenshire area)			
Description	The Arts Education Team are the lead partner working with Aberdeenshire Council and approx 60 local music providers to develop an overarching strategic music partnership and vision for music for children and young people in the North East of Scotland.		
Managed by	Neil Bruce	Lead Officer Jacky Hardacre	Progress  42%
Start Date	01-Apr-2010	Due Date 31-Dec-2012	Completion Date
Progress update			
The Arts Education Team are the lead partner working with Aberdeenshire Council and approximately 60 local music providers to develop an overarching strategic music			

partnership and vision for music for children and young people in the North East of Scotland. Funding: £180,000 Scottish Arts Council, £12,000 Aberdeenshire Council and £12,000 Aberdeen City Council

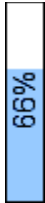
ECS ArtsEd 011 Creative Learning Network			
Description	The creation of a new Creative Learning Network for Aberdeen City as part of the Government Action Plan on Education and the Arts, Culture and Creativity. The network will embed creativity within all aspects of learning set within the context of Curriculum for Excellence and 'Aberdeen: City of Learning'. The network will involve colleagues from across EC&S and cultural providers in the region		
Managed by	Neil Bruce	Lead Officer	Jacky Hardacre
Start Date	01-Apr-2010	Due Date	31-Dec-2012
Progress update			
		Progress	 80%
		Completion Date	

The Arts Education Team had been awarded £10,000 from the Scottish Arts Council and Children in Scotland to establish a creative learning network in the city. The team has been successful in attracting the maximum amount which can be awarded, and the money will be used to develop new and existing creative learning networks, and to champion the arts, culture and creativity in schools and communities within the context of the Curriculum for Excellence.

06.02 - Increase investment in arts, heritage, culture and sport

06.03 - Raise the profile of culture and sport in the City

06.03a - Develop and deliver Culture and Sport priorities

ECS CulSp 005 Develop and deliver the priorities within 'Vibrant Aberdeen' – A Cultural Strategy for Aberdeen			
Description			
Managed by	Neil Bruce	Lead Officer	Lesley Thomson
Start Date	01-Apr-2010	Due Date	31-Dec-2016
Progress update			
		Progress	 66%
		Completion Date	

The strategy was launched in Aberdeen University during a cultural conference hosted by InterCult on Friday the 30th of April 2010. The Strategy, developed by the Cultural Forum for Aberdeen, aims to provide the strategic framework to drive culture in the city towards achieving a shared vision and meeting the identified objectives which lie behind this. Within this, the strategy presents the challenges Aberdeen faces in developing culture and the opportunities which must be taken in order to achieve this vision.

The Strategy Team is working with external funding officers to maximise future initiatives in terms of EU funding, in particular those which relate to public space and EU City of Culture. The SOA targets will be reviewed in accordance with the next corporate SOA review by the Strategist representing the sector on the lead officers group. The Lively Cities bid allows for a level of continuing professional development which will increase capacity and knowledge. The public art strategy, currently a work in progress, will provide a framework for achieving planning gain and community benefits opportunities. Progress 15%

ECS CulSp 006 Develop and deliver the priorities within 'Fit for the Future' – Sport and Physical Activity Strategy for the City			
Description	Fit for the Future, launched on 31 August 2009, is Aberdeen City's Sport and Physical Activity Strategy that defines the strategic direction for sport and physical activity in Aberdeen until 2015. The vision for sport and physical activity in Aberdeen is: "More people, more active, more often". www.aberdeencity.gov.uk/Sports/spr/spr_fit_future.asp		
Managed by	Neil Bruce	Lead Officer	Lesley Thomson
Start Date	31-Aug-2009	Due Date	31-Dec-2015
Progress			54%

Progress update

Fit for the Future, Aberdeen City's Sport and Physical Activity Strategy was launched on 31 August 2009. It defines the strategic direction for sport and physical activity in Aberdeen until 2015.

The Active Aberdeen Forum will convene next in March 2011 to consider the priority based budgeting process and sporting priorities. Sport is considered within the learning strategy as a key means by which health and well being can be improved, and this will be further evidenced in the HGIOCS self evaluation where commissioned services will be evaluated. The team are concluding the planning the benefits to the Sheddocksley pitches agreed as part of the planning gain from the sale of the Oakbank school site. An ongoing review of the funding agreements with local and national sports bodies will form part of the root and branch review of culture and sports organisations. Staff continue to support Sports governing bodies and as part of PBB will review all funding agreements. The process for agreeing community sports hubs will be concluded in March, and a partnership agreement with sportscotland concluded to continue active schools Progress 12%.

06.03b - Move to Cultural Trust

ECS_C03 Move to Cultural Trust			
Description	Creation of a Cultural Trust. Transfer the operation of Art Gallery and Museums from the Council to a charitable trust. Trust could include other services such as Community Learning and Development, Libraries and Arts services. Potentially the Trust could be formed with other existing bodies and/or closer working with neighbouring councils. A full options appraisal regarding the composition of the proposed cultural trust is required and a scoping exercise undertaken to define which services are included. This will impact on the benefits in Year 5 and potential one-off costs.		
Managed by	Patricia Cassidy	Lead Officer	Neil Bruce
Start Date	31-Mar-2011	Due Date	31-Mar-2016
Progress			33%

Progress update

Initially, the PBB-led work was described as "Move to a Cultural Trust", however this was retitled, "Future Delivery of Cultural Services" to ensure that there were no preconceptions about the final proposed delivery mechanism. The scope of the potential arms-length organisation includes consideration of Council operational cultural services and partners.

06.03c - Root and branch review of commissioned arts and sports services**ECS_C10 Root and branch review of commissioned arts and sports services**

Review of all current arts and sports commissioning arrangements with external organisations in order to stimulate improvements in outcomes and to engage the public more widely in the commissioning process. Currently AC uses a range of funding models which have evolved over a period of years, and have sometimes tended to suit the needs of the organisation rather than providing best value. This saving proposes a more streamlined model, and in some cases, an assessment against need and demand may require current funding to cease. Where it is proposed to continue funding arrangements, these will be more closely linked to evidencing against ACC's cultural and sporting objectives and the SOA. Consideration will be given to Elected members Board membership during the commissioning review.

Managed by	Patricia Cassidy	Lead Officer	Neil Bruce; Lesley Thomson	Progress	<input type="text" value="42%"/>
Start Date	31-Mar-2011	Due Date	31-Mar-2016	Completion Date	

Progress update

The Commissioning Officer and colleagues have begun work on the review with upwards of 20 organisations. The review will cover governance and finance, strategic planning, quality, business planning, capacity, partnership working and alternative models of delivery. Elected members will be briefed in a number of sessions following the Election. The review runs parallel to the Options appraisal for the future delivery of the City's Cultural services. The review will conclude in march 2013 with recommendations for the future funding of organisations for 2013.14 onwards.


06.04 - Recognise and celebrate the City's heritage**06.04a - Celebrate, preserve and interpret our tangible and intangible cultural heritage****ECS M&G 005 Develop a cultural programme reflecting the uniqueness of the area exploiting our unique assets**

Description					
Managed by	Neil Bruce	Lead Officer	Christine Rew; Lesley Thomson	Progress	<input type="text" value="30%"/>

Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date
Progress update				
Granite Month 2011 complete.				

06.05 – Attract and retain creative practitioners in the City

06.05a - Provide and facilitate a comprehensive programme of professional platforms, opportunities and investment


ECS ArtDev 006	Provide skills and creative development opportunities to local artists			
Description	To offer work opportunities, training or sign post artist training to other cultural providers.			
Managed by	Neil Bruce	Lead Officer	Elspeith Winram	Progress
				
Start Date	01-Apr-2010	Due Date	01-Apr-2016	Completion Date
Progress update	66%			

Ongoing training for local artists in participatory arts. This year is the second year of the internship programme with RGU. Karen Watt a recent graduate has been working alongside the Arts Development team. Her exhibition in the Lemon Tree runs Nov 11 - Feb 2012.

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


07.01a - Implementation and delivery of Integrated Children's Services Plan

ECS FVL 003	Implementation and delivery of Integrated Children's Services Plan 2011-15			
Description	Develop and deliver Integrated Children's Services Plan for 2011/12 - 2015/16 to establish local priorities and measure progress to improve outcomes for children, young people and their families			
Managed by	Sheila Sansbury	Lead Officer	Louise Beaton	Progress
				
Start Date	01-Apr-2010	Due Date	31-Mar-2015	Completion Date
Progress update	25%			


The ICS plan was formally launched at an event in Marischal College in December 2011 and has been distributed to all partners and outcome groups.

07.02 - Support vulnerable learners to achieve their full potential

07.02b - Review and redevelopment of inclusion strategy

ECS Edu 017 Review and redevelopment of Inclusion Strategy			
Description	Lead Officer	Progress	Completion Date
Managed by	Sohail Faruqi	 5%	31-Mar-2016
Start Date	Due Date	Progress	Completion Date
Progress update			
A systematic review of the Inclusion Strategy will now be undertaken and a steering group chaired by the Director of Education, Culture and Sport. Membership of the group is drawn from across the Education, Culture and Sport Service and also outwith the Service. An initial task for the steering group is to agree an overall timescale. Regular updates will be provided to committee via bulletins and as required via committee reports drafted for decision making.			

07.02c - Development and implementation of SEBN policy and strategy

ECS Edu 018 Social, Emotional and Behavioural Needs (SEBN) Policy and Strategy			
Description	Lead Officer	Progress	Completion Date
Managed by	Sohail Faruqi	 14%	31-Mar-2016
Start Date	Due Date	Progress	Completion Date
Progress update			
Meeting scheduled for 17 February 2012 to project plan and define priorities.			

07.02f - Develop a programme of support for young carers

ECS CLD 017 Develop a programme of support for young carers				
Description				
Managed by	Gail Woodcock	Lead Officer	Caroline Brain	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date
Progress update				
Young Carers work is supported by VSA in partnership with CLD Services				

07.02g - Identify and support vulnerable learners of all ages

ECS CLD 018 Identify and support vulnerable learners of all ages				
Description				
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress
Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date
Progress update				
Milestones to be developed first quarter 2012				

07.03 - Ensure our services and facilities are accessible to all

07.03a - Provide up to date and accessible information on services and facilities via the Family and Information Service

ECS FVL 008 Provide up to date and accessible information on services and facilities via the Family and Information Service				
Description	Support all families to make informed choices about services specific to their needs.			
Managed by	Sheila Sansbury	Lead Officer	Catriona Sim	Progress
Start Date		Due Date	31-Mar-2016	Completion Date
Progress update				
Service expanded to include ASN parent info needs and 16 + learning choices options. Completed Summer in the city guide and guide to education services on target				

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

08.01a - Identify and explore shared services delivery and joint contracts to achieve better outcomes, best value and reduce procurement costs


ECS_C17 Educational Psychology: To develop a joint EP Service with neighbouring authorities			
Description	To explore the development of a joint EP Service with neighbouring authorities. It is anticipated that it would be possible to reduce managerial costs and it is suggested one principal and a team of deputies could manage the field work EP's which could be aligned with the local authority 'patches' for service delivery. The cost savings are likely to be marginal if we retain the current level of EP's across the neighbouring authorities as the EP management pay scales are nationally negotiated.		
Managed by	Patricia Cassidy	Lead Officer	Sheila Sansbury
Start Date	01-Apr-2011	Due Date	31-Mar-2016
Progress update			
			5%

ECS_C22 Contract Out Non Staff and Non School Catering at Beach Ballroom/Art Gallery			
Description	These services are integral to income generation, should a standalone Cultural Trust be set up. The proposal includes current visitor catering services within the Art Gallery, Aberdeen Maritime Museum and Provost Skene's House, as well as the operation of the Beach Ballroom, which includes venue hires. Civic catering is included, currently being provided by staff at the Ballroom. Catering at Aberdeen Maritime Museum is already contracted out, and whilst there will be some savings if the contract is re-tendered along with the other Museums and Galleries sites, these will not be significant new savings for the Maritime Museum site, and will not include savings on salaries at this site as the catering staff based there are currently employed by Sodexo.		
Managed by	Patricia Cassidy	Lead Officer	Neil Bruce
Start Date	09-Aug-2011	Due Date	31-Mar-2016
Progress update			
			20%


ECS_C25 Explore potential shared services with other local authorities (EC&S)	
Description	Bring together services across local authorities in Education, Culture and Sport. Possible other shared services with other public bodies.

Managed by	Charlie Penman	Lead Officer	Jane Nicklen	Progress		<input data-bbox="199 268 247 470" type="text" value="25%"/>
Start Date	01-Jul-2011	Due Date	31-Mar-2013	Completion Date		
Progress update						
Meetings taking place with East Lothian and Midlothian Councils on 25 August 2011						


08.01b - Delivery and achievement of efficiency savings and transformation options

ECS EDPP 001 Delivery and achievement of efficiency savings and transformation options						
Description						
Managed by	Charlie Penman	Lead Officer	Jane Nicklen	Progress		<input data-bbox="614 268 662 470" type="text" value="80%"/>
Start Date	04-Apr-2011	Due Date	31-Mar-2016	Completion Date		
Progress update						
Directorate awaiting outcome of Council Budget Meeting on 9 February 2012						

08.01c - Implementation of robust corporate systems and processes


ECS DSUp 006 Service implementation of corporate robust HR processes and procedures						
Description						
-- enter action details here --						
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk	Progress		<input data-bbox="997 268 1045 470" type="text" value="30%"/>
Start Date		Due Date	31-Mar-2013	Completion Date		
Progress update						
Work is ongoing with colleagues in the HR Service Centre and our HR Business Partner to ensure that HR processes and procedures are adhered to across the Directorate. A new corporate 'Establishment Control Governance Protocol - A Guide for Managers', has been issued across all service areas. We are working towards regular reporting to heads of establishments with their established staff listed, containing post details, vacancies and cost centre information which will need to be checked for accuracy. The guidance stresses the importance of notifying HR and Finance colleagues of all staffing changes so that PSe and efinancials are accurate. This will not only ensure that staff are paid correctly but that service reports are based on robust data.						

ECS DSUp 007 Service implementation of corporate robust financial systems – PECOS, E-Financials, Collaborative Planning

Description						
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk	Progress		<input data-bbox="240 264 284 465" type="text" value="30%"/>
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
To facilitate improved budget monitoring, all budget holders who manage budgets totalling £250,000 have been having regular face to face meetings with a nominated Services Accounting contact. These meetings, which have been taking place since December 2010, have also provided both parties with a better understanding of the operating position and challenges being faced. The SLA target is for each budget holder over the £250k threshold to have nine face to face meetings each year with their Service Accountant.						

08.01d - Explore options for alternative service delivery models for culture and sport

ECS CulSp 007 Explore future models for the delivery of culture and sports services

Description	The strategy team will work collaboratively with internal and external partners to maximise the value of current funding by promoting, where appropriate, collaborative working and volunteering, to improve and develop the infrastructure of culture and sports services in the City					
Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress		<input data-bbox="746 264 790 465" type="text" value="5%"/>
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						

This action is being explored through a number of models. The options appraisal for the future delivery of cultural services, due to be presented to Councillors in March 2012: the recently concluded HGIOC and S pilot undertaken with Aberdeenshire, which will be further developed into a series of joint outcomes: the Root and Branch review of arts and sports organisations, which will be recommending alternative models of service delivery where appropriate and potential new partnership models. This is due to come to a conclusion in March 2013 with a new ALO policy for the external commissioning of arts and sports services. progress 25%


08.01e - Maximise opportunities for generating income to support development programmes

08.02 - Demonstrate our commitment to continuous improvement


08.02a - Introduce a rolling cycle of service validated self assessment

ECS Edu 019 Validated Self Evaluation Service Review


Description	Introduction of rolling cycle of service validated self assessment review involving service users, community, peers and managers
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Managed by	Liz Gillies	Lead Officer	Liz Gillies	Progress		<input type="text" value="38%"/>
Start Date	01-Apr-2011	Due Date	01-Jul-2012	Completion Date		
Progress update						
<p>The ongoing self evaluation which staff in schools carry out on a regular basis is providing the starting point for all improvement. In addition all schools have produced a High Level Curriculum map which have informed the school improvement plans for session 2010-2011. All plans have been submitted and feedback given. The Quality Improvement Officers (QIOs) continue to monitor the standards in school through regular visits, continuous support and feedback. A more proportionate approach is being delivered to ensure that schools receive the necessary support and challenge according to need and current circumstances. A new model of School Review is being developed which will involve a wider group of personnel including peer head teachers, experienced practitioners, parents and pupils. A group to plan for the new review model will meet in March with a view to piloting the new model in one Primary school and one secondary school in June 2011.</p>						


08.02b - Effective monitoring and reporting of performance against quantitative and qualitative measures

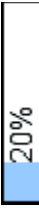
ECS P&P 001 Effective monitoring and reporting of performance against quantitative and qualitative measures						
Description						
Managed by	Sarah Gear	Lead Officer	Sarah Gear	Progress		<input type="text" value="50%"/>
Start Date	01-Apr-2010	Due Date	31-Mar-2016	Completion Date		
Progress update						
<p>Improvements to performance monitoring and reporting using the balanced scorecard approach have been implemented across the Education, Culture and Sport Service. Further development of Covalent to expand its use within the Service is ongoing.</p>						

08.02c - Effectively monitor and evaluate the impact of arts, culture, heritage and sports activities


ECS CulSp 008 Implementation of 'How Good is Our Culture and Sport'						
Description						
Managed by	Neil Bruce	Lead Officer	Neil Bruce	Progress		<input type="text" value="40%"/>
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
<p>This project is being jointly implemented with Aberdeenshire Council and with support from Education Scotland, within the overall Scottish pilot project, to assess the value and benefits it brings. Three joint development days have been held and both authorities have presented and reflected on the experiences of undertaking this self-validated evaluation. Both City</p>						

and Aberdeenshire services have reviewed the work to date and agreed to prepare reports to their respective Service Committees prior to the Summer recess.

ECS LIBIS 17 Monitor and evaluate the quality and impact of Library and Information Services via the Public Library Quality Improvement Matrix			
Assessment of performance against nationally accepted standards for a public library service			
Description	Managed by	Lead Officer	Progress
	Neil Bruce	Fiona Clark	
Start Date	Due Date	Completion Date	
01-Apr-2010	31-Mar-2013	08-Feb-2012	
Progress update			
Indicator 2 - Community and Personal Participation level 5 "Very Good" awarded draft report received 2/2/12			

ECS M&G 011 Monitor and evaluate the quality and impact of Museums and Galleries services via the Museum Galleries Scotland Quality Improvement System			
The MGS Quality Improvement System (QIS) is a simple self-assessment tool for Accredited museums and galleries which will help them to continuously monitor the quality of their services.			
Description	Managed by	Lead Officer	Progress
	Neil Bruce	Christine Rew	
Start Date	Due Date	Completion Date	
08-Feb-2012	31-Mar-2013		
Progress update			
Work is ongoing to gather evidence for the Museums and Galleries QIS indicator 2; first review due at end of August.			

08.02d - Effectively monitor and evaluate the impact of community learning activities

ECS CLD 019 Impliment 'How Good is Our Community Learning and Development'			
Assessment of performance against nationally accepted standards for a public library service			
Description	Managed by	Lead Officer	Progress
	Gail Woodcock	Alona Murray	
Start Date	Due Date	Completion Date	
01-Feb-2012	31-Mar-2016		
Progress update			
Follow on visit from HMle Education Scotland September 2011 indicated current planning within new Communities Team will deliver a highly responsive service which supports learning across communities in line with HGIOCLAD2.			

Priority 09 - Skilled and Trained Staff

09.01 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

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

ECS CPD 001 Develop an explicit and coherent policy and guidance framework for leadership and management development for the Service.			
Description	The Framework for Leadership Development will set out the service's overall vision for the development of leadership capacity within its staff; it will provide clear structure, pathways and development opportunities for all members of staff.		
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	01-Jun-2011	Due Date	30-Apr-2012
Progress update			
A leadership development policy has been drafted and will be presented to ECS Committee on 23rd February. A leadership development framework has been produced and launched on Glow and the Zone.			

ECS CPD 002 Implement a programme of professional development opportunities to develop leadership skills across the service			
Description			
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	01-Jan-2011	Due Date	31-Dec-2013
Progress update			
A leadership development framework has been launched. This shows the full range of leadership development opportunities available to staff at all levels.			

ECS CPD 003 Build leadership capacity for our emerging, existing and experienced leaders			
Description	Within a leadership and management framework throughout the EC&S Service, support groups will be established to help identify and meet the leadership development needs of staff.		
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date	01-Feb-2011	Due Date	30-Jun-2012
Progress update			





ECS CPD 010 Develop a service Workforce Strategy and Action Plan				
Description				
Managed by	Sarah Gear	Lead Officer	Anne Darling; Andrew Jones	Progress
Start Date	01-Apr-2010	Due Date	30-Jun-2012	Completion Date
Progress update				
Discussions with SMT have taken place regarding the service CPD and workforce development policy. This is to be drafted and presented to ECS Committee in June 2012.				

09.01b - Develop and deliver comprehensive, high quality professional development programmes


ECS CPD 004 Annual analysis of development needs for staff across the service				
Description	Carry out a CPD needs analysis for staff in schools and in communities, culture and sport on an annual basis, to inform planning of appropriate development activities.			
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	01-Jun-2011	Due Date	31-Mar-2013	Completion Date
Progress update				
CPD needs audits have been carried out with each of the teams across the service and the results of these are now being analysed, with a view to creating programmes of support for individual teams and the service as a whole.				

ECS CPD 005 Plan and deliver annual CPD programmes for all groups of staff				
Description	Based on the annual CPD needs audits and on the priorities identified by the service, programmes of professional development opportunities for all groups of staff in the service will be developed and delivered, on an annual basis.			
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date
Progress update				

ECS CPD 006 Develop and deliver a high quality New Teacher Induction programme				
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Description	The New Teacher Induction Programme provides support to all probationer teachers working in Aberdeen City schools. It includes the provision of appropriate professional development opportunities throughout the induction year, as well as supporting school staff in supervising and assessing probationer teachers.			
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date
Progress update	 <input type="text" value="66%"/>			
ECS CPD 007 Plan and deliver a programme of Service Improvement Conferences				
Description	Programme of Improvement Conferences to run throughout the year, addressing service priorities and enabling staff across the directorate to contribute to service planning and improvement.			
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	01-Jul-2011	Due Date	31-Mar-2013	Completion Date
Progress update	 <input type="text" value="20%"/>			
The content of improvements conferences is currently being considered.				
09.01c - Develop an enabling culture throughout the workforce				
ECS CPD 008 Recognise and celebrate the achievements of staff				
Description				
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	30-Nov-2011	Due Date	31-Mar-2013	Completion Date
Progress update	 <input type="text" value="50%"/>			
ECS CPD 009 Share practice at local and national level				
Description	Provide opportunities for staff to share their practice, with each other, and with colleagues at a local and national level			
Managed by	Sarah Gear	Lead Officer	Andrew Jones	Progress
Start Date	01-Jun-2010	Due Date	31-Mar-2013	Completion Date
Progress update	 <input type="text" value="60%"/>			


Progress update

ECS EDPP 002 Directorate Communications Strategy			
Description	Develop, publish and circulate a communications strategy.		
Managed by	Charlie Penman	Lead Officer	Jane Nicklen
Start Date	01-Jun-2011	Due Date	31-Mar-2012
Progress			
Completion Date	71%		

Outcome of internal communications survey considered at ESMT on 10 January. SMs to consider outcomes and liaise with Project Manager on actions identified. Communications Group to reconvene in order to complete Internal Communications Policy and Guidelines.

09.02 - Increase the quality and level of training and development opportunities for individuals and organisations within the external education, culture and sport sectors

09.02a - Provide and facilitate a comprehensive programme of CPD, volunteer opportunities and professional platforms


ECS CPD 011 Provide and facilitate a comprehensive programme of CPD, volunteer opportunities and professional platforms			
Description			
Managed by	Sarah Gear	Lead Officer	Andrew Jones
Start Date		Due Date	31-Mar-2016
Progress			
Completion Date	20%		

Progress update

Priority 10 - Working Together

10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery















10.01b - Encourage the participation of the public, private and voluntary sectors in our service planning and development







ECS EDPP 003 Encourage the participation of the public, private and voluntary sectors in our service planning and development			
Description			
Managed by	Charlie Penman	Lead Officer	Jane Nicklen
Progress			
Completion Date	100%		

Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date	02-Feb-2012
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Progress update

Stakeholder engagements have taken place throughout 2010 as part of our work to develop the Learning Strategy. Our pupils survey offers the opportunity for schools to engage the views of pupils to help inform their own self evaluation. Library and Information Service to consult with current and potential library users on service development and delivery - systems and procedures in place to evaluate library taster sessions and events; Review customer comment procedures with a view to streamlining collation and publishing of outcomes

Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; Resuming; In Progress; Assigned
	Completed
PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only
Risk Status	
	Alert
	High Risk
	Warning
	OK

Long Term Trends		Short Term Trends	
	Improving		Improving
	No Change		No Change
	Getting Worse		Getting Worse



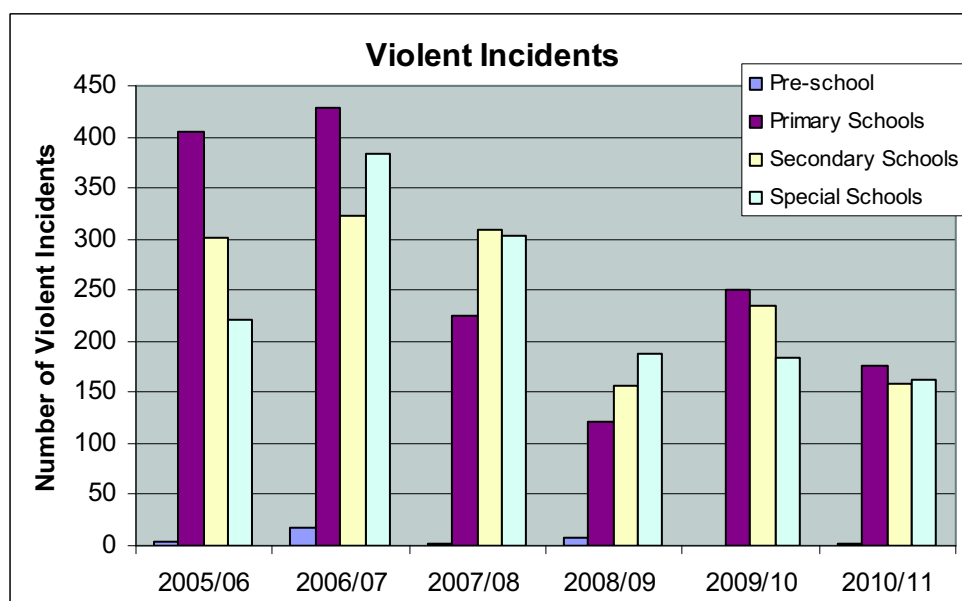


Reported Incidents of Violence against school staff 2010/11

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 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 might be sought. The main point of contact for this briefing note is: Reyna Stewart, Development Officer, Policy and Performance (☎ 523826 ✉ reystewart@aberdeencity.gov.uk)

	Pre-school	Primary	Secondary	Special	Total
2010/11	0	177	158	162	497
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 497.
- There have been 171 fewer reported incidents in 2010/11 than in 2009/10.
- The overall number of reported incidents for all sectors was well below the set target of 587.

- Higher number of reported incidents was again dominated by a small number of schools.
- Violent incidents were reported by 34 schools and a learning support service.
- 200 reported incidents of violence were against teaching staff and 297 reported incidents of violence were against non-teaching staff.
- In over 98 percent of all reported incidents, the alleged perpetrator was a current pupil at the school involved.
- 197 different pupils were involved in 490 incidents of violence; the majority (62.89% of those involved) were in one incident but some pupils (11.34 % of those involved) were involved in 5 or more incidents.
- Most reported incidents against authority school staff were for: physical violence (157 incidents in 10/11 compared to 239 incidents in 2009/10), verbal abuse (108 incidents in 2010/11 compared to 195 incidents in 2009/10), both verbal abuse and physical violence (68 incidents in 2010/11 compared to 174 incidents in 2009/10) and threat or threatening behaviour (18 incidents in 2010/11 compared to 42 incidents in 2009/10).¹
- 42.25 percent of all reported incidents of violence happened in classroom.

Primary schools

- The number of incidents of violence reported by primary school staff decreased by nearly 30 percent (250 in 2009/10 to 177 in 2010/11).
- 81 percent of reported incidents against school staff in primary schools involved physical violence.
- Reported incidents were more likely to involve non-teaching staff (65%)

Secondary Schools

- The number of incidents of violence reported by secondary school staff decreased by 32 percent (234 in 2009/10 to 158 in 2010/11)
- Most incidents reported by secondary school staff (80.3%) were for verbal abuse.
- Reported incidents in secondary schools were more likely to involve teaching staff (72%)

¹ These figures do not include violent incidents which reported more than one type of assault.

Special Schools

- The number of incidents of violence reported by special school staff was consistently decreased each school year since 2006/07.
- 78.4 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 (85%).

Future Projections/Recommendations and Actions

The content of this briefing paper will be shared with Elected Members (as part of the October 2011 EC&S Performance Report) at Education, Culture and Sport Committee on 23rd February 2012. 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 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 Psychologists and the Policy Officer (Inclusion)
- The detailed school data, together with the actions above, to form part of a QIO School Improvement Visit (SIV) during the spring/summer term 2011/12 and to inform behaviour management and inclusion discussions
- Anticipated linking with the ongoing developments in e1 over the next 18 months by moving towards electronic data collection of violent incidents as opposed to the current paper based system

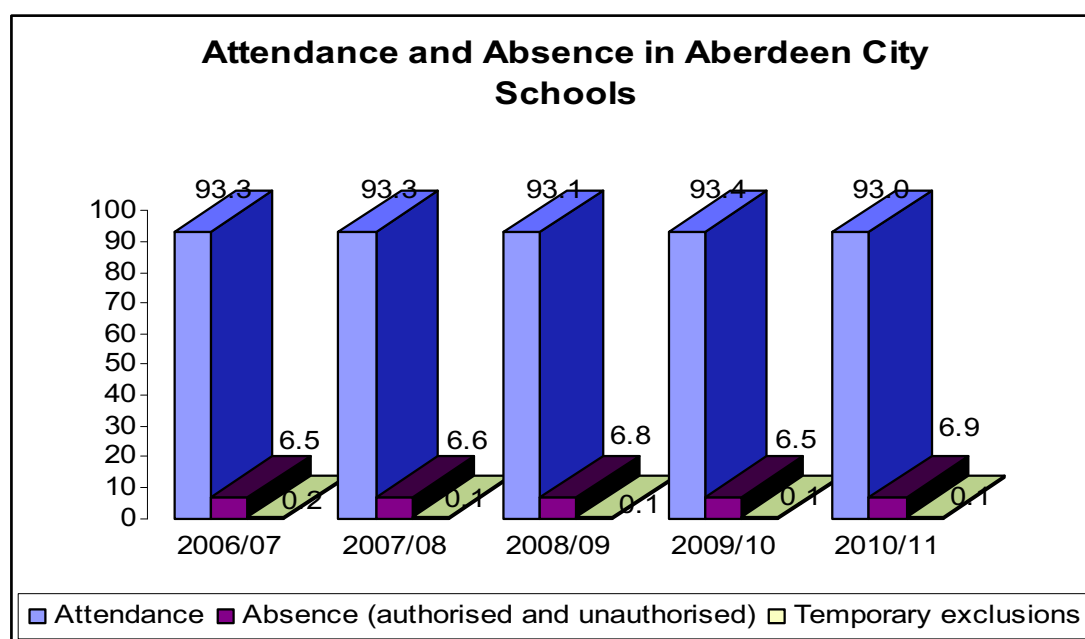
Attendance in Aberdeen City Schools 2010/11

Briefing Synopsis:

This briefing provides a summary of overall attendance in Aberdeen City primary, secondary and special 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 might be sought. The main point of contact for this briefing note is: Ljiljana Pavlenic, Development Officer – Performance Improvement (Schools) (☎ 523241) (✉ lpavlenic@aberdeencity.gov.uk)

The main findings in brief:

The overall attendance in Aberdeen City schools was 93 per cent 0.4 per cent lower in 2010/11 than in 2009/10. The total absence (authorised and unauthorised) in the authority schools was 6.9 per cent less than half per cent higher when compared with 2009/10. Absence from schools due to temporary exclusions accounted 0.1 per cent of half days and remained the same over past four years.



The rate of attendance:

- for primary schools was 94.5 per cent (94.8 per cent in 2009/10),
- for secondary schools was 91.2 per cent (91.6 per cent in 2009/10) and
- for special schools was 85.3 per cent (86.6 per cent in 2009/10).

The overall rate of attendance in Scotland was 93.1 per cent, virtually unchanged from 93.2 per cent in 2009/10. The comparator authorities' attendance rate figures range from 92 to 93.8 per cent.

Percentage attendance and absence by comparator authority compared over the last three years

	Attendance			Absence (authorised and unauthorised)			Temporary exclusions		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
Aberdeen City	93.1	93.4	93.0	6.8	6.5	6.9	0.1	0.1	0.1
Argyll & Bute	94.1	94.3	93.7	5.8	5.7	6.3	0.1	0.0	0.0
Dundee City	92.4	92.2	92.0	7.5	7.7	7.8	0.1	0.2	0.1
Edinburgh, City of	93.1	93.1	93.0	6.9	6.8	7.0	0.1	0.1	0.1
Renfrewshire	93.4	93.8	93.8	6.5	6.2	6.1	0.1	0.1	0.0
South Ayrshire	93.1	92.8	93.2	6.9	7.1	6.8	0.1	0.0	0.0

There was little difference in attendance and absence rates by reason, for primary, secondary and special schools over three last years. In 2010/11 in 1.8 per cent of openings, pupils were recorded as arriving late in the first half of the morning or afternoon.

Percentage attendance and absence by reason for primary, secondary and special in total

	2008/09	2009/10	2010/11
Attendance	93.1	93.4	93.0
In school	91.0	91.3	91.1
Late	1.9	1.9	1.8
Work experience	0.2	0.2	0.2
Sick with educational provision	0.0	0.0	0.0
Authorised absence	4.9	5.0	5.1
Sick with no educational provision	4.1	4.1	4.1
Very late	0.1	0.1	0.1
Authorised holidays	0.0	0.1	0.0
Exceptional domestic circumstances	-	-	-
Other authorised absence	0.7	0.8	1.0
Unauthorised absence	1.9	1.5	1.8
Unauthorised holidays	0.6	0.6	0.6
Truancy, or unexplained absence	1.2	0.8	1.0
Unauthorised exceptional domestic circumstances	0.0	0.0	0.0
Other unauthorised absence	0.1	0.1	0.1
Temporary exclusion	0.1	0.1	0.1

"-" = nil or rounds to nil

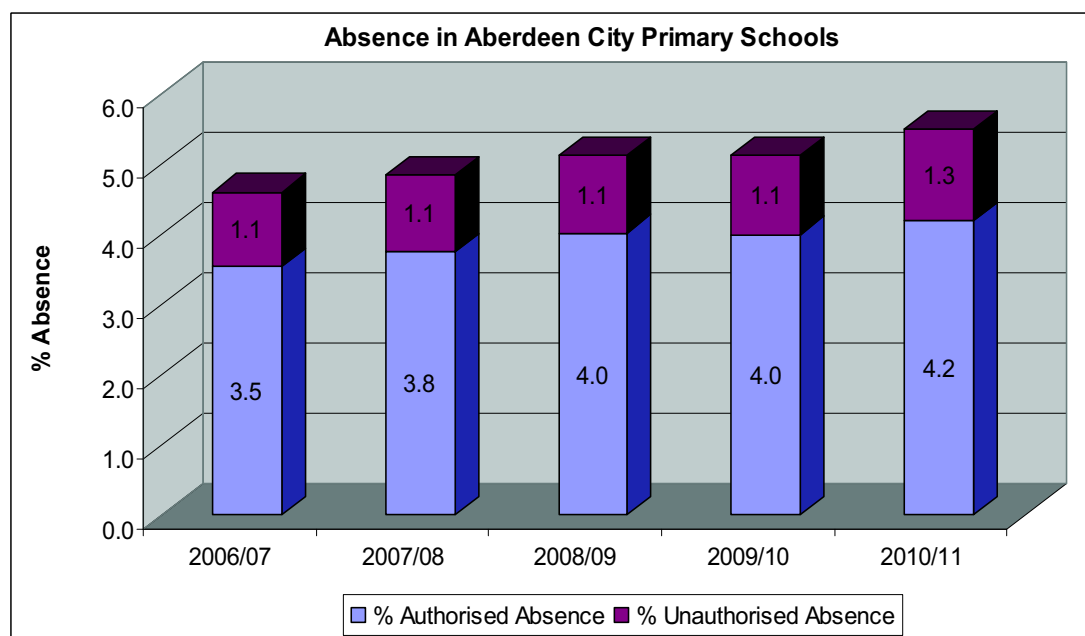
Primary Schools

The rate of attendance for primary schools was 94.5 per cent, almost the same as last year (94.8 per cent). Absence from primary schools (authorised and unauthorised) was 5.4 per cent, just marginally higher than last year.

The national attendance rate across primary sector was 94.8 per cent and the absence rate (authorised and unauthorised) was 5.2 per cent.

Percentage absence from primary schools

	2006/07	2007/08	2008/09	2009/10	2010/11
Authorised Absence	3.5	3.8	4.0	4.0	4.2
Unauthorised Absence	1.1	1.1	1.1	1.1	1.3



In 2010/11 in 1.1 per cent of openings, pupils were recorded as arriving late in the first half of the morning or afternoon. Absence from primary schools due to temporary exclusions accounted just 0.04 per cent of half days.

Percentage attendance and absence by reason for primary schools

	2008/09	2009/10	2010/11
Attendance	94.9	94.8	94.5
In school	93.9	93.8	93.4
Late	1.0	1.1	1.1
Work experience	0.0	0.0	0.0
Sick with educational provision	0.0	0.0	0.0
Authorised absence	4.0	4.0	4.2
Sick with no educational provision	3.4	3.4	3.5
Very late	0.0	0.0	0.0
Authorised holidays	0.0	0.1	0.1
Exceptional domestic circumstances	-	-	-
Other authorised absence	0.5	0.5	0.6
Unauthorised absence	1.1	1.1	1.3
Unauthorised holidays	0.7	0.7	0.8
Truancy, or unexplained absence	0.4	0.4	0.5
Unauthorised exceptional domestic circumstances	0.0	0.0	0.0
Other unauthorised absence	0.0	0.0	0.0
Temporary exclusion	0.0	0.0	0.0

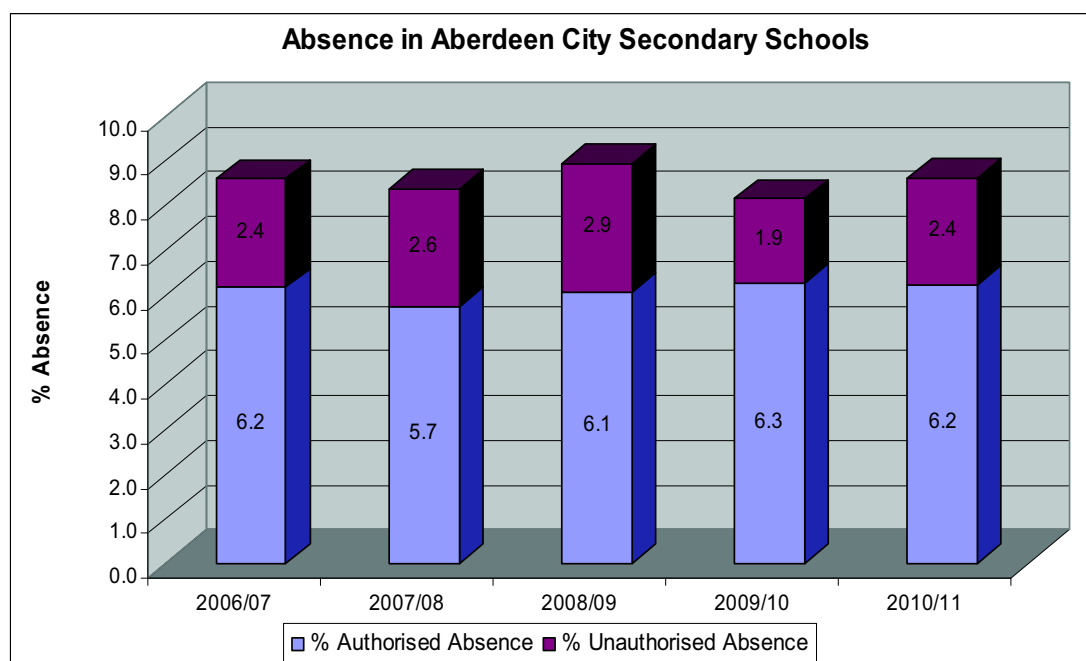
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Secondary Schools

The rate of attendance for secondary schools was 91.2 per cent, less than 0.5 per cent lower than in 2009/10. Absence from secondary schools (authorised and unauthorised) was 8.6 per cent, just slightly up from 8.3 percent in 2009/10.

Percentage absence from secondary schools

	2006/07	2007/08	2008/09	2009/10	2010/11
Authorised Absence	6.2	5.7	6.1	6.3	6.2
Unauthorised Absence	2.4	2.6	2.9	1.9	2.4



The national attendance rate across secondary sector was 91.1 per cent and the absence rate (authorised and unauthorised) was 8.7 per cent.

In 2010/11 in 2.6 per cent of openings, pupils were recorded as arriving late in the first half of the morning or afternoon. Absence from secondary schools due to temporary exclusions remained at same level for the past three years.

Percentage attendance and absence by reason for secondary schools

	2008/09	2009/10	2010/11
Attendance	90.9	91.6	91.2
In school	87.3	88.3	88.2
Late	3.1	3.0	2.6
Work experience	0.5	0.3	0.4
Sick with educational provision	0.0	0.0	0.0
Authorised absence	6.1	6.3	6.2
Sick with no educational provision	5.0	4.9	4.8
Very late	0.1	0.1	0.1
Authorised holidays	0.0	0.0	0.0
Exceptional domestic circumstances	-	-	-
Other authorised absence	0.9	1.2	1.3
Unauthorised absence	2.9	1.9	2.4
Unauthorised holidays	0.5	0.5	0.4
Truancy, or unexplained absence	2.3	1.3	1.7
Unauthorised exceptional domestic circumstances	0.0	0.0	0.0
Other unauthorised absence	0.1	0.1	0.3
Temporary exclusion	0.2	0.2	0.2

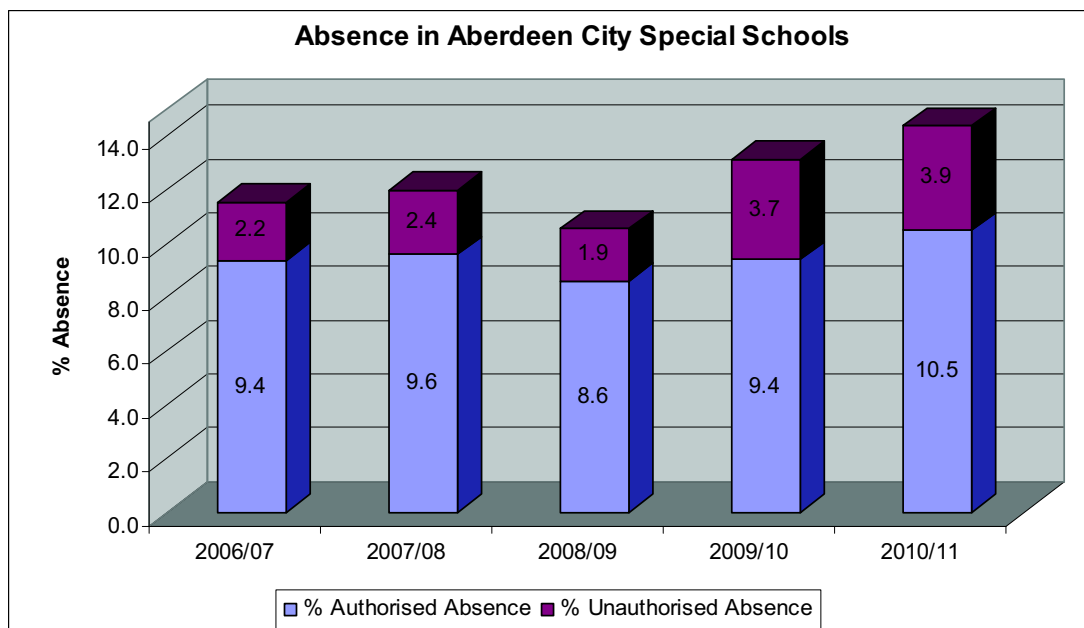
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Special Schools

The rate of attendance for special schools was 85.3 per cent, decrease when from 86.6 per cent in 2010/11. Absence from special schools (authorised and unauthorised) was 14.3 per cent, an increase from 13.1 percent in 2010/11.

Percentage absence from special schools

	2006/07	2007/08	2008/09	2009/10	2010/11
Authorised Absence	9.4	9.6	8.6	9.4	10.5
Unauthorised Absence	2.2	2.4	1.9	3.7	3.9



The national attendance rate across special sector was 90.0 per cent and the absence rate (authorised and unauthorised) was 9.7 per cent significantly lower than in Aberdeen's special schools.

Absence from special schools due to temporary exclusions accounted 0.3 per cent of half days, just slightly up from 0.2 in 2009/10.

Percentage attendance and absence by reason for special schools

	2008/09	2009/10	2010/11
Attendance	88.8	86.6	85.3
In school	88.1	86.3	84.8
Late	0.1	0.1	0.2
Work experience	0.5	0.2	0.3
Sick with educational provision	0.1	0.0	0.0
Authorised absence	8.6	9.4	10.5
Sick with no educational provision	5.5	6.4	6.8
Very late	0.0	0.0	0.1
Authorised holidays	0.3	0.3	0.2
Exceptional domestic circumstances	-	-	0.0
Other authorised absence	2.8	2.7	3.3
Unauthorised absence	1.9	3.7	3.9
Unauthorised holidays	0.2	0.4	0.3
Truancy, or unexplained absence	1.6	2.7	3.0
Unauthorised exceptional domestic circumstances	0.0	0.6	0.0
Other unauthorised absence	0.1	0.1	0.6
Temporary exclusion	0.7	0.2	0.3

Future Projections/Recommendations and Actions

The content of this briefing paper will be shared with Elected Members (as part of the October 2011 EC&S Performance Report) at Education, Culture and Sport Committee on 23rd February 2012. 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 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 attendance management policy and practice and development with the Head of Service (Schools & Educational Establishments), Service Managers (Schools) and Families and Vulnerable Learners, Educational Psychologists and the Policy Officer (Inclusion)
- The detailed school data, together with the actions above, to form part of a QIO School Improvement Visit (SIV) during the spring/summer term 2011/12 and to inform attendance management policy and practice and development and inclusion discussions

Aberdeen City Exclusions 2010/11

Briefing Synopsis:

This briefing provides a summary of exclusions from Aberdeen City primary, secondary and special 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 might be sought. The main point of contact for this briefing note is: Ljiljana Pavlenic, Development Officer – Performance Improvement (Schools) (☎ 523241) (✉ lpavlenic@aberdeencity.gov.uk)

The main findings in brief:

During 2010/11, there were 1,329 instances of exclusion from authority primary secondary and special schools, a decrease of 8 per cent from 2009/10 (1,451 exclusions). These exclusions involved in total 704 different pupils a decrease of 12 per cent from the 2009/10. The rate of exclusion per 1,000 pupils in 2010/11 was 62 a decrease from 67 in 2009/10.

Number of exclusions since 2005/06

	Total Exclusions	No of Temporary Exclusions	Removed from Register	Exclusion Rate Per 1000 Pupils
2010/11	1,329	1,314	15	62*
2009/10	1,451	1,426	25	67
2008/09	1,347	1,320	27	62
2007/08	1,671	1,639	32	74
2006/07	1,877	1,870	17	82
2005/06	1,712	1,680	32	73

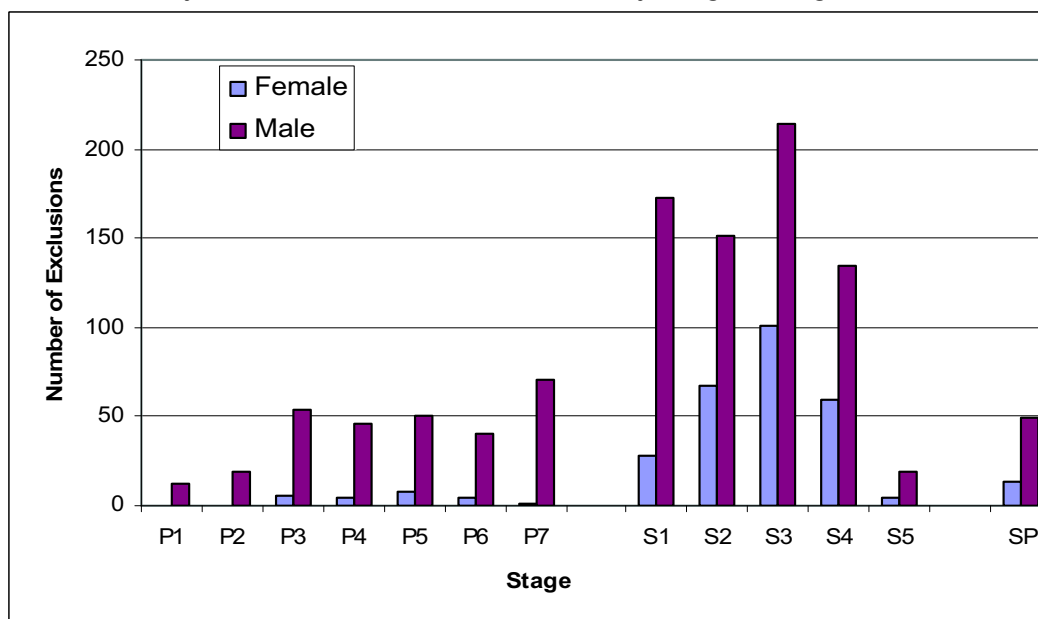
Almost 99 per cent of all exclusions were temporary involving 701 different pupils:

- 527 boys accounted for 1021 temporary exclusions and
- 174 were girls accounted for 293 temporary exclusions.

The number of cases of all exclusions in the authority's schools increases by stage and peaks in S3 to 315 instances (309 instances of temporary exclusions and 6 removals from Register)

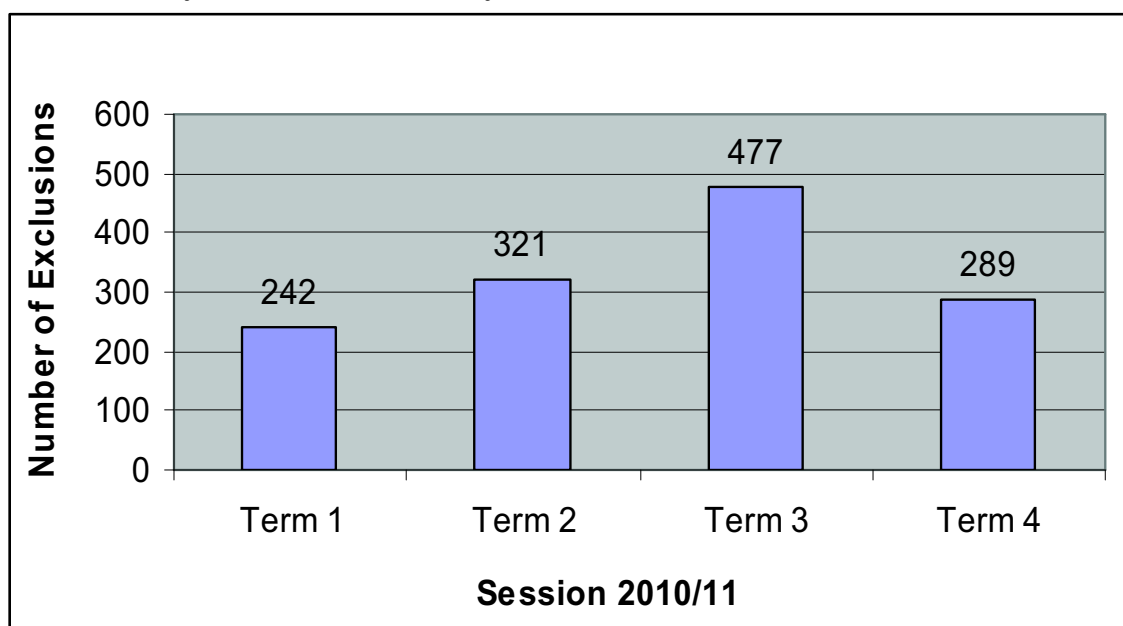
* Rate per 1,000 pupils based on pupil census 2010 figures.

Aberdeen City – Total Exclusion in 2010/11 by stage and gender



The pattern of exclusions throughout the school session 2010/11 shows a significant upward trend throughout the year, although there is a significant reduction at the end of the Term 4.

Aberdeen City - Total exclusions by term



The most common primary reasons for exclusions were:

- Verbal staff abuse (324 out of 1329 instances, 24%)
- General or persistent disobedience (300 out of 1329 instances, 23%)
- Physical assault with no weapon against pupil (162 out of 1329 instances, 12%)
- Insolent or offensive behaviour (110 out of 1329 instances, 8%).

The exclusions length ranged from half day to 33 days. The most common length of a temporary exclusion was 3 days (336 exclusions) and the average length across all three sectors was 3 days.

Looked After Children

In 2010/11 out of 701 pupils temporary excluded from school 55 were recorded as Looked After Children and they were involved in 151, out of the 1314, instances of temporary exclusion. The average length of exclusion for Looked After Children was 3 days, same as for children who were not recorded as being Looked After.

Exclusions from Primary Schools

There were 316 cases of exclusions from Aberdeen City primary schools in 2010/11, a decrease of 8 per cent when compared to 343 instances in 2009/10. These exclusions involved in total 167 different pupils of which three were removed from a school register. The rate of exclusion per 1,000 pupils in 2010/11 was 27.

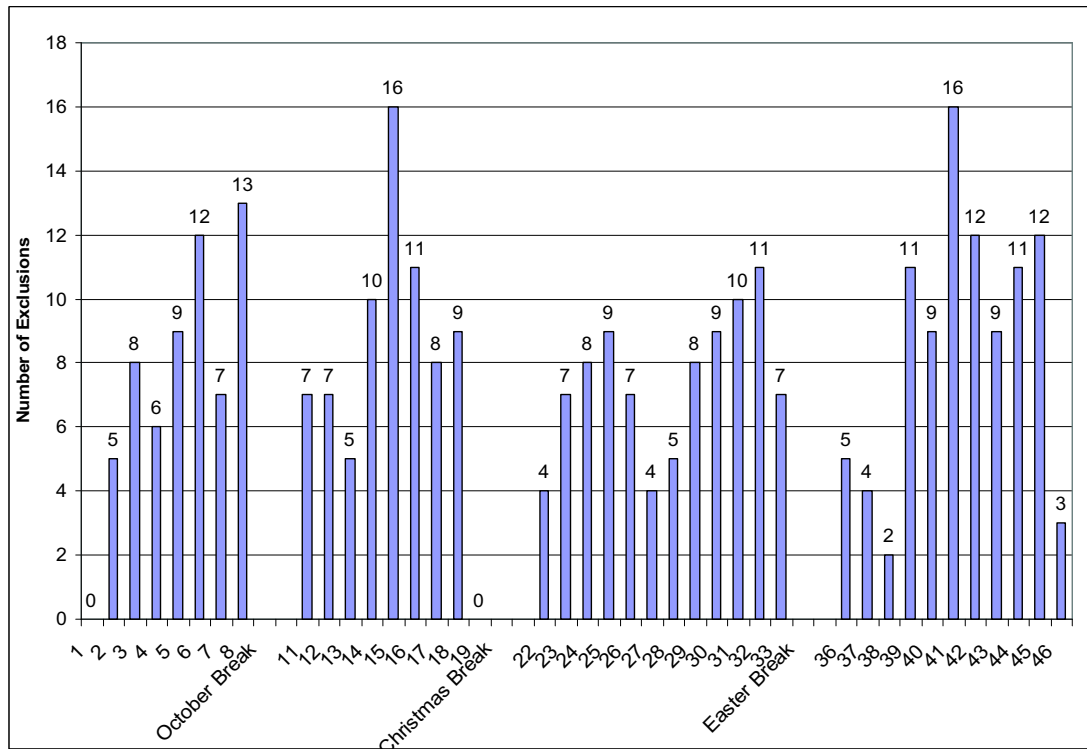
Number of exclusions in primary schools since 2005/06

Primary School	Total Exclusions	No of Temporary Exclusions	Removed from Register	Exclusion Rate Per 1000 Pupils
2010/11	316	313	3	27*
2009/10	343	339	4	29
2008/09	310	305	5	26
2007/08	385	384	1	31
2006/07	335	335	0	27
2005/06	392	381	3	34

The number of exclusions from primary school in 2010/11 varies through the school terms with the highest number of exclusions in summer term.

* Rate per 1,000 pupils based on pupil census 2010 figures.

Total exclusions from primary schools by weeks from start of school session



The most common primary reasons for exclusions from primary school were:

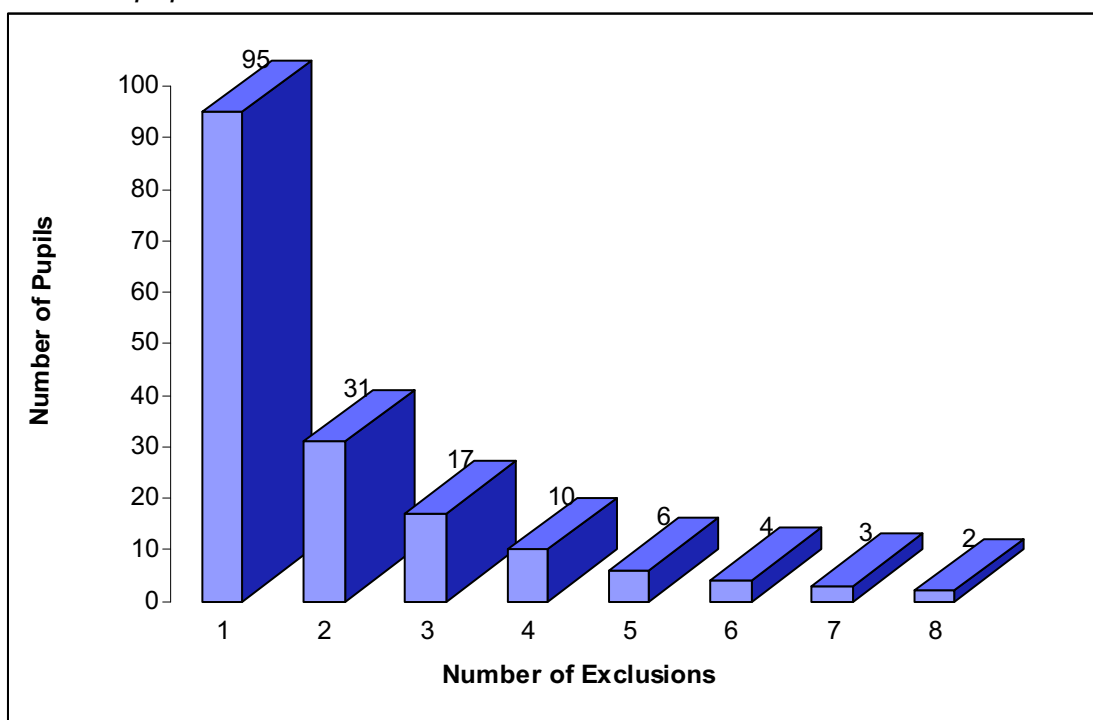
- General or persistent disobedience (93 out of 316 instances, 29%)
- Verbal abuse of staff (74 out of 316 instances, 23%)
- Physical assault against pupil (29 out of 316 instances, 9%)
- Other (20 out of 316, 6%)
- Physical assault against staff (17 out of 316 instances, 5%)

Ninety nine per cent of all exclusions were temporary involving 167 pupils:

- 156 were boys accounted for 289 exclusions and
- 11 were girls accounted for 24 exclusions.

Most of these primary pupils were only excluded on one occasion.

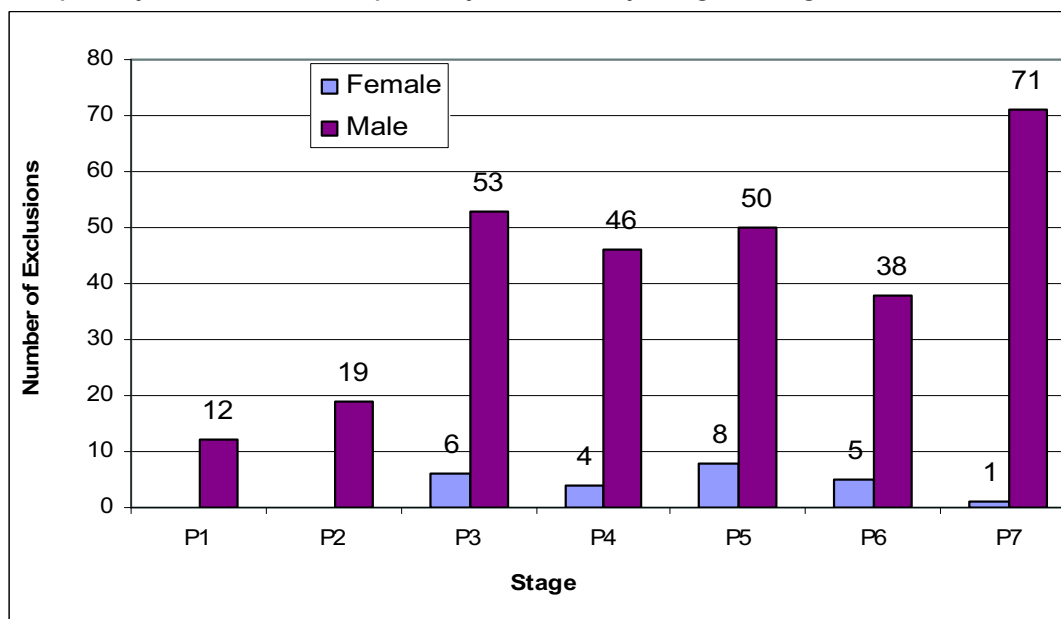
Temporary exclusions from primary schools by number of exclusions per excluded pupil



The length of exclusions in primary schools in 2010/11 varied from just half a day to 23.5 days. Three days was the most common length of exclusion.

The number of temporary exclusions from primary school increases by stage. Starting with small number of instances of exclusions in P1-P2 and reaching highest point at P7 stage.

Temporary exclusion from primary schools by stage and gender



Looked After Children

Out of 167 excluded primary pupils in 2010/11, 12 were recorded as Looked After Children and they were involved in 33 out of the 313 instances of temporary exclusion. The average length of exclusion for Looked After Children was 3 days same as for children who were not recorded as being Looked After.

Exclusions from Secondary Schools

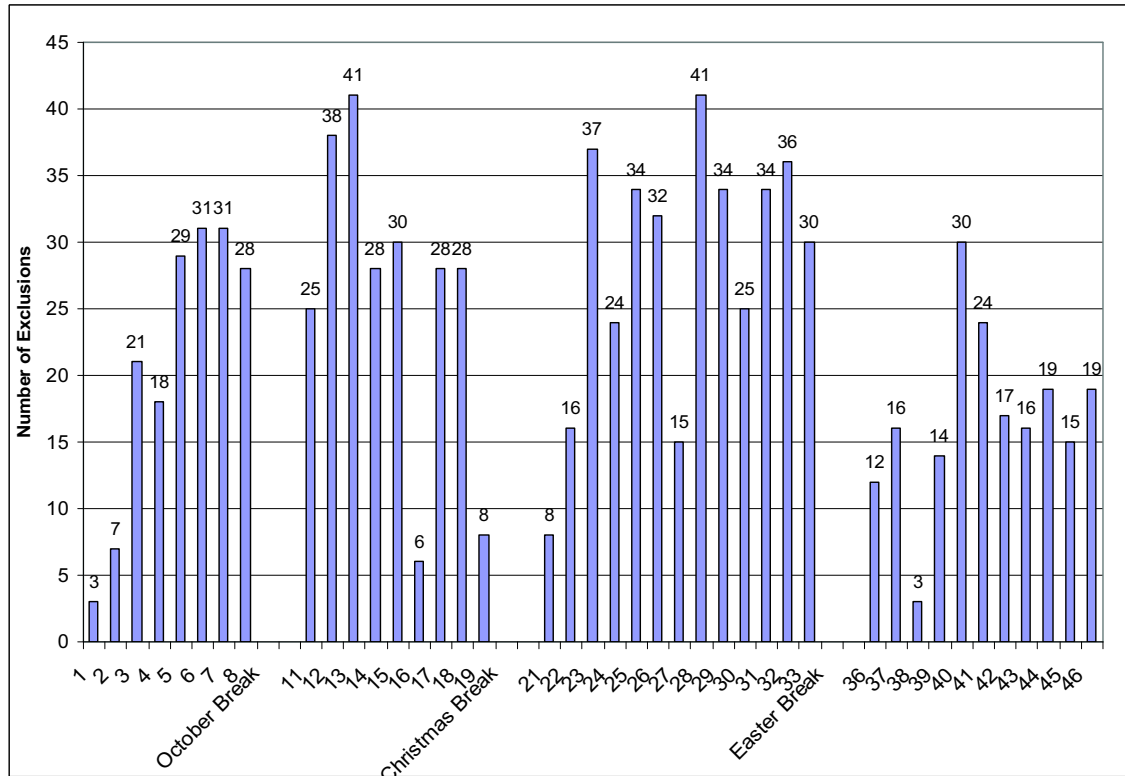
There were 951 cases of exclusions from Aberdeen City secondary school in 2010/11, a decrease of 10 per cent when compared to 1,059 instances in 2009/10. These exclusions involved in total 511 different pupils of which 12 were removed from school register. The exclusion rate of per 1,000 pupils in 2010/11, based on pupil census 2010 figures, was 102 a decrease from 113 in 2009/10.

Number of exclusions in secondary schools since 2005/06

Secondary School	Total Exclusions	No of Temporary Exclusions	Removed from Register	Exclusion Rate Per 1000 Pupils
2010/11	951	939	12	102
2009/10	1,059	1,038	21	113
2008/09	885	863	22	93
2007/08	1,157	1,127	30	117
2006/07	1,426	1,411	15	137
2005/06	1,237	1,208	29	119

The number of exclusions from secondary school in 2010/11 varies through the school terms with the highest number of exclusions in spring term.

Total exclusions from secondary schools by week from start of school session



The most common primary reasons for exclusions from secondary school were:

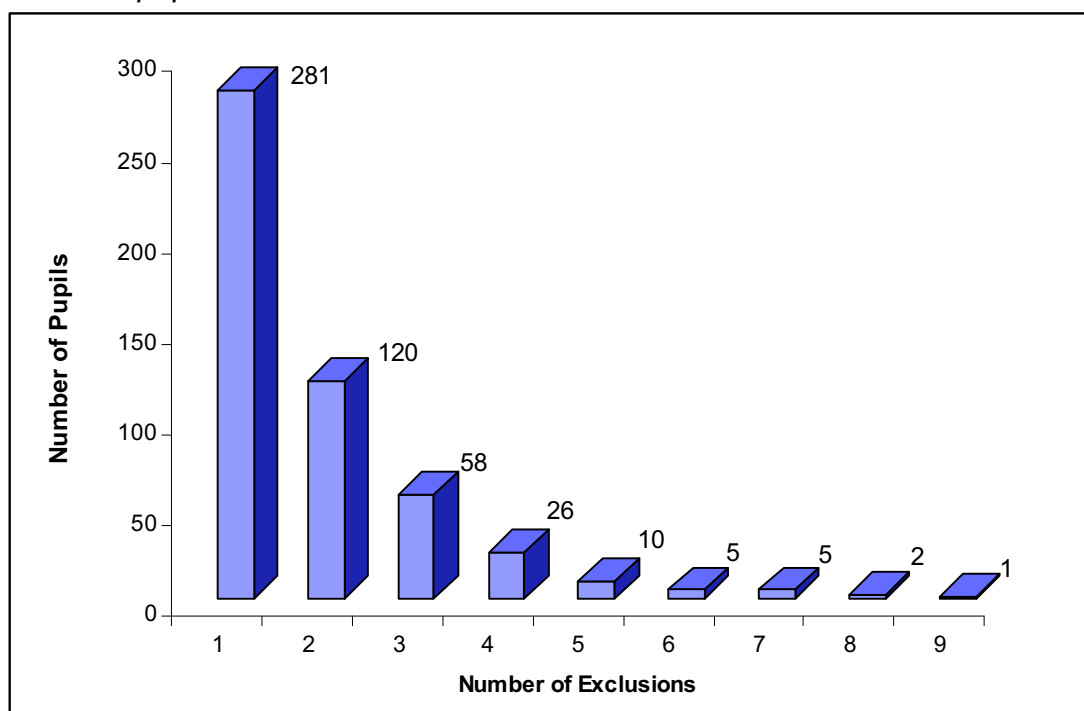
- Verbal abuse of staff (234 out of 951 instances, 25%)
- General or persistent disobedience (194 out of 951 instances, 20%)
- Physical assault against pupil with no weapon (132 out of 951 instances, 14%)
- Insolent or offensive behaviour (96 out of 951 instances, 10%)

Ninety nine per cent of all exclusions were temporary involving 508 pupils;

- 351 were boys who accounted for 683 exclusions and
- 157 girls who accounted for 256 exclusions.

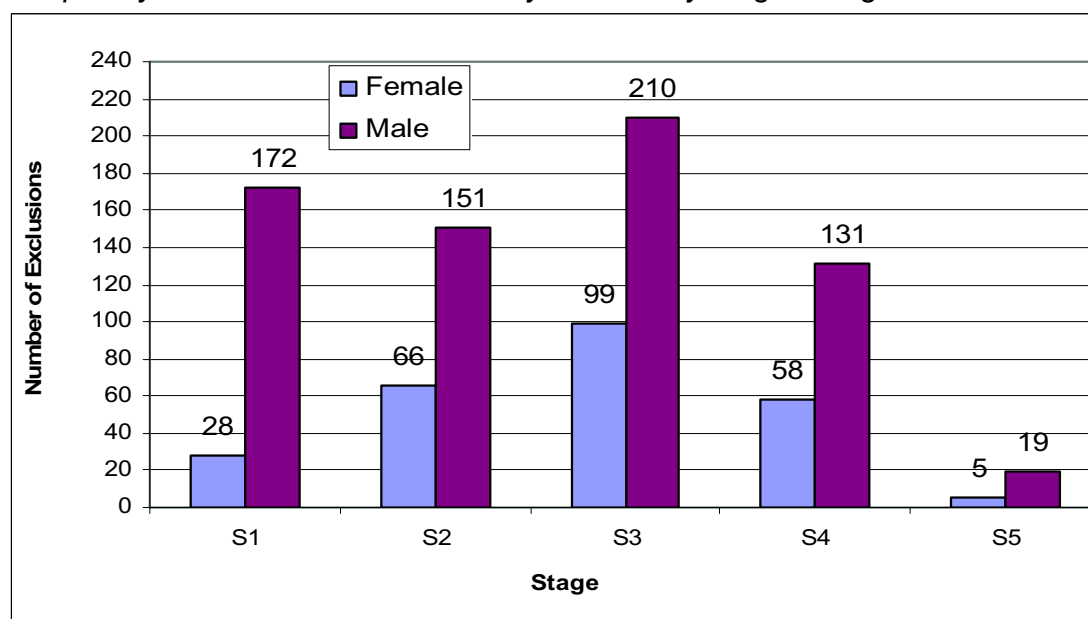
Most of these secondary pupils were only excluded on one occasion but the average was two separate exclusions per excluded secondary pupil.

Temporary exclusions from secondary schools by number of exclusions per excluded pupil



The number of instances of temporary exclusions from secondary schools increased from S1 to S2 and peaks in S3 to 309 cases of exclusions involving 163 pupils (103 boys and 59 girls). There were a small number of exclusions in S5.

Temporary exclusions from secondary schools by stage and gender



The length of exclusions in secondary schools in 2010/11 varied from one day to 33 days. Three days was the most common length and average length of an exclusion from secondary school in 2010/11.

Looked After Children

In 2010/11 out of 508 temporary excluded secondary pupils, 39 were recorded as Looked After Children and they were accounted for 109 instances (out of 939) of exclusion. The average length of exclusion for Looked After Children was 3 days same as the average length for children not recorded as LAC.

Exclusions from Special Schools

In 2010/11, there were 62 instances of temporary exclusions from special schools, an increase of 27 per cent when comparing to 49 instances in 2010/11.

These exclusions involved 26 pupils; most were only excluded on one occasion. One pupil was excluded on eight separate occasions.

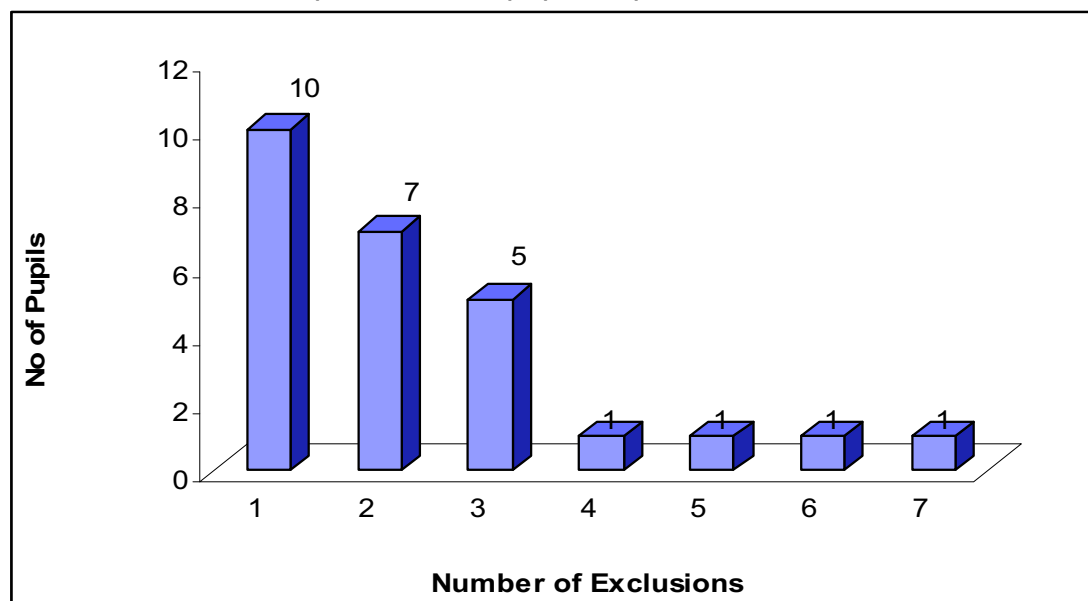
Number of exclusions in special schools since 2005/06

Special School	Total Exclusions	No of Temporary Exclusions	Removed from Register	Exclusion Rate Per 1000 Pupils
2010/11	62	0	0	408*
2009/10	49	49	0	172
2008/09	152	152	0	557
2007/08	129	129	0	449
2006/07	126	124	2	441
2005/06	83	83	0	302

The exclusion rate of per 1,000 pupils in 2010/11, based on pupil census 2010 figures, was 408, more than two times higher than in 2009/10.

* Rate per 1,000 pupils based on pupil census 2010 figures.

Number of exclusions per excluded pupil in special schools



The length of exclusions in special schools in 2010/11 varied from just half a day to five days. One day was the most common length of exclusion but the average length of exclusion was one and half day.

Boys were involved in most instances of exclusions from special schools:

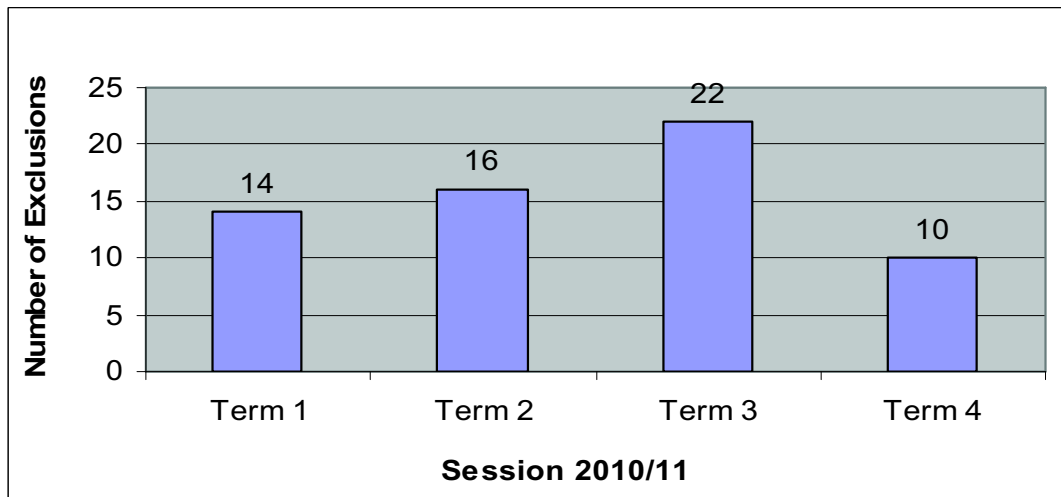
- twenty boys excluded 49 times (79% of all instances of temporary exclusions from special schools).
- six girls were excluded 13 times (21% of all instances of temporary exclusions from special school).

The most common primary reasons for exclusions from special school were:

- Verbal abuse of staff (16 out of 62 instances, 26%)
- General or persistent disobedience (13 out of 62 instances, 21%)
- Damage to school property (12 out of 62 instances, 20%)

The number of exclusions from special schools in 2010/11 varies through the school terms with the highest number of exclusions in term three.

Total number of exclusions in special schools by school term
























































































































Future Projections/Recommendations and Actions

The content of this briefing paper will be shared with Elected Members (as part of the October 2011 EC&S Performance Report) at Education, Culture and Sport Committee on 23rd February 2012. 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 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 exclusions policy and practice, 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 Psychologists and the Policy Officer (Inclusion)
- The detailed school data, together with the actions above, to form part of a QIO School Improvement Visit (SIV) during the spring/summer term 2011/12 and to inform behaviour management and inclusion discussions

Community Centres: Transition to Lease Centre Status: February 2012

Established 	Drafted/near to established	Commenced/On hold	Not started	Not Applicable			
Centre	Cheque Signatories in place	In receipt of Transition grant	In receipt of financial statements	Constitution	Business Plan	Management Agreement	Lease
Bridge of Don							n/a
Dyce							n/a
Bucksburn							n/a
Northfield							
Sunnybank							n/a
Seaton							n/a
Tillyflat							n/a
Tilly Youth Project							n/a
H'ver & City Centre		n/a			n/a		n/a
Cornhill							n/a
Mastrick							
Hazlehead							n/a
Cults							n/a
Kaimhill		n/a			n/a		n/a
Rosemount							
Mile End							n/a
Kincorth							
Tullos							n/a
Loirston							
Old Torry	n/a		n/a		n/a		

**Learning community inspection
Follow-through**



A report by Education Scotland

**Inspection of the learning community
surrounding Harlaw Academy
Aberdeen City Council
22 November 2011**

We published a report on the learning community surrounding Harlaw Academy in October 2010. That report set out key strengths of the learning community and areas for improvement.

This follow-through report is based on an inspection visit which was carried out in September 2011. It tells you about improvement since the original inspection in the quality of learning opportunities provided. It also comments on how providers are getting on with the main points for action. We describe how learners are doing and how good the learning community is at helping them to learn. We comment on how well staff, learners and groups work together and the difference they are making in the learning community. Finally, we focus on how well the learning community is led and how leaders help the learning community achieve its aims.

If you would like to learn more about our original inspection of the learning community, please visit www.educationscotland.gov.uk. You will also find a report on the secondary school.

Contents

- 1. The learning community**
- 2. Particular strengths of the learning community**
- 3. How well do participants learn and achieve?**
- 4. How well are communities developing and achieving?**
- 5. How effective are providers in improving the quality of services?**
- 6. Does the learning community have a clear sense of direction?**
- 7. What happens next?**

1. The learning community

Harlaw learning community lies to the south of Aberdeen city centre and north of the River Dee. It contains the neighbourhoods of Ferryhill, Broomhill, Mannofield and Garthdee. It has a mix of housing and includes some of the most and least affluent communities in the city.

2. Particular strengths of the learning community

- Positive relationships developed by Education, Culture and Sport (ECS) service staff with the local community.
- Level and impact of committed volunteers delivering services for communities.

3. How well do participants learn and achieve?

Progress in improving the overall provision for adult learners and young people in this area is satisfactory. Information on how well learners are progressing is still too variable. The Adult Learning provision within the ECS service is making good use of the Performance Information Evaluation System. Processes are in place to increase the knowledge and use of the system by other staff within the ECS service. Local groups and organisations, including the Girls Brigade, continue to work with high numbers of learners and have effective systems in place to recognise achievements and progress. Trends for accreditation of learning show early signs of improvement, particularly in relation to work with young people. ECS service staff and other partners are beginning to use trends and learner achievement analysis to plan delivery for local learners. There are good levels of engagement in sports and cultural activities both in the catchment area and in delivery across the city.

A large number of programmes and activities for learners of all ages are reported to be delivered at Inchgarth Community Centre. This provision was not included in the inspection evidence and therefore does not form part of the evaluations of impact on learners and the community.

Young People

Employability programmes are having a very positive impact on small numbers of young people. Those attending Harlaw Academy who participate in employability courses and community involvement for S5 and S6 learners ensure they are developing a good range of skills for learning, life and work. Young people are very clear about how to use what they have learned in a range of situations and are working towards accreditation. Young people participating in the Girls Brigade are gaining high levels of skills and accreditation which enable them to engage

very positively in society and improve their own life chances. The ECS service and the Harlaw Learning Partnership needs to consider more systematically the overall impact of learning opportunities for young people. Implementation and understanding of Curriculum for Excellence is too limited and now needs to be developed. The Harlaw Learning Partnership should consider how to build a more coherent curriculum to enable learners to consolidate and apply their learning in different settings and groups.

Adults

Adult learning opportunities are having a positive impact on participants. Adults involved in recent parenting programmes have gained confidence and are putting new and effective strategies in place for better family communication. A 1st Click computer course at Kaimhill library is developing learners' confidence and linking to courses delivered by Aberdeen College. Most adult classes are still leisure based rather than focussed on learning. More effective guidance and discussion about progression and achievements would encourage adults to get more out of their learning and provide more appropriate levels of challenge and accreditation.

4. How well are communities developing and achieving?

Community members are active and highly committed. Strong community networks and local groups are increasingly sharing knowledge and skills. Committee skills training is very positive and has encouraged participants to share knowledge and experience and build relationships. Participants are working towards accreditation and gaining skills which will be helpful to them as individuals as well as the groups in which they participate. Young people's active involvement in local decision making on committees and forums is still too limited. There is a high level of change currently underway in relation to community centre management, with proposals to move to leased centres and devolved responsibility. At this stage, it is not possible to comment on the impact of these changes on learners and the community although there are a number of opportunities and challenges to be taken forward. Groups and committees should consider issues of equalities, diversity and representation on groups on a more systematic basis.

5. How effective are providers in improving the quality of services?

The Harlaw Learning Partnership has met regularly during the past year to set priorities and discuss progress. The focus of the partnership has been on information sharing and they should now move to more active aspects of developing and planning provision. They should take forward their plans to find out about all learning provision in the area and identify gaps and duplication in provision. Recent discussions about engaging with other relevant learning partners should be taken forward. More systematic sharing of learning opportunities and how current services impact on learners would enable a more coherent curriculum to be developed. The linking of priorities and programmes to

city wide priorities such as employability will enable organisations to report on their contributions more effectively.

6. Does the learning community have a clear sense of direction?

There is an improving sense of a learning community and an increasing commitment by a range of providers to work together. Improved communication and joint work by organisations including the Communities team within the ECS Service, Harlaw Academy and community centres should lead to better outcomes for local learners and communities.

7. What happens next?

There have been a number of positive improvements since the last inspection. The development of the Harlaw Learning Partnership and increased partnership working is positive but it is still at a very early stage of development. HM Inspectors will continue to monitor progress and offer support through our District Inspector and Community Learning and Development Link Inspector. We will request a report from the education authority, within one year of the publication of this report, on the degree to which the learning community is continuing to improve. We will then consider whether or not to carry out any further inspection activity.

HM Inspector: Maureen Mallon
22 November 2011

If you would like to find out more about our inspections or get an electronic copy of this report, please go to www.educationscotland.gov.uk

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at Enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.educationscotland.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

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Education Scotland

This update provides information on policy areas programmed for development 2011/12.

Priority 1 – Curriculum for Excellence

1.1 – Children and people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential	
Policy Development Area	Lead Officer(s)
Assessment Strategy	Val Steele
Literacy Strategy	Penny Morton
STEM (Science) Policy	Lynn Scanlon

Update

The Assessment Strategy now forms part of the larger scope of Learning, Teaching and Assessment Strategy and is being looked at by a wider range of officers. A draft policy for assessment should be ready in early 2012 and should enter into the committee cycle for ECS Committee in June 2012.

A draft Literacy Policy has been developed. It will be presented to Education, Culture and Sport Senior Management Team in January. From there it should enter the cycle to be presented to committee in June 2012

A draft STEM (Science) Policy has been developed. It will be presented to Education, Culture and Sport Senior Management Team in January. From there it should enter the cycle to be presented to committee in June 2012

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	
Policy Development Area	Lead Officer(s)
Asset Management Plan for ECS service areas (including leisure and cultural assets)	David Wright
School Security Policy	David Wright
Service Level Agreements	Sarah Gear
Cultural Assets Strategy	Neil Bruce

Update

ECS Asset Management Plan was approved at Committee in September 2011. More detailed work is now underway on the primary school estate and sports and leisure estate. Outcomes will be reviewed and an update provided to ECS Committee in June 2012

The current focus is on a review for the potential use of individual mobile devices in the classroom. 5 pilots in schools will be undertaken in this academic year.

A report will be presented to Senior Management Team as part of the service overview 20th December. This will update for HR, Finance, Facilities, ICT and the Public Transport Unit. Timeline is for SLAS to be set up for March 31st March 2012. Protocols to be in place for the rest of the financial year 2011/2012. Work to sit within the Root and Branch Review framework. Actions to be set up in Covalent.

The scope of this has changed and it is now split between culture and leisure. The review of the Water Management Plan will take precedence. The cultural asset plan development will now commence late 2012

Priority 4 - Technology

4.1 - Encourage active and appropriate use of technology to widen learning opportunities	
ECS Technology Strategy	Lead Officer(s)
	David Wright

Update

All schools are completing a questionnaire to identify key security issues. Once completed a review will look policy requirements and investment spending proposals.

Priority 5 - Health and Wellbeing

5.2 - Encourage people to make positive changes about their diets and lifestyles	
Health and Wellbeing Strategy	Lead Officer(s)
	Neil Hendry

Update

Policy being presented to ECS committee 23 Feb 2012

5.4 - Ensure access opportunities to participate in cultural and sporting activities		Update
Priority Sports Policy	Lesley Thomson	Priority sports are currently being scoped and developed in conjunction with the pitch strategy, the leisure asset plan and the sports priorities for the City. This will be on the committee cycle with recommendations for approval in late 2012
Priority 6 - Engagement in Arts, Culture and Heritage		
6.1 - Raise the profile of culture and sport nationally and internationally		Update
Public Art Policy	Lesley Thomson	A public art toolkit has been developed by the City's Arts and Sports Strategy Team and arts development with a grant from the cultural grants programme. This comprises a website which advocates good practice and is a resource for those who wish to commission high quality works. A pilot commission and community education programme are under way. In the new year (2012) the learnings from these activities will be presented in policy format for adoption by Aberdeen City Council
Cultural Priorities	Neil Bruce	The cultural priorities framework was presented to committee in 2011 and is currently being implemented through the Service Manager, Culture and Sport, by appropriate members of the team.
Priority 9 - Skilled and trained staff		
9.1 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties		Update
Communications Strategy	Jane Nicklen	The senior management team have considered an outline policy paper which identified the need to address improved communications with 6 stakeholder groups. To date the following work has been or is being undertaken: 1. Work with the press team to develop a press and media communications protocol. 2. An internal staff survey was conducted through Aug and Sept. the Directorate is formulating an action plan to address issues raised. 3. Surveys are planned on two-way communications with internal council partners, service delivery partners, other external partners and wider stakeholders. These will be undertaken in 2012
CPD Strategy and Programme	Andrew Jones	Policy being presented to ECS committee 07 June 2012
CPD Students Placement Policy	Davina Gilmour	Policy being presented to ECS committee 23 Feb 2012
Leadership Development	Anne Darling/ Andrew Jones	Draft policy and framework are prepared for consultation. On schedule for ECS committee 23 Feb 2012



Scottish Library & Information Council



Aberdeen City Council self evaluation 2011

Public Library Quality Improvement Matrix (PLQIM)

**Aberdeen City Council – report of a visit on 25th November 2011 by
The Scottish Library and Information Council**

Summary

The service used the Public Library Quality Improvement Matrix (PLQIM) to review its provision across in Quality Indicator 2 Community and personal participation. This focuses attention on the ways that library services provide opportunities for groups and individuals to participate in library-related community activities.

From detailed discussions with staff, the public and a wide range of stakeholders, visits to libraries and a review of the evidence, it is clear that Aberdeen City Libraries' staff are strongly committed to developing library services, clearly linked to Council priorities and publicising them well in the community.

The planning for library services is clearly linked to the corporate process, within the framework of community planning, and Libraries are fully engaged in partnership working with Communities Team and Learning partnerships. However, these teams are newly established and these relationships will need time and joint projects to build successful, long term partnerships.

The provision of community information is a strength of the service with a wide range of targeted information. There are a number of interesting projects which cater for many interests and age groups. Some of the services targeted at more vulnerable audiences older people, prisons and housebound are still developing but are already showing that the service is improving through innovation and creative new projects. The partnership which brought about the Millennium Volunteer Awards success with the Harlaw Academy Community Involvement volunteer is excellent practice, as is the joint working with migrant communities, as exemplified in *What I Love about Aberdeen*. Other examples of excellent practice include the Silver City Vault, with its global audience and the Europe Day Walking Trail.

Aberdeen City Libraries have faced a period of change and there are areas for improvement including developing and extending partnerships, continuing to engage with communities in order to meet needs and interests and increasing targeting of communities of interest and areas of deprivation. There is some excellent practice and opportunities to share these with other library services should be sought and some attention should be given to evaluating the impact of initiatives for feeding into Single Outcome Agreement reporting.

Quality Indicator 2 Personal and community participation	
<i>Planned approaches promoting personal and community development</i>	Very good
<i>Provision of community space for a range of activities</i>	Good
<i>Supporting, recording and providing access to community heritage and culture</i>	Very good

Levels

This report uses a six level scale, as follows:

- excellent – outstanding, sector leading
- very good – major strengths
- good – important strengths with areas for improvement
- satisfactory – strengths just outweigh weaknesses
- weak – important weaknesses
- unsatisfactory – major weaknesses

Introduction

Sited in all types of communities and with extensive mobile library service provision, libraries remain one of the free universal services for communities where the population can visit as individuals or in groups to pursue reading for pleasure, learning or hobbies. Libraries can support the business community, individual and community information needs and are inclusive of all age and social groups, nationalities, genders and religious beliefs. The delivery of high quality information and library services to individuals and communities helps people to develop their skills, realise their aspirations and contribute to the economic growth and well-being of the country. Libraries encourage the use of digital technologies by communities and individuals by providing access to information, learning and culture.

The first public library legislation in Scotland was passed in 1853 and the base legislation is the 1887 Public Libraries Consolidation (Scotland) Act, and so local authorities have a statutory duty to secure the provision of adequate library services for all persons resident in their area. Library services make a significant contribution to delivering the Scottish Government's five strategic priorities, as well as local council and community planning objectives.

Background

Aberdeen City has a population of around 210,404 and is a prosperous port in the North-east of Scotland. The local authority covers an area of 188.46 square kilometres and is built between two rivers, the Dee and the Don. Traditionally the local industries were based on farming and fishing but its modern economy is based on the oil industry and its epithet from the 1970s has been the 'Oil Capital of Europe'. Unemployment rates are under 2% and the City contributes 28% of UK corporation tax, more than the City of London, to the UK economy. Aberdeen is a major retail, leisure and cultural centre for the North East of Scotland. As well as an estimated 5390 migrant workers Aberdeen has a large number of international students attending the two universities and college of further education. Over 65s account for 15.3% of the population whilst 15.7% are under the age of 15.

The City faces significant challenges financially and has the lowest total revenue support per head of population amongst all 32 Scottish authorities currently £1,720 compared to the average £2,051. There is considerable affluence; but there are also areas of deprivation with 15% of the population living in areas in the Scottish Index of Multiple deprivation.

The Library Service has been in existence since 1884 when the libraries Act was adopted at a public meeting in March by 891 votes to 134. It currently comprises a city centre Central Library, 16 Community Libraries, a Mobile Library and a Home Service. The Central Library is the main service point serving the city and acts as the headquarters. It houses the Information Centre, Adult Lending Library, Media Centre and Children's Library.

Since 2007 budget decisions have seen the number of staff have decrease by 12.5% and opening hours by over 700 per month. Ongoing budget constraints continue to present a challenging environment for libraries to operate and develop within the city.

In 2010/11 25.2% of the population were recorded as library members, with over 1.1million visitors, over 1 million issues, 16,700 hours of wi-fi access and over 100,00 enquiries.

Process

Building on success: a public library quality improvement matrix self evaluation toolkit, prepared by the Scottish Library and Information Council (SLIC) provides the framework for the process. Aberdeen City Libraries' staff evaluated Quality Indicator 2 Community and personal participation. This visit built on previous reviews in March and October 2010 looking at Quality Indicator 1 Access to Information. Staff worked together to identify and evaluate evidence about the impact and outcomes and their findings were presented to SLIC.

Working with the help of a peer verifier, Sheila Campbell, The Moray Council, SLIC reviewed the evidence and carried out discussions with members of staff, a wide variety of partners, the public and the management team on 25th November 2011. Visits were made to Cove Library and Kaimhill Library.

SLIC would also like to thank all those who participated. Time was spent talking to members of the public and the wide range of partners in Kaimhill Library about the service they receive. This included the presentation of BBC First Click certificates to participants. These arrangements helped SLIC to come to a balanced view on the outcome of the self-evaluation.

Quality Indicator 2 Community and personal participation

Strengths

- Planning for library services is clearly linked to the corporate process, within the framework of community planning
- Fully engaged in partnership working with Communities Team and Learning partnerships
- Good provision of community information
- Wide range of targeted information
- Millennium Volunteer Awards success with the Harlaw Academy Community Involvement volunteer
- Joint working with migrant communities, *What I Love about Aberdeen*
- Silver City Vault
- Europe Day Walking Trail
- Services for target audiences – older people, prisons and housebound
- Wide range of projects which cater for many interests and age groups
- Helping some areas of the city develop a strong sense of community identity

Promoting personal and community development

Planning for library services is clearly linked to the corporate process, within the framework of community planning. A review of the Community planning Partnership and the overall structure took place in 2010. As a result, from June 2011, a new Community Planning Partnership was established – Community Planning Aberdeen and a new Board, Community Planning Aberdeen Board. The website, www.communityplanningaberdeen.org.uk holds all the publicly available information on community planning and the latest updates and Single Outcome Agreement 2008-11. Libraries use community planning process to inform the Libraries Operational Framework. Profiles provided by the Communities Team were used, for example, to identify where Health Information Points might be usefully introduced first.

The financial pressure on local authorities has had a major impact on libraries' partners and the Community Learning and Development has had a significant reduction in staffing. This has provided an opportunity to re-engineer the service and contacts with other teams, like Lifelong Learning Team, Neighbourhood Planning and Childcare Services Team, have been established so that help and support to individuals and communities continues. There are many areas for joint working, including sharing distribution networks, support to volunteers, learning partnerships, health and well being initiatives, training and funding. The Libraries are proactive in seeking a stronger role in improving employability skills. Employers like Tesco are sending people to the library to complete online applications, as issues like the literacy, ICT and information literacy skills deficits mean that people need assistance in applying for jobs online and developing new skills. More recently the Royal Mail Christmas postal staff were recruited via online applications in libraries. The service will be prioritising Job Clubs in Libraries.

Libraries have felt the impact of changes to the ILAs and as financial help is no longer available learners pursuing very basic ICT courses and it is more difficult for the older learners who have previously had access to First Click, which was very popular. Learning partnerships were established

in September 2010 to co-ordinate the delivery of community based learning and libraries are represented on all twelve partnerships. This has resulted in some positive outcomes including the Millennium Volunteer Awards success with the Harlaw Academy Community Involvement volunteer and Library Roadshows at Job Fairs and the Bridge of Don Gala. The Harlaw Academy partnership started out from an SQA Communications module unit and developed in a Millennium Volunteer project, who is placed with the Libraries for a session. Her role varies but at the time of the visit she was giving a young person's thoughtful perspective on the planning of a redesign for the central children's library. The Learning partnerships and the Communities Teams are still fairly new and Libraries should continue to develop relationships to avoid duplication of effort and share expertise and resources.

Provision of community information is good, with clear processes for collecting and publishing community information for contacts and neighbourhood directories. Community Information has been managed and published by Aberdeen City Libraries since 1985 and has developed from a printed directory to the Aberdeen City Council website. A new Community Directory is under development and the visiting team were shown a demonstration of the new design. Neighbourhood directories are also published so there is relevant local information for communities. Information bulletins are published for each community and this is another way in which Libraries can communicate with the public as they can feed information into this. Much of the community information is targeted at specific groups and tailored to meet their need. This includes a range of council and library information in community languages. Engaging with communities is time consuming and contacts are constantly changing so Libraries need to be aware that this is an area in which they will need to continue to work if local resources are to be developed. However, developments in IT will make this easier.

Providing community space

Community libraries provide venues for a range of events and activities. They all vary in their capacity and ability to meet the needs of the public but consistently provide a welcoming environment and staff are prepared to be flexible in their use of space. There is a planned programme of city-wide events including a substantial range of targeted activities, with defined audiences and outcomes. These include learning and community events as well as book, reading and literacy activities. It is also important to recognise the range of cultural events which Libraries participate in. Some examples include the National Poetry day open mike event in Central Library, partnership working with Europe Direct to stage a parliamentary debate style conference at Beach Ballroom for the 4th year running and digital learning and wii fit days for the over 50s which were extremely popular with their audience. Bookbug, the bookgifting initiative, remains a bestselling attraction for children and the Silver City Vault, the digital archive, launched in September 2011. Cultural activities include the development of an Exhibition of the work of JT MacKintosh and the guided tours on Doors Open day, including the library ghost.

The library space is open to those who are more vulnerable and a project with the Prison service has seen joint working between staff to help make the transition to outside world. The Torry women's wing inmates go to library with family and Bookbug is used to make the connection easier. Bookbug and family events make it easier for fathers to reconnect with their families. Greg Addison Family Literacy Officer working with library staff and a group of vulnerable young people, cited example of one young man, who was coping with issues arising from drug and alcohol abuse continuing to use the libraries' online services, even though his local library had relocated. The city has a significant number of migrant workers and a diverse student population. Libraries are working in partnership with community groups to ensure that different groups are reached. Libraries are exploring how the elderly/housebound use services and the potential for micro libraries, using iPads in the home service with customers in order to demonstrate the online catalogue, for example and what outreach activities are suitable for older people's wellbeing events with partners

There are information points for migrant workers in Central Library and community libraries. One particularly noteworthy project is the *What I Love about Aberdeen* booklet which was produced by the Europe Direct, the City Libraries and City Council. It's a multi-language booklet expressing the views of local children and collected to celebrate International Migrants Day 2010. Libraries should

continue to keep in close touch with communities and look to provide appropriate services but recognise that this will require regularly changing activities.

Access to community heritage and culture

The launch of the Silver City Vault is a major development for the city. This is a digital archive of the collections of Aberdeen’s local studies department and part funded by the Scottish Government’s Public Library Quality Improvement Fund. In the two months since the launch in September 2011, the website has received well over 3000 visits from 38 countries, ably meeting its objective of promoting the Libraries’ resources to a global audience. There are development plans in place to increase interaction and use crowd sourcing to stimulate participation. A short film competition is also being planned.

Europe Direct and Libraries produced a Walking Trail of the city to celebrate Europe Day. This is a guided walking tour of the city pointing out the fine architectural features of buildings and informing the participants about the local built heritage’s links to European architectural style.

A series of family history events is takes place as part of the Highland Fling event. Family history is a growing are of expertise and staff and enthusiasts work together to promote the development of knowledge and competencies. Aberdeen has a proud literary tradition and Libraries are encouraging the development of literary appreciation as well as young writers through events like Northern Writes. Live Literature funding is used to bring authors into schools and young people are encouraged to write reviews and add to Glow blogs.

Library staff play an dynamic role in promoting the cultural identity of Aberdeen and are active in giving talks, planning exhibitions which are often tailored to the interests of local communities and producing displays and publications. Granite Month festival was a City council initiative and it was the first time that this event had taken place. Libraries, with a longer view of the value of the local history of the granite industry, will continue to provide access to the information now that the event has been completed.

Areas for improvement

- Developing and extending partnerships
- Continuing to engage with communities
- Increasing targeting of communities of interest and areas of deprivation
- Evaluation of impact
- Seek opportunities to share best practice
- Continue to develop joint working with communities in order to meet needs and interests

Elaine Fulton, Director
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Scottish Library and Information Council
January 2012

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